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A Handbook of Supplementary Reading Methods and Job Sheets for Childen with Learning Disabilities

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Andrews University

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ABSTRACT OF GRADUATE STUDENT RESEARCH

Project

Andrews University

Department of Education

Title: A HANDBOOK OF SUPPLEMENTARY READING METHODS AND JOB SHEETS FOR
CHILDREN WITH LEARNING DISABILITIES

Name of researcher: May-Ellen Colon

Name and title of faculty adviser: Millie Youngberg, Ed.D.

Date Completed: June 1975

Problem

An important concern of educators today is the prevalence of children with reading disabilities. There are many methods and materials with which to help these children. The problem is to coordinate some of these techniques and to find the best approach. Therefore, the purpose of this project was to combine the best from a number of methods into a new set of useable materials for learning disabled children.

Method

Several books and materials on teaching learning disabled children were read for background and information. Ideas obtained from the methods studied were then combined to form three different types of job sheets: (a) Auditory-Visual-Tactile reinforcement (AVT Method), (b) Visual-Auditory-Kinesthetic-Tactile reinforcement (VAKT Method--reading, tracing, and writing), and (c) additional reinforcement (workbook-type exercises). A Teacher's Manual was prepared to help the teacher use these materials more effectively. It includes instructions and dictation sentences.

Conclusions

The Supplementary Job Sheets in this project can be very profitable for the learning disabled child since they are multisensory and carefully structured. Each new lesson is built on the preceding lessons. Success experiences are made possible because there is no guessing. The child is not held responsible for words with sounds he has not yet had. New sounds are learned, and consonant-vowel blending becomes natural through the use of the adapted AVT (Auditory, Visual, Tactile) job sheets. Each new sound is then reinforced with the VAKT (Visual, Auditory, Kinesthetic, Tactile) job sheets. For further reinforcement, workbook-type job sheets are provided. The whole child is involved in learning to read as he does these exercises.

It is recommended that other materials be developed and included in this handbook. Some suggestions are reading comprehension, vocabulary, alphabet, dictionary, and affix exercises, more syllabication and spelling rule job sheets, and perceptual and readiness activities. For diagnostic purposes, an informal inventory may be prepared to accompany the checklist in this project.

Andrews University
School of Graduate Studies

A HANDBOOK OF SUPPLEMENTARY READING METHODS AND JOB SHEETS
FOR CHILDREN WITH LEARNING DISABILITIES

A Project
Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
May-Ellen Colon

June 1975

Approval _____

PREFACE

This project emerged from a desire to blend the good points from various reading methods into one workable supplementary program for children with learning disabilities. The AVT Method by Frank Lang of Chattanooga, Tennessee, and the Traub Method found in Recipe for Reading were the main programs drawn from, supplemented by materials and methods from Orton, Gillingham, Durbrow, Plunkett, Bloomfield, and others. There is much more that can be done on this project, but for the time being, it is limited to job sheets on the most common phonemes encountered in reading and spelling.

The writer expresses appreciation to Mrs. Connie Wade for the cursive handwriting on the job sheets, to Mr. Ed Wright for the artwork, to Miss Judy Robinson for her help on some of the job sheets, and to Mr. Frank Lang for permission to use his diagrams of the speech organs.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The Secretary's (HEW) National Advisory Committee on Dyslexia and Related Disorders (1969, p.4) reports that eight million children in America's schools today will not learn to read properly. One child in seven is handicapped in acquiring essential reading skills. This problem occurs in all segments of our society.

The above Committee addressed its attention primarily to "the problems manifested by those individuals who, in spite of apparently adequate intelligence and emotional stability, exhibit difficulties in learning to read within a teaching program that proves effective for most children (Ibid., p.6)." Their study indicates that "approximately 15 percent of the total school population conforms to this description (Idem)."

There are many methods and materials available with which to help these children. The problem is to coordinate some of these techniques and to find the best approach.

Purpose of the Study

The purpose, therefore, of this project was to combine the best from a number of methods into a new set of useable materials for learning disabled children. These materials can be used for tutoring, seat-work, and homework.

Method

Several books and materials on teaching learning disabled children were read for background and information. Ideas obtained from the methods studied were then combined to form three different types of job sheets: (a) Auditory-Visual-Tactile reinforcement (AVT Method), (b) Visual-Auditory-Kinesthetic-Tactile reinforcement (VAKT Method--reading, tracing, and writing), and (c) additional reinforcement (work-book-type exercises). A Teacher's Manual was prepared to help the teacher use these materials more effectively. It includes instructions and dictation sentences.

Limitations of the Project

This project was limited to the construction of supplementary job sheets for the common phonemes encountered in reading and spelling. A small number of job sheets on syllabication and affixes were also included. In addition, a few key methods for dealing with learning disabled children were inserted. There are no reading readiness or alphabet job sheets. Any other needed materials may be obtained commercially.

Definition of Terms

AVT--An Auditory, Visual, Tactile reading method originated by Frank Lang of Chattanooga, Tenn.

Blow-A-Syllable--After the student becomes proficient in Trade-A-Syllable with the teacher (see Trade-A-Syllable), he trades syllables with himself, blowing between each syllable--if he cannot whistle.

Body Image--Awareness of one's own body (conscious mental picture or subconscious knowledge of one's position in space and time). (Kaluger & Kolson, 1969).

Dominance--The tendency to use one side of the body for most tasks, such as using the right hand, right eye, and right foot (Kaluger & Kolson, 1969).

Dysgraphia--Partial inability to express ideas by means of writing or written symbols. Usually associated with brain dysfunction (Ibid.).

Dyslexia--Partial inability to read, or to understand what one reads silently or aloud. Condition is usually, but not always, associated with brain impairment (Ibid.).

Experience Stories--The development of basic reading skills and abilities through experience; the use of language and reading of experience records to develop initial reading skills and abilities (Carter & McGinnis, 1970, p.3111).

Eye-Pointer Control--Reading without a pointer, using one's eyes to coordinate articulation with the letters on the page.

Figure Ground--Involves the ability to see or hear a specific stimulus that is mingled with other stimuli.

Hyperkinetic--Hyperactive, with excessive motor restlessness (Kaluger & Kolson, 1969).

Hypokinetic--Hypoactive, listless, diminished motor activity (Ibid.).

Kinesthetic--Pertaining to the sense by which muscular motion, position, or weight are perceived (Ibid.).

Laterality--The internal organization of the organism so that there is an awareness of sidedness, left or right; also used to imply the tendency to use one side of the body for most tasks, such as using the right hand, right eye, and right foot (Ibid.).

Learning Disability--A specific deficit in perceptual, integrative, or expressive processes which severely impairs learning efficiency. Deficits may be specified in the visual-motor channel, auditory-vocal channel, auditory decoding, visual decoding, auditory-vocal-association, visual-motor-association, vocal encoding, motor encoding, auditory-vocal-sequencing, visual-motor-sequencing, etc. (IMPACT).

Maturation Lag--The concept of delayed development of areas of the brain; of the perceptual process which matures according to recognized patterns longitudinally. A lag signifies irregularity in these patterns without a structural defect, deficiency, or loss (Laluger & Kolson, 1969).

Minimal Brain Dysfunction--A small dysfunction of the brain that causes hidden handicaps.

Multisensory--Employing more than one of the senses. e.g. The AVT Method (Auditory, Visual, Tactile) is multisensory.

Perception--The interpretation of sensory information. The mechanism by which the intellect recognizes and makes sense out of sensory stimulation. The accurate mental association of present stimuli with memories of past experiences (IMPACT).

Perseveration--Continuing to behave or respond in a certain way when it is no longer appropriate (e.g. repetition of a word several times before going on, continuing a movement such as letter-writing even at the end of a line, bringing up an idea over and over, or writing the same number over and over) (Kaluger & Kolson, 1969).

Phonemes--Speech sounds (Ibid.).

Phonetic Analysis--To analyze words by individual sounds.

Reversal--A transposition of letters (Kaluger & Kolson, 1969).

Self-Pointer Control--The student using the stick (pointer) to guide his own articulation (Lang).

Sensory Deprivation--Being deprived of an accepting and stimulating environment, where one has a chance to have new experiences, someone with whom to identify, and someone to love him (Love, 1970, p.43).

Sight Words--Words that are to be recognized by sight, not by phonetic analysis.

Specific Language Disability--Usually the term is applied to those who have found it very difficult to learn to read and spell, but who are otherwise intelligent, and usually learn arithmetic more readily. More recently any language deficit, oral, visual or auditory is referred to with this term (IMPACT).

Specific Reading Disability--Inability to acquire reading ability where there is no mental retardation or serious visual deficiency. Labeled by Morgan in 1896 as congenital word-blindness (Ibid.).

Strophosymbolia--Twisted symbols--a reversal of symbols observed in the reading and writing performance of children with learning disabilities. e.g. was for saw (Kaluger & Kolson, 1969).

Strict Pointer Control--The instructor moving the stick (pointer) from letter to letter to aid in coordinating the student's articulation with the letters on the printed page. As each letter is pointed

to, the student must say the sound of that letter, and must not jump ahead to the next letter, or lag behind. In consonant digraphs such as ch, the teacher points between the c and the h to indicate that one sound should be pronounced.

Structural Analysis--To analyze words by syllables.

Tachistoscope--Instrument for providing a brief exposure of visual material (Carter & McGinnis, 1970, p.318).

Tactile--To perceive by touch.

Trade-A-Syllable--This technique is used to teach automatic perception of the syllable as a unit, and to help the student have visual perception time. A word is broken into natural divisions for pronunciation, not necessarily for writing (e.g. di-vi-dend). The teacher says the first syllable, the student says the second, and the teacher the third, etc. A consonant must be left for the next syllable (e.g. di-vi-dend--not div-i-dend). When "r" is at the end of a syllable it is spoken in the following syllable also (e.g. "Mary" is spoken as Mar-ry).

Trade-A-Syllable Solitaire--Reading by syllables, but trading syllables with one's self. (See Trade-A-Syllable.)

Unvoiced Sounds--Sounds that do not use the voice. (e.g. s, t, f, etc.)

Voiced Sounds--Sounds that use the voice in pronunciation. (e.g. the l, m, z, etc.)

Whistle-A-Syllable--After the student becomes proficient in Trade-A-Syllable with the teacher (see Trade-A-Syllable), he trades syllables with himself, whistling between each syllable. Trade-A-Syllable Solitaire is the next step after this. (See Trade-A-Syllable Solitaire.).

Whopper Words--A sequence of consonants and vowels such as the following: momototom. This "Whopper Word" must be pronounced in one breath. No breaks in the flow of sound are allowed.

Suggestions for Further Study

1. Make an informal inventory to accompany the checklist in this project.
2. Make a study of the effectiveness of the Supplementary Job Sheets.
3. Add more syllabication and spelling rule job sheets.

4. Add reading comprehension exercises.
5. Add more job sheets on affixes.
6. Add vocabulary exercises.
7. Add dictionary exercises.
8. Add perceptual and readiness material.
9. Add alphabet job sheets.
10. Make job sheets for adults.

Conclusion

The Supplementary Job Sheets in this project can be very profitable for the learning disabled child since they are multisensory and carefully structured. Each new lesson is built on the preceding lessons. Success experiences are made possible because there is no guessing. The child is not held responsible for words with sounds he has not yet had. New sounds are learned, and consonant-vowel blending becomes natural through the use of the adapted AVT (Auditory, Visual, Tactile) job sheets. Each new sound is then reinforced with the VAKT (Visual, Auditory, Kinesthetic, Tactile) job sheets. For further reinforcement, workbook-type job sheets are provided. The whole child is involved in learning to read as he does these exercises.

CHAPTER II

REVIEW OF LITERATURE

Definitions of Learning Disability

Hartman & Hartman (1973, p.684) explain that a student with a learning disability usually has average or above average intellectual potential. However, his academic achievement is lagging significantly. Definitions of learning disability generally rule out such factors as emotional disturbance, social disadvantage, physical handicap, and mental retardation. Learning disabled children are sometimes called perceptually handicapped. John Meier (1970) says that

Children with special learning disabilities exhibit disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage (p.5).

Lehman and Hall (1966) point out that the learning disabled child is not mentally retarded, yet he is retarded in certain skills. He is not emotionally disturbed, yet emotional problems may have developed as a result of his learning difficulties. "What he is not is often more obvious than what he is." After the child is taken to doctors, psychologists, or guidance centers by his puzzled parents, the diagnosis reveals that the child has learning disabilities resulting from what the specialists call minimal brain dysfunction. This term is

obviously disturbing to any parent, but at least it points to the brain as the center of the child's inability to read (Woodward, 1973).

According to Lehtinen (no date given), minimal brain dysfunction changes the way in which the child perceives the world "and the way in which he thinks about what he perceives." Johnson and Myklebust (1967) assert that such a problem "is one of altered processes, not of a generalized incapacity to learn (p.8)."

"Specific learning disability" (SLD) is another common term used in the definition of learning disability. Woodward (1973) explains that the word "specific" is added "because their handicap, no matter how serious or frustrating, is not the result of mental retardation or emotional imbalance."

Clark (1973, pp.30,31) maintains that many U.S. scientists prefer to use the term "specific language disability" rather than "dyslexia" since the latter expression (a Greek derivation meaning "poor ability to cope with language") "is often confused with non specific dyslexia--or the inability to read or write--which can result from any number of causes (p.31)." For example, the child may have minimal brain damage, he may be intellectually dull, or he might have had poor teaching.

However, the term "developmental dyslexia" is internationally favored as a synonym for "specific language disability" because (1) the disability does not handicap the child until he is asked to read or write, and (2) it develops (progressively worsens) if not treated. Also, the expression "developmental dyslexia" means the same to scientists of every nation (Ibid., p.30).

Fry (1972) concludes that there are almost as many terms for mild brain damage (minimal brain dysfunction) as there are investigators. To prove his point he made a list of some forty terms that authorities have used:

TABLE I

FORTY WAYS OF SAYING ABOUT THE SAME THING

MINIMAL BRAIN DYSFUNCTION
 Association deficit pathology
 Organic brain disease
 Organic brain damage
 Organic brain dysfunction
 Minimal brain damage
 Diffuse brain damage
 Neurophrenia
 Organic drivenness
 Cerebral dysfunction
 Organic behavior disorder
 Choreiform syndrome
 Minor brain damage
 Minimal brain injury
 Minimal cerebral injury
 Minimal chronic brain syndromes
 Minimal cerebral damage
 Minimal cerebral palsy
 Cerebral dys-synchronization syndrome
 Hyperkinetic behavior syndrome
 Character impulse disorder
 Hyperkinetic impulse disorder
 Aggressive behavior disorder
 Psychoneurological learning disorders
 Hyperkinetic syndrome
 Dyslexia
 Hyperexcitability syndrome
 Perceptual cripple
 Primary reading retardation
 Specific reading disability
 Clumsy child syndrome
 Hypokinetic syndrome
 Perceptually handicapped
 Aphasoid syndrome
 Learning disabilities
 Conceptually handicapped
 Attention disorders
 Interjacent child (pp.321,322)

"In order to facilitate further clarification of terms, and to poke a little fun at those who pompously use big words. (Ibid.)," Fry has developed a "terminology generator" which can easily "yield 1,000 different terms with considerable specificity of meaning and degree of involvement (Ibid.). Even this leaves out additional terms such as Strauss' syndrome, neurophrenia, developmental lag, specific dyslexia, aphasioid, and many more.

TABLE II

DO-IT-YOURSELF TERMINOLOGY GENERATOR

DIRECTIONS: Select any word from Column 1. Add any word from column 2; then add any word from Column 3. If you do not like the result, try again, It will mean about the same thing.

1 Qualifier	2 Area of involvement	3 Problem
Minimal	Brain	Dysfunction
Mild	Cerebral	Damage
Minor	Neurological	Disorder
Chronic	Neurologic	Dissynchronization
Diffuse	C.N.S. (Central Nervous System)	Handicap
Specific	Language	Disability
Primary	Reading	Retardation
Disorganized	Perceptual	Impairment
Organic	Impulse	Pathology
Clumsy	Behavior	Syndrome (p.322)

McCarthy and McCarthy (1974, p.1) agree that no other single label seems to connote as great a variety of "seemingly unrelated conditions" as does the term learning disabilities. Capobianco (1964) reacts, "Perhaps the one irrefutable characteristic attributable to children with learning disabilities is their wide variety of behavior (p.187)."

The Need--A Special Approach for
Learning Disabled Students

As previously mentioned, eight million children in American elementary and secondary schools have reading disorders. One in seven children are handicapped in acquiring reading skills. All segments of our society are affected (Report of the Secretary's HEW National Advisory Committee on Dyslexia and Related Disorders, 1969). In New York state alone, the Fleishmann Commission on Education reported that over 49,000 children in the state's public schools have specific learning disabilities. The report also exposed the fact that SLD children are the most neglected group: Only 14 percent were receiving any help at all (Woodward, 1973).

For a variety of neurological reasons, these children, though usually endowed with average or superior intelligence, cannot learn to read by the standard sight methods employed in most classrooms. According to Dr. R.N.M. Crosby (1968), a renowned neurologist who works with SLD children, "Reading is one of the most complex neurological tasks a person undertakes in his lifetime (p.51)." It is obvious why children with the neurological problems of SLD have such difficulty.

These children need to be identified early, and then treated properly if they are to overcome their difficulties (Report of the Secretary's HEW National Advisory Committee on Dyslexia and Related Disorders, 1969, p.8). Special techniques must be used on learning disabled children. A child who has impaired visual perception cannot learn with the whole-word or look-say method. A child with poor auditory perception would have difficulty learning with a phonic approach.

The kinesthetic method is not likely to work for the child with poor tactile perception. Therefore, each student must be individually diagnosed, and a plan of therapy developed for remediation of his particular problem (Traub, 1973, p.2). The child has to learn new ways to learn. This involves more than practice in developing a particular process. A child who has difficulty in detecting differences in sounds may have to learn how to detect the differences through the help of touch and vision, feeling and looking at the tutor's lips, mouth, and throat when certain sounds are made. Merely listening to a set of tapes that, through example and practice, teach differences between sounds, is not likely to bring good results (IMPACT, Workshop Module, No. 47).

Causes of Learning Disabilities

Years of research have not brought clear-cut conclusions concerning the causes of learning disabilities. There is only one widely accepted conclusion: Disabilities in learning are the result of several contributing factors (Early, 1957).

Malnutrition, Endocrine Disorders, Infections

Early (1957) claims that malnutrition, endocrine disturbances, and infections are the three factors most frequently mentioned by researchers as causes of reading disability. Smith and Carrigan (1959) add that endocrine disorders, in turn, appear to cause abnormal synaptic transmission and failure to achieve adequate long-term neural activity. Such a condition adversely affects a person's day-to-day memory.

Maturational Lag and Weak Laterization

Vernon (1971) introduces the theory that maturational lag, "failure in the normal maturation of certain functions of the cerebral cortex (p.159)," is commonly thought to cause dyslexia. The neurological patterns show slow differentiation and remain immature. Therefore, "clearly defined neurological patterns such as that of cerebral dominance have not been fully established... (Ibid.)." The result is weak laterization.

Carter (1970) suggests that studies of learning disabled children have provided some evidence that lack of dominance adversely affects reading ability. However, she also points out that there is lack of agreement on this issue. So it may be assumed that dominance is only one factor to be considered in the study of learning disability.

Trauma, Injury, High Fever, Lack of Oxygen, Noxious Reactions

Regarding causes of learning disabilities, Lehtinen suggests trauma occurring during a difficult delivery, or a severe accident. She also mentions high fever, encephalitis, or lack of oxygen. A condition of the mother such as blood incompatibility, or virus illness may have caused a noxious reaction, thus producing changes in the central nervous system which interfere with its normal growth and activity.

Toxic Chemicals

Woodward (1973) also attributes perceptual problems to high fever or trauma shortly after birth. In addition, toxic chemicals are mentioned as a cause.

Minimal Cerebral Dysfunction and Learning Disabilities

McCarthy and McCarthy (1974,p.10) refer to the label "minimal cerebral dysfunction" as the cause for the behavior responsible for learning disabilities. However, they point out that "not all types of cerebral dysfunction lead to learning disabilities (p.11)." (Neither are all learning problems to be classified as learning disabilities.) Clements (Abstract published in Special Education, 1966) says that minimal brain dysfunction such as is associated with learning disabilities "may arise from genetic variations, biochemical irregularities, perinatal brain insults, illnesses or injuries sustained during the years critical for the development and maturation of the central nervous system, or from unknown causes (pp.188,189)."

Early Sensory Deprivation

McCarthy and McCarthy (1974) say that Clements does not disregard the possibility that early, severe sensory deprivation causes "permanent alterations" in the central nervous system. They indicate that study of the neurologically impaired child's history often reveals events that are presumed to cause central nervous system damage. "But," they add, "such events are also associated with the histories of children with minimal cerebral dysfunction (p.12)."

Heredity

Woodward (1973) states that perceptual difficulties have been traced to heredity. He claims that in nine out of ten cases studied, such difficulties were a dominant family trait--often inherited from the father.

Emotional Disturbance and Learning Disabilities

Emotional disturbance is a result of learning disabilities, not its cause. Early (1957) implies this in her statement: "Since emotional disturbances may result from reading failure, continued failure aggravates these conditions. The older the retarded reader is, the more intense and deep-seated these emotional reactions may become (p. 21)." Miller (1971,p.48) believes that when the reading problem is corrected the emotional maladjustment resulting from the reading disability will disappear.

Symptoms of Learning Disabilities

Clements (Minimal Brain Dysfunction in Children, 1966) compiled an exhaustive list of learning disability symptoms from over one hundred recent publications. About one hundred specific behaviors were listed. The ten behavior characteristics most frequently cited, in order of frequency, were as follows:

1. Hyperactivity.
2. Perceptual-motor impairments.
3. Emotional lability.
4. General orientation defects.
5. Disorders of attention (e.g. short attention span, distractibility).
6. Impulsivity.
7. Disorders of memory and thinking.
8. Specific learning disabilities in reading, arithmetic, writing, and spelling.
9. Disorders of speech and hearing.
10. Equivocal neurological signs and electroencephalographic irregularities (p.13).

The movie, Early Identification of Learning Disabilities, presents several behavioral symptoms of learning disabilities. For example, the learning disabled child in the movie had great difficulty with dressing. When she drew a picture of herself, parts were missing. She could des-

scribe objects, but could not remember their names. Abstract thinking was difficult. e.g. Concepts of today and tomorrow were poor.

Meier (1970) presents a special test for screening learning disabled children right in the classroom. This test is known as the Individual Learning Disability Classroom Screening Instrument (ILDCSI). It lists 80 items which may be considered symptoms of learning disabilities. Some items on the test are below:

- Holds book too close (6 in. or less).
- Avoids work requiring concentrated visual attention.
- Head forward or tilted to one side (more than 15°) when reading or engaged in other visual tasks.
- Moves head or trunk excessively during visual tasks (instead of moving eyes).
- Uncontrollable rapid jumping of eyes.
- Rubs eyes often when reading or engaged in other visual tasks.
- Facial contortions with visual tasks (including squint).
- Unable to copy from chalk board.
- Unable to arrange letters or objects in a prescribed order.
- Unable to learn the sounds of letters (can't associate proper phoneme with its grapheme).
- Doesn't seem to listen to daily classroom instructions or directions.
- Can't correctly recall oral directions when asked to repeat them.
- Doesn't seem to comprehend spoken words.
- Can't name letters when they are pointed to. Can't pronounce the sounds of certain letters.
- Mild speech irregularities. (Can't pronounce most words common to his grade level.)
- Immature speech patterns (Still uses baby talk.)
- Lips remain apart when at rest (mouth breathing).
- Tongue thrust forward between teeth and often beyond lips (especially when using hands for writing, cutting, etc.).
- Unable to correctly repeat a 7-10 word statement spoken by the teacher.
- Errors in own oral expression--confuses prepositions such as over, under, in, out, etc. ("put water under fire to boil it").
- Transposes sounds in words. (Says "nabana" instead of "banana").
- Can't recite the days of the week in correct order.
- Seems confused when using visual, auditory and/or tactile inputs simultaneously. (e.g. oral reading and/or written spelling).
- Seems insensitive to others' feelings.

The remainder of the test follows.

ILDCSI Test

Put (✓) in appropriate squares (see #24).

	Unobserved	Average	Moderate	Severe		
	0	1	2	3	Behavioral Indices	Comments
24				✓	Underactive (seems lazy, couldn't care less) in classroom and on playground.	
25					Is slow to finish work (doesn't apply self, day-dreams a lot, falls to sleep in school). (Comment which or other.)	
26					Overactive (can't sit still in class - shakes or swings legs, fidgety). (Comment which or other.).	
27					Tense or disturbed (bites lip, needs to go to bathroom often, twists hair, high strung). (Comment which or other.)	
28					Occasional lapses of contact with classroom activities (has "spells" when hands and/or body shakes, eyes blink, or don't seem to see).	
29					Very small for age (list height, weight, and age).	

30		Misses school frequently (list number of days per month).	
31		Poor gross motor coordination (comment specifically; e.g., can't skip or hop on one foot, etc.).	
32		Fingers tremble when hands held forward and arms sup- posed to be steady.	
33		Accidentally breaks and tears things (clumsy, awkward).	
34		Unusually short attention span for daily school work.	
35		Easily distracted from school work (can't concentrate with even the slightest disturbance from other students moving around or talking quietly). (List specific distractions.)	
36		Mistakes own left from right (confuses left-hand with right-hand side of paper).	

37	<div><div></div><div></div><div></div><div></div><div></div></div>	Often begins tasks with one hand and finishes with the other.	
38	<div><div></div><div></div><div></div><div></div><div></div></div>	Can't tie shoes and/or hold scissors properly (which or both).	
39	<div><div></div><div></div><div></div><div></div><div></div></div>	Loses way in school (gets turned around and doesn't know which way to go).	
40	<div><div></div><div></div><div></div><div></div><div></div></div>	Improper pencil grasp (clutched fist, held too tightly or presses so hard as to break lead and tear paper).	
41	<div><div></div><div></div><div></div><div></div><div></div></div>	Draws circles clockwise.	
42	<div><div></div><div></div><div></div><div></div><div></div></div>	Poor drawing of diamond compared with peers' drawings.	
43	<div><div></div><div></div><div></div><div></div><div></div></div>	Poor drawing of circle and tilted square compared with peers' drawings.	

44		Poor drawing of a person compared with peers' drawings.	
45		Poor handwriting compared with peers' writing.	
46		Reverses and/or rotates letters, numbers and words (writes "p" for "q", "saw" for "was", "2" for "7", "16" for "91") far more frequently than peers.	
47		Does very poorly in written spelling tests compared with peers.	
48		Unable to learn the forms of letters (can't recognize letters when they are pointed to).	
49		Reverses and/or rotates letters, words, and numbers visually (reads "b" for "d", "u" for "n", "6" for "9") far more frequently than most peers.	
50		Reverses and/or rotates sounds and numbers presented auditorily (reads "tac" for "cat", "left" for "felt", "327" for "723") far more frequently than most peers.	

51	<div><div></div><div></div><div></div><div></div><div></div></div>	Confuses left and right directionalities when not associated with own self.	
52	<div><div></div><div></div><div></div><div></div><div></div></div>	Loses place more than once while reading aloud for one minute.	
53	<div><div></div><div></div><div></div><div></div><div></div></div>	Omits words while reading grade-level material aloud (omits more than one out of every ten).	
54	<div><div></div><div></div><div></div><div></div><div></div></div>	Reads silently or aloud far more slowly than peers (word by word while reading aloud).	
55	<div><div></div><div></div><div></div><div></div><div></div></div>	Points at words while reading silently or aloud.	
56	<div><div></div><div></div><div></div><div></div><div></div></div>	Substitutes words which distort meaning ("when" for "where").	
57	<div><div></div><div></div><div></div><div></div><div></div></div>	Can't sound out or "unlock" words.	

58	<div><div></div><div></div><div></div><div></div><div></div></div>	Can read orally but does not comprehend the meaning of written grade-level words (word-caller).	
59	<div><div></div><div></div><div></div><div></div><div></div></div>	Can't follow written directions, which most peers can follow, when read orally or silently (which or both).	
60	<div><div></div><div></div><div></div><div></div><div></div></div>	Reading ability at least 3/4 of a year below most peers.	
61	<div><div></div><div></div><div></div><div></div><div></div></div>	Tells barren or incoherent stories (they don't even make sense to peers).	
62	<div><div></div><div></div><div></div><div></div><div></div></div>	Has trouble telling time.	
63	<div><div></div><div></div><div></div><div></div><div></div></div>	Doesn't understand the calendar (what day follows Wednesday, etc.)	
64	<div><div></div><div></div><div></div><div></div><div></div></div>	Difficulty with arithmetic (e.g. can't determine what number follows 8 or 16; may begin to add in the middle of a subtraction problem).	

65	<div><div></div><div></div><div></div><div></div><div></div></div>	Cannot apply the classroom or school regulations to own behavior whereas peers can.	
66	<div><div></div><div></div><div></div><div></div><div></div></div>	Excessive inconsistency in quality of performance from day to day or even hour to hour.	
67	<div><div></div><div></div><div></div><div></div><div></div></div>	Has trouble organizing written work (seems scatter-brained, confused).	
68	<div><div></div><div></div><div></div><div></div><div></div></div>	Seems very bright in many ways but still does poorly in school work.	
69	<div><div></div><div></div><div></div><div></div><div></div></div>	Repeats the same behavior over and over.	
70	<div><div></div><div></div><div></div><div></div><div></div></div>	Doesn't get along with most peers (can't make or keep friends, is picked on, wants to change rules, poor loser).	
71	<div><div></div><div></div><div></div><div></div><div></div></div>	Shows excessive affection toward peers or adults in school or on playground.	

72	☐ ☐ ☐ ☐ ☐	Unusually aggressive toward peers or adults in school or playground.	
73	☐ ☐ ☐ ☐ ☐	Unusually shy or withdrawn.	
74	☐ ☐ ☐ ☐ ☐	Cries easily and often for no apparent reason.	
75	☐ ☐ ☐ ☐ ☐	Afraid of many things which most peers don't fear.	
76	☐ ☐ ☐ ☐ ☐	Explodes for no apparent reason.	
77	☐ ☐ ☐ ☐ ☐	Demands unusual amount of attention during regular classroom activities.	
78	☐ ☐ ☐ ☐ ☐	Seems quite immature (doesn't act his/her age).	

CHAPTER III

METHODS FOR LEARNING DISABLED STUDENTS

The AVT Method

The White Booklet

Frank Lang, of the AVT Educational Laboratory in Chattanooga, Tennessee, has developed a remedial reading teaching method that simultaneously involves the Auditory, Visual, and Tactile senses. A series of AVT materials are available which take the student back to the primer level of reading and steadily guide him up through college level. The first booklet, Introducing Consonant-Vowel Blending, deals with consonant-vowel blending on the primer level. The student is reminded that the letters on a printed page are "marching orders," telling his mouth ("talking machine") what sounds to produce. Articulation is described as cutting the flow of sound into pieces or articles. Vowels produce a continuous stream of sound. Consonants cut this sound off. When speaking, the mouth is open for vowels and closed for consonants. Consonant-vowel blending is achieved by sustaining the breath as it builds up pressure against each consonant (articulator) which, in turn, "explodes" into a vowel. A pointer is used by the teacher to coordinate the student's articulation with the letters ("marching orders") on the printed page. Using a pointer is called strict pointer control. The student must follow the pointer, and should not say any other sounds except the sound that is being pointed to. In consonant digraphs such as ch, the teach-

er points between the c and the h to indicate that one sound should be pronounced. In addition to regular words, "Whopper Words" are used for drill. A "Whopper Word" is a sequence of consonants and vowels such as the following: momomom. This sequence must be completed in one breath, using strict pointer control. In addition to the drills in the white book, a primer such as the Scott-Foresman Jr. Primer is used for further practice in consonant-vowel blending with pointer control. Each story in the primer is first read with strict pointer control. The same story is reread at natural speed. Any difficult words are decoded with pointer control.

The Pink Booklets

The second book in the AVT series, Mastering Consonant-Vowel Combinations, includes second grade skills in combining consonants and vowels into words. Strict pointer control is used, along with eye pointer control. Eye pointer control is the student using his eyes as a pointer. Self pointer control (the student using the stick to guide his own articulation) may also be incorporated as needed. The other pink booklet, Long and Short Vowels, teaches skills in distinguishing between long and short vowels. For example, the first lesson presents short "a" words, followed by the second lesson presenting long "a" words with final silent "e." A few short vowel words are mingled with the long vowel lesson for contrast. Mr. Lang calls the silent "e" a permission letter. This permission letter gives the other vowel in the word permission to say its own name. During these lessons the instructor points to the vowel and the student points to the permission letter as each word of this type is sounded out by the student. Basal readers

are used to supplement the two pink booklets.

The Yellow Booklets

The yellow series has three booklets, employing third and fourth grade reading skills. The first booklet, Consonant Blends, gives practice in blending two or more consonants. Strict pointer control is used along with eye and/or self pointer control. The second yellow booklet deals with Vowel Digraphs. Long and Short Vowels is the third yellow booklet. The same procedure is used here as in the pink Long and Short Vowels booklet (teacher and student pointers). There is no need to finish one yellow booklet before using the next one. All three may be utilized simultaneously. At this time trade-a-syllable is introduced for use in free reading. The purpose of trade-a-syllable is to teach the student to perceive the syllable as a unit. Trade-a-syllable is done as follows: A multisyllabic word, such as "dividend" is broken into natural divisions (e.g. di-vi-dend). The teacher (T) says the first syllable, the student (S) the second, and the teacher the third, etc. (e.g. ^T di-^S vi-^T dend). A consonant must be left for the next syllable. (e.g. di-vi-dend not div-i-dend). A second rule is that when "r" is at the end of a syllable it is repeated in the next syllable (e.g. Mary is pronounced Mar-ry). During the yellow series trade-a-syllable is used only on unknown or difficult words in the supplementary basal readers. Normal reading is used every other time.

The Salmon Booklet

Simple Prefixes and Suffixes is the next booklet in the series. This booklet is on the grade 3-5 level, and is used to prepare the way for the green series. Pointer and free reading may be used for decoding.

The Green Booklets

Advanced Skills --- Suffixes follows the salmon booklet, and is on the grade 5-6 level. Trade-a-syllable with the teacher is used on the exercises in this booklet. When doing outside reading, the student reads at normal speed until a hard word is reached. Then he does trade-a-syllable with the teacher. Whistle-a-syllable may be introduced after proficiency in trade-a-syllable is reached. Whistle-a-syllable means that a student trades-a-syllable with himself, whistling between each syllable. (e.g. ^Sdi (whistle) ^Svi (whistle) ^Sdend). If the student cannot whistle, he may blow-a-syllable (blowing between each syllable).

The last book in the AVT series is Advanced Vocabulary, using grade 5 to high school and college skills. In addition to trade-a-syllable, the student does trade-a-syllable solitaire, if he is ready. This is simply reading by syllables, but trading syllables with himself. There is no whistling or blowing between each syllable. At this time High School and College books may be used for decoding, but not for comprehension.

Vowel Cards and Consonant Wheels

Vowel cards and consonant wheels are used during the AVT sequence to drill and review the sounds learned. Various words are made as consonants are held in the boxes. On the back of the vowel cards is a list of words for additional practice.

Vowel
Flash
Card

Consonant
Wheel

<u>Level</u>	<u>Topic</u>	<u>Color</u>	<u>Grade</u>	<u>Number</u>
1	Introducing Consonant-Vowel Blending	White	P-1	26
2	Mastering Consonant-Vowel Combinations	Pink	2	21
3	Long and Short Vowels	Pink	2	10
4	Consonant Blends	Yellow	3-4	23
5	Vowel Digraphs	Yellow	3-4	38
6	Long and Short Vowels	Yellow	3-4	12
7	Simple Prefixes and Suffixes	Salmon	3-5	25
8	Advanced Skills-- Suffixes	Green	5-6	30
9	Advanced Vocabulary	Green	5-6 to high sch. & college	30

TABLE III

- SEQUENCE OUTLINE

<u>Vowel Cards</u>	<u>Method</u>	<u>Supplementary Materials and Methods</u>
X	Strict Pointer Control	Use Primer most phonetic for pointer control reading. Suggest: Scoot Foresman Junior Primer
X	Strict Pointer Control Eye Pointer	Use other basal readers.
X	Teacher and Student Pointers	
X	Strict Pointer Control Eye Pointer	1) Free reading 2) Trade-a-syllable with teacher on unknown words
X	Teacher and Student Pointers Eye Pointer	Use basal readers of third and fourth grade difficulty.
X	Teacher and Student Pointers	
X	Pointer and Free Reading	Use basal readers of fourth and fifth grade difficulty.
X	Trade-a-Syllable with Teacher	1) Free reading 2) Use sixth grade to high school or college books for decoding practice.
X	Trade-a-Syllable Solitaire	

The Orton Method

The late Dr. Samuel Orton's wife, June Lyday Orton, has written A Guide to Teaching Phonics, published by Educators Publishing Service, Inc. This teacher's guide presents procedures for teaching phonics to children who have specific reading and spelling disabilities. A structured phonics approach is used, consisting of four steps:

- Step One The teaching of consonants and short vowels. Short vowels are taught in this order: a i o u e. The short "i" and "e" are easily confused, so they are learned far apart.
- Step Two Long vowel sounds in their various forms are taught.
- Step Three Other vowel sounds, such as diphthongs, are presented.
- Step Four Word structure, including affixes and roots, is integrated throughout the other steps. Sight words are also regularly learned.

Throughout this program the student is not held responsible for any sound or word to which he has not previously been introduced. A set of phonics cards with 100 phonograms are available with this program.

The Gillingham Method

Anna Gillingham and Bessie Stillman have written a manual known as Remedial Training for Children With Specific Disability in Reading, Spelling, and Penmanship. This technique uses a close association of visual, auditory, and kinesthetic elements. These elements form what is called "the language triangle." The sounds of letters are taught with Phonics Drill Cards and are built into words. This program, based on Dr. Samuel Orton's neurological discoveries, is very structured. Two editions of the manual are available.

Nina Traub's Method

Nina Traub with Frances Bloom have written a manual based on the Gillingham Method, simplified. Known as Recipe for Reading, the structured manual commences with single letter sounds and progresses to vowel digraphs, consonant blends, spelling rules and word families. The beginning lessons contain kinesthetic instruction for the correct formation of manuscript and cursive letters. Auditory, visual, and kinesthetic factors determine the sequence of letters taught. Phonetic readers accompany these lessons. Students are not held responsible for words with sounds not taught before the time they read. Any words with unknown sounds are underlined and the teacher pronounces them for the student. Sequence Charts, for recording individual progress, and specially lined paper are included with the manual.

The Slingerland Method

The Slingerland approach is an adaptation of the Orton-Gillingham approach, and is intended for classroom use. A preventative or remedial program is employed with primary-grade specific language disability children. A teacher's manual is available which explains this program in detail. The title of this manual is A Multi-Sensory Approach to Language Arts for Specific Language Disability Children by Beth L. Slingerland. Two main sections comprise the manual: "The Auditory Approach and Learning to Write for Spelling and Written Expression" and "The Visual Approach for Reading." Numerous activity and multi-sensory reinforcement are used throughout the program. For example, when the teacher is presenting letters and sounds by the visual approach, she will first show the children the alphabet card. Then in-

dividual children:

1. Name the letter seen on the card, forming it in the air with a free arm swing from the shoulder.
2. Name the key word (a common object of constant form which affords a reliable cue for recall).
3. Give the sound of the letter (p.52).

This is only one of Slingerland's methods for learning sounds. She also has an auditory approach, and a kinesthetic approach.

Other characteristics of the Slingerland approach are emphasis on phrase meaning in reading, writing in manuscript instead of cursive (to minimize interference with school district policies, etc), and repetitious overlearning. As the child becomes involved with this approach, he becomes actively involved in learning.

Slingerland has also published a kit to give SLD children reading readiness training. It is called Training in Some Prerequisites for Beginning Reading.

Clock Writing

Children who have dysgraphia may be helped by the "clock" method of handwriting. See Appendix A for an example of this. Students write letters on a "clock face," using the numbers to orientate them. Romalda and Walter Spaulding have published a book called The Writing Road to Reading. This book presents the "clock" in manuscript writing. Helene C. Durbrow has written a series of books, known as Learning to Write, that teach cursive writing with the "clock."

Plunkett Spelling Series

Mildred Plunkett has written a series of spelling workbooks for dyslexic students. A Spelling Workbook for Early Primary Corrective

Work, Books I and II have lessons aimed at helping second and third graders, respectively. Spelling is taught in a meaningful way, emphasizing phonetic elements of words. Book I uses cursive writing to avoid reversal tendencies exhibited by many children. Either manuscript or cursive writing may be used in Book II.

A Spelling Workbook for Corrective Drill for Elementary Grades is for children in grades 4-6 who have difficulty with visual recall of word configurations. Phonics drills, word groupings, and kinesthetic reinforcements are used to improve spelling ability.

Children in grades 7-12 with spelling and reading problems will find A Spelling Workbook Emphasizing Rules and Generalizations for Corrective Drill helpful. Pronunciation symbols, spelling generalizations and rules, and syllable concepts are learned through this book. Other helpful spelling, reading, and writing materials may be obtained from Educators Publishing Service.

Harold G. Maine's Multi-Sensory Phonics Workbook

The areas of reading, writing, and spelling are strengthened as this workbook is used. The student looks at the phonograms, says the guide word, and then generates in writing words that have the same sound-spelling pattern as the guide word. Sentences and paragraphs may then be written, using the words that have been generated. When the assignment is completed, the student reads his written work.

Anderson and Maine's Multi-Sensory--A Workbook of Resource Words

This versatile workbook has a variety of uses. It can be utilized as a spelling book, a diagnostic word list, a vocabulary book, or a

language textbook. The student may say each word and mark the vowels with a macron or breve. The words in this book are listed by phonemes, and space is provided for writing each word mastered.

IMPACT Box

The Berrien County Intermediate School District in Berrien Springs, Michigan, has produced the IMPACT Box. IMPACT means Instructional Model Program for All Children and Teachers. The IMPACT Box contains indexed cards which provide the teacher with diagnostic and prescriptive materials for children with learning problems. After the assessment and prescription are made, the teacher may select materials from the box which will help the child in his weak area.

Bloomfield's Let's Read

Leonard Bloomfield firmly believed that learning the code should be the first step in beginning reading. He questioned the emphasis on meaning that was, and still is, prevalent in beginning reading instruction (Chall, 1967, p.24). He and Clarence L. Barnhart have co-authored a linguistic reading program known as Let's Read. This structured and scientific program presents words in word families. Irregular words are left until later. Like the Orton, Gillingham and Traub methods, Let's Read builds new lessons from previous lessons. Here is a sample sentence from lesson one: Can Dan fan Nan? This approach is good for SLD students.

The Fernald Method

Grace Fernald (1943) has developed a method whereby the child selects a word he would like to read. This word is learned by using

the visual-auditory-kinesthetic-tactile senses. The word is then built into a story for him to read. As the child progresses to the final stages he reads material other than his own stories. Briefly outlined, the four stages of this method are as follows:

Stage I--Learning words by tracing

(A) The child learns the word he has selected by saying the word as he traces it with his finger. (B) This repeated until he can write the word without looking at it. (C) A story is developed with the word and the teacher types it out (within 24 hours) for the child to read. (D) The child files his word in a word file for future review.

Stage II--Tracing eliminated

(A) Eventually the child should develop the ability to learn new words by merely looking at the word while saying it over to himself. Then he will write it without looking. (B) The child continues to write stories and to read them after they are typed.

Stage III--Reading from Print

The child now looks at the word in print (He read it handwritten before), says it to himself, and writes it without looking. He is told unfamiliar words, which he later learns.

Stage IV--Recognizing words from similarity to known words

Multi-Sensory Approach Learning Sight Words

This method is intended to develop sequential visual imagery in children who have visual memory or spatial relation difficulty.

1. After introducing the new words, have the child read one page of a new story from a book on his instructional level.
2. List the words he cannot read.
3. Write these words on the chalkboard or on flashcards and pronounce each word as the child looks at it carefully. Tell child to underline it with his finger and say it.
4. Have him trace the letters with his finger, saying the word slowly.
5. Have him underline the word with his finger as he says it.
6. Then the child should spell the word aloud while looking at it. He says the word again.
7. Cover the word and have the child spell it out loud. Repeat steps 4-6 if he is unable to do this.
8. Cover the word and have him write it as he says it slowly. Tell him to check to see if he wrote it correctly. Do not allow corrections of any kind, but repeat the previous steps again.
9. Have child spell the word out loud backwards while word is covered.
10. Cover word and have him write it forward, saying the word slowly as he writes.
11. Now the child should re-read the page in his reader where the words are from so that he can practice reading them in

context.

12. The next day, check to see if the child can read the words he learned the day before. If not, repeat the steps. Otherwise, select another page from his reader and repeat the sequence.

Use this method for 15-30 minutes/day, gradually increasing the number of words to be learned per session. Eventually these sessions may become unnecessary. (From the Berrien County Intermediate School District)

Student's Notebook

Students take pride in a formal notebook with definite headings where they can keep record of what they have learned. Helene C. Durbrow suggests dividing such a notebook into phonogram sections. The child then practices writing words that use that phonogram. A table of contents with the notebook page of each phonogram listed is helpful.

Other Methods and Hints

1. Child should read phonetic readers.
2. Do experience stories. Type them and make them into a book. The child may wish to draw illustrations for his stories.
3. Use music in teaching.
4. Have children use language masters, typewriters, Frostig materials, peg boards, DLM materials, puzzles, and other tactile, kinesthetic, visual, and auditory materials.
5. Use behavior modification.
6. Have learning centers.
7. Shorten assignments, if necessary.

8. Use few verbal directions and keep them simple.
9. Praise the children when they deserve it.
10. Use visual clues with verbal directions.
11. Eliminate competition if the odds are too great.
12. Limit choices.
13. Use games to drill.
14. Block off work area with carrels, etc.
15. Do not present a new skill until the previous one is learned.
16. Allow and provide for movement.
17. Give responsibility for equipment.
18. Give oral examinations when necessary.
19. Avoid abstracts when teaching--use concrete objects to illustrate.
20. Provide for individual differences.
21. Enlist the aid of P.E. people to teach motor training and body concepts.
22. Allow for coordination activities such as walking the balance beam, rhythmical activities, obstacle course, relays, skipping, following directions such as: Go to the door, pick up the broom, and bring it to the table.
23. In general, have many manipulative materials to use. Teach through the child's strong mode, but be improving the weak mode at the same time.
24. Have a soft, big overstuffed "reading chair" for the children to use.
25. Make marks on each desk to show correct paper placement for handwriting.

26. Use colors for letters and words that you would like the child to see.
27. Tape paper on desk if your children have difficulty in keeping their writing paper straight.
28. Do not wear distracting perfume or clothes.
29. Put a green dot on the left side of the paper to indicate that the child should start writing there. Put a red "stop" dot on the other side.
30. Cut up magazines. Have the children face people, animals, cars, etc. in the correct direction for reading (facing left to right).
31. Use little tricks such as the following: For remembering "bed" make hand motions as follows: index and thumb form a circle, other fingers straight; left hand will form "b" and right hand will form "d."
32. Use picture clues for letter placement, using sky, ground, and underground. For example, "a" is a ground letter, "t" is a sky letter, and "p" is an underground letter.
33. Trace letters on the child's back,
34. End each lesson with something easy.
35. For additional ideas, methods, and materials for working with L.D. children, consult books like Games That Teach Within Your Reach, by Elaine Webber, Mott Institute, E. Lansing, Michigan; Aids to Psycholinguistic Teaching, by Bush and Giles; and Recipe for Reading, by Nina Traub.

CHECKLIST AND INDEX TO THE JOB SHEETS

1. ă (apple)	— —	45. Initial Consonant	
2. c (cat)	— —	Blends: <u>w</u>	— —
3. g (gate)	— —	46. Final Consonant	
4. d (dog)	— —	Blends	— —
5. ȳ (otter)	— —	47. Adding s and 's	— —
6. m (mouse)	— —	48. ng nk	— —
7. l (leaf)	— —	49. Review of Con-	
8. t (top)	— —	sonant Blends	
9. h (house)	— —	50. Detached Syllables	
10. Review		with Consonant	
11. ĩ (indian)	— —	Blends	— —
12. j (jam)	— —	51. Two-Syllable Words	
13. k (kite)	— —	Using Consonant	
14. ck (tack)	— —	Blends	— —
15. p (pencil)	— —	52. ph (phone)	— —
16. ch (church)	— —	53. kn (knot)	— —
17. b (bat)	— —	54. gn (gnat)	— —
18. ũ (umbrella)	— —	55. wr (wrench)	— —
19. f (fan)	— —	56. mb (thumb)	— —
20. r (rabbit)	— —	57. Review	
21. n (nest)	— —	58. a-e (cake)	— —
22. ě (egg)	— —	59. e-e (Steve)	— —
23. Review		60. i-e (nine)	— —
24. s (sun)	— —	61. o-e (stove)	— —
25. Hard th (mother)	— —	62. u-e (cube, flute)	— —
26. sh (shell)	— —	63. "Magic e" Detached	
27. w (wagon)	— —	Syllables	— —
28. wh (whistle)	— —	64. Two-Syllable "Magic	
29. x (box)	— —	e" Words	— —
30. y (yarn)	— —	65. "Magic e" Review	
31. v (valentine)	— —	66. ai (pail)	— —
32. z (zipper)	— —	67. ay (pray)	— —
33. Buzzing s (nose)	— —	68. ea (seat)	— —
34. qu (queen)	— —	69. ee (three)	— —
35. Soft th (thimble)	— —	70. oa (road)	— —
36. Review: CVC Words		71. oe (hoe)	— —
37. ff-ll-ss-zz Twins	— —	72. ie (pie)	— —
38. Two-Syllable Com-		73. Review	
pound Words	— —	74. Syllable Division	— —
39. Detached Syllables	— —	75. ou (cloud)	— —
40. Review: CVC Detached		76. ow (owl)	— —
Syllables		77. er (fern)	— —
41. Two-Syllable Words	— —	78. ir (shirt)	— —
42. Initial Consonant		79. ur (nurse)	— —
Blends: <u>s</u>	— —	80. igh (night)	— —
43. Initial Consonant		81. ar (car)	— —
Blends: <u>l</u>	— —	82. or (corn)	— —
44. Initial Consonant		83. le (bubble)	— —
Blends: <u>r</u>	— —	84. Review	

85.	"y" as an Ending	— —	130.	ou (four)	— —
86.	oo (moon)	— —	131.	ie (Willie)	— —
87.	Hard-Soft c	— —	132.	Short Vowel Sounds	— —
88.	Hard-Soft g	— —		With _r or _rr	— —
89.	ge-dge	— —	133.	or (worm)	— —
90.	Review: Hard-Soft	— —	134.	Schwa Sound (ə)	— —
	c and g	— —	135.	ou Plus Silent "l"	— —
91.	oi (coin)	— —	136.	o (onion)	— —
92.	oy (toy)	— —	137.	ove (glove, moving	— —
93.	aw (saw)	— —		van)	— —
94.	au (vault)	— —	138.	ch (school)	— —
95.	al (ball)	— —	139.	ear (earth)	— —
96.	"y" as a Vowel (Y)	— —	140.	ey (monkey)	— —
97.	Long Vowels in	— —	141.	Review	— —
	Syllable Division	— —	142.	ar (dollar)	— —
98.	"ing" as an Ending	— —	143.	ch (chef)	— —
99.	"y" as a Vowel (I)	— —	144.	ou (country)	— —
100.	VCV Spelling Rule	— —	145.	gh (=f,g,silent)	— —
101.	Review	— —	146.	ci (glacier)	— —
102.	Suffix "es"	— —	147.	ey (they)	— —
103.	Suffix "ed"	— —	148.	ui (build)	— —
104.	Suffix "er"	— —	149.	gu (guard)	— —
105.	Final i-e Unac-	— —	150.	a (wasp)	— —
	cented Syllables	— —	151.	aught (daughter)	— —
106.	Review	— —	152.	ought (fought)	— —
107.	tch (crutch)	— —	153.	Review	— —
108.	ew (screw)	— —	154.	Affixes and Root	— —
109.	eigh (sleigh)	— —		Words	— —
110.	eu (Europe)	— —	155.	Contractions	— —
111.	ie (priest)	— —	156.	Punctuation	— —
112.	tion (fraction)	— —	157.	Weirdo-Words	— —
113.	ei (ceiling)	— —			
114.	ue (argue)	— —			
115.	Review	— —			
116.	ow (crow)	— —			
117.	sion (explosion)	— —			
118.	ea (bread)	— —			
119.	ew (mew)	— —			
120.	ue (glue)	— —			
121.	ind, ild (rind,	— —			
	child)	— —			
122.	old(t), oll, ost	— —			
	(gold, bolt,	— —			
	scroll, post)	— —			
123.	oo (hoof)	— —			
124.	ei (rein)	— —			
125.	ui (fruit)	— —			
126.	sion (mansion)	— —			
127.	ou (soup)	— —			
128.	Review	— —			
129.	ea (break)	— —			

* As each lesson is completed, circle its number on this checklist. The two blanks may be used for assessment purposes. For example, before the student begins the Supplementary Job Sheets the teacher may check his knowledge of the phonemes and other items on the checklist with an informal inventory. A check (✓) is placed on the first blank after each phoneme, etc. that the student knows. The items that the student does not know are not checked. Thus the teacher can tell at a glance the student's strengths and weaknesses, and can adjust instruction accordingly. Later, the teacher can assess the student again, placing checks on the second set of blanks when the student demonstrates proficiency on an item. (The Review lessons have no blanks.)

THE SPEECH ORGANS

CHAPTER IV

TEACHER'S MANUAL

Some Special Aspects of the Supplementary Job Sheets

The Supplementary Job Sheets are not a complete reading program. They are mainly intended to serve as a supplementary resource for the teacher who is dealing with learning disabled students. The key features are explained below.

Checklist

A checklist is included in this manual to serve as an index to the job sheets and to record the student's progress. The teacher may also wish to use the checklist to initially assess and record the student's knowledge of the phonemes. The second blank could be used for another checkup at a later date, or for whatever else is desired.

Three Types of Job Sheets for Each Phoneme

Each phoneme is introduced in three ways, as previously explained. The "a" job sheets are an adaptation of the AVT Method. New words are introduced as parts of "Whopper Words," and then by themselves. e.g. catacat cat. The new words are followed by other "Whopper Words" which give additional practice and review. Job sheet "a" often concludes with review words in patterns. e.g.

cat	mam
pat	dam

 Strict pointer control is used at first to make the student pay attention to each sound. Later, self pointer control, eye pointer control, and trade-a-

syllable are used as the student's skills increase. Where needed, diagrams of the speech organs are included to give the student a better body image as he forms each sound. After the eyes learn to control the mouth automatically, mouth movement will become unnecessary and silent reading takes place (Youngberg & Lang, AVT Teacher's Manual, 1975, p.3).

The "b" job sheets use the VAKT Method. A manuscript word list presents the new words from job sheet "a" as the child would probably see them in a book. This list is followed by the same words written in cursive. Using a multisensory method, the child learns these words by tracing, spelling, and writing practice on the job sheet.

Learning is further reinforced by workbook-type exercises on the "c" job sheets. These exercises are many and varied, with fill in the blanks, unscramble the words, find the correct answer, and so forth.

Each of the three types of job sheets are entities in themselves. They may be used individually or together.

Key Pictures

Most of the "b" job sheets have a picture representing the new sound to be learned. Space is available for the child to draw additional pictures representing the sound, so that other words will also remind him of the new phoneme, thus creating a better generalization.

Cursive and Manuscript Writing

Each "b" job sheet presents both cursive and manuscript writing

and reading practice. Manuscript is learned because this is how the student sees the letters and words in a book. New words are practiced in cursive to prevent reversal difficulties.

Special Lines

To orientate the child when he is writing, specially lined paper with arrows and dots is used in the "b" job sheets. The lines, adapted from Traub's Recipe for Reading, help the child to correctly position his letters in space. The upper line tells the child the highest point he may go in a high letter like "h". (Traub calls this line "the attic.") The lowest line reminds him how far down to go in letters that go below the line, such as "g". (Traub calls this "the basement.") As the job sheets progress, and the child's skills improve, the lowest line is eliminated; finally only single lines are used.

Dots

Dots are used to indicate where the child should start writing each word on the line. Each new word will be written twice, so there will be two dots on each line, except where there are long words that are too large to write twice on one line. The student should use another line or a separate sheet of paper to write these words the second time. It was felt that this would be better than asking the student to cram two long words on one line. From job sheet #83 on, the dots are discontinued.

Arrows

The "b" job sheets have arrows pointing left to right, reminding the child to write in that direction. Arrows are also used in the

practice of letter formation to assure a correct writing procedure.

Lower and Upper Case Letters

Upper case letters are to be presented and practiced as needed. To avoid confusing the child, they are not systematically presented for practice with the lower case letters. For reference, upper case letters may be found at the top of each "b" job sheet that introduces a new letter. The complete alphabet may be found in Appendix B.

Multisyllable Words

Multisyllable words are presented on the "b" job sheets with a space between syllables to assist the child in decoding.

Dictation

Writing a word from a spelling list is not enough. Students must learn to write words correctly in a sentence. For this reason dictation sentences are included in the teacher's manual. The teacher dictates each sentence to the student, who writes it on a separate sheet of paper. Any unphonetic word is placed on a card so that it may be copied by the student. Such words are underlined in the teacher's manual. If the child cannot cope with complete sentences, a phrase may be dictated at a time. For reading practice, the child then reads the complete sentence from cards. The unphonetic words are underlined, and the child is not responsible for them. The number of sentences to be dictated depends on the child's ability.

Sight Words

The underlined words in the sentences for dictation may be consid-

ered sight words. Throughout the program the student will be exposed to such words, and will automatically learn some of them. Writing experience stories (the students dictates an experience to the teacher, who types it on a primer typewriter or prints it for the student to read) will expose him to a few more sight words. Greater emphasis can be placed on learning sight words when the basic phonics skills are learned. The Dolch Sight Cards are recommended for this purpose. They consist of:

Popper Words -- Sets 1 and 2
Basic Sight Vocabulary Cards
Sight Phrase Cards

These materials can be ordered from:

Garrard Publishing Co.
1607 N. Market Street
Champaign, Illinois 61820

Order of Presentation

As in Traub's Recipe for Reading, the sequence of phonemes in the job sheets is determined by auditory, visual, and kinesthetic factors. Short e and i, and d and b are presented far apart to avoid confusion. Before any job sheets are begun, nine letters (a, c, g, d, o, m, l, t, h) are presented. New words on the first nine job sheets are built from these nine letters. The student's reading and spelling vocabulary continues to grow as he progresses through the job sheets.

Weirdo Words

Unphonetic words that are not dealt with on the job sheets may be found on the "Weirdo Words" page at the end of the job sheets. This partial list of common sight words may be used by the student who wish-

es to increase his sight vocabulary. The student or teacher may want to add more words to the list.

Cover Card

A "Cover Card" is provided so that the child can cover each listed word while he writes it from memory. The card may also be used to cover any distracting stimuli on the page.

How to Use the Supplementary Job Sheets More Effectively

Before attempting these job sheets the pupil should be acquainted with the alphabet. Otherwise, the teacher will need to adapt the program to the pupil's weakness.

Additional Materials

The teacher should make a set of flashcards with one of each phonogram introduced in the job sheets printed on each card. A set of 4" x 6" (or 5" x 8") cards with each sentence to be dictated is also necessary. The sentence cards may be typed with a primer typewriter or printed by hand.

Perfect Practice

"Perfect practice makes perfect" (Youngberg, 1975). The child should be supervised as he does these job sheets so that errors may be caught immediately and corrected. Otherwise he will learn errors. Repetition and overteaching are also important with learning disabled children.

The Role of the Teacher

Establish a good atmosphere for learning. Each statement to the student should be positive. If the student does poorly on the job sheets, encourage him to do better by making statements such as, "Let me help you," or "Just make this change and it will be right." Do not cross out and write over in red ink when man is spelled nan. Instead, write on the board or show a card with the correct spelling. Have the student erase the incorrect part and rewrite the word correctly. Give him a compliment on the parts of the word that were correct (Traub, 1973, pp.7,8). Put stamps of approval on his job sheet when he does well.

All or Some

Some students may not need to complete every job sheet, while others may need to. Have each student work on the skills not mastered. He may do some job sheets with his teacher and take others home for parent help.

Figure Ground Problems

When working with children who have figure ground problems it may be helpful to cover the part of the job sheet not being worked on with a piece of paper or the "Cover Card." Adjoining words on the job sheets may need to be covered as the child reads each word.

Student's Notebook

As new words are learned it is recommended that the student record them in a notebook, as mentioned previously. This gives him additional practice and a feeling of accomplishment as he sees his notebook filling up with words that he knows. A notebook page can be allotted

for each item on the checklist, and a table of contents added that indicates what page each item is on. Spelling rules and a glossary of language terms that the student has learned may be included in the notebook. (See Appendix C.)

Memory Training

Traub (1973, p.19) suggests the following technique for students who have difficulty remembering sentences as they are dictated during dictation exercises. The teacher gives the child a word orally, and tells him to carry it in his mind to some point in the room and then to bring it back. For example, the teacher points to a book and says, "book." The child goes to the other side of the room, touches a chair, comes back to the teacher and says, "book." Then the teacher asks, "What else can you say about the book?" The child may say, "red." He takes the "red book" in his mind, walks to the window, comes back to the teacher and says, "red book." This is expanded to "red book on the shelf," etc. until the sentence becomes too long to repeat verbatim to the teacher. Suggestions may be offered to students who cannot think of descriptive words.

Vowels in Red

The vowels and vowel digraphs in the typed words on the top half of the "b" job sheets may be traced with a red pencil or pen for additional help in decoding, or it may be done by the child as part of an exercise to find the vowel in each word.

Phonetic Readers

As each phoneme is introduced have the student read words con-

taining that phoneme in a phonetic reader. See Lynds & Smith, Index to Phonetic Readers, 1973. When he is reading, allow the child to point or use a marker (Traub, 1973).

Key Pictures

Since "students should not be encouraged to memorize a 'sample word' for each sound (Youngberg & Lang, 1975, p.22), space is provided on the "b" job sheets to draw additional key pictures for each phoneme. Memorizing one sample word for each sound may cause the student to read slower because he has to recall that word before he can know the sound. It is better to directly associate the sound with its letter, eliminating intermediate steps. This is why flash card drill of each sound learned is important (Ibid.).

Tachistoscope

Some children have difficulty separating figure from ground. Therefore, reading words from a list presents a problem for them. The new words on each "b" job sheet may be presented or reviewed with a tachistoscope so that they will see only one word at a time (Traub, 1973, p. 63).

Experience Stories

As previously mentioned, the student should occasionally dictate his own story to the teacher, who then types it on a primer typewriter or prints it. Encourage the student to illustrate his story with pictures. The story is then made into a book for him to read. This book may consist of one story with one sentence at the bottom of each page, or of many stories.

After the story is printed, the teacher may wish to place it over a few carbons. Then the child can trace the letters with a pencil and produce carbon copies of his story. Not only will he receive writing practice, but he will receive several copies of his book.

Generally a child can read his own stories at a higher level of difficulty than regular textbook material. Verbal expression and the learning of a sight vocabulary are enhanced (Ibid., p.22).

Reading and Listening for Meaning

For a time, the child's reading level will prohibit him from reading interesting, exciting materials. Therefore, an adult should read interesting stories to the child to spark an interest in reading. This reading may be done for pleasure or for reading comprehension practice. The student may be asked to listen for an answer to a question that the adult asks before reading. Later on, unanticipated questions may be asked after reading the selection (Ibid.).

Spelling Review

Periodically, a spelling test may be given over the words previously learned from the job sheets.

Word Games

Phonetic word games may be used in addition to the job sheets to reinforce learning and to replace drill.

Stutterers

Youngberg & Lang (1975) suggest that the student who stutters should use soft breath control when pronouncing words.

Mirrors

A mirror is useful in helping the student to see that his tongue and facial muscles are in proper position for good pronunciation of each phoneme. The student may also look in the mirror at the teacher demonstrating them. This enables the teacher to exaggerate the pronunciation without breathing in the student's face (Ibid.).

Feeling the Phoneme

To better help the student "feel" the phonemes in his mouth, put a dowel rod between his teeth and have him pronounce the phoneme.

Vowel Referents

Youngberg & Lang (1975) suggest the following vowel referents as an aid in teaching vowels:

- a "That's a terrible taste /a/."
- e (cup hands) "Did I hear you?" /e/.
- i "That smells bad, it's awful /i/ or ick."
- o "Yawn - or the doctor tells you to say /o/."
- u An old Indian chief may grunt ugh-ugh (p.18).
Also: You say "uh.....uh," when you pause before saying something. /u/ is a neutral position of the speech organs (AVT Workshop, June 22, 1975).

Vowel Cards

The AVT Vowel Flash Cards may be used with the job sheets at the teacher's discretion. They may be helpful for review at various points during the program.

Breath Control

Some students may need breath control exercises because they run

out of breath during pointer control exercises. Have the student lie on his back and breathe heavily from his abdomen. Chest breathing should be discouraged. A book or dowel rod may be held against the abdomen of the student. Let him feel the rise and fall of his abdomen as he breathes. Details on breath control exercises and other information regarding AVT procedures may be found in the AVT Teacher's Manual and teaching materials. The teacher should have some training and practice in the AVT Method before using these job sheets.

Specific Instructions for Each Lesson

Sample Lesson

1. Review known phonemes with flash cards in the manner presented below.
2. Do job sheet "a" (AVT sheet). Follow the "Five Steps in Each AVT Lesson" where applicable.
3. Do job sheet "b," according to the "Job Sheet 'b' Directions." *
4. Do job sheet "c." Follow directions on each individual job sheet.
5. Give the dictation sentences to the student. Remember to show each underlined word on a card that can be copied by the student. Also ask the child to read each sentence from cards when he is done writing.
6. Have the student read in a phonetic storybook. The teacher and student may wish to take turns reading sentences in the story.

This gives the student a model to read by.
7. Play phonetic word games.

*At this point have the student record the new words in his notebook, as explained on pages 45 and 46.

Some of the preceding items may be done for homework. Be sure to inform the parents on how to use these materials. Any directions not written on the job sheets may be found in the teacher's manual. As previously stated, not all children will need to do these steps as presented. Adjust the lesson to meet individual needs.

Reviewing Known Phonemes

Before each lesson flash all the phonic sound cards that have been learned, using the following procedure:

1. Teacher flashes the phonic sound cards. Pupil gives the sound for each card.
2. Teacher shuffles the cards and gives the sound of each letter (one at a time). The pupil gives the name of the letter and writes it (Traub, 1973, p.23).

Five Steps in Each AVT Lesson (Job Sheet a)

1. Speech. Tell the student to assume an initial consonant position holding breath pressure. Demonstrate a vowel position inaudibly. Have the student release the breath through the shape opening (vowel position) you have demonstrated.
2. Spelling drill. Give the student a pencil and paper. Dictate a word, waiting at each articulatory position until the student writes the letter symbolic of that position before moving on through the word.
3. Blackboard drill. Write a consonant on the board. Have the student assume the proper articulatory position and hold breath pressure. Next, write the vowel having the student release breath and sustain the vowel, thereby executing a consonant vowel transition. The vowel should be sustained until a final consonant or consonant combination is written. The student should then complete the pronunciation.
4. Pointer control. Using the printed lists, point to the first letter of the word. Have the student assume that articulatory position, holding breath pressure. Next, point to each letter within the word -- avoiding any particular cadence -- with the student.

transitioning from consonant to vowel to consonant throughout the word.

5. Tachistoscopic drill. Using two cards, cover the practice words. Flash them singly, allowing the student to identify each audibly. Occasionally have the student write down the flashed word and sound it out. This will assure that the student is not merely guessing through form recognition, unaware of the word's individual parts (Youngberg & Lang, "Consonant-Vowel Blending, 1975).

Adapt these steps to each individual lesson. Further instructions are given in this manual as the student progresses through the job sheets.

Job Sheet "b" Directions

Pencil should be used so that mistakes can be erased. The student should:

1. Say the word slowly, as in AVT, while looking at it.
2. Say the word slowly, as in AVT, while he traces the letters with his finger. Say the word again.
3. Write the word in the air, saying it slowly as in AVT. Say the word at normal speed.
4. Copy the word on the job sheet, saying it slowly as in AVT. Say the word at normal speed.
5. Spell the word orally while looking at it. Say the word.
6. Look at the word and lock in memory.
7. Spell the word orally without looking at it. Check. (If he cannot spell it correctly, repeat steps 2 and 5.) Say the word.
8. Cover the word and write it on the job sheet from memory, saying the word slowly as in AVT. Say the word. Check to see if it is correct.

9. Write the word with eyes averted. Check.
10. If incorrect, repeat the above steps.
11. Homework activity: Use each word in a sentence (orally). Parents may help the child to write it down.

*With some students it may not be necessary to do steps 3 and 9.

When beginning the next lesson, check to see if the child knows (or can read) the words from the previous lesson. If not, repeat steps 1-9, using the same words.

When the student gets to the point where he can move through steps 1-10 without error on three consecutive "b" job sheets, the steps can be reduced to 1, 7, and 8. If an error is made, repeat only steps 1, 7, and 8.

(There is another copy of job sheet "b" directions in Appendix D that is suitable for photocopying. This can be sent home so that parents can work with their child on job sheet "b.")

Additional instructions for "b" job sheets with letter practice:

Trace each cursive and manuscript letter with finger. Write them three times each, starting on dots. Then write them from memory, and lastly, with eyes averted.

Use the above instructions, where applicable, for all "b" job sheets marked with an asterisk (*).

Readiness for Lesson One

Before attempting these job sheets, the child should be acquainted with the alphabet. To prepare for lesson one, use the phonic flash

cards and present the first nine letters (a, c, g, d, o, m, l, t, h) in the following manner:

1. The teacher shows the letter, and tells its name.
2. The pupil repeats the name of the letter.
3. The teacher makes the letter sound and the pupil repeats it. (Consult the checklist for the proper sound of each letter.)
4. Covering the card, the teacher makes the letter sound and asks the pupil to tell the name of the letter represented by the sound.
5. The teacher then makes a large copy of the letter.
6. The pupil traces the letter, copies it, writes it from memory, and finally writes it with eyes averted.
7. The teacher makes the sound of the letter and asks the pupil to write the letter that has that sound (Gillingham & Stillman, 1960, p.41).

LESSON 1

a = /ā/

Key Picture - apple

- a. (Job Sheet a) The referant is "a terrible taste."

Teacher: The "Five Steps in Each AVT Lesson" may be incorporated into each lesson at the teacher's discretion. Before doing this lesson, review the pronunciation of the sounds m, h, t, d, l, g, and c. The AVT diagrams and directions for job sheets 2a, 3a, 4a, 6a, 7a, 8a, and 9a may be used, if needed, for additional explanation. Use strict pointer control on this job sheet (1a), moving the pointer from letter to letter. The student must stay with your pointer as he says the sound of each letter. Remind him to form the vowel with breath released from the preceding consonant. e.g. "dad" not "duh-a-dud." As the student articulates a consonant he explodes it into the following vowel. He may be told, "When you move from the closed place (consonant) to the open place (vowel)

push the breath pressure hard and loudly into the vowel so the sounds will stick together with no break." Using an extra, exaggerated force of breath where there are consonant-vowel transitions avoids the break between sounds. When blending the consonant and vowel sounds in the words tam, dad, had, lad, gag, cat, etc., there is no sound from the initial consonant until it explodes into the vowel. The student merely gets his mouth into position and builds up pressure when these consonants are pointed to, letting the sound out when the pointer reaches the vowel. When the pointer touches the initial m in mat, a humming sound is made. Blend the m and the vowel with an extra force of air. Vary your speed of pointing to keep the student alert. Remind him that his eyes control his "talking machine" (mouth). There should be a continuous flow of sound as each letter is pointed to. No sneak breaths are allowed. The word families at the bottom of the page should be read downward so that the pattern may be observed.

Student: When you say /ă/ it sounds like you tasted something bad. Your facial expression looks that way, too. The lips are pulled to the side, your tongue is flattened and half way between the top and bottom of your mouth, and the sides of your tongue protrude between your teeth. Say it again /ă/ (Youngberg & Lang, "C-V B," 1975). The two squares on your job sheet represent the places for consonants.

- b. (Job Sheet b) Follow Job Sheet "b" directions on pages 52, 53.
- c. (Job Sheet c) Answers: (across) bag, that, ran, Sam, sat, nap, tack, man, tan, pack, land, wag, lap, strap, cat, quack
- d. Dictation:
 1. I am a lad.
 2. Mac had the mat.
 3. The lad had a tam.
 4. Dad had a cat.
 5. Dad is a ham.
- e. Phonetic Readers: Have the student read with strict pointer control. Then he should reread each selection at normal speed. As the student progresses through these lessons, strict pointer control may eventually be eliminated. The progress of each individual student will determine when. Adapt the suggestions listed under Supplementary Materials and Methods on page 25 (AVT Sequence Outline) to each lesson.

LESSON 2

c = /k/

Key Picture - cat

- a. Teacher: Use strict pointer control. Encourage the student to make a good explosion into the vowel. Remind him that no sound is made until the pointer reaches the vowel. When the "c" is pointed to, he positions his mouth and builds up pressure for the explosion into the vowel.

Student: When you make the "c" sound the back of your tongue cuts off the air at the roof of your mouth. Look at the diagram on your job sheet. Now pronounce the "c" while you look in the mirror. Notice that an explosion takes place where your tongue touches the palate in back of your mouth. The front part of your tongue tucks under (Ibid.).

- b. Follow the job sheet "b" directions on pages 52, 53. Do this for every "b" job sheet marked with an asterisk (*).

Definitions of words marked with a +:

cam - a projection on a piece of machinery that imparts motion to another piece.

cad - a youth who does not act like a gentleman.

- c. Answers: car, cookies, cup, can, cake, candy

- d. Dictation:

1. Mac had a cat.
2. Cal is mad.
3. The cat had the mat.
4. Dad had the cam.
5. The cad had a cat.

- e. Phonetic Readers: Remember to use phonetic readers as explained in lesson one. Continue this throughout the lessons.

LESSON 3

hard g = /g/

Key Picture - gate

- a. Teacher: Use strict pointer control. Review the idea that in saying vowels the mouth is opened, and when saying consonants, one closes the mouth or closes off air.

Student: The "g" is made much like the "c." Compare the two sounds. Say Cal and gal (Ibid.).

- b. Follow the usual job sheet "b" directions. If there are no additional instructions for "b" job sheets, this section will not be included in the manual from now on.

- c. Sentences for the teacher to read:

1. Mag had a new coat.
2. Can Pat tag Nan?
3. Nan can gag Gad.
4. Nat can gag the cat.
5. She is a hag.
6. Dan did lag behind.
7. The gal was nice.
8. Gad is a son a Jacob.
9. The snakes might bite the gal.

The answers are the underlined words.

- d. Dictation:

1. Gad will tag Mag.
2. The gal had a tag.
3. The hag will lag.
4. Mag and dad had a mat.
5. Gad had a hat.

LESSON 4

d = /d/

Key Picture - dog

- a. Teacher: Use strict pointer control.

Student: When you say /d/ notice that the tip of your tongue is touching your gum ridge behind your front top teeth. It is made almost like /t/. Look in the mirror to see if your tongue is in the correct position. The /d/ is a completely closed consonant with voice.

b. Definition:

dag - a heavy pistol, no longer used. Also: a loose hanging end.

d. Dictation:

1. Dad is mad.
2. Tad had a mad cat.
3. The lad had a mat.
4. Gad is at a dam.
5. The mad hag had a tam.

LESSON 5

o = /ɔ/

Key Picture - otter

a. The referant is "a yawn."

Teacher: Use strict pointer control.

Student: The "o" says /o/ as in otter. Since your mouth is open when you say it, is it a vowel or consonant? Yes, it is a vowel. Say the /o/ as you yawn. Show your tonsils and shape your mouth like an "o." Be sure to depress your tongue and round your throat (Ibid.).

c. Phrases for the teacher to dictate:

1. got a log
2. had a tot
3. a hot cod
4. a hot cot
5. got a hog
6. at a dot

d. Dictation:

1. Mom and Tom got hot.
2. The dot is mod.
3. Doc had a lot.
4. The dog got a hog.
5. The log is at the lot.

Note: Words like log and hog are pronounced differently in various areas. e.g. log has these two pronunciations: lɔg - as in hot, and lɒg - as in law.

LESSON 6

m = /m/

Key Picture - mouse

- a. Teacher: Use strict pointer control.

Student: When something tastes good, what do you often say? /m/. When making the "m" sound the lips will block the air from coming out. Since the palate is open, the air produces a nasal sound through the nose. Pinch your nose and say /m/. What happened? The next letter after "m" will be a vowel, so you will open your mouth. The "m" sound will come out with the vowel. Keep with the pointer and your eyes will not get the letters out of order. Are you ready? (Ibid.)

- b. Definitions:

cam - a projection on a piece of machinery that imparts motion to another piece.

lam - to flee

(Remind the student that he knows the meaning of words that many people do not know the meaning of, so he is really smart.)

- c. The teacher reads the underlined words on this, and every, "c" job sheet.

- d. Dictation:

1. Mom is mad.
2. I am Tom.
3. Mom got mad at the hog.
4. Tom got Dom a mat.
5. Mom is a mam.

LESSON 7

l = /l/

Key Picture - leaf

- a. Teacher: Use strict pointer control.

Student: Put the tip of your tongue on your gum ridge (as in the diagram) and let out a fast stream of air. Do you hear the "l" sound? This time flip your tongue down when the air is about half used up. (The result is a neutral vowel.) Now get your tongue ready at the gum ridge and flip it into the vowel shape I show you. (Teacher: Use vowels "a" and "e.") Let's do pointer control on our job sheet. When I point to the "l" get your tongue ready at the gum ridge, and let it go when I point to the vowel. Do not make any sound until the vowel is pointed to. The consonant-vowel blend should be sharply produced. Do not forget to hold out the vowel until the pointer moves to the next consonant. No sneak breaths are allowed! (Ibid.)

b. Definition:

lam - to flee (Remember?)

c. Answers: 1. g 2. d 3. t 4. l,l 5. d 6. d,g 7. t,t
8. d

d. Dictation:

1. The lad is hot.
2. Al is a lad.
3. Cal has a log.
4. The lot has a dam.
5. The gal got a log.

LESSON 8

t= /t/

Key Picture - top

a. Teacher: Use strict pointer control.

Student: We are going to try some whopper words that have the /t/ sound. Place the tip of your tongue tightly behind your front teeth and gums. You will hear an explosion behind your front teeth. Let's try it together. /t/. You do not use your voice when making the /t/. Now follow my pointer. Remember to explode the "t" into the vowel. Build up pressure, but do not make any sound until the pointer reaches the vowel (Ibid.).

d. Dictation:

1. Dot had a tam.
2. The tot got a dot.
3. Tom will tag Dot.
4. Tod got a mat.
5. The mat has a dot.

LESSON 9

h = /h/

Key Picture - top

- a.
- Teacher:
- Use strict pointer control.

Student: Take a deep breath and release the "h" into the vowel that I point to.

- b.
- Definition:

hod - a wooden tray that has a handle

- d.
- Dictation:

1. The hag had a hot hat.
2. Hal is a hog.
3. The hog is hot.
4. The ham is hot.
5. Hal is hot.

LESSON 10

Review

Answers: (across) hat, log, cat

hog, tag, dog

dot, mat, man

LESSON 11

i = /i/

Key Picture - Indian

a. The referant is "That smells bad."

Teacher: Use strict pointer control.

Student: When you smell something bad, you may say /i/. To say /i/, open your mouth slightly and press the tip of your tongue against your lower front teeth. Raise your tongue high in the front. Shape your face like the picture on your job sheet. Check with a mirror. When you let out noisy air from your throat it should have an /i/ sound. Did it? Now practice the words on your job sheet (Ibid.).

d. Dictation:

1. Tim lit a mit.
2. It is dim.
3. The mit did hit him.
4. Dig it, Tim.
5. Tim hid the mit.

LESSON 12

j = /j/

Key Picture - jama. Teacher: Use strict pointer control.

Student: To produce /j/, put your tongue in the "t" position and let out air in a /zh/ position (Ibid.).

c. Answers:

A lot of jam

Jim did jog.

Tom will jot.

Al did jig.

Jim and the jam

d. Dictation:

1. Jim hit the jam.
2. Tim did jog and jig.
3. Jim had a lot of jam.
4. Dot did jot a lot.
5. The jam is hot.

LESSON 13

k = /k/

Key Picture - kitea. Teacher: Use strict pointer control.Student: The "k" sounds the same as the "c" sound.c. Answers: First tic-tac-toe game: Draw a line through kite, king, key.Second tic-tac-toe game: Draw a line through kidney, kangaroo, keyboard.d. Dictation:

1. The kid hit Kim.
2. Kim got a hit.
3. A kid hit a kit.
4. The kid did jig.
5. Jim got a kid.

LESSON 14

ck = /k/

Key Picture - tacka. Teacher: Use strict pointer control. Point between the "c" and "k" in "ck" to indicate one sound.Student: "ck" also sounds like /k/.b. Further Instructions: "c" and "k" say (ck) separately and together.

When you hear a "k" sound after a short vowel in a one-syllable word it is usually spelled with ck. ck never begins a word (Traub, 1973, p.132).

- c. Answers: Jack will lack a tack.
 Jim will lick it.
Dick has the lock.
Jack has a dog.
 The jam is hot.

d. Dictation:

1. Jack did kick the jam.
2. Dick hit the dock.
3. The tack is hit.
4. Tom did mock him.
5. Dick got a lock.

LESSON 15

p = /p/

Key Picture - pencil

- a. Teacher: Use strict pointer control.

Student: Close your mouth and build up pressure for the "p" sound. When I point to the vowel following the "p" let the "p" explode into the vowel. Do not make any sound until the pointer touches the vowel. Hold your hand in front of your mouth and feel the air pressure when the "p" explodes into the vowel. Let's try this together /pop/. Now follow my pointer on the job sheet (Youngberg & Lang, "Consonant-Vowel Blending, 1975).

- c. Answers: 1. hop 2. pal 3. hop 4. top 5. pat 6. hot
 7. cap 8. pig 9. lock 10. pal, hack

d. Dictation:

1. The cop did pat the pig.
2. The pod is hot.
3. Pam had a pom-pom.
4. The top of the pad is hot.
5. The pot is hot.

LESSON 16

ch = /ch/

Key Picture - church

- a. Teacher: Use strict pointer control. Point between the "c" and "h" in each "ch."

Student: When you put "c" and "h" together you get a single new sound. To pronounce this new sound start with a "t" position with the top of the tongue at the front of the gum ridge. Let out the air in a "sh" position (Ibid.).

- b. Definition:

chit - a short note or letter

- d. Dictation:

1. The chap had a chat.
2. The chap did chop the log.
3. Dick had a chick.
4. Did Jack and Tom chit-chat?
5. Tom did kick the chip.

LESSON 17

b = /b/

Key Picture - bat

- a. Teacher: Use strict pointer control.

Student: The letter "b" is a closed consonant like the "p." The breath is closed off at the lips. Build up pressure on the "b" and explode it into the vowel. Do not make any sound when the pointer is on the "b" (Ibid.).

- c. Answers: Color the baby, bottle, book, ball, and bicycle

- d. Dictation:

1. The back of the dam is big.
2. Dick did the job.
3. The tab is big.

4. Bob had a bib.
5. The cob is hot.

LESSON 18

u = /ũ/

Key Picture - umbrella

- a. The referant is "uh . . . uh." (Like when you pause while talking.)

Teacher: Use strict pointer control.

Student: The "u" is a very easy vowel. Relax your mouth and use your voice. Do hear the /ũ/? Look into a mirror as you practice.

- c. Answers: Did the chum lug the mud?
 The jug is cut.
 Cal dug it up.
 Dick got a mug and a jug. or Dick got a jug and a mug.

- d. Dictation:

1. The jug is up.
2. Mom dug up the mug.
3. The gum is big.
4. Dick is a chum.
5. The duck has mud.

LESSON 19

f = /f/

Key Picture - fan

- a. Teacher: So far the student has had completely closed consonants where no sound came out when the pointer was on the letter. Then he had the letter "m" where the air came through the nose. Now the student will study a leaky closed letter. The "f" closes off air, but not tightly. Air leaks out while the pointer is on the letter. Extra air should be used in the consonant-vowel transition. Use strict pointer control.

Student: The "f" is a leaky consonant. To make the /f/ put your teeth against your lips and add a rush of air. See the dia-

gram on your job sheet. A rush of air from the /f/ leakage lets the vowel out. Hold your hand in front of your mouth as you do it (Ibid.).

b. Definitions:

fob - a small pocket on men's pants

fop - a foolish or silly person

c. Answers: 1. fit 2. fib 3. fat 4. fig 5. Fog

d. Dictation:

1. The fog is bad.
2. The fig is big.
3. Did the hat fit?
4. The fib is big.
5. Did Rick pat the fat pig?

LESSON 20

r = /r/

Key Picture - rabbit

a. Teacher: Use strict pointer control.

Student: The "r" is made by tightly sealing the sides of your tongue against your gums, so that all breath and voice must pass through an opening in the front, just behind the gum ridge. The tip of your tongue flips down as your tongue moves into a vowel position. There is a narrow groove in the middle (Ibid.).

c. Answers: 1. rod 2. rich 3. rim 4. rat 5. rip 6. Rick

d. Dictation:

1. Rich Rick is fat.
2. The rim of the rug did rip.
3. The rod and rock did it.
4. The rat bit the pig.
5. The cat did rip the rag.

LESSON 21

n = /n/

Key Picture - nest

- a. Teacher: Use strict pointer control.

Student: The "n" is pronounced by blocking the air with your tongue at the gum ridge. Leave your lips apart and use your voice. The sound comes through the nose as does the "m" sound. Practice with a mirror (Ibid.).

- c. Answers: 1. not 2. nag, man 3. can, nut 4. Jan, fun
5. pin, on 6. tin

- d. Dictation:

1. The man is fat.
2. Did the dog nip Nat?
3. Don is not fat.
4. The bun is big and hot.
5. The pan is tin.

LESSON 22

e = /ě/

Key Picture - egg

- a. The referant is "Did I hear you?" /ě/

Teacher: Use strict pointer control.

Student: When an old grandpa or grandma can't hear you, what do they say? Have you ever seen them cup their hands behind their ears and say /ě/? Pretend that you are old and say /ě/. Look into the mirror and watch your tongue (Ibid.).

- d. Dictation:

1. The pen is in the net.
2. Ten men met on it.
3. The pet can beg.
4. Rick is fed.
5. The hem is big.

LESSON 23

Review

Follow the directions on the job sheet. The children may wish to color their pictures.

LESSON 24

s = /s/

Key Picture - sun

- a. Teacher: Use strict pointer control.

Student: Are consonants open or closed places? Yes, they are closed places. The letter "s" has a leaky closed place, as does the "f." When you make the "s" sound the air leaks through a little hole behind your front teeth. Make sure there is some air pressure behind the leak and give an extra burst of air when you change from "s" to a vowel. Let's practice this on your job sheet (Ibid.).

- c. Word list for teacher to read: (Answers are underlined.)

1. Rick	4. <u>hiss</u>	7. <u>sand</u>	10. condemn	13. <u>serious</u>
2. <u>sick</u>	5. <u>sake</u>	8. <u>miss</u>	11. <u>saddle</u>	14. <u>beliefs</u>
3. pail	6. cat	9. <u>consist</u>	12. mam	15. <u>silver</u>

- d. Dictation:

1. Sam is in the sun.
2. Sam is such a sad man.
3. The sun set at ten.
4. Sal did sit on the tack.
5. I can sit on the sack.

LESSON 25

th = /~~th~~/ (voiced - hard)

Key Picture - mother

- a. Teacher: Use strict pointer control. Point between the "t" and "h" in "th" to indicate one sound.

Student: Place your tongue on your upper front teeth. Make a buzzing sound that tickles your tongue. You just said hard th (Ibid.).

- c. Answers: That mat is on top.
 Jack will pick this hat.
 Rick hit them.
 Jack had that cup.
 They got them to cut the rug.

- d. Dictation:

1. That cat is back.
2. This is a big sack.
3. Sam got them to lug the log.
4. This is a fan.
5. Then Jack got a pet.

LESSON 26

sh = /sh/

Key Picture - shell

- a. Teacher: Use strict pointer control. Point between the "s" and "h" in "sh."

Student: The "sh" sound is also a leaky consonant sound. Make believe you are telling someone to be quiet by saying /sh/. Be sure your lips protrude (Ibid.).

- c. Answers: 1. th 2. ch 3. sh 4. sh 5. sh

- d. Dictation:

1. Dick can mash that.
2. The ship is red.
3. The shed is shut.
4. The dish is in the shop.
5. Cash the check, Dick.

LESSON 27

w = /w/

Key Picture - wagon

- a. Teacher: Use strict pointer control.

Student: The "w" sound (a vowel-like consonant) starts with a small opening like the vowel "oo." However, we consider it a consonant when it moves quickly away to let out a vowel (Ibid.).

- d. Dictation:

1. Mick did win the ship.
2. The wig is on Sal.
3. I wish I can win.
4. Don has much wit.
5. Jack is with Hal.

LESSON 28

wh = /hw/

Key Picture - whistle

- a. Teacher: Use strict pointer control. Point between the "w" and "h" in each /wh/.

Student: The "wh" sound is a combination of the "h" and "w" sounds, in that order. Make believe you are blowing out a candle when you pronounce /wh/.

- b. To better acquaint the student with the dictionary, help him look up each of the new words. Read the definitions to him.

- c. Answers: Pictures with /wh/: wheel, whip, wheat, whale

- d. Dictation:

1. It is bad to whip a dog.
2. Which man is with dad?
3. When can Sal win the dish?
4. Which rug is in the shop?
5. When can Sam shut the shed?

LESSON 29

x = /ks/

Key Picture - box

- a. Teacher: Use strict pointer control.

Student: "x" sounds like a quick blend of ks. Let's say it together. Are you ready for the new words?

- c. List for teacher to read: (Answers are circled.)

① Max	⑤ sax	9. pun	⑬ fox	⑰ tax
2. tack	⑥ exercise	⑩ box	⑭ lax	18. mad
③ ax	7. sake	11. shop	15. sock	⑱ vex
4. sack	8. cattle	⑫ wax	⑯ six	⑳ Rex

- d. Dictation:

1. Fix the ax.
2. Max can fix the box.
3. The fox is in back of the shed.
4. The ox has a big back.
5. Don is lax and did not wax the ax.

LESSON 30

y = /y/

Key Picture - yarn

- a. Teacher: Use strict pointer control.

Student: The "y" is another vowel-like consonant beginning in a position similar to short "i" or long "e." Exaggerate the glide between the "y" and the vowel in each word (Ibid.).

- b. Definition:

yak - an ox in Asia

- d. Dictation:

1. Yes, Don did win.
2. Did Jack get wet yet?

3. The yam is in the pot.
4. The dog did yap at the cat.
5. A yak is big.

LESSON 31

v = /v/

Key Picture - Valentine

- a. Teacher: Use strict pointer control.

Student: The "v" is like the "f" but it has a buzzing sound.
(You use your voice.) Remember to exaggerate the sound so there will be no break between consonant "v" and the vowel.

- c. Answers: violin - yes tree - no vacuum cleaner - yes
 bee - no vegetables - yes veil - yes
 ball - no vase - yes fish - no

- d. Dictation:

1. Val had a van.
2. Vic did not wish to get the vat wet.
3. The vet had a dog.
4. Val did vex the vet.
5. Which man sat on the van?

LESSON 32

z = /z/

Key Picture - zipper

- a. Teacher: Use strict pointer control.

Student: The "z" is like the "s" but it has a buzzing sound. No breaks are allowed between the "z" and the vowel.

- b. Definitions:

zax - a tool used for roofing

zed - a metal box shaped like a "z"

zel - a type of cymbal

d. Dictation:

1. Jack did zip the bag.
2. Val can zig - zag.
3. Zig is a whiz.
4. Tim can fix the zel.
5. The zax can fix that.

LESSON 33

s = /z/

Key Picture - nose

a. Teacher: Use strict pointer control.

Student: The buzzing "s" has the same sound as the "z." (The word 'tis is a contraction for it is.)

c. Answers: has, nose, rose, his, foes, those, hose, pose, those, mows, lose, grows, knows, sews, close

d. Dictation:

1. That is his.
2. Jack has a van.
3. Jim has as much vim as Val.
4. 'Tis a big box.
5. His van did whiz by.

LESSON 34

qu = /kw/

Key Picture - queen

a. Teacher: Use strict pointer control. Point between the "q" and the "u." Point out that "q" and "u" always go together.

Student: The letters "qu" sound like /kw/ (Ibid.).

b. Definitions:

quag - marshy land

quid - a suitable portion for chewing, e.g. a quid of tobacco

d. Dictation:

1. Val got the vet to quit.
2. The quiz is a whiz.
3. That man is quick.
4. That duck can quack.
5. Dan will quit.

LESSON 35

th = /th/ (unvoiced - soft)

Key Picture - thimble

- a. Teacher: Use strict pointer control. Point between each "t" and "h."

Student: Place your tongue on your upper front teeth and let air leak between. Do not use your voice for the soft th sound.

- c. Word list to be read by the teacher: (Soft th word's numbers are circled.)

1. then	2. that	③. thing	④. think
5. there	6. them	⑦. three	8. this
⑨. thrash	10. then	11. those	⑫. thaw
13. thus	⑭. thick	⑮. path	⑯. throat
⑰. thorn	⑱. truth	19. writhe	⑳. tenth

d. Dictation:

1. The thin dog had a bath.
2. The ax hit Beth.
3. Val led the men up a path.
4. Math is fun.
5. The ax hit the rock with a thud.

LESSON 36

Review

Answers: (left to right)

hut map pen

hog whip ax

LESSON 37

The ff - ll - ss - zz Twins

Spelling Rule: Double f, l, s, and z in most one-syllable words after a short vowel (Orton, 1973, p.44).

- a. Teacher: Now use strict pointer control on every third line, or as needed. If the student is ready, use self pointer control in between. (Self pointer control is the student using the stick to guide his own articulation.) Eye pointer control may also be used on some of the words. (Eye pointer control is the student using only his eyes as a pointer. However, he should read each letter at the same speed as in strict pointer control.) A suggested procedure, at this point, is to start the lesson with strict pointer control. Then the student can try self pointer. If he does well with this, he may progress to eye pointer. If the student makes a mistake, immediately go back to strict pointer control until he reads smoothly again. Adapt each lesson to the individual student.

d. Dictation:

1. The man fell in the pass.
2. That pill is red.
3. This doll is big.
4. The dull bell is a mess.
5. That cat will puff up.

LESSON 38

Two-Syllable Compound Words

Key Picture - pigpen

- a. Teacher: On this job sheet the student will read the first syllable of each compound word, and then the second syllable. Lastly, he will read the complete word. This is done to help the student to realize that big words aren't hard if he breaks them down. Use strict pointer control on every third line, or as needed. Eye and/or self pointer may be used as explained in lesson 37.

Student: The compound words in this job sheet each have two consonants that come right together. Sometimes one of the consonants is very quiet and you may think you have made only one sound, because when you come to each closed letter you stay closed until you reach the open letter. Only then you may let out any air (except with leaky consonants, and "m" and "n"). Let's practice your new words. After that, try your luck on the whopper words. If you can get your tongue around them you are ready for anything!

- c. Answers will vary. Accept any feasible answer.

d. Dictation:

1. That bagman is mad.
2. Fill up the dishpan.
3. The man has a whiplash.
4. Catfish are wet.
5. Cal has a suntan.

LESSON 39

Detached Syllables

- a. Teacher: Have the student read the detached syllables. Be sure he stays with the pointer. Self and/or eye pointer control may be used every other line.

Student: The syllables that you will be reading are parts of actual words.

- b. The little train with a detached car is intended to illustrate the idea of a syllable that is detached from the rest of the word.

Side one of job sheet "b" has some detached syllables. The student is to read and write each syllable, starting at the dot. The teacher should say each syllable in a word. Some suggestions may be found below:

<u>Detached Syllable</u>	<u>Sample Word</u>
tel	telephone
tem	temple
mem	member
med	medical
hap	happy
chap	chapel
dif	differ
dis	distant
tum	tummy
lum	lumber

On side two of job sheet "b" the student is to spell the syllables that are read to him. The syllables for dictation are below:

a. bum	f. vel
b. gog	g. siz
c. fas	h. suf
d. rus	i. whis
e. pov	j. ped

Ask the student to try and think of some words that use these syllables.

- c. Nonsense sentences for dictation: (Additional help on punctuation may be found on job sheet 156.)
1. The lum is mem.
 2. That hap can dif.
 3. What a big gog!
 4. This pov fell off that siz.
 5. Can bam med?

LESSON 40

Review - CVC Detached Syllables

Syllables for Dictation:

1. jus	6. ret
2. riv	7. hom
3. fab	8. lob
4. cal	9. chas
5. dex	10. lib

LESSON 41

Two-Syllable Words

- a. Teacher: Strict pointer control may be used as needed. Eye and/or self pointer control may be used in between.

Student: The words on this job sheet have two consonants in a row, as did the compound words on job sheet 38. Remember to stay closed on each closed letter and let out air only on leaky letters and open letters. Sometimes the double consonants will make only half sounds. Are you ready? Good luck with the whopper words!

- b. For additional reinforcement, the teacher may put the two syllables of each new word on two index cards. The child reads the first card, the second card, and then the two in sequence, blending them into one word. The two syllables may be juggled and the student can arrange them into a word (Traub, 1973, p.70).

- c. Answers:
bas	dit
ban	nel
ken	ket
in	tim
vic	net
bon	dex
rab	bit

- d. Dictation: After writing the dictated sentences the student is to draw a line between the syllables in each two-syllable word. (Divide between middle consonants.)

1. The man will have a cutlet.
2. The napkin will rip.
3. Did Beth witness that?
4. The picnic is fun.
5. The basket had a tablet in it.

LESSON 42

Initial Consonant Blends: s_

Introduction (to be explained to student): Digraphs make one sound. Each sound of a consonant blend is heard, even though they are blended together. Job sheets 42-46 will present various types of initial consonant blends. The drawing of a blender on job sheets (b) 42-46 represent the idea of blending consonants. Initial consonant blends are a group of two or three consonants blended before a vowel. The sequence used in presenting sample consonant blend words in job sheets 42-46 is as follows:

1. Phonetic words with initial consonant blends followed by a vowel and consonant.
 2. Consonant blend-vowel-consonant digraph
 3. Consonant blend followed by ff-ll-ss-zz twins (Traub, 1973, p.73,74).
- a. Teacher: Use strict pointer control where needed, and self and/or eye pointer control between.
- Student: When reading the words with a consonant blend, start the "s" in the normal way. Hold your air pressure for the second consonant and keep holding it while you pucker for the "r," if any. Release the consonants into the vowel (Lang, 1974).
- b. On each "b" job sheet, say the blend first and then the sample word. The teacher may dictate each consonant blend before the student reads it, if necessary. Next, follow the usual job sheet "b" instructions. The sequence of presentation corresponds to the three points mentioned above.
- d. Dictation:
1. That skit was fun.

2. The sled is on that hill.
3. Tell Bill to scrap the strap.
4. That slim man will smash the box.
5. Beth will stuff the sack.

LESSON 43

Initial Consonant Blends: l

- a. Teacher: Use strict pointer control, where needed, and self and/or eye pointer.

Student: When reading the l blends, get air pressure at the lips for closed consonants, get the tongue ready at the gum ridge when the "l" is pointed to, and let it go when the pointer points to the vowel. There will have been no sound until that time. The consonant-consonant-vowel blend should be sharply produced. For "cl" and "gl" blends, get some air pressure at the back of the tongue. Hold it, get the tip of the tongue almost up and flip it, letting out the vowel. (Demonstrate this for the student.) Notice this in the diagram below:

cl and gl Blends

On leaky consonants, such as "f" and "s," keep the sound going and get your tongue ready behind the gum ridge for the "l." Flip it and let out the vowel (Lang, 1974). Let's practice.

- b. Say the blend first and then the word. Continue with the usual "b" job sheet instructions.

d. Dictation:

1. The class will have the sled.
2. Jack will not clap.
3. His flesh is as red as the sunset.
4. The glass fell as quick as a flash.
5. God bless you.

LESSON 44

Initial Consonant Blends: r

- a. Teacher: Use strict pointer control, as needed, and self and/or eye pointer control between.

Student: For br and pr blends - Whistle, puckering your lips. This is how you use your lips when saying these blends. Remember to tightly seal your tongue against your gums, so that all breath and voice must pass through an opening in the front, just behind the gum ridge. The tip flips down as your tongue moves into the vowel position. There is a narrow groove in the the middle (Ibid.). See the diagram on job sheet 20a.

cr and gr blends - Get air pressure at the back of the tongue as the diagram below shows. Tighten the muscles in your neck and jaw for the "r." Make no sound until you say the vowel.

dr and tr blends - Notice the diagram below. Remember to let the sound go at the vowel, and not before.

fr blends - Start the "f" and keep it going. Pucker up for the whistle position (point to the "r"). Let out the vowel when it is pointed to.

thr blends - Start the "th" (tongue between teeth with air; teacher points between the "t" and "h"). Keep the "th" going and pucker for the "r." (Point to the "r.") Let out the vowel.

shr blends - Start the "sh." (A little bigger opening than "s." "H" always means more breath.) Pucker for the "r." Let it out on the vowel (Lang, 1974).

b. Say the blend and then the word. Then proceed as usual.

d. Dictation:

1. The glass has a chip on the brim.
2. This grass is thin.
3. The press has a crack in it.
4. Sam will not drop that frog.
5. Trim this shrub.

LESSON 45

Initial Consonant Blends: _w

- a. Teacher: Use strict pointer control as needed. Eye and/or self pointer control may be used in between.

Student: To pronounce _w blends, get your tongue into the position of the first consonant. Then pucker your lips for the "w." Let the sound out on the vowel. Stay with the pointer.

- b. Say the blend and then the word. Continue as usual.

d. Dictation:

1. The man swam to his twin.
2. The dress has a twill top.
3. Will you dwell with him?
4. The brush will swish.
5. Can you swim?

LESSON 46

Final Consonant Blends

Final consonant blends will be presented in the following sequence:

1. Words starting with a consonant or consonant digraph, followed by a vowel and a consonant blend.
2. Words starting with a consonant blend, followed by a vowel and a consonant blend (Traub, 1973, p.75).

- a. Teacher: Use strict pointer control on every third line, or as needed. Use self and/or pointer control between.

Student: Since two consonants come together at the end of the words with final consonant blends, you may think you have made only one sound. Let's practice these new words.

- b. Present each final consonant blend. Then dictate each sound to the student before he reads the word with that blend. The student then practices the words in the usual manner.

- c. Answers: 1. sand 2. dust 3. pond 4. milk 5. desk

d. Dictation:

1. Mom will help dad.
2. I am fond of crisp crust.
3. The rabbit went thump, thump.
4. Lift that milk jug.
5. The French spent much time in the camp.

LESSON 47

Adding s and 's

- a. Teacher: Use strict pointer control as needed, and self and/or eye pointer control between.

Student: Some words have an s or 's at the end. Read the words on your job sheet. Notice that the final s sounds like the /z/ after a voiced consonant, and like an /s/ after an unvoiced consonant. As you read the new words, decide whether to say the /s/ or /z/ on the final s. Tongue movement is very slight between the last letter of the word and the added s when t comes before s. The air hisses, rather than puffs out. When a leaky consonant comes after a closed letter it only opens as wide as the leaky letter (Lang, 1974). See the diagram on job sheet a, which gives an example of what happens when s follows t.

- c. Answers: Possessives -
1. This is Bob's hat.
 2. Frank has Jack's dog.
 3. The gals' cats are big.
 4. Dan's dog has a sock.

d. Dictation

1. Dick's ship is red.
2. The tablet's are Bob's.
3. Cliff has six sleds.
4. The man's hats are back.
5. Mom's dress has frills.

LESSON 48

ng = /ng/
nk = /nk/

Key Pictures - king
sink

- a. Teacher: Use strict pointer control, if necessary, and self and/or eye pointer.

Student: The /ng/ is a nasal sound as in "sing." To make the /ng/ tuck your tongue behind your lower front teeth and block off the air with the back of your tongue. Open your mouth as you say /ng/. Look at the diagram (Youngberg & Lang, "C-V B," 1975). The /nk/ sounds almost like /ng/. The "n" in the /nk/ is also made by blocking off the air with the back of the tongue. This puts the tongue into position for the release of the "k" (Lang, 1974). Notice the diagram.

- c. Answers: top left - king top right - tank
bottom left - swing bottom right - sink

- d. Dictation:

1. Bill rang the bell and sang.
2. The king sank the ship.
3. Thank the bank for that.
4. Hank clung to the sink.
5. The hunk stank.

LESSON 49

Review of Consonant Blends

Follow the directions on the job sheet. The student should be proficient in consonant blends before going on to the next lesson.

LESSON 50

Detached Syllables With Consonant Blends

Introduction: The detached syllables are from real words, and are presented in the following sequence:

1. Consonant Blend-Vowel-Consonant or Consonant Digraph
2. Consonant-Vowel-Consonant Blend

c. Answers: 1. th 2. ch 3. ph 4. sh 5. ph

d. Dictation:

1. Phil is not a prophet.
2. The pamphlet has a graph.
3. Ralph sent a pamphlet to Phil.
4. The prophet will tell what will happen.

LESSON 53

kn = /n/

Key Picture - knot

- a. Teacher: Use strict pointer control, as needed. Use eye and/or self pointer between. Point between the "k" and "n" in each /kn/ word. Explain that the "k" is silent.

Student: The "kn" makes the "n" sound. Remember the block air with your tongue at the gum ridge. Leave your lips apart and use your voice.

d. Dictation;

1. Val did not knit that.
2. The knot did not help.
3. Ralph had a knapsack.
4. Phil has a knack with graphs.
5. Knock when Phil comes.

LESSON 54

gn = /n/

Key Picture - gnat

- a. Teacher: Use strict pointer control as needed. Eye and/or self pointer control may be used in between. Explain that the "g" is silent. Point between the "g" and "n" in each "gn" word.

Student: The "gn" also says /n/. The "g" does not say anything.

Answers: 1. gnat 2. knapsack (best answer) 3. knit
knock 5. not

3. Consonant Blend-Vowel-Consonant Blend (Traub, 1973).

In lesson 51 you will see these syllables in words.

- a. Teacher: Use strict pointer control, as needed, and self and/or eye pointer control in between.

Student: Follow the technique you have been using for initial and final consonant blends.

- d. No dictation this time.

LESSON 51

Two-Syllable Words Using Consonant Blends

- a. Teacher: Use strict pointer control when needed. Use self and/or eye pointer control between.

Student: The words in this lesson have two syllables. You will recognize one of the syllables in each word.

- d. Dictation:

1. Cal has nutmeg in his milk.
2. That traffic is a problem.
3. The man will inspect the windswept shed.
4. The trumpet is splendid.
5. That plastic pumpkin has an insect on it.

LESSON 52

ph = /f/

Key Picture - phone

- a. Teacher: Use strict pointer control as needed. Eye or self pointer control may be used in between. Point between the "p" and "h" in each "ph" word.

Student: Make the "ph" sound like the "f" sound. Put your teeth against your lips and add a rush of air.

d. Dictation:

1. The gnat will sting him.
2. The man will gnash his teeth.
3. Phil struck the gnat.

LESSON 55

wr = /r/

Key Picture - wrench

- a. Teacher: Use strict pointer control when needed. Between times use eye pointer or self pointer. Mention that the "w" is silent. Remember to point between the "w" and "r" in "wr" words.

Student: The "wr" makes the "r" sound. Remember that this is done by tightly sealing the sides of your tongue against your gums so that all breath must pass through an opening in the front, just behind the gum ridge. The tip flips down as your tongue moves into a vowel position. There is a narrow groove in the middle of the tongue (Youngberg & Lang, "Consonant-Vowel Blending," 1975).

- c. Tell the student to look for words with the "r" sound, as in red and wrench.

Answers: rack, rap, trick, Russ, rich, rock, trap, ring, wrath, Rick, track

d. Dictation:

1. The wren will rest on the branch.
2. Jack has written the test.
3. Phil did wring his wrist.
4. That is the wrong wrench.
5. Dad's wrath is strong.

LESSON 56

mb = /m/

Key Picture - thumb

- a. Teacher: Use strict pointer control as needed. Use eye pointer

or self pointer control in between. Point between the "m" and "b" in each "mb" word.

Student: The "mb" is another way of spelling the "m" sound. Just close your mouth and hum /m m m/.

- c. Answers: 1. pamphlet Ralph graph Phil
 2. knit knock gnat knot gnash
 3. wrap wrong wring written
 4. lamb limb thumb bomb

d. Dictation:

1. Dick has a numb thumb.
2. The dumb lamb is not big.
3. A bomb hit the truck.
4. That limb is big.
5. I have the crumbs.

LESSON 57

Review

<u>Answers:</u>	gnat	gnash	written	thumb
	knapsack	numb	dumb	knob
	wreck	wrench	knack	wren
	knit	wring	wrath	lamb
	crumb	limb	knock	wrist

ph = f

gn = n

wr = r

mb = m

kn = n

LESSON 58

a-e = /ā/

Key Picture - cake

Introduction: Explain to the student that he can do a magic trick with the letter "e." When a one-syllable word ends in "e," that "e" gives him permission to use the name of the vowel in that word. Therefore, we call "e" the "permission letter." (Sometimes it is called "magic e.") When "e" serves as a permission letter, it is always silent.

- a. Teacher: In the next few lessons (58-64) the teacher will point to the vowel in each "magic e" word. At the same time the student will point to the permission letter "e." Use strict pointer control, self pointer, or eye pointer control on the other words on job sheet a.

Student: Read the following words. What happens when a permission letter is added to each word? e.g. at, ate.

- b. In each "magic e" word, underline the vowel in red and draw an arrow from the permission letter to the vowel. The first one is done for the student. The words are then to be learned in the usual manner.

- c. Answers: 1. tape 2. mad 3. hat 4. mat 5. sale
6. plane 7. bake

- d. Dictation:

1. Jake ate the cake at the shed.
2. The fat man had a bad fate.
3. Jan got a cap and cape.
4. Can Sal take Jane to the sale?
5. That fad will fade.

LESSON 59

e-e = /ē/

Key Picture - Steve

- a. Teacher: The teacher points to the vowel and the student points to the permission letter as each "magic e" word is read. (Teacher and student pointers). Use eye or self pointer control on the

other words.

- b. The student is to underline the vowel and draw an arrow from the "magic e" to the vowel that says its own name. Then proceed as usual.
- c. Answer: 1. pet 2. Zeke 3. Eve 4. stress 5. mend
6. Steve 7. These
- d. Dictation:
 1. Eve and Steve came here.
 2. These men run fast.
 3. Pete will eke out his living.
 4. The fete was fun.
 5. Zeke has a cake to bake.

LESSON 60

i-e = /ī/

Key Picture - nine

- a. Teacher and student pointers on "permission letter" ("magic e") words. Use strict pointer control, self pointer, or eye pointer control on the other words.
- b. Underline the vowels and draw arrows from the permission letter to the vowel. Then continue as usual.
- c. Answers: 1. bit 2. like 3. ride 4. win 5. pile
6. still 7. tile
- d. Dictation:
 1. I came here ninetimes.
 2. Pete will write when he can.
 3. The prize is a ride to the next state.
 4. Five miles is a long ride.
 5. The bride has a big smile.

LESSON 61

o-e = /ō/

Key Picture - stove

- a. Teacher and student pointers on "permission letter" words. Use strict, self, or eye pointer control on the other words.
- b. Underline vowels and draw arrows from the permission letter to the vowel. Then continue as usual.
- c. Answers: 1. smoke 2. note 3. hop 4. phone 5. choke
6. globe 7. bite

d. Dictation:

1. I hope that the rope is strong.
2. The red rose froze.
3. That stove has a note on it.
4. Jake strode home.
5. I will not quote Mr. Jones.

LESSON 62

u-e = /ū/(yū) or /ōō/

Key Pictures - cube (yū)
flute (ōō)

- a. Teacher: Teacher and student pointers on "permission letter" words. Use strict, self, or eye pointer control on the other words.

Student: Long "u" has two different sounds. It sounds like "you" (yū) in words such as cube, while in other words it has a long "oo" (ōō) sound, as in flute. Sometimes it has an in-between sound--depending on the speaker (Orton, 1973).

- b. The top half of the words on job sheet "b" have the /ū/(yū) sound. the bottom half have the /ōō/ sound. Underline the vowel and draw arrows from the permission letter to the vowel. Then learn the words.

- c. Answers: 1. cut 2. duck 3. cube 4. gun 5. use
6. fuse 7. mule

d. Dictation:

1. The mule is cute.
2. Here is a red cube.
3. That duke was here in June.
4. The fuse gave Mike a shock.
5. The tone of the tune is not bad.

LESSON 63

"Magic e" Detached Syllables

- a. Teacher and student pointers on permission letter words. Use strict, self, or eye pointer control on other words.
- b. Again, the little train with a detached car symbolizes a detached syllable. Ask the student to try to think of words that have the syllables on the job sheet. Some examples are below:

<u>Detached Syllable</u>	<u>Sample Word</u>
nite	ignite
buse	abuse
pose	compose
plete	complete
tate	dictate
pede	stampede
bine	combine
pire	empire
sane	insane
tume	costume

Now the student should learn each syllable in the usual job sheet "b" manner. Have him say sentences that have words using the above detached syllables. e.g. nite - Dick will ignite the sticks.

- c. Detached syllables for dictation: (Have child number his paper from 1-12).

1. cade	2. bose	3. pote	4. tude	5. dile	6. trive
7. tene	8. struse	9. nize	10. nate	11. node	12. tere

LESSON 64

Two-Syllable "Magic e" Words

- a. Teacher and student pointers on permission letter words. Use strict, self, or eye pointer control on other words. Remind the student to stay closed when he comes to two consonants in a row, releasing them both into the vowel with an explosion.
- b. The little train has no detached cars because all the syllables in the job sheet are joined together, forming complete words. There are no detached syllables ("cars").

c. Answers:

- d. Dictation: (Divide the two-syllable words by drawing a line between them.)
 1. I suppose the tadpole is inside the tank.
 2. The entire ship is lost.
 3. The bagpipe made a tune.
 4. The king and his men will invade the entire empire.
 5. That drink is impure.

LESSON 65

"Magic e" Review

Words to be read by teacher: 1. kite 2. flute 3. here 4. cage
5. rope (Answers are underlined.)

LESSON 66

ai = /ā/

Key Picture - Pail

- a. Teacher: Have the student use eye pointer control. Return to strict pointer control when mistakes are made.

Student: Some vowels are formed by rapidly combining two simple vowels. They are known as "diphthongs." The two letters "ai" make a long "a" sound. Long "a" is a diphthong (Youngberg & Lang, "Consonant-Vowel Blending," 1975). The rule, "When two vowels go walking, the first one does the talking" applies to lessons 66-72. The name of the first vowel is the name of the couple (Traub, 1973, p. 93). e.g. ai = ā. The "ai" vowel is usually found at the beginning or middle of the word rather than at the end (Ibid., p.101).

- c. Answers: 1. mail 2. pain 3. pail 4. tail 5. bail
6. sail 7. plain 8. ail

- d. Dictation:

1. The snail has no tail.
2. The quaint shed fell.
3. This mail is Pete's.
4. Paint the chair.
5. The maid paid for the grain.

LESSON 67

ay = /ā/

Key Picture - pray

- a. Teacher: Have student use eye pointer control.

Student: The letters "ay" also form the long "a" dipthong (Youngberg & Lang, "Consonant-Vowel Blending, 1975). "ay" is usually found at the end of a word" (Traub, 1973, p.105).

- c. Magic Squares - (Adapted from Childs, 1965.)

It is fun to make words from "Magic Squares," which use the new sound that has been learned. This is how they can be used:

1. Start in any square and move from one square to another to make a word.

2. Do not jump over any square.
3. A letter from any square may be doubled.

Scoring:

Three points for each three-letter word

Four points for each four-letter word

Five points for each five-letter word - and so on...

He may earn two bonus points for each additional word he can think of that contains the vowel digraph on the particular magic square. These words need not be made up of the other letters on the square (Childs, 1965). (Also found in Traub, 1973, p.96).

d. Dictation:

1. The tray is in the way.
2. I must pay to take the subway.
3. Pray that Jake may say the best thing.
4. This day the hens will lay eggs.
5. Steve's playmate has clay.

LESSON 68

ea = /ē/

Key Picture - seat

- a. Teacher: Have the student use eye pointer control

Student: The two letters "ea" are a team. In this lesson, they say long "e." When you say /ē/ you have a "sweet smile" expression. Your tongue is wide and close to the palate. The tip is at the base of the teeth (Youngberg & Lang, "Consonant-Vowel Blending," 1975). Remember the rule "When two vowels go walking, the first one does the talking."

- c. Answers: yeast, grape, peach, bean, wheat, grain, cream

d. Dictation:

1. Pete will not pick and eat the beans.
2. Please clean the seat.
3. The beach is east of here.
4. Jean will eat near the clean stream.
5. Jan will teach Jean to read.

LESSON 69

ee = /ē/

Key Picture - three

- a. Teacher: Have the student use eye pointer control.

Student: The "ee" team makes the same sound as "ea." Do you remember how to make this sound?

- c. Answers: beast, Pete, squeak, athlete, screech, cheap, green, complete

- d. Dictation:

1. Did Jean plant the beet seeds?
2. The queen made a long speech.
3. Did Pete see the wee bee?
4. The fleet went near the street.
5. I will need to keep that jeep.

LESSON 70

oa = /ō/

Key Picture - road

- a. Teacher: Have the student use eye pointer control.

Student: What sound does the "oa" team make? Remember, "the name of the first vowel is the name of the couple." You will usually find this team at the beginning or middle of a word (Traub, 1975).

- c. Magic Squares - Follow directions for lesson 67.

- d. Dictation:

1. The boat had a load of oats.
2. Can the foam from that soap clean this coat?
3. The goat did groan.
4. The toast made Joan groan.
5. An oak tree fell on the road.

LESSON 71

oe = /ō/

Key Picture - hoe

- a. Teacher: Have the student use eye pointer control

Student: The "oe" team also says long "o," and is usually at the end of a word.

- c. Answers: load, mote, hole, coat, lone, soap, home, float

- d. Dictation:

1. Joe weeks with a hoe.
2. Moe broke his toenail.
3. Woe to him who stands on his tiptoe.
4. The doe ate and than ran from a foe.
5. The belt is made from doeskin.

LESSON 72

ie = /ī/

Key Picture - pie

- a. Teacher: Have the student use eye pointer control.

Student: What sound does this team make? /ī/. Notice how it is produced. (Look at the diagram on job sheet a.)

- c. Answers: side, cried, white, prize, died, fine, mite, inside, slide, tie

- d. Dictation:

1. The pie had a top crust.
2. Joan will lie in wait for the rabbit.
3. Joe's tie is green.
4. The dog may die.
5. Ben will not lie to the man.

LESSON 73

Review

Answers: 1. sail 2. play 3. pail, pale 4. seat 5. Pete's,
tree 6. meal 7. road 8. hoe, pole 9. boat, float

LESSON 74

Syllable Division

I.

<u>Answers:</u> tempest	rabbit	catnip
suspect	bonnet	admit
subject	tennis	bandit
sublime	tablet	pigment
complete	hobnob	bobbin
concrete	pulpit	muffin

II.

happen	contest	pollen
commit	subtract	pumpkin
kitten	combust	magnet
nutmeg	pancake	mandate
public	dispute	rostrum
helmet	stampede	fossil

III.

suffix	victim	suppose
gossip	dentist	tandem

sudden

consent

disrupt

napkin

dictate

splendid

picnic

vampire

conclude

LESSON 75

ou = /ou/

Key Picture - cloud

- a. Teacher: Present the ou and ow cards together as the two ow's. Then teach the first one of the two in this lesson (Ibid.). Have the student use eye pointer control.

Student: If I pinched you, what would you say? (Pinch the student gently, if appropriate.) "Ouch" has our new sound right in the beginning of the word.

- c. Answers: 1. ground, South 2. found, stout, scout, house
3. count, hounds 4. trout 5. cloud, round 6. sour
7. snout, flour

- d. Dictation:

1. Our house is in the South.
2. The proud grouch sat on the couch.
3. His mouth made a pout.
4. Our milk is sour.
5. The round cake fell on the ground.

LESSON 76

ow = ou

Key Picture - owl

- a. Teacher: Have the student use eye pointer control.

Student: This is the second ow. The sound is identical to ou.

- c. Answers: 1. clown 2. crowd, shout, loudly 3. Brown, down,

town 4. mouth 5. down South 6. crown 7. pout, out

d. Dictation:

1. Can an owl growl?
2. The clown made the crowd scowl.
3. The cows will come in now.
4. How did dad plow the town?
5. The man will drown.

LESSON 77

er = /ér/

Key Picture - fern

- a. Teacher: Present the er, ir, and ur cards together. Introduce them as the three er's (Ibid.). Have the student do eye pointer control.

Student: This lesson has er words. er is the most frequently used of the three er's. (Ibid.). When doing eye pointer control, remember to treat er as one sound.

- c. Answers: (Samples - Answers will vary.) 1. sister 2. whiskers
3. driver 4. singer 5. silver 6. paper 7. plumber

d. Dictation:

1. Her fern is green.
2. Bert will plant some herbs.
3. Herb found the subject and verb.
4. Perhaps the hermit will linger.
5. The stern sister had a temper.

Note: The word herb has two pronunciations - /èrb/ and /hèrb/.

LESSON 78

ir = /ér/

Key Picture - shirt

- a. Teacher: Have the student use eye pointer control.

Student: ir has the same sound as er. The ir is the second most commonly used of the three er sounds (Ibid.).

c. Magic Squares - Have fun!

d. Dictation:

1. Those birds like to chirp.
2. The girl will take three skirts.
3. The dirt made the third girl squirm.
4. The first shirt is a birthday gift.
5. The birds like the birch tree.

LESSON 79

ur = /ər/

Key Picture - nurse

a. Teacher: Have the student use eye pointer control.

Student: ur is the least commonly used of the three er's (Ibid.).
Remember to treat ur as one sound when doing eye pointer control.

c. Answers: 1. third, Burns 2. bird, "Chirp, chirp." 3. first, girl, birds 4. Bert 5. fern, under 6. stern 7. hurt, silver

d. Dictation:

1. Turn left at the curve.
2. Do not disturb us.
3. Ben will burn leaves near the curb.
4. Pete will furnish his house.
5. The spur will rip the fur.

LESSON 80

igh = /i/

Key Picture - night

- a. Teacher: Have the student use eye pointer control.

Student: The igh is sometimes called the three-letter "i," for the three letters make the "i" sound when they are combined. Treat these three letters as one sound when doing eye pointer control.

- c. Answers: top left - light top right - all right
 bottom left - night bottom left - flight

- d. Dictation:

1. This night is a sight.
2. The flight had a slight problem.
3. The high winds are nigh.
4. A bright light might help.
5. It is not right to fight.

LESSON 81

ar = /ar/

Key Picture - car

- a. Teacher: Have the student use eye pointer control.

Student: When "r" teams up with "a," the "a" sounds different. We call this "r" bossy "r." Do you know why? Let's say the "ar" sound together.

- c. Answers: 1. snarl 2. park 3. spark 4. barn 5. march
 6. harmless 7. hard

- d. Dictation:

1. The car did not go far.
2. Here are his marks.
3. The dog made a sharp bark.
4. A harp will not harm his ears.
5. The park has an art display.

LESSON 82

or = /or/

Key Picture - corna. Teacher: Have the student use eye pointer control.Student: Bossy "r" makes "o" sound different, too. Say the /or/.d. Dictation:

1. Bert will order the cord for the porch.
2. The horn is worn out.
3. A stork was born last week.
4. A storm hurt the corn.
5. Jack went home for the torch.

LESSON 83

le = /əl/

Key Picture - bubble

a. Teacher: Present the endings ble, tle, ple, fle, dle, kle, zle, gle--each on a separate card--before the student reads this exercise with eye pointer control. Note: "When these endings follow a short vowel sound, the first letter of the ending is usually doubled (Ibid., p.124)." That accounts for bottle, sniffle, puzzle.

Student: The "le" sound is a syllable ending. It says əl (ül).

b. If the student still has trouble reading the "le" words on this job sheet, have him cover the ending with his thumb, read the first syllable, and then the entire word.

c. Answers:

han	ble
jun	tle
an	ple
hum	fle
ruf	dle
puz	kle
dim	zle
rat	gle

d. Dictation:

1. The little bottle has apple drink in it.
2. The bundle fell and made a rumble.
3. The puzzle made the man with a fiddle giggle.
4. The handle of the paddle will wiggle.
5. Do not tattle and meddle.

LESSON 84

Review

Words for dictation: 1. star tle 2. for gave 3. in sight
 4. jun gle 5. out side 6. fur nish 7. sight less 8. her mit
 9. dis turb 10. arm chair 11. or bit 12. sniff fle

LESSON 85

"y" as an Ending

y = a sound between /ĩ/ and /ē/

Key Picture - candy

- a. Teacher: Present the appropriate endings on separate cards before each word is read with eye pointer control. e.g. Show the "ly" card and say the sound. Then the student should read the sound and the word, "manly." Next, show the "by" card. Have the student read this sound and the word, "hobby."

Sounds for separate cards: ly, by, vy, dy, fy, ty, my, ny, sy, py, ky. "When these endings follow a short vowel sound, the first letter of the ending is usually doubled (Ibid., p.130)."

- b. Have the student read each typed new word without the ending. (He may cover the ending with his thumb.) Then he should read the whole word. Continue with the usual job sheet "b" instructions.

For older children: The "ly" may be introduced as a suffix. Definition of suffix - an ending attached to a word that will change the meaning of the word. The suffix "ly" means "in a certain way, or like." e.g. goodly - in a good way. An adjective becomes an adverb when "ly" is added. e.g. sad - sadly (Ibid., p.

131). Have the student do this to other words.

d. Dictation:

1. Daddy is happy with mommy.
2. The funny man is short and stubby.
3. Bobby ate the chunky, crispy candy.
4. That shelf is dusty.
5. The frisky dog is dirty.

LESSON 86

oo = /oo/ (ü)

Key Picture - moon

a. Teacher: Have the student read with eye pointer control.

c. Answers: top left - broom top right - stool
bottom left - spool bottom right - mushrooms

d. Dictation:

1. That room is too big.
2. The cartoons are funny.
3. The zoo has a coon and a baboon.
4. This pool is cool.
5. That poodle fell off the roof.

LESSON 87

Hard - Soft c

c = /k/ (hard)
c = /s/ (soft)

Key Pictures - cup (hard)
circle (soft)

a. Teacher: Explain to the student that "c" is usually pronounced like a "k," except when it is followed by "e," "i," or "y." Then it is pronounced like an "s." Take the student through the lesson, and have him read the words with eye pointer control, giving the

proper sound of the "c," and the reason. After the student understands the reason, tell him to abbreviate the reason to "natural" or the name of the cue vowel (e, i, y). After this exercise have the student read the lesson in a normal manner (Lang, 1974).

- b. There are no hard "c" words on this job sheet because job sheet #2 gives practice with hard "c" words. Hard "c" words are reviewed on job sheet "a" of this lesson. Job sheet "b" is intended to offer practice on new soft "c" words.
- c. Answers: 1. c 2. k 3. c 4. k 5. k 6. c 7. c
 8. c 9. k 10. c 11. c 12. k 13. k 14. K 15. c
 16. c 17. c 18. k 19. c 20. c 21. k 22. k 23. c
 24. k (Note: This rule does not always hold. e.g. circle.)

d. Dictation:

Hard "c"-

1. The car came close to the curb.
2. This corn is in a can.
3. The clip is cute.

Soft "c"-

1. That nice game is ten cents.
2. Nancy has a fancy fence.
3. Val hurt her face at the circus.

LESSON 88

g = /g/(hard)
 g = /j/(soft)

Key Pictures - glass (hard)
 page (soft)

- a. Teacher: "g" is usually pronounced as in gate, except when followed by "e," "i," or "y." Then it is pronounced as "j." Have the student read the words in this lesson with eye pointer control, giving the proper sound of "g," and the reason. After he understands the reason, tell him to abbreviate the reason to "natural" or the name of the cue vowel (e,i,y). Then he may reread the lesson in a natural manner (Ibid.).
- b. Hard "g" words were learned on job sheet #3. This lesson merely

reviews hard "g" words, and is intended to offer practice with new soft "g" words.

- c. Answers: 1. j 2. g 3. j or J 4. j 5. g 6. j 7. j
8. g 9. g 10. g 11. j 12. j 13. g 14. j 15. J
16. J

d. Dictation:

Hard "g"-

1. Gus had a grin on his face.
2. The gate is near a grape vine.
3. I gave the glass to Mrs. Green.

Soft "g"- (All the "j" sounds are spelled with "g.")

1. The ginger cake is huge.
2. Roger did not tell the age of the gem.
3. The cage is on the stage.

LESSON 89

ge - dge

ge - dge = /j/

- a. At the end of a word the "j" sound is usually spelled with ge or dge (Traub, 1973).

Teacher: Have the student read the ge and dge words with eye pointer control.

Student: Notice the rules for ge - dge on your job sheet.

- c. Answers: 1. smudge 2. forge 3. fudge 4. bridge 5. badge
6. strangely 7. large

d. Dictation:

1. The badge is large.
2. Herb will lodge here.
3. The strange judge had a grudge.

4. The huge cage is near the hedge.
5. Mom will urge Jack to cross the bridge.

LESSON 90

Review - Hard-Soft c and g

Follow the directions on the job sheet.

LESSON 91

oi = /oi/

Key Picture - coin

- a. Teacher: Present the oi and oy cards together. Mention that oi is usually within a word and oy is usually at the end of a word (Ibid.). Begin trade-a-syllable (with teacher) in this lesson. In trade-a-syllable a word is broken into natural divisions for pronunciation, not necessarily for writing (e.g. di-vi-dend). The teacher says the first syllable, the student says the second, and the teacher the third, etc. A consonant must be left for the next syllable (e.g. di-vi-dend--not div-i-dend). When "r" is at the end of a syllable it is spoken in the following syllable also (e.g. "Mary" is spoken as Mar-ry).

- c. Answers: 1. f 2. s 3. sp 4. p 5. m 6. j 7. b

- d. Dictation:

1. Joe will oil the joint.
2. Do not join that club.
3. The tinfoil is moist.
4. The point will spoil the coil.
5. This check is void.

LESSON 92

oy = /oi/

Key Picture - toy

- a. Teacher: Do trade-a-syllable with the student.
- c. Answers: 1. Roy, toy 2. broil 3. Joyce, choice 4. boy, coin
5. coil 6. Roy, employ, boy 7. oyster
- d. Dictation:
1. The little boy might like the nice toy.
 2. Roy will enjoy soy beans.
 3. Mike found an oyster in Troy.
 4. The convoy is near.
 5. Jack will employ the boy.

LESSON 93

aw = /ô/

Key Picture - saw

- a. Teacher: Present the aw and au cards together as the two aw's (Ibid.). aw is used for a final sound, or before a consonant. au is used before a consonant (Orton, 1973, p.88). Do trade-a-syllable with the student.
- d. Dictation:
1. I saw a hawk at dawn.
 2. The ice will thaw soon.
 3. I saw the squaw draw.
 4. The claws on the cat's paw made Val squawk.
 5. The law has a flaw.

LESSON 94

au = /ô/

Key Picture - vault

- a. Teacher: Tell the student that au is the second of the two aw's. Do trade-a-syllable with the student.
- c. Answers: 1. hawk 2. straw 3. gnaw 4. Paul's fault

5. haul, lawn 6. raw 7. Paul, jaw

d. Dictation:

1. Paul will haul the vault.
2. The cat may maul the dog.
3. Saul will launch a boat.
4. It is Paul's fault.
5. Will the graveyard haunt him?

LESSON 95

a1 = /ô/

Key Picture - ball

a. Teacher: Use trade-a-syllable.

c. Answers are underlined:

A phone call came when I was at the mall. While there, I put salt on a small dish of French fries and ate them. After I had a malt drink and some walnuts, I left for home. My boy met me and told about the call. I went in the house to return the call, and had a nice talk.

Now I will clean the chalk off my dress and sprinkle the cornstalks.

d. Dictation:

1. The small boy will call you.
2. Is that all?
3. Do not salt the malt.
4. The walnut cake is at the mall.
5. Do not talk now.

LESSON 96

"y" as a Vowel (ÿ)

y = /ÿ/

Key Picture - gym

- a. Teacher: Use trade-a-syllable.
- c. Answers: 1. It, is, myth, is, in 2. lynx, cyst, his 3. will, gyp, Dick, system 4. Syntax, is, English 5. cymbals, Jill
6. Oxygen, is, important 7. lyric, is
- d. Dictation:
1. The myth is funny.
 2. This gym has a basketball goal.
 3. The song lyric is nice.
 4. The cymbals are loud.
 5. This system needs help.

LESSON 97

Long Vowels in Syllable Division

- a. Teacher: Remind the student that syllable division helps him to decode words. Review the rules that (1) a word has as many syllables as it has vowel sounds, and (2) when two consonants come between the vowels, syllable division occurs between the consonants.

Now introduce words that are divided after a long vowel. First, teach the following short, familiar words where "e" and "o" say their name (long vowel sound) at the end of the word:

be we he she me go no ho so

Tell the student that the vowel at the end of a syllable will usually say its own name (long vowel sound). This rule does not apply to "magic e" words. With this in mind, have the student do trade-a-syllable with you on the new words on job sheet "a."

- c. Answers:
lilac	human	spoken
broken	crisis	erect
polite	program	donate
demand	secret	Ajax
recite	behave	climax
protect	item	focus (Traub, 1973).

d. Dictation:

1. The apron is at the hotel.
2. A basin can be found under the sink.
3. Did you begin the term paper?
4. Do not omit this pupil from the trip.
5. This is a time to rejoice.

LESSON 98

"ing" as an Ending

- a. Teacher: Use trade-a-syllable with the student. If he has any difficulty, have him cover the ending with his thumb, and read the first syllable. The teacher then reads the second syllable, and so on.

*Note: Technically (according to the dictionary), sour and flour are one-syllable words. If they were divided, where could you divide them? (sou/r flou/r?) That would not work, for every syllable needs a vowel. Yet, they are pronounced as two syllable words. Compare: flour, flower.

When adding "ing" to a "magic e" word, we usually drop the silent "e" before adding "ing." e.g. bake, baking, stroke, stroking.

d. Dictation:

1. Stop that banging and honking.
2. Jack's fishing pole is long.
3. The yelping dog was tossing a ball.
4. The plane is landing soon.
5. The bell is ringing and ringing.

LESSON 99

"y" as a Vowel (ī)

y = /ī/

Key Picture - eye

- a. Teacher: Use trade-a-syllable.

Student: "Y" also has a long "i" sound.

c. Answers: (Column 1)-my try spry (Column 2)-Mike pie why
sigh type (Column 3)-fly glide deny prime tie light
(Column 4)-satisfy style shy

d. Dictation:

1. My eye hurts.
2. The sly fox will try to sleep.
3. That type of dress is nice.
4. The spy got a lock.
5. Last July, a fly bit my arm.

LESSON 100

VCV Spelling Rule

Be sure the student understands what root words and suffixes are. For additional practice in this, use worksheet #154.

The "One - One - One" Rule

Words of one syllable ending in one vowel and one consonant double the consonant before adding a suffix beginning with a vowel (Orton, 1973, p.62). This is the Vowel-Consonant-Vowel (VCV) Spelling Rule. Exceptions: Never double "w" and "x."

<u>Answers:</u>	1. ^{VC} run ^V ing	9. ^{VVC} boat	19. ^C ly	26. ^V er
	2. ^{VC} big ^V est	10. ^{VCC} dunk	20. ^C ment	27. ^V en
	3. ^{VC} fib ^V er	11. ^{VCC} blush	21. ^C less	28. ^V ish
	4. ^{VC} mad ^V est	12. ^{VVC} stain	22. ^V ing	29. ^V able
	5. ^{VC} scot ^V ish	13. ^{VVC} creep	23. ^C ness	30. ^V ed
	6. ^{VC} drop ^V ing	14. ^{VC} stop	24. ^V y	31. ^V est
	7. ^{VC} sun ^V y	15. ^{VCC} plunk	25. ^V ence	32. ^V ent
	8. ^{VC} stun ^V ing	16. ^{VVC} oil		
		17. ^{VCC} black		
		18. ^{VVC} load		

33. tan + ing = tanning

38. big + est = biggest

34. rust + ed = rusted

39. run + er = runner

35. clan + ish = clannish

40. spoon + ed = spooned

36. skin + y = skinny

41. claim + ing = claiming

37. man + ly = manly

42. drift + ed = drifted

LESSON 101

Review

Answers: soilemploycoinboiloystersoyjointconvoyspoilfoilRoyhoisthawkvaultPaullawnflawlawlaunchcrawlhaul

Bottom 101: pa/per

ba/sis

re/turn

ho/tel

be/gan

ti/ger

LESSON 102

Suffix es

es = /ez/

- a. Teacher: Tell the student that es is added instead of s after s, z, sh, ch, and x. (es is pronounced /ez/.) Use trade-a-syllable.

c. <u>Answers:</u>	<u>tacks</u>	<u>noses</u>	<u>jazzes</u>
	<u>bumps</u>	<u>waxes</u>	<u>nest<u>s</u></u>
	<u>crutches</u>	<u>latches</u>	<u>dishes</u>
	<u>paths</u>	<u>hisses</u>	<u>paw<u>s</u></u>
	<u>trees</u>	<u>churches</u>	<u>misses</u>
	<u>ledges</u>	<u>lunches</u>	<u>trips</u>
	<u>bubbles</u>	<u>clowns</u>	<u>beans</u>

d. Dictation:

1. The taxes are high in this town!
2. Those churches have benches outside.
3. Quizzes are fun if you prepare for them.
4. The brushes are all right.
5. Dick rushes home each day.

LESSON 103

Suffix ed

ed = /ěd/, /d/, /t/

- a. Teacher: Explain that when something happened in the past you add ed to the verb. Remind the student that if you can touch it, it is a noun. If you can do it, it is a verb (Traub, 1973, p.162). ed has three sounds: /ěd/, /d/, and /t/.

1. /ěd/: a separate syllable after d or t. e.g. melt, melted; hint, hinted.
2. /d/: a blended final sound after a voiced consonant (or a final vowel sound). e.g. sail, sailed; pray, prayed.
3. /t/: a blended final sound after an unvoiced consonant. e.g. jump, jumped; whip, whipped. (Orton, 1973, p.61).

Explain the above rules; then use trade-a-syllable. The job sheets have two sample words for each of the three sounds of ed.

- b. The numbered groups of words on job sheet "b" correspond to the numbered rules on page 114.
- c. Answers will vary.
- d. Dictation:
 - 1. The butter melted last night.
 - 2. Jack spelled the name incorrectly.
 - 3. Mr. Smith rushed home.
 - 4. The clip pinched me.
 - 5. That play lasted too long.

LESSON 104

Suffix er

er = /'er/

- a. Teacher: Use trade-a-syllable.
- c. Answers:
 - boy - boyish
 - settle - settled, settler, settlement
 - big - bigger, biggest, bigness
 - drink - drinker
 - complete - completed, completeness
 - wax - waxes, waxed, waxer, waxless
- d. Dictation:
 - 1. The farmer will farm this year.
 - 2. The boiler may boil over.
 - 3. This beginner will begin next week.
 - 4. The skater will skate fast.
 - 5. The same complainer may complain soon.

LESSON 105

Final i-e Unaccented Syllables

- a. Teacher: Before doing this lesson, the student should be acquainted with the idea of accented and unaccented syllables. Refer to the schwa sound. Job sheet 134 will give additional practice, if needed. Use trade-a-syllable. Note that the "permission letter" e is not working this time. If the student has difficulty deciding whether to give the final syllables an /i/ or /ə/ (uh) sound, consult job sheet 105b.

Student: Final i-e unaccented syllables often have a short "i" sound (sometimes "uh") for the vowel (Orton, 1973, p.71).

- c. Answers: 1. native 2. exquisite 3. famine 4. office
5. massive 6. justice 7. examine

d. Dictation:

1. The native is very active.
2. A famine bothered the whole nation.
3. The massive problem seemed too big to help.
4. Examine the contents of that box.
5. Justice will be done.

LESSON 106

Review

Follow directions on the job sheet. Answers will vary.

LESSON 107

tch = /ch/

Key Picture - crutch

- a. Teacher: Use trade-a-syllable.

Student: At the end of a word or syllable, following a short vowel, tch is usually used instead of ch. Exceptions to this rule are

words like sandwich, such, rich, attach, much, which, and ostrich.

- c. Answers: 1. chin 2. pitch 3. march 4. hatch 5. pitcher
6. branch 7. blotch 8. ouch 9. chop 10. clutch
11. starch 12. thatch

d. Dictation:

1. Fill the pitcher with liquid.
2. The bug made Jack's arm itch.
3. The pants need a patch over the blotch.
4. The witch swept the steps with her broom.
5. Make a sketch of a Dutch girl.

LESSON 108

ew = /oo/ (ü)

Key Picture - screw

- a. Teacher: Have the student read the one-syllable words at normal speed. Use trade-a-syllable on two-syllable words.

Student: The ew in this lesson has an /oo/ sound, as in moon.

- c. Answers: 1. The player threw a ball. 2. Jack blew the bubble.
3. Those birds flew south. 4. He has a new screw. 5. Chew
that food well.

d. Dictation:

1. The new crew flew west.
2. Jake threw the screw down a hole.
3. The man slew the lamb.
4. Do you chew gum?
5. The wind blew hard.

LESSON 109

eigh = /ä/

Key Picture - sleigh

- a. Teacher: Have the student read the one-syllable words at normal speed. Use trade-a-syllable on two-syllable words.
- c. Answers: 1. weight 2. tail 5. freight 7. eighth
9. sleigh 10. apron 11. weigh 12. plate 13. cake
- d. Dictation:
1. My neighbor has eight cats.
 2. The freight cars are large.
 3. This sleigh goes fast.
 4. James is underweight.
 5. Mike weighs eighty-eight pounds.

LESSON 110

eu = /ū/

Key Picture - Europe

- a. Teacher: Use trade-a-syllable.

Student: All our new words have the /yü/ sound except sleuth, which has the /ōō/ sound.

- b. Definitions:

euphony - a sound that pleases the ear

sleuth - a detective

- c. Answers: 1. cute 3. feud 5. neuron 7. neutral 8. compute
10. feudal 11. confuse 12. euphony 13. flute (According to Orton [1973, p.74] the /ōō/ sound in flute is a type of long "u" sound.)

- d. Dictation:

1. The man was neutral on the subject.
2. Sam went to Europe last year.
3. The three nations had a feud.
4. This man will read the eulogy.
5. A euphony has a pleasing sound.

LESSON 111

ie = /ē/

Key Picture - priest

- a. Teacher: Use trade-a-syllable where appropriate.

Student: The words in this lesson follow the rule: "i before e except after c." Mnemonic: The i comes first - "I am the chief (Traub, 1973, p.166)."

- c. Answers: 1. field 2. Pete 4. seat 6. yield 7. brief
9. street 10. relief 11. wheat 12. sleep 13. chief

- d. Dictation:

1. The priest gave a brief talk.
2. The thief stole eighty gems.
3. Our belief is not new.
4. Her shriek is too loud.
5. Yield the right of way.

LESSON 112

tion = /shun/ (sometimes /chun/, as in question) Key Picture - fraction

- a. Teacher: Use trade-a-syllable.

- c. Answers: 1. ration 2. plantation 3. section 4. mention
5. friction 6. lotion 7. station

- d. Dictation:

1. This tire has no traction.
2. Turn right at the junction.
3. The nation will ration food.
4. We must take quick action.
5. This lotion smells sweet.

LESSON 113

ei = /ē/

Key Picture - ceilinga. Teacher: Use trade-a-syllable.

Student: Do you remember the rule, "i before e except after c?"
The first six words in lesson follow that rule. The last four words are exceptions to the rule.

c. Answers: 1. ceiling 2. chief 3. receive 4. field
5. conceive 6. thief 7. tier 8. belief 9. conceit
10. priest 11. deceit 12. yield 13. deceive 14. grief

d. Dictation:

1. The man might deceive her.
2. Neither Rick nor Tom had a vacation.
3. We will receive it Sunday.
4. The weird man may seize it.
5. Never practice deceit.

LESSON 114

ue = /ū/(yü)

Key Picture - arguea. Teacher: Use trade-a-syllable.

Student: The ue in this lesson has the /ū/(yü) sound, as in you,
NOT the /ō/ sound, as in moon.

c. Answers: 1. Mom and dad did not argue.
2. We will continue that later.
3. Please rescue the drowning swimmer.
4. Remember to give me a cue.

d. Dictation:

1. The boys will argue.
2. The lifeguard did rescue the girl.
3. Continue your classes.
4. That cue is fine.
5. The value of the gem is high.

LESSON 115

Review

Answers:

tch
catch
latch
sketch

ei
either
neither
conceit

eigh
freight
eight
weight

ew
slew
threw
strew

ue
argue
value

ie
relief
priest
belief

eu
euphony
eulogy
Europe

tion
diction
action
notion

LESSON 116

ow = /ō/

Key Picture - crowa. Teacher: Use trade-a-syllable.

c. Answers: 1. load 2. note 3. show 6. know 8. hoe
9. rode 10. slow 14. crow

d. Dictation:

1. I know that the snow will blow.
2. Do not throw the bowl out.
3. The plant grows slowly.
4. Show me the window.
5. The shadow is made by his elbow.

LESSON 117

sion = /zhun/

Key Picture - explosiona. Teacher: Use trade-a-syllable.

- c. Answers: t. tion 2. sion 3. tion 4. tion 5. tion
6. sion 7. tion 8. sion 9. tion 10. sion 11. sion
12. sion

d. Dictation:

1. Try this division problem.
2. The confusion came at the conclusion.
3. Jack needed a transfusion.
4. The explosion is a surprise.
5. The invasion caused confusion.

LESSON 118

ea = /ě/

Key Picture - bread

- a. Teacher: Use trade-a-syllable where appropriate. You may wish to have the student read one-syllable words at normal speed.

d. Dictation:

1. The man liked the bread.
2. That thread is heavy.
3. I wish he had better health.
4. This dead man is deaf.
5. He meant everything he said.

LESSON 119

ew = /ū/(yü)

Key Picture - "Mew, Mew"

- a. Teacher: Whistle-a-syllable may be introduced at this point. The student will read each syllable, whistling between each syllable. If he cannot whistle, he may blow between each syllable. e.g. ex (whistle or blow) plo (whistle or blow) sion. There is no need to whistle or blow between one-syllable words.

Student: The ew in this lesson has the /ū/(yü) sound, NOT the /oo/ sound.

- c. For contrast and review, most of the ew words in sentences 1-6 have the /oo/ sound. When the student writes his own sentences at the bottom of the job sheet, tell him to use ew words that have the /u/ sound, as in mew.

Answers: 1. screw, brew 2. crew, flew, yew 3. blew, stew
4. chew 5. slew, threw 6. drew

d. Dictation:

1. A few boys will hew the logs.
2. The grass is wet with dew.
3. This stew is nice.
4. The new kittens mew.
5. The vacation will renew his health.

LESSON 120

ue = /oo/ (ü)

Key Picture - glue

- a. Teacher: Have the student do whistle-a-syllable (or blow-a-syllable).

Student: Notice that the ue words in this lesson have the /oo/ sound instead of the /u/ (yü) sound.

- c. Answers:
avenue	pursue
blue	rue
construe	subdue
flue	sue
glue	true
misconstrue	

d. Dictation:

1. The blue sky is overhead.
2. Is that the true story?
3. Glue this for me.
4. Sue will pursue her.
5. The fine is due.

LESSON 121

ind, ild (i = /i/)

Key Pictures - rind, child

- a. Teacher: Have the student do whistle-a-syllable (or blow-a-syllable).

- c. Answers:

- d. Dictation:

1. The wild child is not mild.
2. He will grind it for her.
3. The blind man is also deaf.
4. Did the kind man find it?
5. Order three pints of drink.

LESSON 122

old, olt,
oll, ost (o = /ō/)Key Pictures - gold, bolt
scroll, post

- a. Teacher: Have the student do whistle-a-syllable (or blow-a-syllable).

- c. Answers: (Answers are underlined.)

The old man took a stroll down the street. He met a bold
colt who ran by, giving the man a jolt. Most old men would scold
such a bold colt, but this old man did not.

d. Dictation:

1. The old man will scold her.
2. Be bold when you go.
3. The colt gave me a jolt.
4. He will stroll in the park.
5. The dog did roll over.

LESSON 123

oo = /oo/ (ú)

Key Picture - hoof

- a.
- Teacher:
- Have the student do whistle-a-syllable (or blow-a-syllable).

- c.
- Answers:
1. booked 2. goodness 3. hoodless or hooded
-
4. hookless or hooked 5. looker or looked 6. footless or footed 7. wooded 8. crooked

d. Dictation:

1. The book shook him up.
2. Hestood on his sore foot for ten seconds.
3. The cooking is good.
4. Jack took some new fishhooks.
5. Look at that.

LESSON 124

ei = /ā/

Key Picture - reins

- a.
- Teacher:
- Have the student do whistle-a-syllable (or blow-a-syllable).

b. Definition:

skein - A quantity of silk, yarn, thread, etc. put up after it is taken from the reel.

d. Dictation:

1. The reins came off.
2. Her veil had white lace.
3. The king will reign for a long time.
4. Did he like the chowmein?
5. His vein is sore.

LESSON 125

ui = /ũ/

Key Picture - fruit

- a. Teacher: Have the student do whistle-a-syllable (or blow-a-syllable).
- d. Dictation:
 1. This fruit is good.
 2. Did you bruise his arm?
 3. Jack has ten suits.
 4. The army will recruit them.
 5. Apple juice is good.

LESSON 126

sion = /shun/

Key Picture - mansion

- a. Teacher: Have the student do whistle-a-syllable (or blow-a-syllable).
- c. Answers: tension, pension, pretension, compulsion, propulsion, suspension, extension, expansion
- d. Dictation:
 1. The tension in his job is small.
 2. How is the propulsion in the jet?
 3. The old man has his pension.
 4. The church has a new extension.
 5. The expansion of the club is large.

LESSON 127

ou = /oo/ (ü)Key Picture - soup

- a. Teacher: Have the student do whistle-a-syllable (or blow-a-syllable).

Student: Route and wound are sometimes pronounced with the ou sound, as in cloud. In this lesson, pronounce them with the /oo/ sound.

- c. Answers:
1. Louis joined the youth group.
 2. Baby Lou has the croup.
 3. The soup tastes good.
 4. The salt water made the wound sting.
 5. The circus troupe followed the southern route.
 6. The clay was soupy.

- d. Dictation:

1. That soup is not good.
2. This group is made up of youth.
3. The wound is sore.
4. Lou likes soupy things.
5. The route is hard to trace.

LESSON 128

Review

Answers:ěü(oo)ōīā

tension

bruise

most

climb

reign

dead

due

cold

find

vein

nephew

glue

jolt

wild

meant

fruit

toll

pint

ū(oo)

pension

soup

new

croup

wool

shook

LESSON 129

ea = /ā/

Key Picture - break in chain

- a. Teacher: Trade-a-syllable solitaire may be done by the student at this point. He will say words by syllables, trading syllables with himself instead of with his teacher. e.g. (stu.)(stu.)(stu.)
mis con strue

d. Dictation:

1. The great chief is here.
2. Break the link if you need to.
3. This steak is broken.
4. At daybreak, the trip began.
5. Beefsteak is sold at the store.

LESSON 130

ou = /ō/

Key Picture - four

- a. Teacher: Have the student do trade-a-syllable solitaire.

d. Dictation:

1. Fourteen men went to court.
2. Pour the milk this way.
3. He sings with soul.
4. The course is hard.
5. Do not mourn for him.

LESSON 131

ie = /ē/ (as an ending)

- a. Teacher: Have the student do trade-a-syllable solitaire.

d. Dictation:

1. Millie and Willie came late.
2. That is Susie.
3. Frankie is going now.
4. Here is Dickie.
5. Winnie joined the Brownies.

LESSON 132

Short Vowel Sounds with r or rr

- a. Teacher: Have the student do trade-a-syllable solitaire.

Student: In some cases, "r" does not modify vowels. (It is not "bossy.") This lesson has some words that have short vowel sounds in spite of the "r" that follows.

- c. Answers: 1. carrot 2. ferry 3. sparrow 4. berry
 5. carry 6. heron 7. barrel 8. very

Unscrambled words: irritable
 irrigate
 iridescent

- d. Dictation:

1. The man will carry that.
2. This berry is very nice.
3. The farmer will irrigate his crops.
4. That carrot is old.
5. Sparrows sing a lot.

LESSON 133

or = /êr/

Key Picture - worm

- a. Teacher: Have the student do trade-a-syllable solitaire.

- c. Answers: worse, mayor, worth, worry, world, worst, word

d. Dictation:

1. This word is not hard to read.
2. When did Jake go to work?
3. The worst is over.
4. The world is round.
5. Why worry? It could be worse.

LESSON 134

Schwa (ə) - The Lazy Vowel

ə = /ǝ/

Teacher: Draw a schwa on the board as you say something like the following: "This is the symbol for the schwa. You may think of it as a lazy vowel. It is found in words that have more than one syllable. Say banana. Did you hear an /uh/? Say banana again and listen. Did you hear it? The /uh/ is the schwa sound. You would expect the a in banana to say /ǝ/ and not /uh/, wouldn't you. You will find the /uh/ (ə) in the syllables that are not stressed. Which syllables are not stressed in banana? Write an accent mark (') on the stressed syllable. Notice that the unstressed (unaccented) a's in banana are so lazy that they just say /uh/. What does the a in the accented syllable say? /ǝ/. Find the schwa sound in table. Now do your job sheet.

Answers:sep' a ratedam' agee' qualhu' manmod' elap' pledis' tantpick' lecab' ina bout'

con fuse'

a' prona round'a lone'

LESSON 135

ou - Plus Silent l

ou = /ø/ (û)

a. Teacher: Have the student do trade-a-syllable solitaire. Explain contractions if the student is not familiar with them. Job sheet #155 will help.

d. Dictation:

1. She could not go.
2. Should I bake the bread now?
3. He wouldn't do that.
4. Couldn't I play ball?
5. Ned would do that soon, if he could.

LESSON 136

o = /û/

Key Picture - onion

a. Teacher: Have the student do trade-a-syllable solitaire.

c. Answers:

The month of May marks the time when summer begins to come.
Early on a Monday morning a dozen sons meet in front of a house.
All of them are going on a wonder trip to the beach. The sons
will enjoy making a pile of sand that seems to weigh a ton. Be-
fore day is done, the sun will get hot, so the boys will need a
cover. Mother will be happy when the children come home.

d. Dictation:

1. The son drove a two ton truck.
2. No wonder he is late.
3. Three dozen eggs will be fine.
4. Would Jack cover the news this month?
5. Come here right now.

LESSON 137

"ove" Words

ove = /ŭv/ or /ōov/

Key Pictures - glove, moving van

- a. Teacher: Have the student do trade-a-syllable solitaire. The first row of new words has the "ŭ" sound, the second row, the "ō" sound.

Student: "ove" words have two sounds: /ŭ/ as in love, and /ō/ as in move.

c. Answers:improveglovediscoverremovemoveshoveprovecovershovelreprovedovelovelovergroved. Dictation:

1. I love those gloves.
2. Do not cover.
3. Joe will move next week.
4. Things might improve if he moves.
5. Cover the jars before the ants discover them.

LESSON 138

ch = /k/

Key Picture - school

- a. Teacher: Have the student do trade-a-syllable solitaire.

- c. Answers: 1. Christmas, Christ 2. schoolboy, chorus 3. Chrome, headache 4. schools, schoolroom 5. scheme 6. ache

d. Dictation:

1. The school chorus is great.
2. The schoolboy devised a scheme.
3. His headache is bad.
4. The chrome fender is dented.
5. The schoolroom has a Christmas tree.

LESSON 139

ear = /ɛr/

Key Picture - eartha. Teacher: Have the student do trade-a-syllable solitaire.c. Answers: 1. earn 2. heard 3. pearl 4. Earl 5. early 6. earnest
7. learn 8. earth 9. searchd. Dictation:

1. Earl heard a good story.
2. Joe will earn a prize.
3. What on earth is he doing?
4. Jack will search earnestly.
5. Earl will go early.

LESSON 140

ey = /ē/

Key Picture - monkeya. Teacher: Have the student do trade-a-syllable solitaire.d. Dictation:

1. The monkey ate the honey.
2. How much money is that?
3. This donkey eats too much.
4. The journey is long.
5. The honey is too sweet for Earl.

LESSON 141

Review

<u>Answers:</u>	great/est	spar/row	beef/steak
	poul/try	wor/ry	mon/key
	ir/ri/gate	ear/ly	may/or
	shov/el	im/prove	cov/er
	ear/nest	day/break	four/teen
	won/der	hon/ey	dis/cov/er
	Christ/mas	Ann/ie	head/ache
	Brown/ie	ber/ry	jour/ney

LESSON 142

ar = /ər/

Key Picture - dollara. Teacher: Have the student do trade-a-syllable solitaire.

c. Answers: 1. ard 2. lar 3. lar 4. ward 5. lar 6. gar
 7. tard 8. lar 9. ard

d. Dictation:

1. His collar is on backward.
2. The scholar will charge ten dollars.
3. The beggar is by the pillar.
4. The lizard climbed the poplar tree.
5. The custard is standard.

LESSON 143

ch = /sh/

Key Picture - chef

a. Teacher: Have the student do trade-a-syllable solitaire.

d. Dictation:

1. The chef is in Chicago.
2. He had a chevron on his sleeve.
3. This chef has a mustache.
4. The chic gentleman is from Michigan.
5. That chic gentleman wears a mustache.

LESSON 144

ou = /ü/

Key Picture - country

a. Teacher: Have the student do trade-a-syllable solitaire.

c. Answers: 1. country 2. couple 3. cousin 4. double
5. famous 6. southern 7. touch 8. trouble 9. young
10. youngster

d. Dictation:

1. The boy made double trouble.
2. A couple ropes will touch the plant.
3. His cousin is young.
4. The youngster loves the country.
5. The young singer is famous.

LESSON 145

gh = /f/, /g/ and silent

a. Teacher: Have the student do trade-a-syllable solitaire.

Student: The gh combination has three sounds: /f/ as in rough, /g/ as in ghost, and it's silent in words such as dough. (Perhaps you could call that two sounds.) Job sheet "b" has the new words categorized under the proper gh sound.

- c. Answers: 1. silent 2. f 3. g 4. f 5. silent 6. f
7. g 8. silent 9. g 10. f

- d. Dictation: (All g sounds are spelled gh.)

1. The ghetto is rough and tough.
2. That is enough dough.
3. Jack says he saw a ghost.
4. His laugh is ghastly.
5. Although he is late, he did enough.

LESSON 146

ci = /sh/

Key Picture - glacier

- a. Teacher: Have the student do trade-a-syllable solitaire.

- c. Answers: The Queen of England is a special person in her country. She is gracious and kind. At special times she wears an ancient crown that is made with precious jewels. At social parties the people appreciate her happy smile. It would be nice to have sufficient money to be able to visit her castle. The Queen must have a good conscience to handle the financial matters of her country.

- d. Dictation:

1. The special official is here.
2. Joe has financial problems.
3. That ancient vase is precious.
4. He has a clear conscience.
5. The gracious lady appreciates the social outing.

LESSON 147

ey = /ā/

Key Picture - they

- a. Teacher: Have the student do trade-a-syllable solitaire.

- c. Answers: 1. Whey 2. "Hey," they 3. prey, grey hound
4. survey, obey 5. convey

d. Dictation:

1. Hey, how are they?
2. She threw out the whey.
3. Will he obey the sign?
4. The bird flew after its prey.
5. The survey showed a need for study.

LESSON 148

ui = /i/

Key Picture - build

- a. Teacher: Have the student do trade-a-syllable solitaire.

d. Dictation:

1. This builder built that building.
2. The guild started the art show.
3. He felt no guilt for taking the quilt.
4. The new guitar was just built.
5. Did she feel guilty?

LESSON 149

gu = /g/

Key Picture - guard

- a. Teacher: Have the student do trade-a-syllable solitaire.

- c. Answers: 1. guard, guitar, guards 2. guide 3. guild
4. Guile 5. guess 6. guilty

d. Dictation:

1. I guess he will guide them.
2. The guard will not let him out.
3. The guest will be here late.

4. The beach has a new lifeguard.
5. The swindler uses guile.

LESSON 150

a = /ô/(aw) or /ô/

Key Picture - wasp

- a. Teacher: Have the student do trade-a-syllable solitaire.

Student: The "a" has a special sound in the "wa" combination.
 (Notice that the "qu" in squash sounds like /kw/.) Sometimes this
 "a" is pronounced as /ô/, and sometimes as /ô/.

- d. Dictation:

1. They want the squash.
2. That swan is sleeping.
3. The man will wash the rag.
4. Jack walked near the swamp.
5. Do not wander away from home.

LESSON 151

aught = /ô/ + t

Key Picture - daughter

- a. Teacher: Have the student do trade-a-syllable solitaire.

Student: The gh is silent in ought words.

- c. Answers will vary on this exercise. Some possible answers are below:

n ought yd ought ersl ought ert ought c ought ought h ought ydistraught

d. Dictation:

1. They were caught by the officer.
2. The haughty man taught the class.
3. The daughter was naughty.
4. The lamb went to the slaughter.
5. This man is very distraught.

LESSON 152

ought = /o/ + tKey Picture - They fought.a. Teacher: Have the student do trade-a-syllable solitaire.Student: ought sounds the same as aught.

- c. Answers: 1. aught 2. bought 3. brought 4. caught
 5. daughter 6. distraught 7. fought 8. haughty
 9. naughty 10. ought 11. slaughter 12. sought
 13. taught 14. thought

d. Dictation:

1. They ought to go home.
2. Jane bought a new quilt.
3. Jack and Jill fought after they fell.
4. I thought that he had brought it.
5. The boys sought for it all night.

LESSON 153

Review

<u>Answers:</u>	young <u>ŭ</u>	taught <u>ô</u>	guide <u>ī</u>
	guest <u>ě</u>	though <u>ô</u>	sought <u>ô</u>
	hey <u>ā</u>	prey <u>ā</u>	touch <u>ŭ</u>
	guild <u>ī</u>	guile <u>ī</u>	bought <u>ô</u>
	ghost <u>ô</u>	rough <u>ŭ</u>	laugh <u>ă</u>

wad ǒwand ǒwhey āthought ôdough ôguilt ĩbuilt ĩcaught ôwatch ô, ǒguess ěgrey ā

Note: The words that have ô as the answer are sometimes pronounced with an ǒ sound, and vice versa. It varies from area to area. Accept ô or ǒ.

Note: At this point, it is recommended that the student do the exercises in the following AVT Booklets:

Simple Prefixes and Suffixes (Salmon)

Advanced Skills-Suffixes (Green)

Advanced Vocabularies (Green)

Vowel sounds may be reviewed with the AVT Vowel Flash Cards. Be sure to read the instructions that come with the cards.

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Group II - Swing up and over

Swing up and turn back

Some More Swing Up

Swing Up and Over

CAPITALS

Group I Swing Around Letters
 II Swing Down Letters

Group III Swing Across Letters
 IV 7 o'clock Swing Up Letters

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

Another Way to Write the Letters

a b c d e f g h i

j k l m n o p q

r s t u v w x y z

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

Double Consonants - Summary

Double consonants can be expected in:

1. "Rabbit" words

2. 1,1 Words (fell)

3. Before suffixes

4. Consonant + le words - "rabbit" type

5. "Chameleon" prefix words - assimilation

6. Coincidental doubling

Fig. 6

Notebook page summarizing about 90% of the occurrences of "double" consonants in English spelling.

Language Terms

base word

derivative

root

prefix

suffix

affix (both)

compound word

consonant blend - ll - nd

consonant digraph - ph

vowel digraph - oa

diphthong - oi

homonyms - due - deer

synonyms - little - small

antonyms - big - little

plural

singular

schwa = obscure vowel = "super-short" = /ɪ/; /ə/ ^{e.g.} vowel

caret ^

monosyllable - mono - = 1

polysyllable - poly - = many

possessive

apostrophe

singular

plural

noun

adjective

article (a, an, the)

verb

pronoun

(from p. 2)

adverb

conjunction

preposition

interjection

parts of speech

Fig. 7

Some "language terms" in the order in which Dan learned them.

4. The *final-e*, long vowel pattern. This was not called "magic-e." It is, in fact, a signal to tell the reader, "Make the long vowel sound," and does not "make the vowel say its name." This pattern leads to the principle, or convention, that a vowel is usually given its long sound if only one consonant stands between it and the next vowel. These so-called "silent e's" were formerly sounded, but now they are kept only for their signal-value. ($\bar{v}c\phi$)

5. *Open syllables*, stressed, ending in single vowel, which is long, as in monosyllables like *I*, *me*, *go* (there is nowhere else for stress!), and *po'ny* and still longer polysyllables, but with emphasis on two-syllable words. ($-\bar{v}$, or $-\bar{v}'c\bar{v}$)

6. *Standard patterns for two-syllable words*. (This is easier for children than for adults, I find.)

a. *gam'bit* (spelled as sounded), *rab'bit* (second b silent, but a useful signal to readers). See principle, in 3, above. ($-\check{v}c \cdot cv$)

b. *po'ny*—see principle, in 5. ($-\bar{v}'c\bar{v}$)

c. *rob'in* ($-\check{v}c'v-$) there are a good many of these and the fact that a given one is of the "robin-type" must be learned; they sound like "rabbit-types" but look like "pony-types." A second try gets you out of the reading problem they pose, but in spelling that may not work, because spelling depends on visual memory. "When you *hear* only one consonant after a stressed short vowel in a base word, as a best guess, use two—or better still, the dictionary!"

d. The *o-mit'* and *be-gin'* words are a third-choice pattern for reading but make no trouble in spelling—until you must recognize them when adding suffixes—see 12a.

7. The many 2-syllable, *consonant+le* words almost always follow patterns 6a and 6b. That is, they are "rabbits" (*rabble*), if they are not "gambits" (*gamble*), or "ponies" (*stable*). (Fig. 4)

8. *Consonant spelling choices* dictated by: etymology (*f* or *ph*, etc.); convention (final *ge*, *re*); probability (likelihood of initial *c* and final *k* spellings of /k/, with many predictable variations); etc.

9. *Other ways of signaling long and variant vowel sounds*, including diphthongs. Note: 8 and 9 have many mini-sequences, mostly taught earlier but structuralized here for convenience.

Derivatives

The foregoing words were *unitary*, not *derivatives*. In forming variants, the *principle* is to be as logical as possible in giving signals to the reader—but there are exceptions he will be expecting you to know; don't let them throw you. (A "set for diversity" has its values.)

10. *Plurals*—regularly add *s*, sometimes *es*, (always if you hear /ez/, and often using the rule developed in 12b below).

Consonant-le Words

"Pony" type	"Rabbit" type	Others
tā'le	brū'le	sām'ple (sounds)
brū'gle	lit-tle	nē'dle (2 v.)
stifle	struggle	tremble (s)
rife	apple	tumble (s)
cradle	bottle	tangle
stale	riddle	people
able	pickle (ck = double)	trouble
	buckle	wrinkle
	pellet	double (2 v.)
	babble	syllable (accent)
		feeler (2 v.)
		eagle (2 v.)
	whistle (tsh = soft)	
	rattle	
	castle	
	wrestle	
		Polyn. type
		treble
		triple

Fig. 4

Sample page from spelling notebook of Dan (see Fig. 3), grade 7. Classification 2-syllable, consonant + le words.

APPENDIX D

Job Sheet "b" Directions

Pencil should be used so that mistakes can be erased. The student should:

1. Say the word slowly, as in AVT, while looking at it.
2. Say the word slowly, as in AVT, while he traces the letters with his finger. Say the word again.
3. Write the word in the air, saying it slowly as in AVT. Say the word at normal speed.
4. Copy the word on the job sheet, saying it slowly as in AVT. Say the word at normal speed.
5. Spell the word orally while looking at it. Say the word.
6. Look at the word and lock in memory.
7. Spell the word orally without looking at it. Check. (If he cannot spell it correctly, repeat steps 2 and 5.) Say the word.
8. Cover the word and write it on the job sheet from memory, saying the word slowly as in AVT. Say the word. Check to see if it is correct.
9. Write the word with eyes averted. Check.
10. If incorrect. repeat the above steps.
11. Homework activity: Use each word in a sentence (orally). Parents may help the child to write it down.

*With some students it may not be necessary to do steps 3 and 9.

When beginning the next lesson, check to see if the child knows (or can read) the words from the previous lesson. If not, repeat steps 1-9, using the same words.

When the student gets to the point where he can move through steps 1-10 without error on three consecutive "b" job sheets, the steps can be reduced to 1, 7, and 8. If an error is made, repeat only steps 1, 7, and 8.

A. Pre-primer Level

1. a	8. it	15. two	22. for	29. me	36. said
2. and	9. jump	16. up	23. fun	30. my	37. see
3. away	10. little	17. we	24. funny	31. not	38. the
4. big	11. look	18. where	25. help	32. one	39. yellow
5. blue	12. make	19. come	26. here	33. play	40. you
6. can	13. three	20. down	27. I	34. red	
7. is	14. to	21. find	28. in	35. run	

B. Primer Level

1. all	10. like	19. black	28. good	37. ride	46. what
2. am	11. must	20. brown	29. no	38. saw	47. while
3. are	12. new	21. but	30. now	39. they	48. who
4. at	13. she	22. came	31. on	40. this	49. will
5. ate	14. so	23. did	32. our	41. too	50. with
6. be	15. soon	24. do	33. out	42. under	51. yes
7. have	16. say	25. eat	34. pretty	43. want	
8. he	17. that	26. four	35. please	44. was	
9. into	18. there	27. get	36. ran	45. well	

C. First Level

1. after	8. could	15. has	22. live	29. put	36. them
2. again	9. every	16. her	23. may	30. round	37. then
3. an	10. fly	17. him	24. of	31. some	38. think
4. any	11. from	18. his	25. old	32. stop	39. walk
5. as	12. give	19. how	26. once	33. take	40. were
6. ask	13. going	20. just	27. know	34. thank	41. when
7. by	14. had	21. let	28. over	35. open	

D. Second Level

1. always	9. call	17. first	25. pull	33. these	41. why
2. around	10. cold	18. goes	26. read	34. those	42. wish
3. because	11. does	19. green	27. right	35. upon	43. work
4. been	12. don't	20. its	28. sing	36. us	44. would
5. before	13. fast	21. made	29. sit	37. use	45. write
6. best	14. five	22. many	30. sleep	38. very	46. your
7. both	15. found	23. off	31. tell	39. wash	
8. by	16. gave	24. of	32. their	40. which	

E. Third Level

1. about	8. draw	15. grow	22. laugh	29. own	36. start
2. better	9. drink	16. hold	23. light	30. pick	37. ten
3. bring	10. eight	17. hot	24. long	31. seven	38. today
4. carry	11. fall	18. hurt	25. much	32. shall	39. together
5. clean	12. far	19. if	26. myself	33. show	40. try
6. cut	13. full	20. keep	27. never	34. six	41. warm
7. done	14. got	21. kind	28. only	35. small	

est	tion	pas	vade	port	pend	fec	ing	ness	ict	ment	brance	nect	ob	quent	op	frac	mem	sym	oc	dif	ag	cred	scram	ject	tle	zle	tri
dis	tem	fer	ter	fac	mis	sys	tude	por	ult	ful	ic	uct	ture	ire	cred	cir	pre	less	tur	im	nant	con	ig	cum	gur	act	de
mit	syn	ance	in	ble	ant	tal	ward	ple	prob	sus	der	ad	mul	anti	ster	il	ex	er	scan	spect	ly	sub	ante	cur	vent	bi	ous
per	dic	re	able	mid	ber	pic	med	ish	stance	dle	ab	ize	trans	ent	ap	lect	rant	ty	un	gle	ible	ence	ves	ac	fuge	apt	neg

DEFICITS

TYPICAL BEHAVIOR EXHIBITED

AUDITORY

Easily distracted by noise
 Cannot identify or distinguish sounds or rhyming words correctly
 Cannot seem to carry out oral directions. Does not seem to listen to instructions
 Does not remember or does not understand what he hears
 Has difficulty determining the main ideas from materials given orally
 Cannot learn the sounds of letters
 Prefers to work at tasks which require little listening

VISUAL

Easily distracted by visual stimuli
 Avoids work requiring concentrated visual attention
 Unable to discriminate or identify like and unlike forms, objects or symbols
 Confuses letters such as "b" and "d" or "m" and "w."
 Cannot remember what he sees
 Loses place while reading
 Has difficulty keeping columns of numbers straight

MOTOR

Is hyperactive
 Appears clumsy; has difficulty in running, skipping, jumping, hopping
 Avoids physical education, active games, or sports
 Moves slowly
 Has difficulty in moving about the room without bumping into things
 Handwriting is poor; has difficulty tracing, writing, coloring
 Accidentally breaks or destroys things

EXPRESSIVE
LANGUAGE
(VOCAL)

Displays reduced vocabulary usage
 Mispronounces words
 Lacks fluency in expression
 Talks little; does not contribute to discussion
 Uses nonsense or inappropriate words
 Does not speak in sentences; gives one word answers
 Uses poor language
 Repeats himself

□a□

mamam am hamam ham tamam tam

dadad dad hadad had laladad lad

atat at matat mat lagagag lag

gagag gag

adamat dagad hamad cagat tatat

lamat mamam tamam gadat hagamag

mad dam hag hat Mac

Gad mam Mag cat Mag

am
ham
tam
dad
had
lad
at
mat
lag
gag

Aa Aa

dad

had

lad

at

mat

lag

gag

Listen as your teacher reads these words. Circle the words that have the short "a" sound. Put a ˘ (breve) over the vowel.

bag	that	ran
mate	Sam	game
sat	take	nap
bait	tack	man
tan	fate	pack
land	lame	wag
Kate	train	rain
lap	strap	rake
cat	Kate	pain
break	quack	dame

c

cacal Cal camam cam cacat cat

cadad cad mamac Mac

macam cacat cacacam calal gacag

tacad hacam catad gacat catam

ham cat Mac Cal Tad

cam mat mam gal cad

cat

run

cat

c

c

←

←

c c c

cal
cam +
cat
cad +
Mac

cut

Mac

Write a "c" in the box if the name of the picture begins with the "c" sound.

g

gadam Gad gaga gal gagag gag

mamag Mag hagagag hag lagagag

lag tatag tag

gagagag mamagag tatatat gamamam

cagacac hatagat magadam tamagad

ham Mag lad cat dam

hat mad dad mat mam

Gad

gal

gag

Mag

hag

lag

tag

Gg Lg

Mag

hag

lag

tag

Listen to the sentences your teacher reads. Write down the words you hear with a "g" sound.

The "d" is almost like the "t".

d

damadam dam dagagag dag dadadad

dad gagad Gad mamad mad tadatad

Tad cacad cad hadad had ladad

lad

dadagag mamam latatag cadacad

gagagat hagatag hatamat cadad

Tad cad lag hat mam

tag cat lad had dam

dam
 dag +
 dad
 Gad
 mad
 Tad
 cad
 had
 lad

Dd Dd

dam

dag

dad

Gad

mad

Tad

cad

had

lad

Circle all the "d's" below.

d o d a d e g p d g m q r

s d a t c d f g g d p q u

z w x y v d o d g a d m o

n o d p t d c a d p q d o

p o d f e t d v b n p o d

a d r t u d w g d c o l k

d s a f x g d z t y i p d

d f g h s d e t o p d s v

□○□

godod God todotod Tod cogog cog
 hogog hog lologog log momom mom
 tomomom Tom gogotot got hotot
 hot lototot lot

motot dogog codod lodod hodot
 momomom momod totod gogog cotot

tot	mom	dot	Tod	dog
hot	Tom	cot	God	cog

God

Tod

cog

hog

log

mom

Tom

got

hot

lot

OoOo

→

→

O

O

God

Tod

cog

hog

log

mom

Tom

got

hot

lot

Repeat each phrase the teacher dictates. Then write it below. Read the phrase from printed cards.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing space for students to practice writing phrases dictated by the teacher.

Soft palate
drops to open
nasal passage

Mouth
blocked
at lips

m

mamamad mad mamamam mam matatat

mat momomod mod momomom mom

amamam am camacam cam lalamam

lam domodom Dom totomom Tom

omomom madom domod lomomam homat

macac dacotom mototot hamod ladad

tam lot mad hat God

dam dot Gad hot cod

mad

mam

mat

mod

mom

am

cam +

lam +

Dom

Tom

Mm Mm

mad

mam

mat

rwf

rwff

rwff

rwff

rwff

rwff

rwff

Read and copy these nonsense sentences.

Mot will mog the com.

The lom and mol will hom.

Gom was moc, hol, and gam.

I

ladad lad lagag lag lamamam lam

logogog log lotot lot Alal Al

cacal Cal gagagal gal halal Hal

daladal locococ molot homol

olototol gagagal cagadom tamog

dad dot log cam mat

lad got hog ham cat

lad

lag

lam +

log

lot

Al

Cal

gal

Hal

L l L l

lad

lag

lam

log

lot

al

cal

gal

hal

Fill in the blanks with the correct letters.

1. The lo__ (d,g,m) got hot.

2. Dad got mad at the la__ (t,m,d).

3. Al got a lo__ (t,m,d).

4. Ca__ (g,l,c) will tag Ha__ (l,d,t).

5. Mag got ma__ (t,d,m) at Mac.

6. Mom ha__ (l,d,t) a lo__ (g,l,h).

7. The ca__ (l,t,h) has a ma__ (t,m,l).

8. Tom is a la__ (g,d,t).

†

tadatad Tad tagatag tag tamatam
 tam todod Tod togogog tog tatom
 Tom tototot tot dodotot dot
 gogotot got matamat mat

tamomat gagotom cocot lotomad
 hatomag totacom hamamam comatad

mom	lot	hat	gag	Tod
mam	log	cat	tag	mod

Tad
tag
tam
Tod
tog
Tom
tot
dot
got
mat

T + T t

→

→

↓ . . .

st . . .

Tad . . .

tag . . .

tam . . .

Tod

tog

Tom

tot

dot

got

mat

Write a new story, using your new words. They are listed below.

Tad	tam	tog	tot	got
tag	Tod	Tom	dot	mat

This image shows a full page of blank primary-ruled paper. It features ten sets of horizontal lines across the page. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend from the left margin to the right edge of the page. There is no handwriting or other markings on the paper.

h

hadad had hagag hag halal Hal

hamamam ham hatatat hat hodod hod

hogog hog hototot hot

hacacat homomot hacamat halam

hodom hacodal lototocam matam

tam Tom gal dot God

ham mom Cal cot cod

had
hag
Hal
ham
hat
hod +
hog
hot

Hh Hh

had

hag

Hal

ham

hat

hood

hog

hot

Tell a story, using as many "h" words as you can. You may use this space to illustrate your story.

Review

Write the missing beginning, middle, and ending sounds on the correct blanks below each picture. The first one is done for you.

h a t

o

t

h

g

o

d

a

n

Read these words.

Tom	am	log	mad	mat	lad	lot
Hal	tam	mom	Tad	lag	dot	hot

oio

dididid did hidid hid lididid

lid mimid mid dididig dig didim

dim himim him ititit it hitit

hit mimit mit

itimit diditim hitimim liditil

midimim ditig lididid tidimit

lid lit dim mid Tim

did hit dig hid dim

did
hid
lid
mid
dig
dim
him
it
hit
mit

Ii li

↓

↓

did

hid

lid

mid

dig

dim

hum

it

hit

mit

Read the story below, using pointer control. Remember to stay with the pointer. Reread the story at normal speed.

The lad hid a lid at the dam. Tim
had to dig a lot for it. Dad got
him a dog to dig for him. A lad
hit the dog. Tim was mad.

Draw a picture of what happened in
the story:

j

jagag jag jamam jam jigig jig

jimimim Jim jogog jog jotot

jot

jitog jatim jocat jomomom jtitit

damamom jimadad catamal hicom

mom hit log got dog

mam mit lag jot cog

jag
jam
jig
Jim
jog
jot

J j J j

J j

J j

jag

jam

jig

Jim

jog

jot

Draw a line from the sentence or phrase to the correct picture.

A lot of jam

Jim did jog.

Tom will jot.

Al did jig.

Jim and the jam

k

kikidid kit kimimim Kim kitikit

kit

kikot kamat kotam kakat kodot

kocacom catacat komocad midacot

tag cot cat Gad mid

lag got mat God lid

kid
Kim
kit

Kk Kk

kid

Kim

kit

We now have two letters for the (k) sound. What other letter has this sound? ____ Some words begin with "c" and others begin with "k."

Draw a line through the three pictures in a row that begin with "k."

T
i
cT
a
c T
o
e

ck

hacack hack jacack Jack lacack

lack tatatack tack dodock dock

locock lock momock mock didick

Dick likick lick titick tick

jotock kotock hatack litick

lamack hadack mimitim kidick

jot tick-tock mad hack dog

dot Mick Tad Mack jog

hack

Jack

lack

tack

dock

lock

mock

Dick

lick

tick

ck

*hack**Jack**lack**tack*

dock

lock

mock

Dick

lick

tick

Complete each sentence, using all the words in the nearest box.

Jack will

_____.

a
tack
lack

Jim will

_____.

it
lick

_____ has the _____.

Dick
lock

_____ has _____.

dog
a
Jack

The _____ is _____.

jam
hot

p

papadad pad papal pal pamamam

Pam patapat pat pigopig pig

popod pod pomopom pom-pom hipip

hip totop top mopomop mop

tapock mipit jopock hamap potop

popopop jicack gatamap himimick

pack mat him pot dock

hack Mack Tim lot mock

pad

pal

Pam

pat

pig

pod

pom-pom

hip

mop

top

Pp Pp

→

→

pad

Pp

pad

pal

Pam

pat

pig

pod

pom-pom

hip

mop

top

Underline the best word choice for each sentence.

1. The cat will (hop, Pam, lad).
2. Tom is a (pad, pod, pal).
3. Jim will (hip, hop, pod).
4. The (top, mop, pad) of the pot is hot.
5. Did Pam (pot, top, pat) the pig?
6. The pod is (hot, pal, pat).
7. Jack has a (him, cap, had).
8. The (pig, pat, pod) is mad.
9. Mom will pick the (mad, lock, Dick).
10. The (pal, Sal, had) will (hack, Pam, Mack) it.

ch

chocock chock chopop chop chapap

chap chatat chat chikick chick

chipip chip chit-chat chitit chit

chamit chodop dotick mamock

chidick jamop patapam hicack

Jim chick Cal hop did

dim Mick pal chop mid

chock
chop
chap
chat
chick
chip
chit-chat
chit +

ch

chock

chop

chap

chat

chick

chip

chit-chat

chit

Add ch to the incomplete words. Then say the words and sentences.

1. Jack had a ___at.
2. ___op the log.
3. The ___ap has a cap.
4. Pam will ___it-___at.
5. Jim has a ___ick.
6. The ___ick is mad.
7. Mick has a ___ip.
8. The gal has a ___it.
9. Dad will kick the ___ap.
10. Al will ___at.

b

The "b" is almost like the "p".

bababack back bagag bag bibibib

bib bitibit bit bobobob Bob

bobog bog jabab jab tatab tab

cococob cob jobob job

bocock bomob mobom pobob tibab

pabib bababab mobobom timimab

did mat lag cock bib

hid chat gag mock Bob

back

bag

bib

bit

Bob

bog

jab

tab

cob

job

Bb B b

back

bag

bib

bit

Bob

bog

jab

tab

cob

job

Color the objects that have the "b" sound.

□u□

cucud cud dududud dud jugug jug

tutug tug chumum chum gumugum

gum humum hum upupup up cucup

cup bububut but

pupucup chumumum bubub chutut

bumumum gucumuck pupupum bumumum

gut much mum mug tuck

hut muck bum jug buck

cud
 dud
 jug
 tug
 chum
 gum
 hum
 up
 cup
 but

Uu Uu

cud

dud

jug

tug

chum

gum

hum

up

cup

but

Complete each sentence, using the words in the nearest box.

Did the chum _____?

mud
the
lug

The _____.

cut
is
jug

Cal _____.

dug
up
it

Dick _____

_____.

got
jug
mug
a
a
and

cud
 dud
 jug
 tug
 chum
 gum
 hum
 up
 cup
 but

U u U u

cud

dud

jug

tug

chum

gum

hum

up

cup

but

Complete each sentence, using the words in the nearest box.

Did the chum _____?

mud
the
lug

The _____.

cut
is
jug

Cal _____.

dug
up
it

Dick _____

_____.

got
jug
mug
a
a
and

f

fafadad fad fafagag fag fatat fat

fibifib fib figafig fig fitit fit

fobofob fob fogog fog fopofop fop

famat fomidat mutif fopopap chopob

fococock chibuck fidadum bubutick

Mack chum dot puck lag

back hum tot luck log

fad

fag

fat

fib

fig

fit

fob +

fog

fop +

F f F f

fad

fag

fat

fib

fig

fit

fob

fog

fop

Circle the correct word.

1. The hat fit
 fat
 fob

2. It is bad to fat.
 fib.
 fig.

3. The pig is fog.
 fat.
 fad.

4. Bob bit the big fog.
 fig.
 fib.

5. Fog
Fug is bad.
Fob

r

racack rack ramdm ram rapap rap

rikich rich rikikick Rick rocock

rock rodod rod rototot rot rugug

rug rututut rut

romot ratat gotim mimimit cogad

hidid rububub ritimim futimad

hack rag lap much Kim

rack rug rap muck rim

rack
ram
rap
rich
Rick
rock
rod
rot
rug
rut

R r Rr

rack .

ram .

rap .

rich

Rick

rock

rod

rot

rug

rut

Put the following words in the blanks where they fit best: rim, rich, rod, rat, rip, Rick.

1. Jack got a _____ and hit the rat.

2. The lad is _____.

3. The pot has a big _____.

4. The _____ bit Rick.

5. _____ the rag.

6. _____ has a rock.

n

nipip nip nanat Nat nonotot not

nununut nut fafanan fan papan pan

pipinin pin tinitin tin gunun gun

bububun bun

famal gututut fofof chutun mamom

lotot runinun chapapap minimin

Pam fun chin tack ram

pan pun chum Mack ran

nip
 Nat
 not
 nut
 tan
 pan
 pin
 tin
 gun
 bun

Nn Nn

→
 →
 →
 →

→
 →
 →
 →

nip

Nat

not

nut

tan

pan

pim

tin

gun

bum

Put the following words in the blanks where they fit best: nut, not, man, nag, can, Jan, fun, on, pin, tin.

1. Jack will _____ run.

2. Dan did _____ the _____.

3. Don _____ chop the _____.

4. Rick and _____ had _____.

5. _____ the tag _____ Ron.

6. The _____ can is big.

□e□

fedefed fed reded red bebeg beg

legeg leg pepenen pen tetenen ten

betet bet nenet net petet pet

hememem hem

chepep memem leteten fefefef tetet

refen seseses chetetet nenenem

men beg pet jet led

hen peg let net Ned

fed
red
beg
leg
pen
ten
bet
net
pet
hem

Ee Ee

→

→

e . . .

el . . .

fed . . .

red . . .

beg . . .

leg

pen

ten

bet

met

pet

hem

Make ten new short "e" words, using
these consonants: b, m, l, p, n, t,
f, h, j, ck

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Review

Draw a picture of each word you can read in the square.

pin	nut	tag
hat	pan	cob
chick	rug	pen
pig	bib	lock
jam	bag	duck

S

sasasal Sal samasam Sam sasatat
 sat setet set sininisin sin sisit
 sit soposop sop sububub sub susuch
 such susun sun

susasos chipipip tososat ninonan
 metemem lasasam cacacack riminim

kick rug up chap jet
 lick chug pup rap set

Sal
Sam
sat
set
sin
sit
sop
sup
such
sun

Ss Ss

→

→

S

s s

Sal

Sam

sat

set

sun

sit

sop

sup

such

sun

Listen as your teacher reads some words. Write the number of each word that has the "s" sound.

Use this space to draw pictures of objects whose names have the "s" sound.

th

(hard)

thanan than thathat that themem

them thethen then thisisis this

thusuthus thus

thothoth pothop fofof thocock

somotot motof senonam chucuck

sack chat chuck mit peck

rack fat buck fit pick

than
that
them
then
this
thus

hard th

than

that

them

them

→

this

this

Arrange these words into good sentences.

mat That on is top

pick this will Jack hat

hit Rick them

had cup Jack that

cut got rug They to them the

sh

shagag shag shamam sham sheshed

shed shipip ship shopop shop

cashash cash lashash lash memesh

mesh didish dish mushush mush

chash mushuck pishish shodod

nashach ramenick mamack thuduthud

rid much ship shun shack

kid such chip sun rack

shag
sham
shed
ship
shop
cash
lash
mesh
dish
mush

sh

shag

sham

shed

ship

shop

cash

lash

mesh

dish

mush

Choose the correct digraph to put in each blank.

1. ___at cat was hit.

ch

sh

th

2. The lad will ___at.

ch

sh

th

3. That is a big di___.

ch

sh

th

4. The man had ca___.

ch

sh

th

5. The ___op had a map.

ch

sh

th

w

wagag wag webebeb web wededed wed
 wetetet wet wiwick wick wigig wig
 wininin win wishish wish witit wit
 withith with

womomom potom thatam sananan
 ratumun rutunim famamam bubun

rut chug tack gash Nat
 shut pug shack rash chat

wag
web
wed
wet
wick
wig
win
wish
wit
with

Ww Ww

wag

web

wed

wet .

wick .

wig .

wim .

wish .

wit .

with .

Dictate a story to your teacher, using as many "w" words as you can. You may use this space to write any of the "w" words in your story that you can spell, or you may wish to illustrate your story.

wh

whenen when whetet whet whiwich

which whimim whim whipip whip

whishish whish whitit whit whopop

whop

waman cagoch fishich dicack kutip

pechech thopopop shushish chamam

hack run whack not than

pack pun hack shot tan

when
whet
which
whim
whip
whish
whit
whop

wh

when

whet

which

whim

whip

whish.

whit

whop.

Write "wh" in the box if the name of the picture begins with the "wh" sound.

x

ax lalax lax tātāx tax vevex vex

fifix fix mimix mix sisix six ox

bobox box fofobox fox

bubax putut hoshosh taman licacock

tapit whethesh chafaff siminim

lick then mush chip that

tick them hush ship chat

tax

tax

xx

xx

xx

←

←

xx X

296*

dx
lax
tax
vex
fix
mix
six
ox
box
fox

→
vex

fix

mix

six

ox

box

fox

Listen to the words that your teacher reads. Circle the number of each word that has the "x" sound.

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

y

yakak yak yamamam yam yapapap yap

yenenen yen yeseses yes yetet yet

yipipip yip yononon yon

yech yosh bososh mapipig koshoch

micadack roshoshox thumumum boch

kick luck than when shut

sick tuck tan hen hut

yak +

yam

yap

yen

yes

yet

yip

yon

Yy Yy

→

→

y

y

yak

yam

yap

ryem

ryes

ryet

ryip

ryon

Point to all the "y's" on a page in your reader. Use this space to draw pictures of objects whose name begins with "y."

v

valaval Val vavavan van vavatat

vat vetevet vet vevevex vex

vivivic Vic vimivim vim

fosh thock sovovov vonock voth

yamat novobom whopop homovovom

shag whet puck whit gal

wag wet luck wit Sal

Val
van
vat
vet
vex
Vic
vim

V v U u

→

→

V v

U u

Val

van

vat

net

nen

vic

nim

Write "yes" if the picture has a "v" sound. Write "no" if it does not.

z

zazacazax zax zezezed zed zezelel

zel zig-zag zizipip zip whiziziz

whiz

pizafivoz sozozoz novovov zosozos

zosh voth wavavax kikiziz titiz

check	Jack	Sam	tap	fun
neck	shack	sham	zap	shun

zax +

zed +

zel +

zig-zag

zip

whiz

Zz Zz

zax

zed

zel

zig-zag.

zip

whizz

Circle each "z" below. Do it as fast as you can.

z a b f l z p f z r s z t

f c f l z p z o p z r s u

v z r t z x e d f z i o p

z o p u y z s w r t g f h

k z x c e r t s g f d s z

l z x e r u o p k l p z o

k l z c v b n m r e z s d

k u z x v z e z r t z q z

l u t a b z c x s w z t y

s x z d f g h r z x w a z

z i o p y z x c s z e r s

^s
with a buzz /z/

as has is his 'tis as his has

as is his is 'tis as has is

siziziz patach begack ramanam

lunat potopot vovovov shoth

fix	rig	hack	bib	Sam
mix	wig	sack	rib	sham

as
has
is
his
'tis

Buzzing S
/z/

as

has

is

his

tis

Circle the words that have the /z/
sound spelled with "s". Your teacher
will read the underlined words.

this

thosegrows

has

hisskissnosepassmiss

sis

missknowsrosehosesews

his

poselooksthat's

Sam

pots

sick

thoseclosedosemowsloosefoeslose

gas

qu

quack quag quick quid quip quit

quiz quick quid quip quit quick

quanan pucuck locof seseset yeses

yezenez thininin quicocock vozaz

luck when fun lag that

tuck hen shun wag vat

quack
 quag +
 quick
 quid +
 quip
 quit
 quiz

Qq Zz

qu

Q never does anything without u.

→

q q q q

→

qu qu qu qu

quack

quag

quick

quid

quip

quit

quiz

Read the sentences with the pictures.
All of the picture-words begin with q.

Dan is not a

A

is 25¢.

That is not a bad

This is a set of " ".

Jack has a

- pen.

Circle each "q" as fast as you can.

q u r p q o u r q p h g t

q u t r s k l p g h d b y

p q g d b o u r t g f b h

j k l m n b q p d k b o m

n o y u w d g q p b d q p

th

(soft)

thithin thin thudud thud thugug

thug bababath bath mamamath math

papapath path bebebeth Beth seseth

Seth mothomoth moth

zozozoth pacach yipix fovofov

thock zathath yivivix whimimick

sock that whim shop wax

shock hat him hop sax

thin

thud

thug

bath

math

path

Beth

Seth

moth

soft

+h

*thin**thud**thug**bath*

math

path

Beth

Seth

moth

Your teacher will read a numbered word list. Circle the number of each word that has the soft th sound.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Tell a story that you have made up, using as many soft th words as you can.

Review - CVC Words

Say the sound of each letter or di-graph.

a b c d e f g h i j k l m
n o p q r s t u v w x y z
ch th-(voiced and unvoiced) sh wh

Read these words down the columns.

tan	beg	hid	hot	chum	bath
can	leg	mid	lot	hum	math
fan	peg	rid	cot	gum	path

them	whim	chock	lush
then	whip	chop	mush
	whit		gush

Write the beginning and ending sounds below each picture.

u

a

e

o

i

a

ff - ll - ss - zz Twins

dull pass puff jazz mess

buff miss doll pill fizz

thoff tosit zazazizez sazasez

chix chicacam shututox quimim

whit Jack quack box whit

whiff jazz shack fox whim

buff

puff

pill

doll

dull

pass

mess

miss

jazz

fizz

ff - ll - ss - zz

Twins

buff

puff

pill

doll

dull

pass

mess

miss

jazz

fizz

Write ten new ff-ll-ss-zz words below.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

SYLLABIC TRANSITIONS

bag man bagman up set upset

Bat man Batman can not cannot

dish pan dishpan ash can ashcan

sun tan suntan cat fish catfish

sun set sunset whip lash

whiplash

optamdopmat dzatfop casotmip

puntisaz timatfom zoshigmun

bag man
 Bat man
 dish pan
 sun tan
 sun set
 up set
 can not
 ash can
 cat fish
 whip lash

Two-Syllable Compound Words

pigpen

bagman

Batman

dishpan

sumtan

→
sunset .

upset .

cannot .

ashcan .

catfish .

whiplash .

Make new compound words with these words: fish, cat, sun, cob, with, hot, in, rod, up, mix, set.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing ample space for writing compound words.

Detached Syllables

teleletel tel tetemem tem

memem mem mededed med hapap

hap chapachap chap dififif

dif disidis dis tumum tum

lumum lum

sen	jus	gog	fab	lin
den	rus	sog	sab	kin

Detached Syllables

1. tel

chap

tem

dif

mem

dis

med

tum

hap

lum

2.

(a)

e

(f)

e

(b)

.

(g)

e

(c)

e

(h)

e

(d)

.

(i)

.

(e)

e

(j)

e

Write the silly sentences that your teacher dictates. Be sure to use a period (.), a question mark (?) or an exclamation mark (!) at the proper time and place. Also remember to begin your sentence with a capital letter.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically, providing ample space for writing the dictated silly sentences.

Review - CVC Detached Syllables

Read the following syllables.

fes	dom	hap	dif
choc	sub	rus	mal
hex	col	whis	sem
sen	tas	doc	dis
lib	non	sev	sug

Spell the syllables your teacher dic-
tates.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Two-Syllable Words

mag net magnet tab let tablet

gob let goblet gob lin goblin

wit ness witness can did candid

ban dit bandit pic nic picnic

hic cup hiccup cac tus cactus

tedandatut mitnumtum pimpadempsup

pagnutnis optictendapmic dactic

pill wit can box is
fill fit van ox his

mag	net	magnet
tab	let	tablet
gob	let	goblet
gob	lin	goblin
wit	ness	witness
can	did	candid
ban	dit	bandit
pic	nic	picnic
hic	cup	hiccup
cac	tus	cactus

Two-Syllable
Words

magnet

tablet

goblet

goblin

witness

candid

bandit

picnic

hiccup

cactus

Make words from these detached syllables by drawing lines to the matching syllable.

bas

dit

ban

nel

ken

ket

in

tim

vic

net

bon

dex

rab

bit

s__ Blends

cat scat kit skit sim slim

sog smog nap snap pat spat

top stop sim swim lash slash

lush slush mash smash lash

slash cuff scuff rill shrill

kill skill sell smell nuff

snuff sell spell taff staff

till still tuff stuff tress

stress well swell

stracneshpas stashrim spemitim

whignet cuctam pucnet chitnut

1. sc - scat
sk - skit
sl - slim
sm - smog
sn - snap
sp - spat
st - stop
sw - swim

Initial Consonant Blends

s__

scat

skit

slim

smog

increased initial

map

spat

stop

swim

scr - scrap
spr - sprig
spl - split
squ - squid
str - stream

s__ Blends

scrap

sprig

split

squid

around _____

stream.

42b³*
s — Blends
2. slash
slush
smash

Page 1

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

3. scuff
shrill
skill
smell
snuff
spell
staff
still
stuff
stress
swell

s__ Blends

scuff

shrill

skill

smell

muff

spell

staff

still

stuff

stress

swell

Write other words that have initial
s__ blends.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing space for students to write words with 's' blends.

l Blends

lot blot lip clip lag flag

gob glob lum plum led sled

lash flash lush blush lesh

flesh lush flush lush plush

lass glass liff cliff less

bless lass class

blaflop clapusleff pleplapap

blebiblub claceclucat glaceclag

1. bl - blot
cl - clip
fl - flag
gl - glob
pl - plum
sl - sled

Initial Consonant Blends

— l

blot

clip

flag

glob

*d82

incorporate initial

plum

sled

2. flash
blush
flesh
flush
plush

—l Blends

flash

blush

flesh

flush

plush.

3. glass
cliff
bless
class

—l Blends

glass

cliff

bless

class

Science

155

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Write new words using the l blends.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

r Blends

bat brat rack crack rop drop

fog frog rip grip pop prop

rim trim rob throb rub

shrub rush crush rash trash

cash crash rush brush resh

fresh rass grass pess press

rill frill till trill rill

thrill

tretratutrit crecocrac gragigreg

brobafrack cogragucrap dridaprim

1. br - brat
cr - crack
dr - drop
fr - frog
gr - grip
pr - prop
tr - trim
thr - throb
shr - shrub

Initial Consonant Blends

__r

brat

crack

drop

frog

theodore initial

1904 - 04

grip

prop

trim

throb

shrub

2. crush
trash
crash
brush
fresh

__r Blends

crush

trash

crash

brush

SC 111

somebody

somebody

fresh

fresh

3. grass

press

grill

brass

dress

frill

trill

thrill

_r Blends

*grass**press**grill**brass*

200012 7

6.11

dress

frill

trill

thrill

Write new words using initial _r
blends.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing space for writing words that start with 'r' blends.

w Blends

Sam swam wim swim sop swop

win twin (quit) wish swish

well dwell sell swell will

twill

swapritwom dwemiprob twiplubub

quimislott swatix quagrass

plop	rock	lap	rat	fog
pop	crock	clap	brat	frog

1. sw - swam

swim

swop

tw - twin

(qu)- quit

Initial Consonant
Blends

_w

2. swish

3. dwell

swell

twill

swam

swim

swop

twin

tranceless lei lei

more - 1

quit

swish

dwell

swell

twill

Write 5 more words with initial w
blends.

[illegible]

Final Consonant Blends

lit lift wit wilt fod fond

chat chant hep help thup

thump Mick milk whis whisk

lip lisp dut dust pin pinch

brick brisk stam stamp truss

trust slat slant spen spent

Fren French

oftaltond whostuct shoptelk

swemimimp planimisk slutameft

Rick rush sack pant sash
brick brush sand chant slash

- l. ft - lift
lt - wilt
nd - fond
nt - chant
lp - help
mp - thump
lk - milk
sk - whisk
sp - lisp
st - dust
nch - pinch

Final Consonant Blends

lift .

wilt .

fond .

chant .

help

thump

milk

whisk

lisp

dust

pinch

ct - duct

Final Consonant

pt - wept

Blends

2. brisk
splint
grunt
stamp
trust
slant
spent
French

*duct**wept**brisk**splint*

Innocent 1011-1

1011-10

grunt

stamp

trust

slant

spent

French

Look in any book and find words with final consonant blends. Have a "race" with a friend and see who can find the most.

Then complete these sentences.

1. The camp was on the _____.
(chant, sand, sing)

2. The lamp has _____ on it.
(fond, dust, quench)

3. A big raft is in the _____.
(wisp, tilt, pond).

4. Sam will spill the _____.
(bump, milk, slept)

5. Stan can stand on the _____.
(mend, trust, desk)

Adding s and 's

cat cats hat hats kick

kicks ship ships cuff cuffs

ham hams pad pads dog dogs

doll dolls rub rubs

stastsepsisksast twandestsaps

whimpesks vothimpafs chands

Unvoiced: cats
hats
kicks
ships
cuffs

Adding s and 's

Voiced: hams
pads
dogs
dolls
rubs

cats

hats

kicks

ships

cuffs

hamms

pads

dogs

dolls

rubs

Singular and Plural - One of something is singular (one cat). Two or more of something is plural (two cats). Add an s to make the following words plural. Then read the words.

back	gun	cub	pit
sack	bun	cup	kit

Possessives - To show that somebody owns something, an 's is added to the end of the owner's name. If there is more than one owner (as in boys' hats), and there is an s on the word already, merely add the (') after the s. Add apostrophes (') or 's in these sentences.

1. This is Bob hat.
2. Frank has Jack dog.
3. The gals cats are big.
4. Dan dog has a sock.

sing clang clung prong swung

ban bang din ding thin thing

tapatong swemaming chubitwang

ink sink bank thank hunk

win wink bun bunk thin think

pununk saninink thoninonk

/ng/ king
 clang
 clung
 prong
 swung

ng

/nk/ ink
 sink
 bank
 thank
 hunk

nk

king

clang

clung

prong

swung

ink

sink

bank

thank

hunk

Draw a ring around the name of each picture below. There are four words per picture.

king

ring

junk

prong

sink

sing

bunk

tank

swing

hung

sink

honk

bank

pink

thank

rink

Review of Consonant Blends

Read and write the following words on a separate sheet of paper. Then your teacher will give them to you as spelling words.

swim smog plush strand

trunk grasp twist sinks

grunt tempt dress Jack's

strings twig swift dolls

black shrimp brush splash

Compare these words.

back - black

tin - tint

sting - string

cats - cast

sift - swift

pack - pact

tip - trip

mist - miss

Detached Syllables With
Consonant Blends

proboprob prob trafafatraf traf

trumumum trum plasaplas plas

splenenen splen pepepend pend

sususult sult memement ment

jeject rupupt rupt spectect

spect twiwist twist stracact

stract sweswapt tranans trans

sthadzafnakish costanochigst

dzagmeptobyats scopacstempids

ptactesthich tsaflebgofstip

1. prob
traf
trum
plas
splen

Detached Syllables
with Consonant
Blends

2. pend
sult
ment
ject
rupt

prob

traf

trum

plas

as in the word "splendid"

splendid

pend

sult

ments

ject

rupt

3. spect
twist
stract
swept
trans

Detached Syllables
with Consonant
Blends

spect

twist

stract

swept

100

corrective feedback

trans

Make up your own detached syllables and pronounce them. They may be written below.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a template for writing detached syllables.

Two-Syllable Words Using Consonant Blends

prob lem problem traf fic

traffic tan trum tantrum plas

tic plastic trum pet trumpet

splen did splendid sus pend

suspend in sult insult com

ment comment in ject inject

dis rupt disrupt in spect

inspect un twist untwist

ab stract abstract wind swept

windswept trans act transact

crack shrank plunk wish

cracks crank skunk squish

1. prob lem
traf fic
tan trum
plas tic
trum pet
splen did

Two-Syllable Words
Using Consonant
Blends

2. sus pend
in sult
com ment
in ject
dis rupt

problem

traffic

tantrum

plastic

trumpet .

splendid .

suspend .

insult .

comment .

inject .

disrupt .

3. in spect
un twist
ab stract
wind swept
trans act

Two-Syllable Words
Using Consonant
Blends

inspect

untwist

abstract

windswept

transact.

Find some 2-syllable words using consonant blends in a book. Write them below. Your teacher will help you to pronounce them.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

ph

phiphil Phil graphaph graph
 ralalph Ralph proprop phetet
 prophet pamapam phletet pamphlet

phank gagugant squonk strug

slisisiff phasasass prazazazz

twang plank fill staff squint
 tang bank Phil graph hint

Phil
graph
Ralph
pro phet
pam phlet

ph

Phil

graph

Ralph

prophet

pamphlet.

Circle the correct digraph for each incomplete word.

Th

1. Ph ____at is Dick's cat.

Sh

ch

2. Jack can bring the lun____ ph.

sh

ph

3. Rat____ sh will have the dog.

th

ph

4. The brush went swi____ sh.

ch

Ph

5. Sh ____onics is fun.

Ch

knititit knit knobob knob
 knototot knot knacack knack
 knapap sasack knapsack knocock
 knock

phankophink knang phalifleft
 twawang swenganins pluninks

knot knap shipment basket
 not nap comment blanket

knit

knob

knot

knack

knap sack

knock

kn

knit

knob

knot

knack

knapsack.

knock.

Write a story with your new words (knit, knot, knack, knapsack, knock).

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Blocked
at gum
ridge

gn

gnatatat gnat gnashash gnash

phanant knoplill slactemp

pruninant twenung gnanunink

camps	Phil	Kim's	gash
champs	until	Jim's	gnash

gnash

.

.

gnat

.

.

546*

gnash
gnat

gn

gn

104

Choose the correct word for each sentence.

1. The man was bitten by a .
(knack, gnat, knit)

2. Sam will bring his to
camp. (gnash, knapsack, knot)

3. His mom will it well.
(knit, Phil, tantrum)

4. Ralph can when it happens.
(knock, gnat, pumpkin)

5. Cal's dad will swim.
(not, knot, gnat)

wr

wrenenen wren wrenench wrench

wrekekeck wreck wrathath wrath

wrapapap wrap wringing wring

writitit writ wrisisitist

wrist writ ten written wronong

wrong

gnamant phomeff tingong stromp

truntemp slamongank wrenewant

plant	gnash	clump	strung
pant	slash	lump	rung

wren
wrench
wreck
wrath
wrap
wring
writ
wrist
writ ten
wrong

Wr

wren

wrench

wreck

wrath

wrap.

wring.

writ.

wrist.

written.

wrong.

Which words have the same sound as
wrench? Underline them.

rack

rap

trick

whack

Russ

rich

wet

with

wick

whip

rock

trap

ring

win

wrath

Rick

track

whim

mb

dudumumb dumb · nunumb numb

thuthumb thumb crucucrumb crumb

limimimb limb lamamb lamb

bobobomb bomb

wrinocopt cromplank blimimumpt

phlamp gnaminimp glangonk

blink whack tracks wring
slink knapsack smacks ring

dumb
numb
thumb
crumb
limb
lamb
bomb

mb

dumb

numb

thumb

crumb

limb

lamb

bomb

1. Underline the letters that make the "f" sound in these words:

pamphlet Ralph graph Phil

2. Underline the letters that make the "n" sound in these words:

knit knock gnat knot gnash

3. Underline the letters that make the "r" sound in these words:

wrap wrong wring written

4. Underline the letters that make the "m" sound in these words:

lamb limb thumb bomb

Review

Put a slash through the letters you do not hear in the words below. Then read the word. The first one is done for you.

~~g~~nat gnash written thumb

knapsack numb dumb knob

wreck wrench knack wren

knit wring wrath lamb

crumb limb knock wrist

Write in the blanks the single sound that each letter combination produces. Your choices are f, m, n, r. Then say words containing each of these consonant twins.

ph = ____ gn = ____ wr = ____

mb = ____ kn = ____

□ a □ e

at ate fat fate tap tape

cap cape mad made fad fade

Jan Jane can cane gal gale

Sal sale

sate vant bane zape comman

plimpkan grumanane glanuman

abstract	stand	plane	cake
contract	sand	pane	take

at	<u>a</u> te
fat	fate
tap	tape
cap	cape
mad	made
fad	fade
Jan	Jane
can	cane
gal	gale
Sal	sale

a—e

ate

fate

tape

cape

made

fade

game

came

gale

sale

Underline the correct choice for each sentence.

1. The man has (tap, tape).
2. It will make Jack (mad, made).
3. Jim will take a (hat, hate).
4. Jack will shake the (mat, mate).
5. The (sale, Sal) is on at the Smith's place.
6. James ate a snack when he was on the (plane, plan).
7. The gal will (back, bake) the cake.

pepe

Pete mete fete eke Zeke

here these Eve Steve

velplet Deke zedack brede

plefe plete kete grake vete

shame	whack	Pete	grade	mete
sham	wake	pet	grad	met

Pete
mete
fete
eke
Zeke
here
these
Eve
Steve

e-e

Pete

mete

fete

eke

Zeke

here

these

Ever

Steve

Underline the best choice for each sentence.

1. James has a (Pete, pet).
2. His name is (ten, Zeke).
3. The dogs did nip (Eve, vent).
4. That man has much (stress, tell).
5. Beth can (mend, Eve) well.
6. Dick went with (set, Steve).
7. (Then, These) men came late.

nine

nine mine bite write ride

bride mile pile prize size

bit writ rid mill writ bit

knim dip changdap wrangth flamp

phantip tepe tete gninin rete

flame	strike	smile	while	Eve
lame	trike	mile	will	Steve

nine
mine
bite
write
ride
bride
mile
pile
prize
size

l-e

9

mine

mine

bite

write

ride

bride

mile

pile

prize

size

Underline the best word choice for each sentence.

1. The dog (bit, bite) the man.
2. I (lick, like) that rug.
3. Jack will (rid, ride) the bike.
4. Dick did (wine, win) the game.
5. The dust will (pill, pile) up fast.
6. Mike is (still, stile) here.
7. Mom has (till, tile) in the kitchen.

□ o □ e

hope hop rope rode rod Ross

strode froze doze rose close

note not quote stove hop

clogagut nonong seakamit probe

sistses tiviv tweminan slipe

split	dime	grobe	phantom
lit	dine	rope	pamphlet

hope
rope
rode
strode
froze
doze
rose
close
note
quote
stove

O-e

hope .

rope .

rode .

strode .

froze

doze

rose

close

mote

quote

stove

Underline the best word choice for each sentence.

1. Fire makes (smock, smoke).
2. Rick sang a bad (not, note).
3. The rabbit can (hop, hope) fast.
4. Jack has a (phone, fond).
5. Al will (choke, chock) on the core.
6. Sal has a map and a (globe, gob) in class.
7. The (bite, bit) made Jim sore.

use us fuse fuss cute cut

cube cub mule mull rule

rude plume plum duke duck

June

buke clake nunind sprike

plonang jumampt kimumum stome

wrench crude coke spite

wren rude cock spit

use
fuse
cute
cube
mule

u-e

rule
rude
plume
duke
June

use

fuse

cute

cube

mule

rule

rude

plume

duke

gume

Underline the best word choice for each sentence.

1. That knife will (cute, cut) well.
2. The (duck, duke) has wings and says, "quack."
3. A (cube, cub) is square and has 4 sides.
4. The man shot it with a (gun, June).
5. Do not (use, us) it up.
6. The (fuss, fuse) is in that box.
7. A (mull, mule) has 4 legs.

"Magic e" Detached Syllables

nite knit buse bus pose

plete let tate tat pede ped

bine bin pire sane san tume

tum

sprant quire trunk sprire vore

fluze bline hoke meme chuke

spring brink then square
ring rink when spare

nite
buse
pose
plete
tate
pede
bine
pire
sane
tume

"Magic e" Detached
Syllables

nite . . .

buse . . .

pose . . .

plete . . .

handwritten "e" above

tate

pede

bine

pire

same

turne

Write the detached syllables below that
your teacher dictates.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

Two-Syllable "Magic e" Words

tad pole tadpole sub lime

sublime im pure impure sup

pose suppose bag pipe bagpipe

dic tate dictate es cape

escape in side inside en

tire entire com pete compete

admire backbone upside compute

entire wishbone inside dispute

tad pole
sub lime
im pure
sup pose
bag pipe
dic tate
es cape
in side
en tire
com pete

Two-Syllable
"Magic e"
Words

tadpole .

sublime .

impure .

suppose .

bagpipe .

dictate .

escape .

inside .

entire .

compete .

Match the best ending with each word beginning to make a two-syllable word.

in

plete

em

pire

com

dure

en

vade

con

sume

ad

nore

cos

mire

ig

tume

Find other two-syllable "magic e" words in a book.

"Magic e" Review

Read these words.

rate	cute	cloke	made
rat	cut	clock	mad

bite	pin	duke	file
bit	pine	duck	fill

Sal	mete	kite	sake
sale	met	kit	sack

Pete	rob	tame	pile
pet	robe	tam	pill

Read these words.

invite	costume	impede	tadpole
--------	---------	--------	---------

inside	confuse	stampede	suppose
--------	---------	----------	---------

Write the long vowel sound that you hear in each word that is read to you.

1.____ 2.____ 3.____ 4.____ 5.____

paid

jail mail aid paid grain

train fail bail taint quaint

chair chairman claim exclaim

pair despair box mailbox

pane	vane	complain	dumb	wrote
pain	vain	complete	thumb	rote

jail
mail
aid
paid
grain
train
fail
bail
taint
quaint

ai

jail

mail

aid

paid

grain

train

fail

bail

taint

quaint

Underline the correct homonym.

1. The postman put the mail in the box.
male

2. That man fell and is in pane
pain.

3. Fill the pail
pale with milk.

4. The dog has a long tale
tail.

5. His dad will bail
bale him out of jail.

6. The big ship has a sale
sail full of wind.

7. Much grass is on the flat plane
plain.

8. That lad will not ail
ale the man.

pay

may pay say slay clay ray

pray spray sub way subway

play mate playmate

fail chain came dome play

time playtime concrete inquire

sale male made stay gray
sail mail maid say grain

may

pay

say

slay

clay

ray

pray

spray

sub way

play mate

ay

may . . .*pay* . . .*say* . . .*slay* . . .

clary .

rary .

prary .

sprary .

subway .

playmate .

Magic squares:

p	t	r
r	ay	s
l	m	d

s	r	t
m	ay	l
e	l	p

pea

eat seat east yeast team

steam stream bean clean

squeak

daydream lead napkin stairs

gay paint tantrum despair

wail	paid	wane	complete	phone
whale	pay	way	pleat	stone

eat
seat
east
yeast
team
steam
bean
clean
squeak

ea

eat

seat

east

yeast

team

steam

stream

beam

clean

squak

Underline what one can eat.

yeast

grape

clay

nail

train

peach

bean

dream

braid

wheat

grain

squeak

cream

stream

□ee□

see bee bleed speed heel

peel green tree fleet street

seal sprain playtime quote

stray Ralph athlete compose

sea peal heal wail steel

see peel heel whale steal

see

bee

bleed

speed

heel

peel

green

tree

fleet

street

ee

3

*see**bee**bleed**speed*

heel

peel

green

tree

fleet

street

Which words below have the same vowel sound as wheel? Underline them.

beast

screech

Jack

cheap

Pete

cloak

basket

green

mate

complete

squeak

bite

athlete

mote

o o a o

loan oats boats soap coax

coach road load toast coast

sole shipshape dispute enclose

combine compete vampire raid

rode lone mote street meet
road loan moat treat meat

loan
oats
boats
soap
coax
coach
road
load
toast
coast

oa

loan

oats

boats

soap

coan

coach

road

load

toast

coast

Magic squares:

g	t	d
l	oa	k
n	s	r

c	d	s
l	oa	t
p	b	m

doe

woe toe Joe foe doe toe

nail toenail tip toe tiptoe

doe skin doeskin

screech throat peach dome

play coast stream plank

foe toe toast queen knee

foes toes toad ween tree

woe

toe

Joe

foe

doe

toe nail

tip toe

doe skin

oe

woe

toe

Joe

foe

doe .

toemal .

tiptoe .

doeskin .

Which words below have the same vowel sound as in toe? Underline them.

load

not

sock

soap

mote

home

hole

dock

knot

chop

coat

bomb

lone

float

pie

die pie lie tie die lie

tie lie die pie die tie

wilt sweep float file speak

stray blank wring gnash jams

tied	contract	bloat	Glen's
tide	subtract	float	men's

ie!

72b *

die
pie
lie
tie

Which words below have the same vowel sound as in die? Underline them.

side

died

cried

children

this

fine

chicken

mite

white

inside

prize

slide

slid

tie

Review

Write the correct spelling of (ā) in the blanks. Read the entire sentence.

Choices: ai, ay, a-e

1. The s___l is white.
2. Jack can pl___ with Dick.
3. The p___l is p___l___ green.

Write the correct spelling of (ē) in the blanks. Read the entire sentence.

Choices: ea, ee, e-e

4. The s___t is black.
5. P___t___'s tr___ fell.
6. Lunch is a m___l.

Write the correct spelling of (ō) in the blanks. Read the entire sentence.

Choices: oa, oe, o-e

7. The r___d is long.
8. Jack has a h___ and a p___l___.
9. A b___t can fl___t.

Syllable Division

I.

1. Underline the vowels in red.
2. When two consonants appear between the vowels, split the consonants with a red pencil.
3. Read the first syllable, the second syllable, and lastly, the word (Traub, p. 108).

tempest

rabbit

catnip

suspect

bonnet

admit

subject

tennis

bandit

sublime

tablet

pigment

complete

hobnob

bobbin

concrete

pulpit

muffin

Syllable Division

II.

1. Find the vowels but do not underline them.
2. Split consonants with a red pencil.
3. Read the word (*Ibid.*, p. 109).

happen

contest

pollen

commit

subtract

pumpkin

kitten

combust

magnet

nutmeg

pancake

mandate

public

dispute

rostrum

helmet

stampede

fossil

Syllable Division

III.

1. Find vowels without underlining them.
2. Split consonants without marking them. Use the "rule of thumb."
It is easy to read a two-syllable word when you use the "rule of thumb."--
Cover the second syllable with your thumb. Read the first syllable, and then read the whole word.
3. Read the word (*Ibid.*).

suffix

victim

suppose

gossip

dentist

tandem

sudden

consent

disrupt

napkin

dictate

splendid

picnic

vampire

conclude

□OU□

out pout spout south mouth

out sour stout snout loud

joustin moupnen poumptan pleem

monoumap plame plostmimamp

toe	loud	moat	pie	sea
foe	cloud	float	die	tree

out
pout
spout
south
mouth
our
sour
stout
snout
loud

ou

out

pout

spout

south

POW

owl growl howl vow plow

clown frown drown crowd howl

powdered baidown meemeem bouboub

choatem pleday sleet squeak

found	now	paid	beat	moat
pound	pow	laid	seat	coat

owl

growl

prowl

vow

plow

clown

frown

drown

crowd

prowl

OW

owl

growl

prowl

vow

plow .

clown .

frown .

drown .

crowd .

prowl .

Write ou or ow in the blanks.

1. That cl____n has a big, red nose.
2. The cr____d can sh____t l____dly.
3. Jim Br____n is d____n in the t____n.
4. His m____th will bleed.
5. Don went d____n S____th.
6. The king wore a big cr____n.
7. Do not p____t, or I will send you
____t.

er

her herb verb Bert pert term

perch her mit hermit Her

bert Herbert per haps perhaps

herperpert biebieb poapoat blump

deederday foufouf dowedowd slint

proud	down	meet	tame	slay
cloud	clown	fleet	blame	stay

her

herb

verb

Bert

pert

term

perch

her mit

Her bert

per haps

er

her

herb

verb

Bert

* 177
pert .

term .

perch .

hermit .

Herbert .

perhaps .

Put an appropriate er word in each blank. Answers will vary.

1. Jack rode home with _____.

2. The man will shave his _____.

3. Jim is a _____.

4. The _____ sang well.

5. The dime is _____.

6. I like _____.

7. The _____ did scare her.

oir

sir fir firm squirm first

thirst twirl swirl skirt dirt

pirpir dowderd seaseas peedeed

paipaip sersersert moump wown

round	frown	pert	late	lay
found	drown	Bert	Kate	pay

sir

fir

firm

squirm

first

thirst

twirl

swirl

skirt

dirt

ir

*sir**fir**firm**squirm*

first

thirst

twirl

swirl

skirt

dirt

Magic squares:

th	t	s
b	ir	g
l	f	d

ch	b	th
f	ir	s
d	t	p

our

fur spur curb curl burn

turn dis turb disturb fur

nish furnish ur chin urchin

sur plus surplus

permit string plumpternk

smirk skirmish glownank

whirl Herbert churn crown

swirl hermit church brown

fur
spur
curb
curl
burn
turn
dis turb
fur nish
ur chin
sur plus

ur

fur

spur

curb

curl

burn

turn

disturb

furnish

urchin

surplus

Read each sentence carefully. Underline the words that have the sound of ur as in fur.

1. The man in the third chair is Jeff Burns.
2. The bird said, "Chirp, chirp."
3. At first the girl could not see the birds.
4. Bert will hear it now.
5. The fern is under the tree.
6. That stern man is mean.
7. Please do not hurt the silver dish.

igh

high nigh sigh sight tight

light slight plight right

bright

insight blonanonant wound

growl micagamicuts furnish

squirm scowl crouch affright
squirt howl grouch limelight

high
nigh
sigh
sight
tight
light
slight
plight
right
bright

igh

high

nigh

sigh

sight

tight.

light.

slight.

plight.

right.

bright.

Circle the word that best fits each picture. There are four words per picture.

nigh fight

sight light

all sigh
right

bright night

fight night

blight fright

flight tight

fight might

oar

art arm ark jar tar harm

bark mark harp sharp

harmless blomamomight garlic

ground frown scaim screech

art arm harm bark mark

at am ham back Mack

art
arm
ark
jar
tar
harm
bark
mark
harp
sharp

ar

art

arm

ark

jar

tar .

harm .

bark .

mark .

harp .

sharp .

Choose the best word to complete each sentence.

1. The dog will _____ at him.
(snarl, farm, art)
2. Please do not _____ here.
(yarn, park, yard)
3. The lighter made a big _____.
(spark, lark, ark)
4. Most farms have a _____.
(barn, hard, scarf)
5. The scouts will _____ now.
(chart, garlic, march)
6. That snake is _____.
(charm, harmless, artist)
7. The apple is _____.
(park, hard, start)

or

or for horn born fork cork

storm stork or bit orbit for

get forget

northwest forgave swoamimung

harness morbid brighten mouth

corn garden beech quaint

scorn sharpen beach saint

or
for
horn
born
fork
cork
storm
stork
or bit
for get

or

or

for

horn

born

fork

cork

storm

stork

orbit

forget

Finish each sentence with your own ending.

1. The storm _____.

2. Jack's fork _____.

3. Joe forgave _____.

4. The short speech _____.

5. Corn is _____.

6. Hornets came _____.

7. Sports are _____.

le

rum ble rumble bot tle

bottle sam ple sample snif

fle sniffle bun dle bundle

an kle ankle puz zle

puzzle tan gle tangle

humble bulb strurn pleamble

soublight stumble dimple

crumble ground disturb berth

grumble round blurb birth

ble - rumble
tle - bottle
ple - sample
fle - snuffle
dle - bundle
kle - ankle
zle - puzzle
gle - tangle

le

rumble

bottle

sample

snuffle

bundle .

ankle .

puzzle .

tangle .

1. Using your thumb, cut off the ending of each word below.
2. Read the first syllable.
3. Read the word. (Some of the words have "twin" consonants.)

handle dazzle stumble crumble

ankle meddle candle spindle

guzzle grumble dimple hobble

Match the correct ending with each beginning syllable to make a word.
The first one is done for you.

han	ble
jun	tle
an	ple
hum	fle
ruf	dle
puz	kle
dim	zle
rat	gle

Review

Write in syllables each word that your teacher dictates. Then say the word. For example, if your teacher says the word, "sample," you write sam ple.

1. 7. 2. 8. 3. 9. 4. 10. 5. 11. 6. 12.

"Y" as an Ending

man ly manly hob by hobby

en vy envy win dy windy

stuf fy stuffy fif ty fifty

mom my mommy pen ny penny

Pat sy Patsy pup py puppy

fris ky frisky

tangle bright forth tantrum

shirt verb proud stranger

man ly
hob by
en vy
win dy
stuf fy
fif ty
mom my
pen ny
Pat sy
pup py
fris ky

"Y" as an Ending

manly

hobby

envy

windy

stuffy

fifty

mommy

penny

Patsy

puppy

frisky

1. Using your thumb, cut off the ending of each word below.
2. Read the first syllable.
3. Read the word.

windy	candy	manly	chunky
grumpy	crusty	sandy	ninety
party	Randy	misty	crispy
madly	dusky	sixty	stately
sweetly	forty	puppy	thirty
mommy	snappy	frisky	hurry
grandly	fifty	nearly	twenty

Think of one new word for each of the following endings: ly, vy, by, dy, ty, fy, ny, sy, py, ky.

□○○□

too zoo boom room mush room

mushroom stool spool spoon

coon car toon cartoon

mushroom poodle smorple gnafring

northwest sparkle insight pound

hurl swirl crown hound flight

curl twirl frown ground plight

too

zoo

boom

room

mush room

stool

spool

spoon

coon

car toon

oo

*too**zoo**boom**room*

caution

wood

wood

wood

wood

wood

Circle the word that best fits each picture. There are four words per picture.

broom

loom

bloom

stool

shoot

hoot

loop

poodles

scoop

stool

soon

mood

spool

proof

roof

mushrooms

Hard - Soft C

Natural sound of "c" (hard "c"): can cot cash

class cliff crust cape cane

carpet canteen candy curl

Soft "c" words (followed by "e", "i", or "y"): cell cinch

face race fancy Nancy except

pencil advice circle thrice

cup cat cent rice crash

cave candle circus ice cob

clock nice center crash spruce

cell
cinch
face
race
fan cy
Nan cy
ex cept
pen cil
ad vice
cir cle
thrice

Hard - Soft C

cell

cinch

face

race

fancy

Nancy

except

pencil

advice

circle

thrice

In the beginning of a word, the (k) sound is usually spelled with a c, except when it is followed by e, i or y, and then a k is used (Traub, p. 135).

Example: cot, cut, key, kit

Fill in the blanks with c or k.

1. ____ave	9. ____ick	17. ____ock
2. ____in	10. ____urd	18. ____ite
3. ____ut	11. ____ord	19. ____art
4. ____een	12. ____eel	20. ____alm
5. ____it	13. ____iln	21. ____ill
6. ____all	14. ____ent	22. ____elp
7. ____rib	15. ____andle	23. ____raze
8. ____ake	16. ____lear	24. ____eep

Hard - Soft G

Natural sound of "g" (hard "g"): got Gus gate

gulf glide grape gull glad

grin gale gob globe grave

Soft "g" words (followed by "e", "i", or "y"): gem age

page cage stage huge congest

gentle margin ginger Roger

grab age grin stingy gust

grill edgy Glen gulf stage

Gale hinge single orange

Exceptions to the rule: get gift girl give

giggle anger

gem

age

page

cage

stage

huge

con gest

gen tle

mar gin

gin ger

Rog er

Hard - Soft G

*gem**age**page**cage*

stage

huge

congest

gentle

margin

ginger

Roger

The (j) sound is usually spelled with a g if it is followed by e, i, or y.

(Traub, p. 138).

According to the above rule, fill in the blanks with g or j. All the words have the sound of (j).

1. __ail

9. ca__e

2. __ent

10. ed__e

3. __ack

11. __ab

4. __ungle

12. __ob

5. __inger

13. __entle

6. __unk

14. __ust

7. __oke

15. __une

8. bar__e

16. __ane

ge - dge

ge - When a consonant precedes the (j) sound: barge large

cringe fringe plunge strange

ge - When a long vowel precedes the (j) sound: wage stage

huge cage page rage gage

dge - When a short vowel precedes the (j) sound: ledge fudge

judge edge lodge bridge smudge

ge - When a consonant precedes the (j) sound

barge

cringe

ge - dge

ge - When a long vowel precedes the (j) sound

stage

huge

dge - When a short vowel precedes the (j) sound

ledge

judge

barge

cringe

stage

huge

ledge

judge

Put dge or ge in the blanks.

1. The ink made a smu_____.

2. Do not for_____ checks.

3. The fu_____ had a nice taste.

4. Take that bri_____ and then turn right.

5. Dick had a ba_____ on his shirt.

6. Jack is stran_____ly happy now.

7. The lar_____ cow is lost.

Review - Hard-Soft C and G

Read each word below.

trace	cell	cramp	change
crib	orange	brace	race
circus	crop	crust	gum
gulf	gull	Gus	crept
scat	scale	mice	gust
twice	price	cube	hinge
grip	strange	grate	glaze

Read these sentences.

Mac has an ice cream cone.

Grace keeps her mice in a cage.

The grape pie has a crisp crust.

oi

oil foil boil join loin

joint point hoist moist tin

foil tinfoil

spoil bright strompang goomp

church furnish plow candle

toil point bird pout dangle

soil joint birch out tangle

91b*

oi

oil

foil

boil

join

loin

joint

point

hoist

moist

tin foil

oil

foil

boil

join

loam

joint

point

hoist

moist

tin foil

Fill in the missing letters.

1. Tin__oil is silver.
2. Jack will till the __oil in his garden.
3. The food might __ __oil if it is not cool.
4. Pencils have __oints.
5. The ground is __oist since the rain.
6. Don did __oin the army.
7. The liquid in the pot might __oil too fast if you do not turn down the heat.

oy

boy joy Roy soy en joy

enjoy en voy envoy con

voy convoy oy ster oyster

de coy decoy em ploy employ

soil voice cowboy destroy

hedge forth sigh dazzle

beach phones mirth judge car

reach Jones birth fudge far

boy

joy

Roy

soy

en joy

en voy

con voy

oy ster

de coy

em ploy

oy

boy

joy

Roy

soy

enjoy

enjoy

enjoy

oyster

decoy

employ

Read the following sentences. Underline the words containing the oy sound as in boy.

1. Roy has a toy in his classroom.

2. Mom will broil the meat.

3. Joyce made a bad choice.

4. That boy has a silver coin.

5. The coil is too hot.

6. Mr. Roy will employ the boy.

7. Dick found an oyster shell on the beach.

aw

law paw jaw thaw claw flaw

lawn pawn dawn drawn

squawk crawfish seesaw lobster

tangle destroy flight brow

candy wedge shawl spoon morn

handy ledge sprawl soon horn

raw

paw

jaw

law

claw

flaw

lawn

pawn

down

drawn

aw

*raw**paw**jaw**law*

608
claw

flaw

lawn

pawn

dawn

drawn

Write a short story or poem with the aw words on job sheet 93b. You may use other aw words if you like.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

□au□

haul Saul Paul fraud fault

vault flaunt haunt haunch

launch

jaunty saucer squawk blight

fault gnaw outlaw spool paw

squaw nightless conform pawn

straw flightless inform lawn

haul

Saul

Paul

fraud

fault

vault

flaunt

haunt

haunch

launch

au

*haul**Saul**Paul**fraud*

fault

vault

flaunt

haunt

haunch

launch

Fill in the blanks with the proper spelling of the au sound. (Choices: aw or au)

1. The h____k hurt its wing.
2. That farmer sells a lot of str____.
3. The mouse did gn____ on the wire.
4. It is not P____l's f____lt.
5. The men will h____l the things to the l____n.
6. It is not r____. Mom did boil it.
7. P____l hurt his j____.

a

call mall small salt malt

wal nut walnut talk chalk

stalk

tall snail false blurp fawn

plow birth starlight buckle

talk	rage	stall	forlorn
stalk	gage	install	forgot

all:call
mall
small

al

al:salt
malt
wal nut Silent l:talk
chalk
stalk

call

mall

small

salt

malt

walnut

talk

chalk

stalk

Put the new words on job sheet 95b in the appropriate spaces below. Use each word only once.

A phone _____ came when I was
at the _____. While there, I
put _____ on a _____ dish
of French fries and ate them. After
I had a _____ drink and some
_____, I left for home. My
boy met me and told about the call.
I went in the house to return the
call, and had a nice _____.

Now I will clean the _____ off
my dress and sprinkle the corn _____s.

"y" As a Vowel (ī)

myth cyst lynx my stic

mystic gyp ly ric lyric

sys. tem system syn tax

syntax cym bal cymbal ox

y gen oxygen

gym lyric gypsy hinge birch

strange happy haggle calls

Jim sits sin links simple
gym cyst cynic lynx symbol

myth
 cyst
 lynx
 my stic
 gyp
 ly ric
 sys tem
 syn tax
 cym bal
 ox y gen

"Y" as a Vowel (ĩ)

myth

cyst

lynx

mystic

gyp

lyric

system

syntax

cymbal

oxygen

Read the following sentences. Find the words that have the i sound. Underline them.

1. It is a myth that Jack is in charge.
2. The lynx had a cyst on his nose.
3. That man will gyp Dick on the P.A. system.
4. Syntax is part of the study of English.
5. The cymbals were too loud for Jill.
6. Oxygen is important for our lives.
7. The lyric of the song is nice.

Long Vowels in Syllable Division

mi nus minus pu pil pupil

be gin begin pa per paper

ho tel hotel ti ger tiger

ba sin basin ba sis basis

re joice rejoice o mit omit

moment agent recite call for

crowd soon fudge city join

tangle employ saw dandy

strangle destroy jaw handy

mi nus
pu pil
be gin
pa per
ho tel
ti ger
ba sin
ba sis
re joice
o mit

Long Vowels
in Syllable
Division

minus

pupil

begin

paper

hotel

tiger

basin

basis

rejoice

omit

Divide the following words into syllables following these rules: (1) Underline all vowels in red. (2) If there is only one consonant between the two vowels, divide in front of the consonant. (3) The vowel at the end of the syllable is a long vowel, (Traub, p. 143).

lilac

human

spoken

broken

crisis

erect

polite

program

donate

demand

secret

Ajax

recite

behave

climax

protect

item

focus

"ing" as an Ending

banging ringing mashing smashing

gushing swelling stuffing risking

honking tossing

fishing oiling stroimash raw

carmomim roomer bright furnish

edge prawl *sour tower fir

ledge crawl *flour flower sir

"ing" as an Ending

bang ing
ring ing
mash ing
smash ing
gush ing
swell ing
stuff ing
risk ing
honk ing
toss ing

bang ing

ring ing

mash ing

smash ing

gushing

swelling

stuffing

risking

honking

tossing

Add "ing" to the following words and then read each word.

salt

dress

brush

crash

honk

spell

smash

print

flash

camp

stand

tell

swell

plant

hiss

ring

yell

sniff

scuff

bump

swing

"Y" As a Vowel (ī)

my spy spry style type Ju

ly July de ny deny sat is

fy satisfy oc cu py occupy

lul la by lullaby

sight type thy stall stalk

fudge Randy signify foil

shy lie boy star ripe

sky fly boil tar type

"Y" as a Vowel (ī)

my
 spy
 spry
 style
 type
 Ju ly
 de ny
 sat is fy
 oc cu py
 lul la by

my

spry

spry

style

type

July

denny

satisfy

occupy

lullaby

Underline the words that have the i sound.

my lyric fly satisfy

myth Mike glide gym

candy pie system Jim

try why deny simmer

fancy Mick prime hinge

stingy sigh tie style

spry type light shy

VCV Spelling Rule

Write in colored pencil above the appropriate letters in each root and suffix the following:

V - for vowel

C - for consonant

V - for vowel (above the initial vowel in suffix)

The first one is done for you.

1. ^{VC}run ^Ving

2. big est

3. fib er

4. mad est

5. scot ish

6. drop ing

7. sun y

8. stun ing

Some one-syllable words do not double the final consonant when adding a suffix since they do not follow the V-C pattern (run^{VC}). Put V or C above the appropriate letters in each word.

The first one is done for you.

9. boat^{VVC}

14. stop

10. dunk

15. plunk

11. blush

16. oil

12. stain

17. black

13. creep

18. load

Notice that there are three groups of short words:

VC as in top

VVC as in feed

VCC as in must

Suffixes can be divided into two groups: suffixes beginning with a vowel (as in "ing"), and suffixes beginning with a consonant (as in "ness").

Put V or C over the first letter in each suffix below.

19. ly

26. er

20. ment

27. en

21. less

28. ish

22. ing

29. able

23. ness

30. ed

24. y

31. est

25. ence

32. ent

Now combine the roots and suffixes below. Remember to use the VCV rule (the "One-One-One Rule"). Put V or C above the appropriate letters if it will help. The first two are done for examples.

33. ^{VC}tan + ^Ving = *tanning*

34. ^{VCC}rust + ^Ved = *rusted*

35. clan + ish =

36. skin + y =

37. man + ly =

38. big + est =

39. run + er =

40. spoon + ed =

41. claim + ing =

42. drift + ed =

Review

Write oi or oy in each blank. Remember that oi is usually within a word, and oy is usually at the end of a word or syllable (Traub, 1973, p.149).

s___l

empl___

c___n

b___

___ster

s___

j___nt

conv___

sp___l

f___l

R___

h___st

Write aw or au in each blank below. Remember that aw is used for the final sound or before a consonant, and au is used before a consonant (Orton, 1964, p.88).

h___k

v___lt

P___l

l___n

fl___

l___

l___nch

cr___l

h___l

Read these words:

call

walnut

stalk

stall

malt

walk

Write three words that have a short "i"
sound spelled with a "y." e.g. system.

Write three words that have a long "i"
sound spelled with a "y." e.g. try.

Add "ing" to each word. Read the word.

toss twist bang risk fall see

Divide the following words into syllables. Read the words.

paper

basis

return

hotel

began

tiger

Suffix es

pass passes grass grasses rush

rushes brush brushes ranch ranches

branch branches ax axes tax taxes

fizz fizzes quiz quizzes

cyst oyster prawl hedge bicycle

bubble moon light table convoy

mall lable edge draw soil

small fable ledge squaw toil

Suffix es

pass	passes
grass	grasses
rush	rushes
brush	brushes
ranch	ranches
branch	branches
ax	axes
tax	taxes
fizz	fizzes
quiz	quizes

passes

grasses

rushes

brushes

ranches

branches

axes

taxes

fizzes

quizzes

Add s or es to each word. Remember that es is added instead of s after s, z, sh, ch, and x.

tack__

nose__

jazz__

bump__

wax__

nest__

crutch__

latch__

dish__

path__

hiss__

paw__

tree__

church__

miss__

ledge__

lunch__

trip__

bubble__

clown__

bean__

Suffix ed

mend mended hunt hunted stay
stayed drag dragged check checked
toss tossed

churches minus candy cages walked
lightly support story hedges oily

clutches	maple	score	tardy
crutches	staple	shore	hardy

1. PresentPast

Suffix ed

mend

mended

hunt

hunted

2. stay

stayed

drag

dragged

3. check

checked

toss

tossed

*mended**hunted**stayed**dragged*

checked

tossed

Write more words using each sound of ed. The first word in each category is done for you.

/ed/

counted

/d/

lagged

/t/

talked

Suffix er

farm farmer big bigger hunt hunter
pray prayer kind kinder sick sicker
call caller lay layer boil boiler
begin beginner

before barnyard program donate
recite bridle shaky grudges city

starch	fir	slight	prevent
parch	sir	light	relent

Suffix er

farm	farmer
big	bigger
hunt	hunter
pray	prayer
kind	kinder
sick	sicker
call	caller
lay	layer
boil	boiler
begin	beginner

farmer

bigger

hunter

prayer

kinden

sicken

callen

laryen

boiler

beginnen

See how many of these suffixes you can use with each word: es, ed, er, est, ness, less, ment, ish. Rewrite each word with its suffixes. The first one is done for you.

play

played player

boy

settle

big

drink

complete

wax

Final i-e Unaccented
Syllables

active festive granite opposite

engine doctrine notice practice

missile fertile

ruffle toiler foggy provide moment

ringing running granted cloudy

furnish noon crumble melted

burnish moon humble belted

ive /iv/

ac tive

fes tive

Final i-e Unaccented
Syllablesite /it/

gran ite

op po site

ice /iss/

no tice

prac tice

ine /in/

en gine

doc trine

ile /'l/

mis sile

fer tile

active

festive

granite

opposite

engine

doctrine

motive

practice

missile

fertile

Fill in the blanks with an appropriate word from the following list: native, massive, examine, famine, exquisite, justice, office.

1. The _____ wore a grass skirt and a mask.
2. The new party dress was _____.
3. During the _____, food was hard to find.
4. The brown desk is in the _____.
5. The _____ crowd had 32,000 men.
6. We stand for peace and _____.
7. The teacher will _____ the students.

Review

Add a word to each suffix. Be sure that the word is appropriate for the suffix. e.g. player.

_____er

_____es

_____est

_____ment

_____ed

_____ness

_____ish

_____less

Read the following words. Remember that unaccented syllables sometimes have a short "i" sound (sometimes ə). The accented syllables will have a long "i" sound.

engine	survive'	defile'	entice'
divine'	native	missile	office

tch

itch witch catch latch Dutch

blotch Scotch sketch stretch

ketchup sandwich such rich much

which sandwich attach ostrich

active without imply walker order

powder cloudy sooner native edgy

cinch enjoy crumple malt

finch employ rumple salt

itch
 witch
 catch
 latch
 Dutch
 blotch
 Scotch

tch

sketch
 stretch
 ketch up

Exceptions: sandwich
 such rich attach
 much which ostrich

itch

witch

catch

latch

Dutch

blotch

Scotch

sketch

stretch

ketchup

Put ch or tch in each blank below.
Your teacher will say each word for
you.

1. ____in

7. blo____

2. pi____

8. ou____

3. mar____

9. ____op

4. ha____

10. clu____

5. pi____er

11. star____

6. bran____

12. tha____

ew

Jew blew crew screw brew flew

chew slew strew threw

hitches napkin carpet except

advice hurry mushroom poodle

sweetly

plight mound spur gray tail

blight found slur play sail

Jew
blew
crew
screw
brew
flew
chew
slew
strew
threw

ew

Jew

blew

crew

screw

brew

flew

chew

slew

strew

threw

Complete each sentence, using all the words in the nearest box.

1. The player

a
threw
ball

2. Jack

the
blew
bubble

3. Those

birds
south
flew

4. He

has
new
a
screw

5.

well.

chew
food
that

neigh

eight eighth eighty eighteen weigh

weight neigh freight sleigh

notice missile mistake birthday

kitchen farmer surplus counter

crawl gym corn running pitch

brawl Jim born sunning hitch

eight
eighth
eighty
eighteen
weigh
weight
neigh
freight
sleigh

eigh

eight

eighth

eighty

eighteen

weigh

weight

meigh

freight

sleigh

Circle each word with a long "a" sound.

1. weight

8. walk

2. tail

9. sleigh

3. batter

10. apron

4. saw

11. weigh

5. freight

12. plate

6. haul

13. cake

7. eighth

14. high

□ eu □

Europe eulogy euphony feud sleuth

neutral

eighteen eighty gargle center basin

pencil indulge pupil staple zipper

dawn haunch point farmer dew

drawn launch joint charmer new

Eu rope
eu lo gy
eu pho ny +
feud
sleuth +
neu tral

eu

Europe

eulogy

euphony

feud

11
truth

neutral

Circle each word with a long "u" sound.

1. cute

8. compute

2. cut

9. bunch

3. feud

10. feudal

4. hurt

11. confuse

5. neuron

12. euphony

6. Paul

13. flute

7. neutral

14. hurl

pie

bier tier grief brief thief shriek

priest belief relief yield

Europe witches oyster squawking

eighty screwball system native

lightness chalk wrong crumb

brightness walk wrung thumb

lllb*

ie

bier
tier
grief
brief
thief
shriek
priest
be lief
re lief
yield

bier

tier

grief

brief

thief

shriek

priest

belief

relief

yield

Circle each word with a long "e" sound.

1. field

8. whet

2. Pete

9. street

3. slept

10. relief

4. seat

11. wheat

5. battle

12. sleep

6. yield

13. chief

7. brief

14. net

tion

action traction diction junction

question notion nation ration

vacation education

hungry saucer tinfoil jackknife

engine junction gentleman practice

lodge	action	belief	rushed
dodge	fraction	relief	crushed

ac tion
 trac tion
 dic tion
 junc tion
 ques tion
 no tion
 na tion
 ra tion
 va ca tion
 ed u ca tion

tion

1
 —
 3

action

traction

diction

junction

question

motion

mation

ration

vacation

education

Choose the best word from the following list to complete each sentence.

motion friction lotion plantation
station section mention ration

1. During the famine citizens will
_____ food.

2. Slaves planted all the cotton on
the _____.

3. A _____ of the apple was
cut out.
4. Dad did not _____ the
problem to Mom.
5. When a car is on ice, there is not
enough _____ to make
good traction.
6. She has creamy _____ on her
face.
7. The gas _____ is crowded.

oeio

ceiling receive deceive deceit

conceit conceive weird weize

either neither

section friction belief shielded

euphony eighty-eight feasted salted

threw	freight	cyst	icy
strew	eight	system	spicy

ceiling
 receive
 deceive
 deceit
 conceit
 conceive

ei

weird
 seize
 either
 neither

ceiling

receive

deceive

deceit

conceit

conceive

weird

seize

either

neither

Using the "i before e, except after c" rule, put ie or ei in the blanks to complete each word.

1. c____ling

8. bel____f

2. ch____f

9. conc____t

3. rec____ve

10. pr____st

4. f____ld

11. dec____t

5. conc____ve

12. y____ld

6. th____f

13. dec____ve

7. t____r

14. gr____f

que

hue cue argue value rescue

continue curlycue imbue

decide ceiling receive sleighbells

service neutral fraction practice

Alice	neural	fierce	neigh
office	neutral	pierce	weigh

hue

cue

ar gue

val ue

res cue

con tin ue

curl y cue

im bue

ue

hue

cue

argue

value

rescue

continue

curlycue

imbue

Rearrange the scrambled sentences.

1. argue Mom Dad not did and.

2. later continue We that will.

3. Please drowning the rescue swimmer.

4. to cue Remember a me give.

Review

Read these word families:

tch

itch
witch

ei

receive
deceive

ie

grief
brief

ew

flew
blew

ue

hue
cue

eigh

sleigh
weigh

eu

feud
sleuth

tion

ration
nation

Put the following words into word families like above, using the same headings. You may do this on a separate sheet of paper. Read each word.

catch

slew

freight

diction

relief

action

euphony

threw

eight

latch

notion

either

weight

strew

eulogy

belief

neither

argue

sketch

Europe

priest

traction

value

conceit

OW

low blow row grow show throw

bowl flown growth window

crowbar nation talker gymnastic

crutches slowly ledges cycle

mellow	rescue	suction	either
fellow	argue	section	neither

low
blow
row
grow
show
throw
bowl
flown
growth
win dow

OW

*low**blow**row**grow*

show

throw

bowl

flown

growth

window

Circle each word that has long "o" sound.

1. load

8. hoe

2. note

9. rode

3. show

10. slow

4. shot

11. moon

5. drop

12. boy

6. know

13. oil

7. how

14. crow

sion

division conclusion confusion

infusion intrusion inclusion

invasion transfusion

excursion avenue position deceive

feudal believe hunter plantation

vision fence rushed notion

decision hence brushed lotion

di vi sion
con clu sion
con fu sion
in fu sion
in tru sion
in clu sion
in va sion
trans fu sion

sion

division

conclusion

confusion

infusion

intrusion

inclusion

invasion

transfusion

Write the correct ending on the line after each word part. Use either tion or sion for endings. Read the complete word. The first one is done for you.

1. nation

7. vaca_____

2. confu_____

8. conclu_____

3. rela_____

9. trac_____

4. no_____

10. explo_____

5. ac_____

11. divi_____

6. vi_____

12. inva_____

□ea□

head dead tread death wealth

health meant heavy instead

feather widow heaven pillow

rescue conclusion weapon lunches

bread	ouch	grew	car	gnat
read	couch	new	far	gnash

head
dead
tread
death
wealth
health
meant
hea vy
in stead

ea

head

dead

tread

death

wealth

health

meant

heavy

instead

Read these new ea (ě) words.

hea ven

deaf

bread

realm

rea dy

stea dy

Write some sentences using as many ea
(ě) words as you can.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing practice.

pew

hew few mew pew skew nephew

sinew curfew pewter

weather instead nation eighteen

explosion ceiling elbow cargo

cattle	fern	shirt	crow	clown
rattle	tern	skirt	know	down

119b*

hew

few

mew

pew

skew

neph ew

sin ew

cur few

pew ter

ew

hew

few

mew

pew

skew

nephew

sinew

curfew

pewter

Read the sentences carefully. Draw a line under all the words that have ew. You may want to write some sentences yourself. (Include ew words.)
(See Teacher's Manual, p.126.)

1. The lady will screw up her nose at the bad smelling brew.
2. At the sight of the crew, the bird flew to the yew.
3. Jane blew on the hot stew.
4. Do you like to chew gum?
5. The boy slew the ants and threw them in the hole.
6. Jack drew a picture.

Lines for writing sentences:

ue

true rue blue flue glue construe

misconstrue due subdue sue pursue

curfew mildew ready expulsion

slowly heavy angle charmer moon

moonbeams shirtwaist

lowly health seat rank road

slowly wealth neat sank toad

true

rue

blue

flue

glue

con strue

mis con strue

due

sub due

sue

pur sue

ue

true

rue

blue

flue

glue

construe

misconstrue

due

subdue

sue

pursue

Put these words with the ue (ōō) sound
in the order of the alphabet.

sue blue av e nue

sub due flue pur sue

true mis cōn strue rue

glue cōn strue

1 _____
- - - - -

2 _____
- - - - -

3 _____
- - - - -

4 _____
- - - - -

5 _____
- - - - -

6 _____
- - - - -

7 _____
- - - - -

8 _____
- - - - -

9 _____
- - - - -

10 _____
- - - - -

11 _____
- - - - -

ind ild

bind find kind hind grind blind

wild mild pint climb

grinder tinfoil crowbar pewter

treadle corny conclusion feudal

hue	chief	feud	hobble	head
cue	thief	feudal	gobble	stead

ind

bind

find

kind

hind

grind

blind

ind

ild

ild

wild

mild

other

pint

climb

*bind**find**kind**hind*

grind

blind

wild

mild

pint

climb

Match the first part of these words
with the correct ending.

p

rind

cl

ild

b

ind

f

int

m

imb

g

lind

old, olt, oll, ost

old bold cold scold fold colt

jolt volt roll poll toll troll

stroll most host

foundation oldster holster cashier

fiercely neuter pursue explode

scold	halt	sleigh	table	niece
cold	malt	weigh	fable	piece

old

old

bold

cold

scold

fold

oll

roll

poll

toll

troll

stroll

old(t), oll, ost

olt

colt

jolt

volt

ost

most

host

old

bold

cold

scold

fold

colt

jolt

volt

roll

poll

toll

troll

stroll

most

host

Fill in the blanks, using old, oll,
olt, or ost.

The _____ man took a str_____ down

the street. He met a b_____ c_____

who ran by, giving the man a j_____.

M_____ men would sc_____

such a b_____ c_____, but this _____

man did not.

□000□

took look shook good stood wool

foot cooking woodshed fishhook

cooker nephew pillow cunning

service ration without meadow

bolt	crook	conclusion	good
colt	brook	exclusion	stood

took

look

shook

good

stood

wool

foot

cook ing

wood shed

fish hook

*took**look**shook**good*

stood

wool

foot

cooking

woodshed

fishhook

Match the words with an appropriate suffix. Write the suffix after the word.

1. book

er

2. good

3. hood

less

4. hook

5. look

ed

6. foot

7. wood

ness

8. crook

peio

reins reindeer vein veil reign

skein chowmein

bottle kinder postman cooking

understood curfew woolen breaded

loud corn pry me screw

cloud born try he crew

ei

reins
 rein deer
 vein
 veil
 reign
 skein +
 chow mein

reins

reindeer

vein

veil

ruegn

skuin

chowmein

Write a story, using ei words with the long "a" sound. Use as many other words that spell the long "a" sound as you can.

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

ouio

fruits suits juice juicy bruise

cruise recruit

misconstrue mildew undertook planter

pheasant sweater follow hollow

colt	vein	chief	missing	most
cold	rein	grief	hissing	post

fruits
suits
juice
juicy
bruise
cruise
re fruit

ui

*fruits**suits**juice**juicy*

bruise

cruise

recruit

Write your own ending to these sentences.

1. The family took a cruise

2. The yellow juice

3. The recruit

4. The boy's new suits

5. Mark got a bruise

6. That fruit

sion

tension pension pretension

compulsion propulsion suspension

extension expansion

alternate affliction tossing begun

ketchup detach occupy pretension

Scotch	strange	fission	suction
splotch	range	mission	section

ten sion
 pen sion
 pre ten sion
 com pul sion
 pro pul sion
 sus pen sion
 ex ten sion
 ex pan sion

sion

tension

pension

pretension

compulsion

propulsion

suspension

extension

expansion

Put these parts of words together to make the words from your reading list (job sheet 126b). Use each part once, except sion. Write the words below.

ten

sion

ex

pul

pen

pro

pen

pre

pan

com

sus

□Oυ□

Lou Louis soup soupy group croup

troupe route wound youth

reindeer kindness leather hooking

omission breasted wounded mansion

true	fruit	pension	veil	glue
blue	suit	tension	vale	flue

Lou

Lou is

soup

soup y

group

croup

troupe (silent e)

route (silent e)

wound

youth

ou

Lou

Louis

soup

soupy

group

croup

troupe

route

wound

youth

Fill in the missing letters in these sentences. You will make words you have learned in this lesson (job sheet 127b).

1. _ou_ joined the _ou_ _ou_.

2. Baby _ou_ has the _ou_.

3. The _ou_ tastes good.

4. The salt water made the _ou_ sting.

5. The circus _ou_ followed the western _ou_.

6. The clay was _ou_.

Review

Read these words:

dead nephew toll due meant find
 cold shook new glue most wild
 climb vein pension jolt wool pint
 reign soup bruise grit tension
 croup

Write each of the above words in the appropriate column below. They are to be listed by vowel sounds. The first word in each column is done for you.

<u>ē</u>	<u>ū</u> (ōo)	<u>ō</u>	<u>ī</u>	<u>ā</u>
<u>tension</u>	<u>bruise</u>	<u>most</u>	<u>climb</u>	<u>reign</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	<u>ū</u> (ōo)
_____	_____	_____	_____	<u>wool</u>
_____	_____	_____	_____	_____

□ea□

great greater greatest greatly

break breaks daybreak steak steaks

beefsteak

greatness troupe permission taxes

expansion walnut quizzes beginner

walk	fizzes	clowns	ledge	bruise
stalk	quizes	plows	hedge	cruise

great
 great er
 great est
 great ly
 break
 breaks
 day break
 steak
 steaks
 beef steak

ea

great

greater

greatest

greatly

break

breaks

daybreak

steak

steaks

beefsteak

Use the new words on job sheet 129b
in a story. Read the story to the
teacher after you write it below.

□oU□

four fourth fourteen pour court

mourn course source soul poultry

convoy notice opposite sandwich

bottle fourteenth eulogy relief

conceit hue sleigh itch flew

deceit cue weigh witch blew

four
fourth
fourteen
pour
court
mourn
course
source
soul
poul try

ou

4

four

fourth

fourteen

pour

court

mourn

course

source

soul

poultry

Magic squares:

s	t	l
p	ou	r
f	c	e

c	f	r
m	ou	se
p	r	n

ie

Millie Willie Winnie Dickie Richie

Annie Frankie Katie Susie Brownie

fourteen value euphony widow heaven

transfusion intrusion instead fruity

bread skew sight eight due

read pew sigh ate sue

Mill ie

Will ie

Winn ie

Dick ie

Rich ie

Ann ie

Frank ie

Kāt ie

Sūs ie

Brown ie

ie

→
Millie

Willie

Winnie

Dickie

Annie

Frankie

Katie

1015

Susie

Brownie

See how many new names you can think of that can have the ie ending. (e.g. Billie, Freddie).

Write them below.

Short Vowel Sounds
With _r or _rr

carry carrot barrel sparrow berry

ferry very heron irrigate irritable

iridescent

rounded climber coldest cherry

fishhook chowmein reindeer recruit

bruise	soup	break	pour	contract
cruise	croup	steak	four	abstract

Short a

car ry
 car rot
 bar rel
 spar row

Short Vowel Sounds
 With _r or _rr

Short e

ber ry
 fer ry
 ver y
 her on

Short i

ir ri gate
 ir ri ta ble
 ir i des cent

carry

carrot

barrel

sparrow

berry

ferry

very

heron

irrigate

irritable

iridescent

Choose an ending from the list to put with each word beginning. Each ending is used only once.

1. car_____

ry

2. fer_____

on

3. spar_____

y

4. ber_____

rel

5. car_____

ry

6. her_____

row

7. bar_____

rot

8. ver_____

ry

Unscramble these words:

ble ir ri ta _____

ri gate ir _____

i cent des ir _____

o o r

words work worm worse worth world

worst worry worship doctor mayor

wordy daybreak poultry Brownie

irrigate sparrow posted worship

spoil	dispute	soup	great	try
soil	compute	group	grate	fry

words

work

worm

worse

worth

world

worst

wor ry

wor ship

doc tor

may or

or

*words**work**worm**worse**worth**world**worst*

worry

worship

doctor

mayor

Which words have the er sound as in work? Underline them.

worse

horn

arm

world

mayor

horse

sour

pour

worth

worst

worry

farm

our

word

o o / Schwa (ə) - The Lazy Vowel o o

Read the following words. Put accent marks on the accented syllables. Then find the /ə/ and draw a line under it.

sep a rate

dam age

e qual

hu man

mod el

ap ple

dis tant

pick le

cab in

a bout

con fuse

a pron

a round

a lone

ou - Plus Silent l

could could n't should should n't

would would n't

about carrot soupy confession

greatly friction babble stubble

word	berry	hawk	soup	bout
work	ferry	gawk	group	about

could
could n't
should
should n't
would
would n't

OU

Plus Silent I

could

couldn't

should

shouldn't

would

wouldn't

□0□

son ton Monday wonder cover dozen

front month come done

wondering coming extension construe

bruised juicy education worded

could	worth	cold	stood	vein
should	worst	scold	hood	veil

son

ton

Mon day

won der

cov er

doz en

front

month

come (silent e)

done (silent e)

*son**ton**Monday**wonder**cover**dozen**front*

month

come

done

(e) thelie

Read the story carefully. Find and underline all the words that have the o as in son.

The month of May marks the time when summer begins to come. Early on a Monday morning a dozen sons meet in front of a house. All of them are going on a wonder trip to the beach. The sons will enjoy making a pile of sand that seems to weigh a ton. Before day is done, the sun will get hot, so the boys will need a cover. Mother will be happy when the children come home.

"ove" Words

love glove shove shovel discover

move remove prove reprove improve

shoved covering discovering dozen

Monday convert receive curlycue

built	head	few	troll	jolt
guilt	tread	curfew	stroll	volt

ū sound

love

glove

shove

shovel

discover

"ove"

Words

oo sound

move

re prove

re move

im prove

prove

love

glove

shove

shovel

discover

move

remove

prove

reprove

improve

Read the "ove" words in this list.
Underline each "ove" word that has
the sound of ŭ. Circle each word
that has the sound of oo.

improve

glove

discover

remove

move

shove

prove

cover

shovel

reprove

dove

love

lover

grove

ch

chorus chrome Christ Christmas

schools schoolboy schoolroom

scheme ache headache

improve discover schooling wonder

shouldn't separate distant ached

world	Millie	four	steak	coil
worth	Willie	pour	break	oil

cho rus

chrome

Christ

Christ mas

schools

school boy

school room

scheme

ache

head ache

ch

chorus
chrome
Christ
Christmas
schools
schoolboy
schoolroom

scheme

ache

headache

Fill in the blanks with words from job sheet 138b.

1. The _____ play was about the _____ child.
2. The _____ sang in the _____.
3. _____ parts on a car glared in the sun and made the girl get a _____.
4. Some _____ are in the country and have only one _____.
5. The boys made a _____ to win ball games.
6. When Jane fell down, her knee began to _____.

ear

earn learn earnest Earl early

pearl earth heard search

pearly earthly earning sparrow

berry reigning very iridescent

juice	vein	most	wild	justice
juicy	veil	host	mild	notice

earn

learn

ear nest

Earl

ear ly

pearl

earth

heard

search

ear

*earn**learn**earnest**Earl**early**pearl**earth*

heard

search

Unscramble these letters to make the ear words you have learned. You may look at the word list on job sheet 139b.

1. naer

2. hrade

3. plrae

4. lEra

5. elary

6. raetsen

7. earln

8. thare

9. chreas

ey

honey money monkey donkey journey

sonny monkeyish handy crooked

steady transfusion itches Millie

relief	eulogy	squirm	surface
belief	euphony	squirt	surfaced

hon ey (o = ŭ)
 mon ey (o = ŭ)
 mon key (o = ŭ)
 don key- (o = ǒ)
 jour ney (our = er)

ey

honey

money

monkey

donkey

journey

Review

Read each of these words to your teacher. If the word has more than one syllable, draw a line between the syllables. You may use the dictionary if you need to.

greatest	sparrow	beefsteak
poultry	worry	monkey
irrigate	early	mayor
shovel	improve	cover
earnest	daybreak	fourteen
wonder	honey	discover
Christmas	Annie	headache
Brownie	berry	journey

ar

collar dollar pillar beggar scholar

poplar lizard custard standard

backward

forward donkey earnest headache

schooling remove searcher discover

son should cable carrel Rickie

ton would stable barrel Richie

col lar

dol lar

pil lar

beg gar

schol ar

pop lar

liz ard

cus tard

stand ard

back ward

ar

collar

dollar

pillar

beggar

scholar

poplar

lizard

custard

standard

backward

Write the correct ending for each word part below. Use each ending in the left column only once.

1. stand_____	lar
2. pop_____	gar
3. pil_____	ard
4. back_____	lar
5. dol_____	ward
6. beg_____	lar
7. cus_____	ard
8. col_____	lar
9. liz_____	tard

ch

chef chic Chicago Michigan chevron

mustache chic Michigan Chicago chef

scholar soupy Monday mustaches

compulsion recruiter reindeer brushes

hook	troll	mild	sold	true
cook	stroll	wild	scold	due

chef

chic

Chi ca go

Mich i gan

chev ron

mus tache (silent e)

ch

*chef**chic**Chicago**Michigan**chevron**mustache*

100

10.10

• • • • •

Write a story, using your new ch words
and other ch words.

□OU□

double trouble couple touch young
youngster cousin country southern
famous

continuous chevron mustache pewter
instead division bowling faction

mew	dead	skater	sleigh	witch
few	head	cater	weigh	pitch

dou ble
 trou ble
 cou ple
 touch
 young
 young ster
 cous in
 coun try
 south ern
 fa mous

OU

double

trouble

couple

touch

young

youngster

cousin

country

southern

famous

Write these ou words in the order of the alphabet.

famous

southern

young

double

country

touch

trouble

youngster

cousin

couple

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

gh

rough tough enough laugh ghost

ghetto ghastly dough though

although

laughing throughout country continue

value neither conceive roughly

belief	action	neutral	ghost
relief	traction	neural	most

gh = /f/

rough

tough

enough

laugh (au = ă)

gh

gh = /g/

ghost

ghetto

ghastly

Silent gh

dough

though

although

*rough**tough**enough**laugh**ghost**ghetto**ghastly*

dough

though

although

In the blank beside each word, write the symbol for the sound each gh makes. Write f, g, or silent (for silent gh). The first one is done for you.

1. although <u>silent</u>	6. rough _____
2. laugh _____	7. ghost _____
3. ghetto _____	8. though _____
4. tough _____	9. ghastly _____
5. dough _____	10. enough _____

Write a sentence, using some of the words above.

oci

special social official financial

ancient sufficient appreciate

precious gracious conscience

commercial specially ghastly engine

although chewing blotched survive

passes kind decked axes sty

grasses mind checked taxes dry

spe cial
so cial
of fi cial
fi nan cial
an cient
suf fi cient
ap pre ci ate
pre cious
gra cious
con science

Ci

special

social

official

financial

ancient

sufficient

appreciate

Blank lined section for handwriting practice.

16 1 1013
17 1 1013
18 1 1013
19 1 1013
20 1 1013
21 1 1013
22 1 1013
23 1 1013
24 1 1013
25 1 1013
26 1 1013
27 1 1013
28 1 1013
29 1 1013
30 1 1013
31 1 1013
32 1 1013
33 1 1013
34 1 1013
35 1 1013
36 1 1013
37 1 1013
38 1 1013
39 1 1013
40 1 1013
41 1 1013
42 1 1013
43 1 1013
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83 1 1013
84 1 1013
85 1 1013
86 1 1013
87 1 1013
88 1 1013
89 1 1013
90 1 1013
91 1 1013
92 1 1013
93 1 1013
94 1 1013
95 1 1013
96 1 1013
97 1 1013
98 1 1013
99 1 1013
100 1 1013

conscience

gracious

gracious

Read this story to your teacher. Underline your new ci words.

The Queen of England is a special person in her country. She is gracious and kind. At special times she wears an ancient crown that is made with precious jewels. At social parties the people appreciate her happy smile. It would be nice to have sufficient money to be able to visit her castle. The Queen must have a good conscience to handle the financial matters of her country.

ney

hey whey they grey greyhound

prey obey convey survey

dollar worst obeyed surveying

mayor appreciate financial enough

early	convoy	ball	cold	hoist
earthly	employ	call	bold	choice

hey
 whey
 they
 grey
 grey hound
 prey
 o bey
 con vey
 sur vey

ey

hey

whey

they

grey

greyhound

prey

obery

convey

survey

Unscramble the words in these sentences and read the entire sentence.

The first one is done for you.

1. ^{yewh}
Why is what is left of milk
when cottage cheese is made.
2. Some people say " ^{yhe} _____ " when ^{yeth} _____
want to get my attention.
3. An animal that will ^{peyr} _____ on
smaller animals is a ^{eygr} _____ ^{nduoh} _____.
4. You can make a ^{yevrus} _____ when you
want to find out how many people
^{eoyb} _____ safety rules.
5. Please ^{vyenoc} _____ my thanks to her.

□ ui □

guild build building builder built

guilt guilty quilt guitar

quilting weightless survey guilted

children reindeer brighten auction

blind	bolder	shrew	soup	pie
wind	colder	drew	group	lie

guild
 build
 build ing
 build er
 built
 guilt
 guilt y
 quilt
 gui tar

ui

guild

build

building

builder

built

guilt

guilty

quilt

guitar

Finish these sentences with your own words.

1. Grandmother's quilt _____.
2. The man built _____.
3. Building _____.
4. Willie felt guilty _____.
5. _____ with guilt.
6. Will you build _____?
7. A guild is _____.
8. _____ a guitar.
9. The new builder _____.
10. This old building _____.

gu

guess guest guide guile guard

lifeguard guest guess guide

guitar builder fruity quickly

meadow priestess tryout cruising

brown	boiled	room	good	slay
town	spoiled	broom	wood	lay

guess
guest
guide
guile
guard
life guard

gu

guess

quest

guide

guile

guard

lifeguard

UP

10000
10000
10000

Draw a line under all the gu words in these sentences. The words are from this lesson and lesson 148.

1. The life guard plays the guitar and guards the swimming pool.
2. The guide will show you the new building.
3. The artists' guild is a group of men who paint pictures.
4. Guile is a word that means tricky or cunning.
5. You will not have to guess when you know the answer.
6. When you do something wrong you feel guilty.

□a□

wad want wand wander wash watch

water swan swamp squash

washtub watchman watermelon watery

waterproof Washington walker walled

shy guile guild rolled clue

try guide build roller blue

wad
want
wand
wan der
wash
watch
wa ter
swan
swamp
squash

a

wad

want

wand

wander

wash

watch

water

swan

swamp

squash

Write a story using the a words that say the sound of aw or au (e.g. want, what). You may also use as many aw and au words as possible.

aught

aught caught taught slaughter

daughter haughty naughty distraught

teacher slaughtering witness eater

water turkey poplar jeweler undue

saw	car	far	though	rein
salt	care	fare	tough	rain

aught
 caught
 taught
 slaugh ter
 daugh ter
 haugh ty
 naugh ty
 dis traught

aught

aught

caught

taught

slaughter

daughter

haughty

naughty

6421

→

distraught

Choose letters from the letter bank to make some aught words. The first one is done for you.

LETTER BANK

l c d s e n

i h r y t

n aught y

_____ aught _____

_____ aught _____

_____ aught _____

_____ aught _____

_____ aught _____

_____ aught _____

_____ aught _____

ought

ought bought brought fought sought
thought bought ought fought thought

daughter slaughter suitcase wander

building appreciate although wand

collar	honey	earn	wad	glove
dollar	money	learn	wand	love

ought
bought
brought
fought
sought
thought

ought

ought

bought

brought

fought

sought

thought

Write these ought and aught words in alphabetical order.

ought	slaughter	aught
distraught	bought	sought
fought	daughter	naughty
haughty	thought	caught
taught	brought	

1. _____

8. _____

2. _____

9. _____

3. _____

10. _____

4. _____

11. _____

5. _____

12. _____

6. _____

13. _____

7. _____

14. _____

Review

Read each of these words. Write the sound of the vowel that you hear in each word. Choice: $\check{a}$, $\bar{a}$, $\check{e}$, $\bar{e}$, $\check{i}$, $\bar{i}$, $\check{o}$, $\bar{o}$, $\hat{o}$, $\check{u}$, $\bar{u}$. The first one is done for you.

young <u>$\check{a}$</u>	taught ____	guide ____
guest ____	though ____	sought ____
hey ____	prey ____	touch ____
guild ____	guile ____	bought ____
ghost ____	rough ____	laugh ____
wad ____	wand ____	whey ____
thought ____	dough ____	guilt ____
built ____	caught ____	watch ____
guess ____	grey ____	