

Succeeding
At
Reading

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Much research was done to create this phonetic reading tool. Some fine works written by those who have gone before were used for both inspiration and factual information. Of those works, two stand out in importance. *Why Johnny Can't Read* by Rudolph Flesch and *The ABC's and All Their Tricks* by Margaret Bishop were invaluable resources used in the production of this book. Other commonly used resources include *Webster's New Universal Unabridged Dictionary*, *Merriam-Webster's Unabridged Dictionary*, *The American Heritage Dictionary*, *The Oxford American College Dictionary*, *Webster's Third New International Dictionary*, *Word Mastery* by Florence Akin, and the *Victory Drill Book* by August C. Enderlin.

The Purpose of This Book

The purpose of this book is, as the title implies, to make the beginning reader successful at reading. This course is designed to create readers of natural readers, slow readers, dyslexic readers, and many children who have been given up as non-readers by other programs.

What do we mean by readers? Readers are those who can read quickly and fluently, comprehend what is read, and discern as necessary from that content. However, this course is aimed at the beginning reader. This is the most important part of reading, where the foundation for success, failure, or mediocrity will be laid.

This course is designed to bring a new reader to the point at which there is no effort expended in trying to recognize words, no struggle involving picking a word out of thousands memorized, and no stumbling through unfamiliar text. The reader will successfully develop speed and fluency by using phonetic rules in a way that ingrains those rules so thoroughly in the mind that they become absolutely instant and instinctive. A young reader will not even have trouble reading difficult text littered with words that he or she has never before seen or heard. The reader may not know the meaning of many of these words, but he or she will, nonetheless, be able to read them fluently and effortlessly. At this level, this is what reading is about—reading what is on the page—building the solid foundation that is indispensable for proper comprehension.

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How To Use This Book

For the New Reader

Before you start: The basic sounds

Before using this book, the new reader should learn all the *single-letter* phonograms in the alphabet. A phonogram is one or more letters that make a single sound. The word c-a-tch contains three phonograms. Learning a phonogram means being able to quickly, even if not yet instinctively, associate the correct sound of a letter with the letter itself. At this point, it is more important for the student to know the sound of a letter than its name. When reading the word c-a-t, it is not important to know the name of each letter, but rather to produce three sounds quickly, as one syllable. Let the names come as they are really needed, but concentrate on the sounds. Flash cards are a great help in this area. Remember, only single-letter phonograms are needed at this point. Simple phonograms—the keys to the reading kingdom.

Getting started: Learning to blend

If we know sounds, the great day is here! It is now time to blend those sounds and read words! We will begin with Lesson 1. The going will be slow at first. Right now it is a decoding process. For the word “ad” the student will say “a-a-a-d-h.” Right now concentration is required to make the letters on the page register the sounds in the brain, let alone connect them into words. But we are about to change all that.

In the beginning, when starting a new lesson, demonstrate orally to the student how to blend the new sounds. Since these are very new concepts, take enough time to make sure that the student understands. Let the student simply read some of the words to become familiarized with the particular phonetic concept, possibly reading the first column or so. Repeat as needed until the student feels confident with the sounds. The student will recognize many of the words as he listens to his brain convert them to sound. At first, the student may need some coaching while making these word conversions.

When learning to blend phonograms for the first time, some students may struggle with particular combinations. It may seem as though the student simply cannot comprehend certain blends. Sometimes a student may struggle for a day or a week—maybe even a month. Do not be discouraged. This happens only when a concept is learned the first time. Once the letter combination finds its way into the audio part of the brain, it will not leave again. If a particular blend proves difficult, move on to others and come back to the difficult one each day.

The timing process: Embedding phonics in the brain

Once it is clear that the student understands the concept that the lesson is teaching, the timing process can begin. This process will, over time, turn the decoding of “ad” into instantaneous, flawless, unconscious recognition of words like “protrusion.” In the timing process, the student attempts to read a specific number of words in one minute. Usually, twenty words per minute is a good starting point. For younger students, or for some children who do not process that quickly yet, fifteen, or even ten words per minute may be the optimum starting point. The most important issue here is that the speed chosen is one that the student can achieve without so much exertion as to become discouraged. So, in the beginning, make it easy, easy,

easy. This will pay off later.

With a clock or a watch handy, let the student read for one minute. If the student reaches the preestablished goal, move to the next lesson. If not, give it another go. Continue to reread the page until the student reaches the goal.

Success: The key to success

The old adage “Success breeds success” was never truer than it is here. You will notice that even the sequence of words in the first column of each lesson is designed to provide continuity and a smooth transition, so that the words may be more successfully read by the beginner. Do not make the mistake of setting the bar too high. If the student cannot achieve success with a reasonable amount of effort, discouragement will set in. There is no reason for this. Learning to read (something that children perceive as a “grown-up” activity) is an inherently thrilling experience for a child. And as that child begins to experience success (reaching the goal) at reading, and realizes steady improvement (higher speeds as time goes on), that thrill will only grow. It is much better to read through the lessons more frequently setting reachable goals, all the while building more successes, than it is to raise the bar too high and breed failure and discouragement. Properly used, this type of reading practice always produces success. It is generally only when the teacher decides to move too fast, and the success disappears, that the student begins to dislike the exercises.

Broadening the horizons: Learning new sounds

Once the student passes the initial lessons, new phonograms and phonetic structures will be introduced. Again, the process is ordered for success. Easier concepts at first will slowly graduate to those that may be more difficult. Each time a new concept is introduced, once again, explain and audibly demonstrate. Allow the student to read some of the words for familiarization. It is a good idea to explain the “rule” for why a certain letter combination makes a certain sound. You should find any instructions needed for each lesson in the *Parent/Teacher Guide* at the back of this book. This process, of course, will continue until the student has completed all the lessons.


Ramping up: Gaining more speed

The student is now at least beginning to decode rather fluently. The rest of the process is simple. The student simply reads each lesson for speed, and having passed it, moves on to the next. After the last lesson, or after a predetermined stopping point is reached, the student starts again at Lesson 1 at a slightly higher speed. Stopping points are discussed in the next section, *Hitting roadblocks*. The speed increase is usually an additional ten words per minute; however, it can be more or less as the abilities of the student require. Sometimes five words per minute is a more manageable bite. Each time, as the speed increases, the student is doing less and less “sounding out,” and more and more often the brain is performing the “print to sound” conversion without any conscious thought. One hundred words per minute is probably sufficient speed to realize a truly solid phonetic reading foundation; however, there is certainly no harm done in reaching much higher speeds. Different students will struggle with different sounds, and progress at different rates. It is important to proceed at a rate at which the student is able to continue to read successfully.

Hitting roadblocks: Going around is best

As the student progresses, the lessons increase in difficulty. Especially when seeing a lesson for the first or second time, the student may reach a point at which he or she is unable to proceed at the current rate. Do not be alarmed. This is normal. The number of sounds and phonetic rules is growing, and the sounds have not yet become instinctive to the student. At this point the student is having to remember these phonetic rules and apply them. There is a limited number of phonetic rules, and soon, through practice, they will become an unconscious process.

So, what should be done? There are two approaches. First, lowering the reading rate by five to ten words per minute will usually allow the reader to progress further. Second, going back to Lesson 1, and setting the rate five to ten words higher, will allow the reader to further cement the concepts in the lessons up to this point. Both methods work. It is usually best to use whichever the student finds most comfortable.

However, the *first* time that the student goes through the lessons, restarting is always the best approach. This is because the student cannot move forward to practice something that has not yet been learned. Also, the concepts are so new that the student needs to go back every so often for more practice. For this reason, at certain points in the book you will see a . These are advisable points at which to return to Lesson 1 and increase the reading rate slightly. Using these restarts will actually make progress through the lessons ahead quicker and easier.

Coming from another program: Just jump in and go

If you are coming to this curriculum from another, it is easy to know where to start. Do not make any assumptions. Simply go to a review lesson near the middle of the book. Allow the student to practice the page once or twice. Then time the student for one minute as he reads as many words as possible. Use that speed as a starting point. Start at Lesson 1 and have the student pass each lesson in the book. This speed should put most lessons within the student's capabilities. Then restart at a slightly higher speed for each successive pass through the book.

Hints: Little things make a big difference

- Tip 1** Learning is fun, and children love to learn. Reading is the most important thing that a child will learn. It is needed to learn almost everything else. Make it fun. Be sure that you do not take the fun out of it by using the tools improperly. Many of the tips below will help with this.
- Tip 2** Time each page for only one minute. Reading for speed requires concentration. It stands to reason that speeds will only drop off if longer durations are required.
- Tip 3** Again, a session of reading for speed will eventually become fatiguing. Ten to fifteen minutes per session is ample for very young children, and generally twenty to thirty minutes per session works for older students. Because success at this is almost addictive, the student may want to go longer. It is then fine to do so, but it is generally unproductive to lengthen sessions just to make more progress.
- Tip 4** Structure everything for success. Do not make speed goals too hard to reach. It is one hundred times more preferable for the student to read through all the lessons five extra times cheerfully and successfully than it is for the student to endure struggle and failure in the teacher's interest

of finishing quickly. In setting reading speeds, do not forget that the lessons get progressively more difficult.

- Tip 5** Always help the student to “sound out” the words, but avoid just “giving the answer.” Encourage the student to speak each phonogram individually if needed. Then assist in pulling those sounds together into the semblance of a word.
- Tip 6** Always remind the student to pronounce each word distinctly. Do not allow any shortcuts to speed to create a habit of blurred and slurred pronunciation.
- Tip 7** Many students will begin to try to memorize words on a page that they have trouble passing. It is counterproductive to reading to encourage sight reading. It is better to move on to other pages and simply read them for practice without timing, and come back to the troublesome page the next day. The student might also read this page for practice working from the bottom of the first column up.
- Tip 8** When reading for speed, if the student gets a word or two wrong, but reads several words over the required amount, give credit for passing the lesson. Then go back over the missed words with the student, sounding them out and reviewing the phonetic rules involved.
- Tip 9** In the beginning, the phonetic rules are very simple, and practice is nearly all that is needed. Some phonetic concepts are more complex. Upon completing this program, a student should be able to give the reason for the pronunciation of any of the words used in the lessons.
- Tip 10** Help the student be aware when a Sentence Review lesson is approaching. A Sentence Review reviews the concepts learned in previous lessons, but with the addition of plenty of easy-to-read articles and prepositions. The student usually views a Sentence Review with confidence of success, and looks forward to it.
- Tip 11** Special rewards are a wonderful way of acknowledging achievement and encouraging further achievement. Set some goals with this program, and reward the student for reaching them. A special one-on-one trip for ice cream will do more than you know. The student could also receive his or her own Bible upon achieving fifty words per minute for all the lessons.

Learning short (ă)

ăd	hat	ram	dam	bag
ăm	had	lag	pan	cab
ăn	hag	yap	dab	gad
ăt	ham	man	sag	man
ăx	hap	mad	jab	yam
bad	tab	ran	sat	pass
bag	tag	lap	sass	wax
bam	tan	van	nag	pal
ban	tap	pat	gab	lap
bat	tat	yam	tax	zag
cab	rag	rap	zap	sap
cad	map	lax	lab	jam
can	pad	wag	pass	gaff
cap	fan	dad	nab	van
cat	sad	zag	bass	rat
gad	lad	rat	nap	dam
gag	mat	wax	gaff	hap
gal	pal	sap	mass	tat
gap	fat	vat	fad	hag
gas	tad	jam	lass	bass

Lesson 2

Learning short (ĕ)

lĕt	fen	red	well	mess
gĕt	yet	set	Tess	fen
sĕt	yen	led	set	get
nĕt	vet	jet	pet	egg
bĕt	Ben	mess	jell	Bess
red	fed	yen	sell	fell
bed	wed	wed	yet	jet
fed	web	beg	let	keg
led	beg	dell	less	less
wed	keg	leg	pep	jell
pen	Ken	hem	met	ebb
men	leg	pep	egg	yen
den	hem	bell	wet	vex
hen	pep	keg	Bess	web
ten	vex	vet	pen	get
pet	peg	fell	well	pep
met	men	bed	hem	well
net	pet	ebb	yen	red
wet	hen	tell	hen	Tess
jet	wed	Ned	wed	sell

Reviewing short (ă) and short (ě)

băd	bag	tad	ram	wax
căn	cat	yen	zap	sell
dab	rap	ham	pet	jab
fat	sag	set	bass	fen
gas	van	yam	yet	man
běd	yet	wed	egg	rag
děn	pep	pan	hap	jet
hem	leg	vet	yen	gaff
led	keg	wax	jam	wed
men	red	fen	pass	nab
ban	ram	bat	keg	mess
cap	nab	den	tell	gal
dad	lax	pal	cad	Tess
fan	jam	bed	lab	ham
gal	had	cab	hex	jell
bet	vex	hem	well	lax
get	ten	rap	van	set
ken	net	net	ebb	bag
peg	led	tag	zag	get
web	fen	wet	less	dell

Lesson 4

Learning short (ɪ)

in	rip	tin	vim	mix
it	rid	lip	gill	kill
if	rim	sip	zig	win
inn	rig	ill	jig	sip
ill	rib	bid	mill	dill
dip	hid	sin	kip	kin
did	him	tip	miss	fix
dig	hit	fill	mitt	kit
din	hip	sit	till	lid
dim	hiss	tin	biff	rim
fit	pit	sis	jib	sill
fin	pig	hill	kiss	hiss
fig	pin	kid	Tim	zip
fib	pip	win	pig	pip
fix	pill	wit	miff	wit
bill	lit	will	Jill	rill
bit	mid	zip	fizz	mid
big	mix	wig	him	did
bid	nib	bib	fib	sis
bin	nip	hin	Jim	him

Learning short (ǒ)

sǒd	hog	pox	jot	cod
nǒd	jog	hot	lot	gob
cǒd	fog	fob	rot	bob
pǒd	nog	job	cog	pot
rǒd	dog	sob	ox	toss
not	bob	gob	mob	doll
dot	bog	rod	not	mop
pot	bop	mop	fog	bog
got	box	Tom	boss	hop
tot	boss	cop	odd	log
cob	mob	hob	sop	con
cod	yon	sop	cot	Tom
cog	pop	doff	rod	pop
con	rod	rob	box	dog
cot	nod	loll	cog	yon
lob	moss	top	off	moss
lot	sod	mom	log	loll
lop	pod	don	pod	pox
top	fox	toss	hob	lop
sop	doll	hop	mom	doff

Lesson 6

Reviewing short (ɪ) and short (ɔ)

dɪg	miss	fizz	pit	zig
wɪt	nib	job	loll	doff
him	sit	cog	rim	gill
bid	kin	vim	sod	nog
rib	jib	dot	mill	pin
<hr/>				
bɔb	sop	sill	fox	tot
tɔp	Tom	rip	kiss	kip
mom	doll	yon	fob	moss
cot	got	mix	wig	vim
fog	pop	pod	sop	ox
<hr/>				
zip	fill	kid	kit	hiss
rig	mid	rod	odd	pox
lit	fix	hid	pill	jib
pin	Jim	pot	not	top
bib	dim	dib	inn	ill
<hr/>				
dog	tot	lot	bop	hob
rot	boss	hip	mix	rip
box	don	cod	toss	jot
lop	cob	bid	hill	sill
nod	mop	doff	lob	job

Learning short (ǔ)

bǔd	dug	sum	fuzz	pug
bǔg	pug	mutt	cub	mull
bǔm	jug	up	pun	us
bǔn	tug	dud	bud	dun
bǔzz	lug	buff	gull	rub
hug	nut	cull	bun	cuff
hum	tut	mug	putt	sub
hun	jut	huff	nub	Russ
hut	but	gum	tut	mutt
hull	gut	Gus	fuss	hum
rub	gun	puff	fun	sun
rug	dun	us	rug	up
run	pun	dull	huff	null
rut	fun	pup	cud	buzz
Russ	sun	mum	dud	lug
cub	nub	bus	hut	hum
cud	dub	sup	cull	cup
cup	sub	muss	run	muff
cut	tub	lull	mug	gut
cuff	hub	butt	bum	hull

Lesson 8

Reviewing (ǎ), (ě), (ǐ), (ǒ), (ǔ)

rŭg	cŏg	sag	hen	ebb
bŭd	mŏb	lug	will	pug
sum	odd	pen	fog	din
hun	log	rod	hum	cab
cup	boss	kid	yam	box
lǎss	rub	bill	tat	kit
cǎn	nap	wax	puff	jug
fad	bet	mum	pep	rod
pal	fit	bob	hop	keg
sat	hot	den	rig	tan
gĕt	tug	gun	cot	ham
mĕn	rap	fox	bam	mop
bell	set	pass	him	mess
red	win	sip	vex	rill
peg	top	met	cub	lug
wĭg	bum	boss	nut	vim
mĭx	bad	pin	lob	gas
hiss	leg	mull	gag	sub
tin	lip	zap	yet	well
dim	dog	fell	mitt	nog

Sentence Review — Lessons 1-8

Tad sat on a log.
Jim had a red hen.
Bob will get a pup.
Bess ran in a hut.

Jill had a big cup.
Rob will fix a pot.
Ben fell in a bog.
Bud got in a well.

Ed can tap a bell.
Dad will wax a van.
Mom will pass jam.
Tess had an odd cat.

Tim will doff a cap.
Tom sat on a rug.
Bill dug in a hill.
Deb will nab a bass.

Sam will gag on gas.
Lass will not sass Mom.
Ned cut a dull fuzz.
Jud had a hot dog.

Will Deb get a dog?
Yes, a dog is fun.
A big dog can nip.
Will it nip a cat?

Sal has a fat cat.
It has bit a rat.
It can rub a rug.
A big rug is flat.

Dad got Bess a doll.
Tam is a rag doll.
Tam is in a box.
It is a big red box.

A cab has a bag.
A tag is on a bag.
Will Jim get his bag?
Jim got his red bag.

Ed will get in bed.
Ben got in a cot.
Ed fell off a bed.
Ben will nod off.

“A” is pronounced as (ǔ) or (ā).

Lesson 10

Learning (ck)

bäck	děck	sick	luck	deck
hack	neck	pock	mock	jock
lack	peck	buck	cock	Nick
pack	nock	peck	tack	tick
rack	tack	tuck	sock	nock
křck	wick	kick	muck	sack
tick	suck	dock	neck	lick
lick	sock	lack	lick	pack
pick	Jack	hock	suck	neck
sick	tuck	rock	pack	wick
möck	rock	neck	jock	wack
pock	sack	Dick	wick	kick
hock	Rick	hack	peck	tuck
dock	neck	buck	muck	Zack
jock	dock	kick	hack	deck
bůck	dock	pack	sock	puck
duck	lack	muck	Mick	sock
muck	tick	wick	lick	lock
luck	tack	deck	pock	Rick
puck	peck	pick	sack	luck

Blending with (s)

skid	snag	rest	dusk	slop
skin	snap	slog	cost	stag
skip	snob	musk	snub	must
skit	snot	slick	span	cusps
skim	snip	skin	fest	stop
best	scab	spud	stab	lust
lest	scam	stem	sled	speck
nest	scan	tusk	zest	spot
pest	scat	skill	disk	rust
test	scad	husk	slug	stun
slab	mast	smug	smack	wist
slam	cast	spun	west	stack
slat	past	dust	sped	cask
slag	vast	scum	just	stub
slap	last	mask	stuck	slack
gasp	hast	mist	slim	fast
hasp	swag	step	task	fist
rasp	swam	scud	spin	snuck
lisp	swig	snack	risk	gust
wisp	swim	smog	slip	stick

Lesson 12

Blending with (l)

flab	yelp	held	hulk	flog
flag	kelp	clap	cluck	blab
flap	help	fled	felt	jilt
flat	gulp	tilt	helm	click
flax	pulp	black	clip	yelp
clad	blip	flip	lilt	glum
clam	blob	clog	flux	bled
clan	blot	kelp	clop	flit
clap	blab	plum	plot	plug
clack	bled	self	glib	cluck
gilt	sulk	fluff	flex	flax
kilt	bulk	meld	glad	belt
wilt	hulk	plus	melt	club
silt	milk	block	flock	held
hilt	silk	helm	clod	pulp
plod	glad	film	help	film
plop	glop	bulb	flop	kelp
plot	glom	gulf	pluck	kilt
plan	glum	weld	milk	meld
plat	glut	pled	cult	flack

Blending with (m), (n), (t)

hump	trap	track	bond	dint
lump	trim	aft	fend	left
dump	trip	pond	punt	hint
jump	trod	vent	ramp	mend
bump	trot	damp	tuft	lint
and	kept	deft	lend	duct
band	wept	cant	font	wend
hand	pant	daft	end	raft
land	rant	fund	tamp	text
sand	mint	pump	rend	runt
went	next	twig	deft	tend
pent	vent	vend	send	loft
bent	text	rapt	romp	tint
sent	duct	limp	hunt	camp
dent	fact	haft	wept	ant
lift	sect	mint	tamp	twit
gift	tact	lamp	heft	tress
rift	twig	bunt	truss	pomp
sift	twin	truck	tent	rant
soft	twit	bend	twin	trick

Lesson 14

Blending with (r)

brad	crab	frizz	struck	strap
brag	crag	brim	bran	frill
bran	cram	grub	drug	crass
brat	crass	dram	sprat	tract
brass	crack	frock	prod	gruff
grid	strap	grass	grill	prat
grim	strip	dreg	drop	grid
grin	strop	brick	strop	brunt
grip	strum	crib	frog	prep
grill	strut	drab	brusk	crack
prod	scrag	brig	crib	frizz
prop	scram	gruff	grin	grill
prat	scrap	drag	frock	strict
prep	scrip	crud	sprig	bred
prim	scrub	drill	drip	scrub
drub	frill	fret	grip	brass
drug	crux	stress	brick	crux
drum	bred	frog	scrub	brisk
drip	crop	grab	frisk	prim
drop	gram	prick	crab	scrap

Reviewing Lessons 10-14

kick	brass	track	frizz	bond
rack	grill	aft	smog	disk
tuck	prim	slick	brim	punt
peck	drum	vent	skin	stem
dock	crag	damp	frock	tuft
<hr/>				
best	deft	fend	grass	lend
stem	clog	cant	husk	font
slag	kilt	daft	brick	smug
tusk	tusk	skill	frog	tamp
wisp	self	pump	drab	flip
<hr/>				
flag	fluff	twig	brig	dusk
self	meld	vend	gruff	cost
glum	plus	mask	drag	crib
held	scum	limp	scud	span
gulp	grab	haft	drill	fest
<hr/>				
jump	film	mint	fret	stab
trot	bulb	lamp	stress	held
band	gulf	sled	rest	zest
rift	step	snack	grab	grub
mint	pled	bend	prick	slug

Lesson 16

Adding (s) and (es)

gets	losses	traps	claps	tosses
tips	tiffs	bosses	hills	tracks
ducks	ruts	rocks	nips	swells
pops	rubs	sobs	lasses	snips
sets	mixes	spans	tacks	fusses
caps	vans	masses	spins	flags
cuts	dells	sops	hulls	miffs
tiffs	raps	doffs	stops	clamps
tucks	fizzes	cabs	messes	fixes
sops	buds	swims	guns	blocks
reds	pucks	picks	hams	stumps
wins	bells	rigs	hisses	dolls
pills	taxes	fuzzes	suds	plums
gobs	cans	caps	buffs	musses
bans	rims	tubs	bags	slips
axes	sasses	wicks	blends	kisses
passes	naps	lugs	foxes	muffs
vexes	cuffs	cots	twins	smacks
misses	waxes	gills	yells	stands
boxes	wags	skins	skits	poxes

Sentence Review — Lessons 10-16

Brad trips past the pond.
The boss has the clock.
 Pump milk in the glasses.
 Gulp milk in the glass.

The pelt is soft as silk.
 Jess stacks bulk pelts.
 Brent picks frogs in the pond.
 Frogs jump on rocks.

Flocks land on the pond.
 The pond has damp sand.
 Sand fills up the trucks.
 Trucks dump on the track.

Let us mend the sock.
 The sock has a rent.
 Let us fix the rent.
 Pants sit on the hips.

A belt trusses up the pants.
 The belt has a clasp.
 The pack is next.
 The sack rests on his back.

Bill went in the hut.
 It had a bad smell.
 The smell vexes Bill.
 Bill rubs his skin bumps.

Brent doffs his black cap.
 He spots Bill grab an ax.
 Bill will smack the hut.
 The hut will drop in trash.

Brent will help Bill smack.
 The hut will drop fast.
 Brent picks a big red ax.
 The ax raps on the hut.

Bill is glad Brent will help.
 Brent wags his ax fast.
 The hut drops in a smash.
 The smell drifts on the wind.

Bill will not miss the smell.
 Bill drops the hut in cans.
 Brent passes the cans left.
 The truck runs the cans off a ramp.

“The” is pronounced as (*thə*) or (*thē*).

Lesson 18

Learning (ng) and (nk)

lung	dunk	long	bong	lank
sung	junk	bunk	rink	slink
rung	punk	ding	bonk	wings
dung	sunk	fang	sung	drunk
hung	hunk	clung	spunk	long
<hr/>				
gong	mink	tank	sink	flung
long	sink	ping	stunk	swing
song	kink	skunk	hung	song
bong	wink	sang	clink	kings
tong	pink	zing	bong	plunk
<hr/>				
ring	conk	link	hang	links
sing	honk	sting	slunk	stung
king	bonk	pong	sinks	flunk
wing	clunk	rung	king	rungs
zing	plunk	sank	honk	winks
<hr/>				
gang	bank	ring	lung	drink
rang	tank	pang	hunks	swung
bang	lank	rank	ring	zings
fang	sank	ping	stink	trunk
tang	dank	tong	fang	clunk

Learning (sh) and (shr)

bash	gash	brash	brush	shrug
mash	wish	shut	flash	ship
rash	fish	shred	shin	shot
dash	dish	shim	shred	hash
sash	lash	crush	dish	shalt
shim	shred	dish	shunt	gush
shill	shrub	shelf	shin	shed
ship	shrug	slash	dash	shush
shin	shrunk	hush	shut	dash
shift	shrink	stash	wish	shrink
gush	cash	shrunk	crash	swish
rush	swish	flesh	ship	shrub
hush	bash	shock	shrub	shop
lush	shush	slosh	gash	fresh
mush	shot	flush	sham	shun
shag	shell	rush	shin	blush
sham	rash	shill	shrug	lash
shall	plush	slush	trash	shrunk
shack	shred	shuck	wish	smash
shaft	shin	shrink	shift	shell

Learning (th) and (thr)

path	broth	<i>them</i>	thick	throb
bath	sloth	cloth	lath	<i>that</i>
hath	froth	thong	<i>then</i>	thin
lath	cloth	thrift	throb	with
math	moth	path	think	thank
thin	thud	thin	fifth	<i>thus</i>
thick	thug	<i>this</i>	depth	thing
thing	with	thrust	<i>that</i>	pith
think	pith	bath	moth	thrash
thank	smith	sloth	thrash	width
<i>than</i>	sixth	tenth	thank	thud
<i>that</i>	depth	thresh	<i>this</i>	lath
<i>them</i>	filth	<i>thus</i>	path	<i>them</i>
<i>then</i>	tenth	pith	throb	thrill
<i>this</i>	width	thick	throng	moth
throb	smith	filth	width	tenth
thrill	theft	with	<i>them</i>	sixth
thrash	pith	thud	cloth	hath
thrift	fifth	<i>that</i>	thrill	<i>thus</i>
thresh	thrush	sloth	<i>then</i>	thrust

Learning (ch) and (tch)

batch	etch	welch	munch	such
latch	retch	thatch	snitch	glitch
patch	fetch	chant	chaff	chuck
match	sketch	clutch	botch	snatch
catch	vetch	bench	chug	chat
chub	chin	chess	winch	stitch
chug	chip	rich	chink	inch
chum	chick	etch	hatch	punch
chuck	chink	which	itch	chaff
chunk	chill	chump	hutch	welch
rich	hunch	inch	patch	finch
itch	bunch	zilch	fletch	chock
pitch	munch	switch	notch	rich
ditch	punch	sketch	chick	chap
hitch	lunch	chest	much	filch
chad	mulch	such	gulch	etch
chap	chop	belch	chop	thatch
chat	pinch	itch	blotch	chimp
chaff	chock	check	chunk	twitch
champ	ranch	conch	crutch	zilch

Lesson 22

Learning (qu), (squ), (wh), (wr)

quip	when	wham	quack	wreck
quid	whet	quest	writ	whiff
quit	whiz	whelp	quiz	quit
quiz	wrap	wrest	whim	squint
quick	wrath	squid	quest	when
squib	quilt	quid	wren	whisk
squid	quid	squish	whelp	quell
squill	quill	quip	squill	quick
squint	squid	whip	whiz	wrest
squish	squill	wrist	quack	squid
whim	wring	quilt	wrung	wren
whip	wroth	wrap	whiff	whomp
whit	whomp	quiz	wrack	quip
whiz	quit	whit	squish	wring
whiff	wrung	wroth	whet	squill
wrap	whilst	whip	whet	whack
wren	quilt	writ	quit	wrath
writ	wrong	quick	wrap	quick
wrack	which	which	quill	squish
wreck	quack	squint	squish	squint

Reviewing Lessons 18-22

rash	quit	throb	shalt	munch
ship	whip	<i>that</i>	clung	bunk
hush	wren	quiz	snitch	chaff
sham	squid	fang	thank	hash
shred	quack	shrug	quest	whim
path	wrap	quack	width	winch
thin	quip	thing	thrash	chink
<i>then</i>	whiz	hutch	squill	ping
with	writ	shrink	tank	whelp
<i>than</i>	quick	zing	hatch	shush
chug	wrack	whiff	wrung	link
itch	shod	lath	patch	fletch
chat	thud	much	sank	moth
notch	chick	fresh	squish	sting
chin	shun	rung	thrill	swish
lung	squint	ring	rank	tenth
tank	hath	sixth	gulch	ping
sing	pang	quit	whip	smash
bunk	blotch	shrunk	chunk	quill
hung	shell	thrust	blush	crutch

Sentence Review — Lessons 18-23

Chad longs to catch a fish.
In fact, it is his quest to catch a fish.
His rod thrusts, and his hands wring.
A fish will thrash on his string.

Rich can sing a song in the bath.
His song quacks as quick as a duck.
The filth will swish in the tub.
The filth will get a flush in the tub.

Jim has a blotch on his flesh.
His hunch is that it is a spot.
This is the tenth spot on his chin.
It is his wish that the spots shrink.

Chuck has a wrench on the bench.
Chuck will whack on the rod.
Let us sip a drink as it is hot.
The drink has a tang to it.

The squid is thick and long.
It will swim fast and catch fish.
The gang flung a net on a squid.
The squid's legs whip and thrash.

“To” is pronounced as (too).__



If this is the first time this lesson has been completed, this is a good point at which to return to Lesson 1 for additional practice on the concepts learned on the previous pages. The extra practice will be a definite aid to the progress through the lessons ahead.

Learning long (**ā**) and long (**ī**) with silent (**é**)

Abe	lame	pipe	jade	craze
ade	fame	chafe	<i>thine</i>	quite
ale	name	rime	hire	babe
ape	same	bride	bane	ripe
ate	game	flake	kine	bide
<hr/>				
mile	wide	size	gape	bare
mire	ride	bade	dine	kite
mite	tide	hive	fare	date
mine	side	bale	dive	file
mime	hide	mime	hate	lake
<hr/>				
cave	haze	mare	fake	shine
cake	daze	bite	mile	brave
came	gaze	gate	wade	plate
cane	maze	dime	mine	whine
care	faze	hale	while	quake
<hr/>				
tine	pike	dire	glade	write
tile	bike	vane	nine	scale
tide	hike	fife	fade	prime
time	dike	whale	pile	drape
tire	Mike	fine	mite	crime

Lesson 26

Learning long (\bar{o}), long (\bar{u}), long (\bar{e}) with silent (\acute{e})

ode	fuse	eve	cure	pole
lode	duke	yoke	mote	lure
code	Luke	zone	Pete	dome
node	juke	muse	note	fuse
bode	fluke	joke	poke	shore
rune	pone	lore	June	prune
June	wove	rude	dole	role
tune	fume	lope	tune	rule
dune	pure	cute	dote	here
lube	theme	snore	mete	sole
eve	robe	mule	crude	nude
mete	doze	cope	core	shone
Pete	mute	flute	flume	dude
here	pore	cote	<i>these</i>	choke
sere	dupe	cove	plume	eve
tote	rove	fuse	bone	hole
tole	Pete	bole	brute	Luke
tome	ore	cube	mope	snore
tore	tube	bore	cone	prude
tone	more	vote	lute	throne

Reviewing Lessons 25 and 26

bade	cute	bride	cure	craze
gate	cube	zone	size	quite
mare	mule	babe	<i>these</i>	joke
bane	tune	muse	note	crude
hale	dude	ripe	June	flake
pipe	Pete	lore	bare	dole
dire	fare	rude	bide	kite
hive	hope	bale	flume	<i>these</i>
fine	dive	rime	dote	snore
kine	fuse	cope	mime	lake
lope	fake	chafe	date	pole
bore	mile	flute	core	lure
cove	cone	mete	file	hire
mote	lute	cote	hate	wade
dome	while	dime	plume	shore
eve	fade	fuse	pile	<i>thine</i>
Pete	nine	bole	here	role
here	bone	vane	mope	brute
mete	eve	fife	rule	whale
<i>these</i>	mite	vote	glade	sole

Sentence Review — Lessons 25-27

Mike rode on his bike.
Luke met him at the big pine.
The pine is like a pole.
Mike and Luke went in a cave.

The cave is a big hole.
The hole will choke the sun.
A quake will shake the cave.
Mike and Luke ran back home.

Pete bade them come on the shore.
A whale did dive in a wave.
The whale swam in a cove.
The smile of Pete shone as the sun.

Jane is back in the glade.
A hare ran in the glade.
Jane sat on a throne made in stone.
Jane will rule the glade in June.

Steve will wade in the brine.
In the haze, Steve spots Jane.
Steve hikes a mile on a big dune.
Steve and Jane dine on pone.

Learning (āi) and (āy)

gain	pray	hail	flair	jail
main	fray	dray	pair	paint
rain	gray	maim	grail	bray
lain	wail	raid	fray	laid
pain	hair	quail	plain	grain
bay	bail	flay	frail	sway
may	clay	chain	play	wraith
hay	jail	snail	slain	lair
day	stay	trait	maim	paid
lay	nail	vain	hay	gait
tail	slay	waif	stair	plait
rail	pair	train	trail	spray
fail	bray	pay	clay	claim
sail	bait	fail	chair	waist
mail	stay	brain	twain	faith
way	rail	taint	faint	snail
ray	tray	chair	stay	braid
pay	fair	gray	stain	chain
say	sway	drain	pay	stray
play	wait	flail	saint	quaint

Learning long (ē), (ea as ē), (ee as ē)

be	beat	peak	sheaf	tweed
we	beak	keen	peel	feat
me	bead	leash	flea	heel
he	bean	peer	deep	meet
ye	beam	near	leaf	peach
bee	deed	sleek	peek	mean
fee	need	ream	heap	<i>thee</i>
see	heed	free	sweep	neap
wee	teed	tear	plead	sheen
tee	reed	beet	jeer	peat
sea	heal	plea	gleam	leek
pea	deal	leech	beech	rear
tea	seal	year	glee	keel
weak	meal	deem	cheap	heath
wean	real	leak	meek	wheel
seek	flee	queen	clean	bleat
seep	fear	team	speed	leer
seen	peep	feel	veal	dream
seem	seat	gear	tree	teeth
seer	beef	beep	zeal	beach

Learning (\bar{y} as \bar{i}), (ie as \bar{i}), (ye as \bar{i}), (~~igh~~ as \bar{i})

by	fie	wight	dries	shy
my	hie	sly	bye	high
shy	bye	nigh	fright	pries
ply	dye	die	fry	night
fry	rye	pry	hie	ply
tie	might	cried	shy	shied
lie	night	slight	plight	fie
die	right	ties	spied	dry
vie	sight	my	wry	nigh
pie	fight	lye	tie	dye
sigh	pies	light	sigh	hies
high	lied	vie	right	<i>thy</i>
nigh	flies	try	dies	blight
light	hied	flight	by	fie
tight	skies	cries	skies	spy
fly	thigh	fly	rye	bye
<i>thy</i>	spy	sight	thigh	sight
pry	tight	tried	pie	fries
dry	vies	bright	cry	spry
sky	lye	why	fight	wright

Reviewing Lessons 29-31

hail	flair	flay	frail	dries
dray	jeer	raid	sly	slain
near	wight	leash	sheaf	fright
keen	fray	peer	sleek	queen
pry	plain	die	quail	hie
vie	hie	vain	play	shy
sight	bye	ream	slight	plight
trait	fly	rye	drain	feel
free	maim	tear	my	gear
lye	heap	beet	waif	brain
leak	dies	plea	by	deep
thigh	peel	flight	chain	right
pay	taint	train	try	plead
tie	nigh	deem	year	snail
pair	leaf	fry	cries	skies
beep	cry	spies	hay	leech
light	peek	team	ties	grail
day	sigh	wry	flail	pie
lies	fail	chair	main	sweep
flea	peak	bright	why	fight

Sentence Review — Lessons 29-32

High in the sky the plane sails by.
We can see it from the side of the sea.
It leaves a trail of smoke in the flight path.
The plane may be seen no more as it flies from sight.

She had plain gray hair.
She kept it in a braid, but she was not vain.
She did seem shy but is quite brave.
It makes me cry, but I must dry my tears.

I will scale this tree in my zeal.
It is a beech tree and I can see from its high peak.
A bee drone lands on a leaf of a peach.
A queen bee will wait as a drone brings a meal.

The deer runs in the bright green grass.
It will leap high in the air as a log blocks the path.
Fear of a gun makes it speed on the heath.
I spy the deer as it eats from a sheaf.

I deem that it is a time of sleep.
I close my lids and fly in my dreams.
I try a peep from my lids but just see the black night.
My lids will be shut tight till the light of day.

“Of” is pronounced as (ǔv).
“From” is pronounced as (frǔm).

Lesson 34

Learning long (\bar{o}), (oe as \bar{o}), (oa as \bar{o})

no	loan	boar	loaf	hoax
go	moan	foe	woe	gloat
so	roan	road	loan	ho
lo	groan	moat	coal	moan
ho	coax	so	doe	poach
hoe	foal	roe	hoar	board
doe	coal	soak	poach	shoal
woe	goal	boat	toast	goat
toe	shoal	go	boat	does
foe	loaf	foal	foam	coach
moat	roar	boast	foe	coax
goat	hoar	roam	cloak	soap
boat	boar	hoax	roar	no
coat	soar	coat	lo	toad
float	board	roan	coal	groan
toad	bloat	soar	moan	coast
goad	so	goal	goad	float
road	loam	roach	hoed	croak
load	toes	hoe	go	loath
hoax	roast	bloat	load	hoard

Learning (or)

or	form	wore	short	pore
ore	core	port	forth	cork
for	morn	shore	chore	scorn
fore	or	cord	or	sort
nor	thorn	sport	fort	ford
born	lore	storm	morn	wore
torn	fork	tort	fore	form
morn	more	norm	snort	stork
corn	fort	torn	bore	for
horn	fore	sport	fork	porch
wore	nor	score	north	cork
lore	tore	cork	born	sworn
pore	forth	ore	spore	fort
sore	lord	horn	tort	port
bore	ore	nor	sore	horn
fort	corn	sort	torch	pork
sort	pork	form	lore	north
port	for	store	torn	swore
tort	gore	pore	snore	sport
sport	born	shorn	morn	scorch

Learning (ue as \bar{u}) and (ew as \bar{u})

sue	chew	pews	threw	rued
hue	rues	true	yew	screw
cue	due	hewn	sues	true
rue	pew	due	flue	hew
due	news	strewn	blew	flew
few	hue	cue	rue	due
Jew	newt	spew	newt	threw
pew	drew	dues	hewn	clues
new	cue	new	glued	chew
yew	hew	grew	dew	pews
true	rues	Jew	cues	blues
clue	Jews	blue	skew	glued
blue	hue	crew	clue	stew
glue	blew	glues	chew	strewn
flue	chew	strew	news	due
dew	sue	shrew	slew	blew
hew	grew	brew	yew	shrew
stew	screw	rues	cued	spews
drew	cues	flew	strew	glues
brew	few	hue	blues	shrewd

Reviewing Lessons 34-36

boar	boat	lo	slew	roam
foe	tort	short	port	blew
or	skew	hewn	coal	shore
hue	doe	soak	flue	boast
new	true	blues	storm	flue
so	hoar	norm	load	true
nor	chew	spew	newt	loan
moat	cord	dues	skew	flew
grew	rues	go	glued	goal
rue	foe	roar	cork	thorn
wore	pore	Jew	foe	score
go	goad	coat	soar	toes
blue	hoe	form	clue	shrew
yew	crew	woe	sport	cues
roan	born	cue	news	moan
torn	foam	foal	hoax	store
roe	due	horn	rue	threw
cue	roe	yew	north	foes
loaf	sort	cues	pews	toast
dew	brew	road	coal	shorn

Reviewing Lessons 25-37

pipe	jade	bore	flair	dome
so	flea	dray	lute	fade
pry	vie	gate	boar	wight
fray	day	keen	mote	hive
bade	light	tune	plain	bone
hue	moat	bane	dire	mete
lope	fare	sight	bye	nor
free	new	trait	dive	dude
nigh	maim	eve	brew	grew
cute	fuse	lye	heap	cone
peak	peel	leak	mile	hied
pair	sigh	pore	dies	hale
crew	jeer	pay	taint	hoes
goad	foe	tie	mare	cube
fine	while	cove	leaf	born
hail	cry	foam	nine	hope
roe	peek	Pete	fail	dues
beep	north	kine	rued	here
or	eve	lies	near	sort
thigh	mite	mule	bite	fake

Sentence Review — Lessons 25-38

The wind blew fast with a gray mist.
Joe steers the boat past the shoals.
His goal is a catch of fish a mile from the coast.
The sea has a hue of green and blue.

His shrewd brain will get his due of fish.
He takes a bit that fish can chew and casts it forth.
His clue of a bite is a tug of the line.
He will yank his foe right in the boat.

The fish lands on his toe with a flop.
Joe scans the skies with new fear.
A storm grew in size and form.
The wind from the north tore at his coat.

He knew he might rue this day.
The storm might sink the boat in the bay.
At least, he might end up sick.
Then he will moan and groan from the pain.

The boat bobs like a cork in the sea.
Joe acts like a whole crew in the ride for the shore.
He blew his horn for he has made it safe on shore.
What a tale of woe, but he can boast for it is no hoax.

Lesson 40

Learning (er), (ir), (ur)

her	stir	fern	skirt	thirst
per	whir	curd	murk	pert
term	gird	thirst	stern	blurb
fern	dirk	blurt	slurp	smirch
jerk	firm	sir	dirt	stern
<hr/>				
fir	burr	verb	herd	hurt
sir	purr	churl	burl	verb
bird	slur	curt	shirk	spurn
girl	blur	twirl	burp	swirl
dirt	spur	term	clerk	squirm
<hr/>				
cur	swirl	burn	chirp	burr
fur	turn	flirt	curl	churn
urn	jerk	lurk	stir	spurt
burn	turf	herd	fern	whirl
turn	bird	shirt	purr	nerd
<hr/>				
pert	term	blur	jerk	purr
herd	curb	smirk	quirk	verb
verb	third	pert	hurl	church
perk	churn	furl	herb	squirt
herb	perk	her	surf	clerk

Learning (ar)

car	art	dart	card	lark
tar	mart	arm	hart	farm
far	dart	march	mark	jar
bar	tart	far	charm	harsh
mar	part	parch	art	ark
hart	ark	harm	car	mark
hard	lark	larch	barb	darn
harm	dark	carp	chart	parch
harp	park	start	garb	far
hark	mark	bar	hard	bard
jar	barb	ark	jar	smart
par	yard	char	scarf	dark
hark	car	harsh	arch	cart
spar	shard	snarl	scar	sharp
scar	marsh	hark	marsh	far
bar	hark	chart	lard	start
barb	art	par	tar	spark
barn	Carl	spark	shard	stark
bard	tar	yarn	harp	scar
bark	shark	scarf	mart	starch

Learning (oi) and (oy)

boy	void	joist	spoil	oil
Roy	boil	soy	soy	foist
joy	Roy	broil	toil	boy
toy	coin	join	joist	loin
soy	boy	ploy	loin	foil
oil	toil	coil	coy	ploy
boil	hoist	joy	oil	joint
roil	spoil	loin	broil	toy
toil	joy	Troy	point	coil
soil	joint	moist	boil	loin
coy	coin	void	coin	roil
ploy	roil	toil	Roy	joy
Troy	toy	ploy	void	boil
boy	void	hoist	roil	moist
toy	oil	soil	ploy	toy
join	coy	groin	Troy	void
coin	foil	boy	soil	Roy
loin	groin	roil	join	loin
coil	soy	foist	toy	coy
foil	point	joint	moist	point

Reviewing Lessons 40-42

fern	murk	garb	surf	joist
dart	par	herb	moist	blurt
soy	boy	twirl	clerk	march
join	bird	parch	charm	verb
sir	pert	burn	smirk	loin
<hr/>				
curt	void	coil	churl	start
car	mark	skirt	barb	burn
term	curl	carp	broil	spark
joy	ploy	toy	herb	chirp
dirt	far	jerk	hard	moist
<hr/>				
ark	chirp	flirt	coin	Troy
lurk	yarn	char	quirk	snarl
roil	join	ploy	slurp	herd
herd	fern	roil	hark	hoist
blur	bar	burl	ploy	larch
<hr/>				
art	Roy	chart	furl	groin
Troy	hurl	stern	soil	chart
stir	card	shirk	thirst	shirt
soil	toil	void	harsh	spurn
her	girl	bard	purr	joint

Sentence Review — Lessons 40-43

Hoist the sails and gird the masts.
Turn sharp in the wind and let her run.
We toil at this sea for a trade and coin.
For a year or more at sea we toil.

The birds sit on the spars and chirp.
Sharks can be seen off the stern.
We can see them dart back and forth as the ship sails by.
The sharks lurk near the ship in hopes of a meal.

Troy is the boy that scrubs the deck.
He is a smart lad that will not shirk.
His mop whirs and twirls when he scrubs the deck.
His garb is so torn he seems like a churl.

The ship speeds the miles by.
The sea boils and churns neath the ship.
The brine sprays high on each side.
It soaks the shirts of the brave men.

Night is here. The stars lead us on.
The sails we furl as the crew will sleep in the hull.
We squirm in the bunk and hope sleep will not be coy.
Morn brings a new day and on we press.

Learning (ow) and (ou)

sow	fowl	oust	fowl	lout
cow	cowl	sow	clown	sprout
how	jowl	bout	shout	vow
now	yowl	brow	how	drown
bow	howl	cowl	couch	howl
out	ouch	out	stout	growl
bout	pouch	foul	wow	dour
rout	couch	plow	gout	shroud
gout	vouch	loud	brown	bow
lout	slouch	pout	pouch	snout
pow	down	noun	pow	flour
wow	gown	our	frown	town
vow	town	prowl	scout	crowd
chow	frown	clout	crouch	grouch
prow	brown	down	now	cloud
our	pout	trout	yowl	fowl
sour	snout	frown	flout	spout
dour	grout	cow	crown	rout
flour	scout	scour	sour	scowl
scour	trout	proud	chow	ground

Lesson 46

Learning \overline{oo}

too	pool	zoo	stool	proof
woo	tool	shoot	booth	too
zoo	cool	broom	mood	troop
boo	fool	noon	hoop	moon
moo	drool	<i>smooth</i>	boo	sloop
soon	coop	boot	cool	fool
noon	loop	groom	moot	bloom
boon	hoop	roof	roost	hoot
moon	troop	goo	boom	moon
goon	snoop	tool	zoo	stoop
boot	goo	scoot	spool	loom
loot	room	tooth	moot	swoop
root	spoon	food	boon	tool
moot	goof	too	brood	woo
hoot	loop	snoop	cool	groom
room	pool	doom	croon	boost
doom	proof	coop	loot	goon
boom	booth	swoon	droop	scoop
loom	soon	moo	gloom	drool
broom	root	loon	fool	<i>smooth</i>

Learning (aw) and (au)

saw	maw	taunt	dawn	crawl
law	thaw	awl	laud	law
paw	flaw	straw	jaw	maul
raw	draw	Paul	trawl	drawl
jaw	claw	taut	vaunt	caulk
haul	laud	law	flaw	yawn
Paul	taut	saw	spawn	daub
maul	fraud	jaunt	haul	raw
Saul	baulk	maul	haunt	vaunt
daub	caulk	drawn	maw	claw
lawn	bawl	fault	squaw	Saul
pawn	drawl	lawn	fraud	fawn
dawn	shawl	gawk	paw	fraud
yawn	crawl	raw	daub	jaw
fawn	trawl	bawl	taunt	laud
taunt	haul	flaunt	pawn	maul
daunt	hawk	Saul	Paul	daunt
vaunt	vault	brawl	saw	shawl
gaunt	brawn	thaw	brawn	baulk
haunt	paw	gaunt	taut	squawk

Reviewing Lessons 45-47

oust	daub	booth	dawn	stool
sow	jaw	cowl	shout	gawk
boo	cool	straw	fowl	crouch
awl	how	Paul	cool	taunt
haul	couch	noun	vaunt	brow
out	law	brown	flaw	clown
saw	wow	loud	moot	trawl
plow	trout	croon	foul	roost
zoo	taut	maul	haunt	gaunt
taut	mood	drawn	pow	pout
raw	Paul	fault	squaw	frown
our	maw	yowl	droop	fraud
Saul	scout	boom	crown	scour
loot	fool	clout	stout	brood
down	now	bawl	taunt	spawn
laud	sour	flaunt	pawn	maul
boon	lawn	proud	gloom	prowl
cow	hoop	brawl	frown	brawn
gout	paw	thaw	jaunt	flout
saw	chow	moot	pouch	spool

Learning (ow as \bar{o}) and (\bar{o} in ol)

tow	show	glow	jolt	bold
low	grow	told	blown	low
row	crow	boll	mold	shown
mow	blow	tow	roll	toll
bow	stow	dolt	bolt	volt
<hr/>				
boll	droll	grow	show	crow
toll	sold	roll	bow	thrown
poll	volt	shown	colt	boll
roll	slow	bold	told	row
troll	poll	low	flown	gold
<hr/>				
bold	cold	jolt	molt	droll
gold	dolt	gold	hold	throw
told	snow	mow	growth	bow
mold	scroll	bowl	poll	mold
hold	fold	stow	tow	colt
<hr/>				
dolt	jolt	dolt	jolt	troll
jolt	flow	toll	troll	molt
bolt	stroll	mown	grown	shown
molt	scold	row	mow	scold
colt	bolt	hold	blow	growth

Reviewing Lessons 25-49

pipe	hail	boar	fern	oust
dray	foe	dart	sow	gate
boo	eve	near	colt	soy
hue	join	tune	keen	awl
sir	pry	haul	mote	new
vie	sold	curt	out	bade
saw	lope	sight	nor	car
hive	trait	moat	term	flow
joy	grew	zoo	mete	free
dirt	taut	cute	rue	lye
ark	leak	raw	mare	wore
go	our	bite	lurk	thigh
Saul	cove	pay	blue	roil
cube	tie	yew	herd	loot
pair	roan	blur	down	hale
beep	torn	art	laud	dire
bore	light	roll	Troy	boon
low	here	day	cue	stir
loaf	soil	gout	dude	lies
her	saw	dew	fine	flea

Sentence Review — Lessons 25-50

Paul owns a farm just out of town that you should see.
He plows and plants and sows the seeds too.
Corn, oats, wheat, and more have to be sown each year.
Days flow by and the plants grow and bloom.

Paul is no slouch. He toils from dawn to dusk.
Now and then you may see him yawn, yet he toils on.
But a frown you will not see, as he is not a grouch.
The years have made him old, but his toil brings him much gold.

He will have five barns on his grand farm.
A groom takes care of the mares and colts.
The groom leads them to the round track for a stroll.
They have a short jaunt each day to make them strong.

The cows in the barn lie down in the straw.
The calf is quite gaunt but will one day be strong.
A cow chews the cud after it chows on hay.
Each morn Paul milks each cow.

Paul keeps sheep and fowls too.
Chicks squawk and crawl in the barn dirt.
The sheep stay in a herd near the pond.
The sheep crowd Paul when he herds them home at night.

“You” is pronounced as (yoo). —

“Have” is pronounced as (hăv).

Learning silent (ə) after vowel teams

ease	serve	leave	poise	grease
cause	curve	noise	goose	carve
noise	heave	moose	tweeze	please
rouse	starve	ooze	groove	breeze
raise	sheave	clause	cause	sheathe
eave	wheeze	sparse	curve	gauze
nerve	breeze	house	blouse	eave
carve	sneeze	browse	greave	spouse
peeve	tweeze	sleeve	snooze	raise
weave	squeeze	freeze	parse	maize
ooze	noise	raise	breathe	pause
freeze	peeve	weave	peeve	douse
maize	cause	terse	cheese	sheave
snooze	gauze	rouse	wheeze	crease
gauze	carve	swerve	sleeve	breeze
pause	freeze	maize	horse	mouse
tease	please	loose	grouse	nerve
praise	nerve	peeve	ooze	choose
choose	raise	purse	cleave	squeeze
poise	choose	snooze	sneeze	wreathe

Learning soft (c)

ace	fence	dunce	rice	spruce
ice	since	hence	choice	cinch
mace	lance	cent	prince	glance
rice	dunce	truce	grace	space
puce	pence	whence	lance	farce
cell	sauce	cite	cell	cede
cite	voice	lace	vice	price
cent	peace	wince	fence	since
cede	farce	cinch	pounce	stance
Celt	bounce	ace	voice	cease
pace	ice	Bruce	mace	splice
nice	brace	dance	Celt	sauce
race	fleece	mice	<i>thence</i>	truce
lice	mince	cent	spice	cite
truce	dice	peace	force	choice
cinch	cell	prance	whence	France
cent	ounce	puce	trance	thrice
cite	face	place	cent	cease
cease	chance	cede	Bruce	jounce
cell	slice	bounce	pence	Greece

Learning soft (g) and (dg)

age	hedge	large	wage	sledge
page	gage	dirge	gel	ridge
sage	urge	nudge	barge	gem
cage	tinge	fringe	wedge	smudge
wage	gin	hedge	verge	sage
gel	age	germ	gibe	hinge
gin	grudge	bridge	twinge	large
gem	gorge	lounge	plunge	dredge
germ	rage	charge	sludge	cage
gibe	gel	gage	binge	judge
edge	singe	barge	sage	surge
badge	binge	ledge	germ	tinge
dodge	stage	singe	stooge	verge
ridge	verge	gouge	midge	trudge
judge	budge	wage	dodge	page
singe	forge	gem	flange	badge
lunge	purge	page	gin	charge
hinge	cringe	forge	drudge	pledge
flange	lodge	singe	urge	gibe
plunge	stooge	fudge	cage	lounge

Reviewing Lessons 52-54

cell	poise	dunce	peeve	loose
noise	lace	barge	choice	dirge
gel	fudge	cent	snooze	browse
ooze	gem	purse	grace	pounce
wince	pause	lounge	fringe	hedge
nudge	cite	blouse	wage	voice
house	twinge	sage	clause	bridge
cinch	greave	gibe	place	tweeze
reave	fence	freeze	puce	charge
germ	singe	ace	verge	goose
dance	rice	Bruce	peace	whence
binge	cheese	weave	snooze	ledge
terse	wage	maize	plunge	moose
mice	binge	Celt	sludge	gouge
swerve	sleeve	wedge	rouse	wheeze
large	lance	prance	sparse	curve
truce	vice	leave	raise	page
peeve	noise	barge	stooge	forge
prince	germ	cede	hence	breathe
gage	ridge	bounce	dodge	groove

Sentence Review — Lessons 52-55

Bruce owns a large old ranch in the hills.
He has lots of sheep, cows, and horses.
He thinks his ranch is a real gem.
He pledges not to sell for a huge price.

Judge is a horse on the ranch.
Judge likes to race and prance.
He paces up and down by the fence.
He acts like he is in a cage.

Bruce will ride Judge now and then.
With a nudge by Bruce, Judge runs for the wide spaces.
When Judge tires, Bruce makes him cease from the race.
Judge must wheeze a while since it is hard to breathe.

A stroll in the sage brings back peace.
Bruce and Judge will turn for home.
The breeze feels nice this fine day.
Bruce will praise Judge since he is a nice horse.

Bruce must now urge the sheep to go in the fence.
The sheep had run loose in the sage.
Sheep browse the sage for food and maize.
A glance shows the sheep well past the fence.



If this is the first time this lesson has been completed, this is a good point at which to return to Lesson 1 for additional practice on the concepts learned on the previous pages. The extra practice will be a definite aid to the progress through the lessons ahead.

Learning Syllables

hat-rack	napkin	padlock	kickback	flapjack
end-less	humbug	ringneck	hotdog	ragtag
ran-sack	backdrop	singsong	gridlock	sunspot
lock-step	hatrack	locknut	backtrack	backfill
gum-drop	bedbug	kidnap	redbud	chestnut
<hr/>				
chitchat	redneck	ransack	hangman	bellhop
desktop	catfish	magnet	sunlit	flagstaff
lapdog	laptop	dogfish	kinship	backpack
slipshod	sonnet	buckshot	humdrum	catnap
cashbox	dishpan	dogsled	bigwig	sunset
<hr/>				
foxtrot	fishnet	handcuff	sandbox	catcall
backstop	catnip	bedrock	backhand	lapdog
sunspot	rattrap	backbend	halfback	filmstrip
kinship	inland	bobcat	napkin	handstand
upland	tomcat	tiptop	wingspan	redbrick
<hr/>				
helmet	claptrap	shipment	sandbag	lowland
midland	eggnog	zigzag	blacktop	handcuff
flagship	ashcan	dishpan	ashcan	witless
hemlock	midship	dustpan	hubcap	fetlock
trespass	gunlock	landmass	blacklist	backhand

Learning Syllables Continued

lay-man	tugboat	backbone	softball	blackout
race-track	blackmail	forlorn	icebox	seaman
town-ship	larkspur	payday	stargaze	teardrop
cap-size	sidetrack	gearbox	crewcut	windsurf
pass-port	campfire	gunsight	moonlight	corkscrew
lawman	daybed	seagull	oilcan	bootstrap
teacup	daytime	sidekick	noontime	surpass
foreman	garnet	hangnail	sunbeam	cupcake
hornet	bedroom	sunburn	mealtime	airship
topsoil	wishbone	toenail	moonbeam	teaspoon
ageless	crewman	roebuck	screwball	catclaw
gearbox	backseat	cockroach	failsafe	cowman
teammate	seacoast	corkscrew	faultless	mailbox
uptown	toolbox	daydream	hoarfrost	ageless
earmuff	runway	bighorn	aimless	downtown
baseball	meekest	topcoat	bluebell	highbrow
sunrise	careless	dewdrop	mainstay	outside
handmade	nightlight	windstorm	bluebird	groundless
earwax	platform	teacup	hairpin	homemade
pinpoint	stargaze	downright	blowtorch	furlong

Learning Syllables Ending in Vowels

o-pen	tu-lip	toner	focus	predict
i-tem	fa-vor	finite	tripod	locate
u-nit	bi-pod	vacant	relate	deflate
e-mit	do-nor	truant	human	digress
i-con	de-fer	miter	basin	protect
<hr/>				
o-dor	lu-cid	biped	reject	report
e-lect	o-vine	edict	provide	prefix
o-men	re-mit	rotor	donate	frypan
u-nite	sa-vor	savor	finite	blatant
e-vent	bi-sect	cubic	meter	trident
<hr/>				
i-deal	hu-mid	ether	mutate	propose
o-boe	e-quip	resent	domain	mutate
u-surp	la-bor	sober	erupt	tumor
e-ject	tri-dent	humor	detain	depict
i-rate	o-zone	repel	basis	razor
<hr/>				
e-late	be-side	basic	donate	o-a-sis
o-mit	cu-bit	tuber	triad	violet
i-on	ti-ger	dilute	music	sequel
e-rect	mo-tor	evoke	react	potato
o-ver	de-ter	molar	rotate	tomato

Learning (u) and (ü)

book	hoof	input	bashful	handful
hook	foot	awful	bulldog	partook
took	wood	pulpit	partook	bullet
rook	soot	bullet	fullback	output
cook	stood	ambush	careful	fulfill
put	bull	fulcrum	bullfrog	wooden
bull	rook	handful	woolen	bashful
push	bush	bushbuck	fullness	fuller
full	look	output	helpful	bullhorn
bush	pull	football	bullhorn	hoodwink
nook	hook	bullock	goodness	fullback
look	bush	wistful	wishful	tactful
brook	full	fulfill	output	helpful
crook	book	cookbook	ambush	bullfrog
shook	wool	butcher	bulldoze	goodness
hood	brook	artful	pulpit	butcher
pull	put	hoodwink	bushel	careful
good	good	tactful	football	fulcrum
bush	took	fuller	awful	bulldoze
wool	push	wooden	input	cookbook

Reviewing Lessons 57-60

kickback	softball	toner	hoof	input
icebox	final	foot	awful	hotdog
pulpit	gridlock	frypan	vacant	wood
soot	bullet	backtrack	crewcut	truant
miter	stood	ambush	redbud	moonlight
oilcan	biped	bull	fulcrum	hangman
sunlit	noontime	edict	rook	handful
bushbuck	signet	sunbeam	rotor	mush
look	output	humdrum	mealtime	savor
cubic	pull	football	bigwig	moonbeam
bullock	sandbox	screwball	ether	hook
undue	insect	bush	wistful	backhand
full	fulfill	bulldog	faultless	sober
napkin	hoarfrost	humor	book	cookbook
repel	wool	butcher	wingspan	aimless
bluebell	basic	brook	artful	sandbag
hoodwink	blacktop	ungird	tuber	put
good	tactful	ashcan	bluebird	dilute
evoke	took	fuller	hubcap	employ
blacklist	blowtorch	sonar	push	wooden

Learning (ing)

adding	petting	ticking	bashing	hewing
digging	fanning	hoping	sorting	conking
hopping	bidding	fishing	quacking	trying
netting	conning	choking	downing	chucking
sunning	buzzing	dating	decking	burning
caking	filing	shopping	chirping	sticking
meting	curing	gunning	patching	loading
biking	gazing	beading	chewing	linking
voting	joking	sighing	shocking	fording
ruling	meeting	hacking	cuing	ranking
winning	dotting	crying	munching	skirting
tapping	canning	batting	sawing	stitching
begging	getting	herding	etching	coiling
mulling	bumming	rushing	howling	salting
bossing	nipping	barring	singing	firming
naming	dating	foaming	darting	walking
hiring	homing	mocking	thanking	thawing
zoning	tuning	toying	spurring	clanking
curing	timing	shedding	pooling	sighting
ceding	feeling	booming	ganging	wrenching

Learning (er)

adder	letter	layer	potter	lurker
bitter	odder	fatter	raider	stacker
teller	fibber	beeper	fuller	boiler
logger	passer	bigger	burner	pitcher
summer	supper	boater	leader	marker
baker	loner	flyer	kidder	former
wider	ruder	redder	higher	wrecker
sober	gamer	server	wetter	colder
ruler	diver	sobber	toiler	trucker
fever	Peter	weaker	meeker	crawler
pepper	robber	newer	jogger	stroller
bobber	banner	runner	truer	shocker
manner	lesser	border	tanner	prouder
buzzer	tipper	kisser	power	catcher
millar	mugger	carver	waiter	floater
miner	deter	tower	butter	shooter
super	homer	seller	coyer	pincher
wafer	nicer	looter	bicker	harsher
meter	maker	madder	fewer	tanker
voter	cuter	louder	firmer	brighter

Learning (ed)

bannéd	bikéd	padded	pored	pointed
dimméd	lopéd	voted	darted	twirled
boggéd	racéd	ended	dripped	drooped
welléd	reachéd	rooted	sued	thinned
dubbéd	dupéd	opted	goofed	crowded
sappéd	waded	penned	bonded	spewed
messéd	noted	armed	howled	hatched
wishéd	heeded	ribbed	sassed	clouded
botchéd	muted	toyed	ousted	downed
pufféd	bided	cooled	planned	chatted
batted	egged	meshed	sparked	churched
bedded	fumed	jerked	flirted	flaunted
kidded	mulled	inched	dawned	pitched
potted	sized	torched	planted	pleased
budded	donned	beeped	quaked	boosted
ruled	bashed	sifted	lighted	charmed
dined	tossed	goaded	hewed	wrenched
baléd	heaped	petted	fetchd	grounded
homéd	zapped	forded	spelled	sneezed
leanéd	barked	hinted	flocked	squawked

Learning (le)

apple	babble	axle	angle	purple
little	ruffle	sable	feeble	dabble
pebble	giggle	cobble	wobble	shingle
coddle	cuddle	bridle	gentle	rankle
puzzle	fizzle	addle	uncle	bauble
able	sidle	dangle	maple	gable
idle	table	nibble	puddle	tussle
bugle	beagle	jingle	noodle	hobble
noble	turtle	buckle	gamble	hurtle
feeble	marble	dazzle	bungle	stable
bubble	sample	fumble	rubble	startle
fiddle	humble	noble	bugle	shuttle
nozzle	single	dimple	wriggle	chortle
kettle	ankle	rifle	tinkle	rabble
hassle	mantle	nimble	rumple	ladle
rifle	cable	able	sniffle	wrinkle
maple	trifle	hackle	tussle	straddle
eagle	beetle	muzzle	beagle	stifle
noodle	hurdle	supple	battle	drizzle
fable	poodle	eagle	gargle	staple

Reviewing Lessons 62-65

bashing	layer	pored	angle	hewing
feeble	conking	sorting	fatter	darted
trying	quacking	beeper	dripped	wobble
bigger	sued	gentle	chucking	downing
goofed	uncle	burning	decking	boater
chirping	flyer	bonded	maple	former
wrecker	patching	redder	howled	puddle
server	sassed	noodle	colder	chewing
gamble	trucker	shocking	sobber	ousted
planned	bungle	crawler	cuing	weaker
munching	newer	sparked	rubble	sifted
runner	flirted	bugle	goaded	sawing
petted	etching	border	dawned	wriggle
tinkle	forded	howling	kisser	planted
quaked	rumple	hinted	singing	carver
darting	tower	lighted	sniffle	able
seller	hewed	tussle	hackle	thanking
muzzle	spurring	looter	fetches	beagle
battle	supple	pooling	madder	spelled
flocked	gargle	eagle	ganging	louder

Sentence Review — Lessons 62-66

Our red brick house is in Flagstaff.

In it are three bedrooms and a nice kitchen.

The basement is our playground with books, puzzles, and toys.

We painted our table red just as apples are red.

Rover and Spot, our beagles, are still just little dogs.

Each is a good dog when they are sleeping.

When not sleeping, our beagles are barking, running, and jumping nonstop.

Rover and Spot raced to the mailbox just now, and barked at the mailman.

The mailman petted Rover, and Rover licked his hand.

Rover jogged back to the stoop, panting as he went.

He spotted a turtle and was startled when it snapped at him.

The turtle seemed to giggle at Rover as it inched down the driveway.

Supper has cooled and it is now time to begin eating.

The candles flickered on the table in the dimmed light.

Mom lighted the candles before supper to surprise Dad.

On the silver platter a roast was sizzling and smelling quite good.

Rover and Spot must wait outside while we are eating supper.

Spot and Rover are howling and making awful noises.

The beagles darted back and forth, and are pouting behind the doghouse.

After having dined, I went to cuddle Spot and Rover to cheer them a little.

“Are” is pronounced as (ar).

Words ending in (y) and (ey)

funny	dewy	fluky	whiny	dreamy
peppy	messy	holey	abbey	motley
baggy	lady	rainy	fizzy	fluffy
kitty	leafy	pulley	burly	holey
hobby	curly	meany	shiny	stormy
abbey	bogey	hazy	Sydney	blarney
hockey	alley	coney	murky	brawny
valley	parley	leery	cagey	curtsey
donkey	volley	kidney	jerky	cheeky
lackey	medley	foamy	volley	chimney
miry	cloudy	bony	hairy	slinky
baby	bitty	goeey	donkey	hackney
poky	roomy	chewy	speedy	steely
puny	choppy	turkey	dicey	parsley
needy	soapy	dirty	mighty	wheezy
nosey	galley	starry	silly	trolley
dicey	jersey	bailey	kidney	choosy
cagey	jockey	party	thorny	paisley
smiley	barley	Charley	medley	slimy
bailey	homey	crazy	stony	lamprey

Words ending in (ly) and (ily)

manly	loudly	slyly	slightly	badly
sadly	vainly	nastily	easily	happily
dimly	keenly	nightly	rightly	deeply
badly	wryly	perkily	fishily	emptily
godly	gruffly	portly	highly	dryly
bodily	crazily	angrily	pokily	fluffily
family	luckily	curtly	weakly	keenly
fishily	pokily	eerily	shakily	mightily
pettily	loftily	shortly	mainly	wrongly
sunnily	mightily	dizzily	warily	saucily
likely	newly	lewdly	bravely	crudely
deeply	lordly	moodily	loftily	thirstily
homely	shyly	truly	starkly	meanly
duly	pertly	thornily	handily	dreamily
dryly	timely	coyly	thirdly	meekly
hazily	riskily	foamily	cozily	gloomily
easily	murkily	fairly	dimly	proudly
warily	handily	sunnily	riskily	wheezily
cozily	shakily	truly	rudely	queenly
tearily	happily	family	luckily	grouchily

Words ending in (ies), (ier), (iest)

paddies	flakier	livelier	babies	bubbiest
puppies	timelier	bumpiest	angrier	navies
pennies	homelier	brownies	emptiest	dumpier
kitties	punier	huskier	eddies	beastliest
mommies	tinier	sickliest	bulkier	juries
battier	craziest	crannies	beefiest	homelier
peppier	flukiest	jumpier	buddies	gangliest
nippier	loneliest	manliest	sicklier	counties
soggier	likeliest	holies	perkiest	queenlier
muddier	stateliest	likelier	frenzies	jumpiest
baggiest	parties	smelliest	fancier	rubies
peppiest	kinglier	posies	kindliest	pricklier
fizziest	gangliest	happier	candies	cleanliest
mossiest	curtsies	fishiest	beadier	princeliest
fussiest	meatier	rabies	spindliest	bounties
ladies	seemliest	spindlier	bullies	crinklier
monies	flurries	handiest	costlier	shapeliest
furies	riskier	armies	portliest	bandies
tidies	moodiest	leakier	booties	crazier
ponies	grannies	loftiest	manlier	queenliest

Reviewing Lessons 68-70

fluky	slyly	livelier	whiny	slightly
nastily	bumpiest	abbey	easily	holey
rightly	rainy	nightly	brownies	fizzy
burly	fishily	pulley	perkily	huskier
sickliest	shiny	highly	meaty	portly
pokily	hazy	angrily	crannies	Sydney
coney	curtly	jumpier	murky	weakly
eerily	manliest	cagey	shakily	leery
jerky	mainly	kidney	shortly	holies
likelier	volley	warily	foamy	dizzily
fancier	bony	shrewdly	smelliest	hairy
moodily	posies	donkey	kindest	gooey
chewy	truly	happier	speedy	candies
dacey	beadier	turkey	thornily	fishiest
rabies	mighty	spindliest	dirty	coily
foamily	weaklier	cozily	bullies	starry
costlier	bailey	fairly	handiest	dimly
riskily	portliest	party	sunnily	armies
Charley	truly	leakier	rudely	booties
loftiest	luckily	manlier	crazy	family

Reviewing Lessons 52-71

nudge	flyer	blouse	wage	puddle
wrecker	twinge	humor	maple	bridge
full	fulfill	party	crazy	hook
Charley	fence	shocking	ether	dimly
germ	luckily	ace	verge	goose
chirping	cite	bonded	colder	sober
house	patching	bulldog	book	voice
undue	sassed	cozily	clause	chewing
gamble	hoarfrost	freeze	sobber	armies
costlier	truly	crawler	sunnily	weaker
bullock	weaklier	screwball	puce	tweeze
server	insect	bush	wistful	family
cinch	greave	redder	handiest	former
napkin	trucker	sage	howled	cookbook
sunnily	wool	leakier	wingspan	aimless
moodily	bailey	noodle	bullies	starry
planned	sandbox	fairly	faultless	charge
repel	portliest	gibe	cuing	ousted
heave	bungle	butcher	rudely	booties
loftiest	singe	manlier	place	backhand

Learning (kn), (gn), (mb), (mñ)

knee	gnarl	autumn	sign	malign
knob	knell	plumb	knapsack	column
knit	climb	known	comb	knuckle
knew	gnome	malign	knew	succumb
knot	knife	gnu	impugn	knights
bomb	comb	knocker	condemn	knocker
dumb	know	gnat	knight	campaign
jamb	gnash	knoll	gnome	autumn
hymn	limb	column	bomber	dumbbell
limb	knead	dumb	knelt	kneecap
gnat	lamb	arraign	thumb	gnostic
sign	thumb	hymn	knuckle	knickers
gnaw	knelt	knuckles	benign	condemn
gnash	gnaw	limb	womb	impugn
align	knock	align	knave	bomber
gnū	crumb	knack	knell	knockout
knave	design	solemn	plumber	solemn
numb	knurl	gnostic	hymn	arraign
kneel	knop	knives	kneepad	tombstone
limb	jamb	climb	design	knockdown

Lesson 74

Learning (al), (alk), (alm), (wa), (qua)

ball	want	stalk	swab	wattle
tall	waft	hall	exalt	balm
wall	walk	qualm	quaff	stalk
fall	watch	watt	palm	halter
mall	swan	talk	wallow	squander
wad	balk	quality	malt	waffle
wan	quaff	swatch	fall	falter
watt	salt	mall	squabble	squad
wash	wand	wad	washer	quantum
swab	alms	falter	ball	paltry
quaff	swap	wand	squat	wasp
squat	pall	call	water	chalk
qualm	balm	squad	small	quantity
quad	wasp	balk	wash	swallow
squash	chalk	wan	qualify	exalt
malt	swat	swath	alms	squash
calm	small	stall	thrall	cobalt
talk	halt	watch	swamp	install
palm	qualm	walk	squat	swaddle
gall	swash	squall	quaff	quadrant

Learning (ie as ē) and (gú)

fīēf	brief	guise	chief	rece <u>i</u> ve
pīēr	guess	shriek	rogue	league
tīēr	niece	vogue	fief	priest
thīēf	vague	field	morgue	guitar
fīēld	spiel	guinea	believe	niece
gūy	guard	dece <u>i</u> t	guide	guinea
gúard	grief	Hague	series	relieve
gúess	guild	thief	vogue	disguise
gúest	priest	morgue	rece <u>i</u> pt	infield
gúide	guest	lien	guest	Hague
chief	plague	league	diesel	perce <u>i</u> ve
lien	grieve	yield	plague	fatigue
fiend	guy	guile	relief	achieve
wield	siege	rece <u>i</u> ve	guilt	beguile
yield	guilt	guard	belief	dece <u>i</u> ve
guild	piece	pier	rogue	intrigue
guile	guide	disguise	conce <u>i</u> t	besiege
guilt	shield	wield	guile	prologue
guise	rogue	guild	thieves	conce <u>i</u> ves
guitar	thieve	conce <u>i</u> t	vague	lifeguard

Reviewing Lessons 73-75

pier	gnarl	chalk	brief	impugn
hall	guess	rogue	exalt	knell
climb	qualm	niece	comb	quaff
knew	palm	gnome	watt	vague
spiel	sign	wallow	knife	talk
malt	comb	quality	guard	guile
swatch	grief	knight	fall	know
gnash	mall	guild	benign	thieves
thumb	wan	tomb	wad	priest
guest	knelt	ball	knead	falter
lamb	wand	plague	thumb	squat
call	grieve	knuckle	water	bomber
guy	small	knelt	squad	vague
wash	gnaw	stalk	siege	womb
guilt	knave	conceit	knock	washer
crumb	swath	piece	squall	squabble
stall	guide	conceit	disguise	design
swab	knurl	watch	shield	condemn
thieves	guild	knop	walk	rogue
wield	gnome	qualify	womb	knapsack

Sentence Review — Lessons 73-76

The sign stated that a baseball game was being played right then over in the ball field. The Knights were playing the Chiefs, and I knew this game was going to be a good game. The first batters looked like they were sporting knickers in those short pants, but they were real hitters, swatting long bombers to right field. The ball hit by the last batter bounced off the wall as Walter raced for third base.

As he turned for home, the catcher guarded the plate and did not yield. The squad shrieked for Walter to halt at third base, which he vaguely understood. Without qualms he slid for the base while the third baseman swung his ball and mitt at Walter's knobby knee. Being safe, Walter was glad he did not succumb to his desire to go for home since that now seemed dumb.

The next batter wielded his bat like a champ so the pitcher decided to walk him. The pitcher did not feel guilt for walking this guy since he was a real plague to pitchers in the league. The batter tried to disguise his letdown when he perceived that he was being walked. He wanted to impugn such pitchers but knew it was wrong to condemn them.

The next batter got walked on balls leaving the bases fully loaded. The pitcher knew he was in a real jam with another legend of a batter up. He tried to guide his knuckleball low and outside, but it got smashed past the infield, past the outfield, and over the centerfield wall. A grand slam was achieved by the batter and the crowd besieged him with exalted cheers.

“Were” is pronounced as (wer).

Learning (īnd), (īld), (ph as f)

mild	blind	ephod	siphon	mildly
find	sphere	wildly	typhoid	symphony
wind	wild	graph	kindness	digraph
wild	phone	phonic	gopher	cipher
kind	mild	cipher	emphasis	metaphor
graph	alpha	minded	blinders	behind
phone	hind	gopher	pamphlet	pharmacy
phase	morph	sulphur	triumph	winders
morph	grind	photon	hindmost	prophecy
photo	trophy	childish	sulphate	phonetic
bind	kind	digraph	earphone	kindness
rind	phone	milder	grinds	telephone
child	rind	orphan	phantom	phosphate
hind	phobic	prophet	graphite	childless
mind	behind	nephew	childlike	elephant
phase	sphinx	Murphy	typhoon	autograph
phony	mind	hyphen	phosphor	telegraph
phrase	phase	wildfire	alphabet	bindery
Joseph	binder	physics	hindsight	photograph
dolphin	graphic	asphalt	wilder	megaphone

Learning (tion), (sion), (y as ī)

style	mansion	hydra	fraction	demotion
tyke	hyper	potion	syphon	magnify
cycle	motion	stylus	expansion	citation
pyre	tyrant	session	hygiene	amplify
deny	caption	rely	function	admission
lotion	July	faction	thyroid	myopic
mission	fission	comply	traction	election
fiction	imply	auction	hyena	cryogen
passion	ration	hyphen	flection	dilution
nation	hereby	suction	satisfy	motorcycle
reply	caution	decry	remission	intention
pylon	flyer	mission	hydrant	hyacinth
myself	tension	typhoon	extension	fixation
fryer	defy	pension	typhoid	hydrogen
type	mention	hybrid	donation	rotation
option	thymus	friction	lullaby	dynamite
portion	section	dryness	relation	obsession
session	supply	junction	dynamo	hydraulic
action	station	cyclone	remission	equation
notion	tycoon	sanction	certify	gyroscope

Learning (ea as ě) and (ou as ů)

head	health	heavy	callous	feathery
deaf	young	spread	feather	odorous
tread	breast	couple	raucous	spreading
dead	cousin	leaven	instead	enormous
meant	thread	lustrous	realm	healthier
touch	trouble	heaven	zealous	igneous
young	dealt	zealot	couplet	dreaded
double	mucous	joyous	stealth	heavenly
couple	breath	sweaty	leather	nebulous
famous	couplet	bulbous	steadily	threaten
bread	wealth	steady	jealous	generous
sweat	double	peasant	bulbous	leathery
realm	leapt	cousin	pageant	mutinous
death	pious	heather	country	steadily
stead	dread	trouble	heaviest	fabulous
joyous	touch	cleanse	pleasant	pageant
country	threat	ready	onerous	luminous
trouble	famous	porous	southern	cleanser
porous	stealth	meadow	lustrous	doubloon
callous	country	breast	zealots	pheasant

Reviewing Lessons 78-80

alpha	July	heavy	siphon	myopic
hyper	sphere	wildly	traction	symphony
leapt	breast	auction	raucous	spreading
grind	phone	leaven	Stephen	dilution
caption	mild	cipher	satisfy	motorcycle
mansion	health	ephod	thyroid	feathery
double	fission	comply	feather	election
motion	wild	couple	kindness	digraph
tyrant	cousin	phonic	flection	enormous
dread	hereby	suction	realm	healthier
wealth	blind	faction	callous	mildly
hind	young	spread	typhoid	odorous
morph	imply	graph	hyena	cryogen
pious	nation	hyphen	instead	cipher
trophy	thread	lustrous	emphasis	metaphor
Joseph	thymus	sanction	typhoon	pageant
option	touch	physics	certify	autograph
joyous	sphinx	friction	hindsight	gyroscope
lymph	tycoon	cleanse	lullaby	photograph
notion	binder	Murphy	pleasant	dynamite

Learning (y as ĭ) and (tu as ch)

gyp	torture	cymbal	pasture	armature
hymn	sylyph	structure	symptom	cynical
lynx	vesture	gypsy	mutual	punctual
myth	lynch	mature	pyramid	syllable
tryst	statute	physics	denture	conjecture
virtue	symbol	situate	synod	synergy
nature	creature	onyx	picture	petulant
future	myth	culture	synonym	amethyst
feature	juncture	tryst	gesture	cultural
venture	crystal	virtual	mystery	sycophant
cyst	actual	myth	ritual	departure
onyx	syntax	fixture	hypnosis	typical
crypt	moisture	pygmy	nurture	textual
nymph	mystic	century	syntax	symphony
synod	fracture	lynx	factual	sculpture
rapture	lymph	suture	syndrome	hypnotize
statue	rupture	hymnal	lecture	fortunate
capture	system	stature	rhythm	cryptogram
texture	vulture	lynch	natural	punctuate
posture	<i>rhythm</i>	mixture	cylinder	gymnasium

Learning (ci as sh), (ti as sh), (su as sh), (war as wōr)

issue	Grecian	warrant	militia	associate
social	sure	surety	official	ferocious
spatial	thwart	gracious	warbler	financial
assure	Martian	award	judicial	wardrobe
racial	crucial	sure	sequential	clinician
war	swarthy	spacious	efficient	judicious
warn	insure	martial	musician	warship
ward	tertian	warpath	warthog	audacious
warm	warren	potential	essential	tactician
wart	glacial	issue	suspicion	deficient
facial	fissure	racial	Galatian	thwarted
tissue	Haitian	warty	Warsaw	omniscient
martial	warden	Dacian	precious	potential
special	vicious	tissue	officiate	auspicious
patient	pressure	warmth	warning	awarded
warp	quotient	inertia	delicious	sequential
swarm	reward	patience	sufficient	proficient
dwarf	precious	special	warded	negotiate
warmth	censure	warfare	Venetian	rewarding
sward	warble	spatial	ingratiate	audacious

Lesson 84

Learning (ei as ā), (ey as ā), (si as zh), (su as zh)

hey	their	erosion	heyday	pervasion
rein	fusion	weigh	cohesion	ospreys
trey	feint	fusion	purvey	confusion
veil	usual	osprey	usually	surveyed
<i>they</i>	skein	infusion	eights	disclosure
vision	closure	reign	feints	heinous
lesion	trey	inclusion	obeyed	conversion
casual	version	eighty	delusion	eighteen
fusion	deign	treasure	reindeer	plēasure
closure	visual	survey	revulsion	neighbor
prey	neigh	enclosure	unveil	implosion
vein	eight	weight	collision	mēasure
whey	reign	version	ambrosia	diversion
eight	illusion	feign	corrosion	freighter
obey	fusion	adhesion	neighed	composure
veil	casual	sleigh	explosion	greyhound
version	veil	usual	skeins	trēasure
lesion	exposure	eighth	inversion	amnesia
visual	they	occasion	weighty	protrusion
weigh	vision	freight	division	abeyance

Reviewing Lessons 82-84

gyp	Grecian	warty	synod	pervasion
sure	obey	cymbal	militia	associate
hey	symbol	warrant	pasture	deficient
virtue	glacial	erosion	ritual	synergy
wart	trey	situate	heyday	departure
lesion	actual	issue	obeyed	conversion
cyst	warden	inclusion	suspicion	reindeer
martial	pleasure	myth	efficient	potential
vein	lymph	Dacian	syndrome	negotiate
rapture	precious	weight	mutual	hypnotize
dwarf	they	suture	collision	punctual
visual	vesture	special	weighty	protrusion
onyx	Martian	occasion	warded	disclosure
issue	skein	gypsy	judicial	wardrobe
they	myth	award	synonym	tactician
future	warren	infusion	nurture	amethyst
warm	deign	culture	eights	textual
fusion	moisture	potential	feints	pleasure
crypt	Haitian	treasure	essential	armature
tissue	torture	pygmy	Warsaw	omniscient

Sentence Review — Lessons 82-85

Kind old Murphy has two nephews named Joseph and Tyler. They were both eight in age and zealously treasured their kind uncle. The uncle was also generous in nature and would not deny his nephews any well-intentioned request. This joyous relationship was further augmented by the fact that Murphy was childless and the two boys were now orphans.

Murphy was a natural orator and often waxed loquacious on various topics from ancient myths to modern physics. His lectures ranged from mildly boring to wildly exciting, discussing the pyramids and sphinx, or fission and fusion. The nephews would sit patiently, whatever the featured topic, since they received a measure of pleasure just hearing Murphy orate. His wealth of knowledge and passion to emphasize to the boys the importance of intellectual prowess were readily visible.

Murphy often dealt with topics in nature from the realm of weather. He would discuss typhoons, cyclones, and other phenomena in the weather cycles. The visuals of such catastrophic storms left the nephews with an impression of the power of such physical storms. Murphy warned the boys to flee such weighty storms if they had need, and the boys assured him they would obey.

In the midst of a lecture on biology, Murphy showed the boys several photographs of different species. Pictures of gophers, hyenas, lynxes, warthogs, and pheasants were spread before each. The boys offered much conjecture on the traits of each while Murphy conveyed crystal clear answers to all the questions. Confusion about the feathers of pheasants was a mystery solved in an auspicious manner.

“Two” is pronounced as (too). ˊ

“Would” is pronounced as (wood). ˊ

“Any” is pronounced as (ěně).

“Answer” is pronounced as (ǎnsər).

Learning (o as ũ) and (ear as er)

son	glove	earnest	tiresome	researcher
come	learnt	fulsome	earthy	governor
won	income	searched	above	burdensome
love	pearl	money	hovel	yearning
none	mother	earls	lonesome	comforting
earn	earth	outcome	unearthed	monthly
earth	covet	unearth	upcoming	rehearsal
pearl	heard	govern	brotherly	fearsome
learn	wonder	yearns	toilsome	company
yearn	earn	winsome	rehearse	overheard
ton	become	learned	coveted	bothersome
done	early	monkey	searchlight	newcomer
some	honey	research	overcome	earnestly
dove	dearth	brother	gladsome	beloved
front	shove	earned	pearly	nettlesome
earl	search	nothing	among	rehearsed
search	irksome	lissome	handsome	threesome
heard	yearn	welcome	earthquake	covenant
hearse	other	unheard	wholesome	earthquake
dearth	hearse	month	shovel	flavorsome

Learning (wor as wer), (ui as ū), (ch as k)

word	mocha	scholar	schooner	teamwork
worm	worst	worth	glowworm	character
work	echo	archive	stomach	cruising
worse	suits	juices	suitors	technical
worth	wordy	cichlid	chloride	worldier
suit	chorus	worried	unworthy	archaic
juice	fruity	bruise	chemistry	pursuits
fruit	worsen	anchor	fruitier	charisma
bruise	scheme	words	scholars	earthworm
sluice	worthy	epoch	workman	pachyderm
ache	chaos	cruise	orchestra	suitable
loch	sluice	orchid	cruised	mechanic
school	chronic	worms	alchemy	workshop
chord	worker	aches	wordiest	archangel
chasm	lichen	suited	technical	lawsuit
world	juicy	worthy	juicier	chronicle
cruise	chasm	scheme	architect	crossword
Chris	worship	fruit	worshiper	chameleon
worry	cruise	echoes	schedule	nuisance
fruity	chrome	worker	suitcase	scholastic

Reviewing Lessons 87-88

worm	glove	yearns	tiresome	character
son	chorus	worth	unworthy	researcher
suit	covet	earnest	upcoming	archaic
earth	chaos	worried	orchestra	rehearsal
ache	honey	unearth	overcome	suitable
some	chasm	cruise	schooner	earnestly
word	yearn	research	earthquake	teamwork
heard	worsen	scholar	fruitier	covenant
fruit	learnt	welcome	earthy	charisma
come	worker	anchor	wordiest	governor
chord	search	fulsome	among	archangel
earl	echo	aches	stomach	rehearsed
work	dearth	nothing	gladsome	cruising
dove	scheme	archive	scholars	beloved
bruise	heard	brother	brotherly	earthworm
pearl	sluice	words	cruised	fearsome
loch	shove	govern	pearly	mechanic
front	suits	orchid	suitors	nettlesome
worse	wonder	earned	toilsome	technical
learn	worst	juices	glowworm	company

Reviewing Lessons 73-89

crumb	thymus	words	nurture	pageant
option	guide	physics	certify	textual
front	suits	watch	hindsight	nettlesome
crypt	Haitian	cleanse	walk	photograph
wield	worst	pygmy	glowworm	knapsack
Joseph	warren	piece	cruised	squabble
warm	touch	culture	disguise	mechanic
swab	knurl	friction	feints	condemn
worse	wonder	knop	lullaby	armature
notion	torture	juices	womb	dynamite
future	sluice	sanction	squall	fearsome
loch	deign	govern	pearly	design
joyous	sphinx	potential	suitors	gyroscope
thieves	guild	earned	essential	technical
tissue	binder	qualify	pleasant	omniscient
pearl	swath	infusion	typhoon	amethyst
stall	shove	conceit	eights	autograph
fusion	moisture	orchid	shield	pleasure
lymph	tycoon	treasure	toilsome	rogue
learn	gnome	Murphy	Warsaw	company

Parent/Teacher Guide

Why This Reading Tool Works

This reading tool has been specifically designed to make it easy to use with all children. The generic template we have laid out for the use of this book is just that, a generic template. All children are individuals and should be treated as such, but the road to becoming a good reader is the same for all. Some will proceed more quickly than others, but all will learn to read by phonetic instinct, which is the only solid foundation for reading skill. In this book, the student will be introduced to phonetic concepts one at a time. Each concept will then immediately begin to be applied through practice. You will notice that in the beginning, exercises are limited in scope as much as possible to that single concept, allowing the child to give full focus to it. As the child becomes more accustomed to using that phonetic concept, it is then coupled with various combinations of other sounds, exercising it across a whole range of different situations. Thus, with each repetition, that concept becomes less “remembered” and more instinctive or “learned.”

It is much like learning to throw a baseball. One is introduced to the concept. Then one begins to practice using that concept: first at very short distances; then developing better accuracy; then at longer distances as the “feel” of it becomes more natural; then adding speed and even more distance as it becomes a completely natural and instinctive process. All the while, the additional practice continues to improve the skill. As with throwing a baseball, in this book some will grasp the concepts on each page readily than others, but all can achieve the skill.

This is the time-proven method of learning to read. Its success-proven roots are known to extend back through the centuries when natural eloquence was a common factor in the daily dialogue of our society. Learn the phonetic concept and practice it. Let it become part of you. Learn the next phonetic rule and practice it. Let it become part of you. Today’s methods of teaching reading are an unproductive shortcut to the process. Nearly all claim to employ phonics. However, they introduce the reader to the phonetic concept and move on. For the great majority of children, this method will never cement the concept. When modern texts move on so quickly, the students never attain the skill of reading phonetic sounds with unconscious abandon. They are simply trying to memorize multitudes of whole words as quickly as they can. This often seems to produce results early on. This is because children, even when using this book, will try to memorize the words on a page to read them at a faster rate.

It is natural to fall into such a shortcut at times, but memorization, or “sight reading,” is an unhealthy shortcut. Its price is paid later down the line when the reading gets more advanced, and the words get longer and more complicated, and more and more non-basic phonetic combinations are encountered. Subtle skills are simply missing. The child cannot spell well. The child has no phonetic foundation for spelling. The parent will say that the child can read well, but cannot read aloud. However, if a child can truly read well silently, that child can read well aloud. Most sight readers are plodding through a page, picking out whole words (the ones that they have memorized), guessing at the rest (the ones that they have not memorized or have not seen before), and piecing together the ideas on the page as best they can from this process. This is not reading, and this is why many adults, who were taught by modern methods, cannot read aloud. Reading is reading every word. One cannot properly comprehend a complicated legal document by the “peck and piece” method. When sight reading, one often encounters a word that is part of one’s auditory vocabulary, but may have not been seen before in print. Without an instinctive phonetic

mental engine to quickly fire off the auditory version of the word in the brain, one does not recognize that particular group of letters. One cannot “remember” this known word because one has not memorized the configuration of letters.

The old saying goes, “One never forgets how to ride a bicycle.” This is because riding a bicycle is not a “remembered” or memorized skill. Riding a bicycle is a whole set of instinctive actions and reactions that instantaneously adapt to ever-changing situations, as is reading. With real phonics-based reading, you will find that early on, children who have proceeded through this book a few times have little trouble reading the newspaper, even though they do not yet have enough other language and vocabulary skills to understand much of it. It is often said that different children learn by different methods. With regard to reading, we must define what we mean by the word “learn.” A quick memorization of a number of words does not mean that a child has learned to read.

Reading is a complicated skill that goes well beyond basic phonetic fluency, but which is not attained without that solid phonetic foundation. ACT, the firm involved with college entrance exams, released a recent study that showed that only fifty-one percent of high school seniors tested could read at a level commensurate with first year college work. One article stated, “In complex reading passages, organization may be elaborate, messages may be implicit, interactions among ideas or characters may be subtle, and the vocabulary is demanding and intricate.” To successfully deal with this type of reading, the reader must have developed the instinctive skills to unconsciously *read* the words, and concentrate on the concepts being presented.

You can use this book to start your child on the right road to successful reading. You can also use this tool to recover the remedial reader, or the child who simply is not learning to read in some other program. We have even used it to teach reading to a child who was diagnosed by the school administration as unable to learn to read. There are scores of “roads to reading,” but many of those roads do not lead to success.

If for some reason you are having difficulty with this tool, we may be able to help.

We can be reached at:
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Terms To Know

Broad A — **Broad (a)** is the name that is given to the third sound of the vowel (**a**). The **broad (a)** actually has two sounds as in (**want**) and (**hall**). These two sounds follow the two very similar sounds for the short (**ō**). For example, (**want**) sounds like (**fōnt**), and (**hall**) sounds like (**hōg**).

Dictionaries often use the (**ä**) symbol for the vowel sound heard in (**want**) and (**font**). Dictionaries generally use (**ô**) or (**ô**) to designate the sound heard in (**hall**), (**haul**) and (**hog**). In this manual, short (**ō**) is used to designate the sound heard in (**want**) and (**font**), and (**ô**) is used in advanced lessons for the sound heard in (**hall**), (**haul**) and (**hog**).

Compound Word — A **compound word** is made up of two individual **root words**, and its syllables are divided between those root words, as in (**cow-boy**).

Consonant — A **consonant** is a letter pronounced primarily using the lips and tongue. The consonants are (**b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z**).

Consonant Blend — A **consonant blend** combines two or more consonants blended together while each consonant basically retains its original sound. Some examples of consonant blends are (**bl**), (**cr**), (**mp**), (**lt**), and (**tr**).

Digraph — A **digraph** combines two letters to make a single unique sound. Those letters could be vowels such as (**ea**) in (**bead**), or consonants such as (**ck**) in (**back**). When we use the term **digraph** in the Lesson Instructions, we will be speaking of **consonant digraphs**.

Letter Combination — A **letter combination** is a specific sequence of two or more letters that alters the sound of at least one letter in the sequence. For example, (**qua**) alters the sound of the (**a**), while (**ce**) changes the sound of a hard (**c**) to that of a soft (**c**).

Root — A **root** is the basic element or syllable from which other forms of the word are derived. A word with only syllable is called a **root word** as in (**draw**), which is the root of (**drawing**) and (**redraw**).

Schwa — When any vowel— (**a**), (**e**), (**i**), (**o**), (**u**), or (**y**) —is used in an unstressed syllable, it will often

take the sound of the **schwa**. This sound is usually similar to the short (ǔ), but can have slight variations in pronunciation. The **schwa** is symbolized in the dictionary by (ə), and is used to designate sounds such as the (a) in (**about**), the (u) in (**bashful**), and the (i) in (**happily**).

Suffix — A **suffix** is a syllable added to the end of a root word to create a new form of that root word. For example, suffixes can be added to the root word (**act**) to form the words (**act-ed**), (**act-ing**), (**act-ress**).

Syllable — A **syllable** is a unit of pronunciation containing one vowel sound with or without surrounding consonants. The word (**bag**) has one syllable. The word (**bag-ging**) has two syllables. The word (**I**) has one syllable. The word (**i-rate**) has two syllables. The word (**cre-a-tion**) has three syllables.

Voiced Consonant/Digraph — A **voiced consonant** or **voiced digraph** is a consonant or a consonant digraph involving some use of the vocal chords along with the tongue and lips. An unvoiced consonant or digraph would involve the tongue and lips only.

— In the word (**this**), the digraph (**th**) is voiced, and the consonant (**s**) is unvoiced.

— In the word (**thin**), the digraph (**th**) is unvoiced and the consonant (**n**) is voiced.

Vowel — A **vowel** is a speech sound made by primarily using the vocal chords rather than the tongue and lips. The basic vowels are (**a**), (**e**), (**i**), (**o**), (**u**), and sometimes (**y**).

Vowel Team — A **vowel team** combines a vowel with one or more vowels or consonants to make a single unique sound, such as (**ea**) in (**bead**), (**ea**) in (**bread**), (**eau**) in (**beauty**), (**igh**) in (**nigh**), or (**ir**) in (**bird**).

Lesson Instructions

Prerequisite Teaching - The student should be taught to fluently recognize and vocalize all the basic consonant and short vowel sounds before using this book.

When teaching a lesson new to the student, it is helpful to explain the sound or rule at work in the lesson and help the student sound out various words in the lesson before a timed reading.

Lesson 1 - Introduce words with the sound of short (**ă**).

Lesson 2 - Introduce words with the sound of short (**ĕ**).

Lesson 3 - Review words with the short (**ă**) and the short (**ĕ**).

Lesson 4 - Introduce words with the sound of short (**ĭ**).

Lesson 5 - Introduce words with the sound of short (**ŏ**).

Lesson 6 - Review words with the short (**ĭ**) and the short (**ŏ**).

Lesson 7 - Introduce words with the sound of short (**ŭ**).

Lesson 8 - Review words with the short sounds of (**ă**), (**ĕ**), (**ĭ**), (**ŏ**), and (**ŭ**).

Lesson 9 - A Sentence Review of Lessons 1 through 8.

Introduce the irregular word (**a**).

The word (**a**) is usually pronounced with the **schwa** sound (ə).

The word (**a**) can also be pronounced as a long (**ā**) when it is stressed.

Stress is used when reading or speaking for emphasis.

Sentence reviews will be used to introduce common irregular words that will inevitably be encountered in general reading. The foundation gained from the phonics drills is combined with some common articles and prepositions to give the student some experience reading simple text.

Lesson 10 - Introduce and explain as necessary the **digraph (ck)** to the student. (**ck**) produces a single sound equivalent to a (**k**).

Lesson 11 - Introduce the student to the concept of **blending consonants**.

This is a very basic lesson involving (s) in all the blends. Explain and demonstrate as necessary how the (s) blends with the other consonants.

Lesson 12 - Introduce consonant blends using the letter (l).

Lesson 13 - Introduce consonant blends using the letters (m), (n), and (t).

Lesson 14 - Introduce consonant blends using the letter (r).

Lesson 15 - Review consonant blends as covered in Lessons 10 through 14.

Lesson 16 - Introduce the concept of adding (s) or (es) as a **suffix**.

(s) is voiced and sounds like (z) after voiced consonants, such as in the word (vans), pronounced (vǎnz).

(es) contains a voiced (s) pronounced (ěz), following a word ending with (s), (x), or (z), such as in (taxes), pronounced (tǎxěz).

Lesson 17 - A Sentence Review of Lessons 10 through 16.

Introduce the irregular word (the).

(The) is usually pronounced (thə) with a schwa.

(The) is also pronounced (thē) with a long (ē) when used before a word beginning with a vowel.

See the instructions for Lesson 20 for more information on (th).

Lesson 18 - Introduce the letter combinations (ng) and (nk).

(ng) is really a digraph rather than a blend. It is pronounced as a nasal (n) with the (g) being silent. However, most people speak and think of (ng) as a blend with the (g) being heard, and it is probably most easily taught that way.

(nk) is a blend in which the (n) is once again the nasal (n) heard in (ng). Thus, (rank) is pronounced (rǎngk).

Note! Some people incorrectly pronounce the (a) heard in (sǎng) or (tǎnk) as a long (ā). It is a short (ǎ) when correctly pronounced.

Lesson 19 - Introduce the digraph (sh) and the blend of (shr).

Lesson 20 - Introduce the digraph (th) and the blend of (thr).

(**th**) may be unvoiced as in (**thin**).
(**th**) may also be voiced as in (**this**).

Italics are used in this lesson to indicate when (**th**) is **voiced**.

Lesson 21 - In this lesson introduce the digraphs (**ch**) and (**tch**).

(**ch**) is created by combining the sounds of (**t**) and (**sh**) into one sound, such as in (**chat**) or (**each**).

(**tch**) sounds like (**ch**) as in (**latch**), pronounced (**lăch**).

Lesson 22 - Introduce the blends (**qu**) and (**squ**), and the digraphs (**wh**) and (**wr**).

(**qu**) is a blend that sounds like (**kw**) as in (**quit**), pronounced (**kwĭt**).

(**squ**) is a blend that sounds like (**skw**) as in (**squish**), pronounced (**skwĭsh**).

(**wh**) is technically a blend pronounced (**hw**), but is most commonly used with a silent (**h**) as in (**when**), being pronounced as (**wĕn**).

(**wr**) is a digraph in which the (**r**) is pronounced and the (**w**) is silent as in (**wrap**), pronounced (**răp**).

Lesson 23 - Review Lessons 18 through 22.

Lesson 24 - A Sentence Review of Lessons 18 through 23.

Teach the child the irregular word (**to**), pronounced (**too**). See Lesson 46 for more on (**oo**).

Lesson 25 - Introduce long (**ā**) and long (**ī**) followed by silent (**ē**).

A long vowel sound is the same as the vowel's name. The **vowel-consonant-(e)** combination at the end of a word makes the preceding vowel long and the (**ē**) silent.

When an (**r**) follows a long (**ā**), long (**ō**), or long (**ū**), it causes a slight change to the long sound as in (**pare**), (**pore**) and (**pure**). Though a dictionary does not usually show these vowels as long, the beginning reader will find it easier to treat them simply as long vowels, and allow the pronunciation to become natural as reading progresses.

Lesson 26 - Introduce long (**ō**), (**ū**), and (**ē**) followed by silent (**ē**).

Again, the sound of each long vowel is the same as the vowel's name. The comments in Lesson 25 about the letter (**r**) apply in this lesson also.

(**ū**) is pronounced long as (**yoo**) and (**oo**). The (**y**) sound is heard in words beginning with

(u) such as (**unit**), or when the (u) follows (**b**), (**c**), (**f**), (**h**), (**m**), or (**p**) as in (**cute**) or (**mute**). The (y) sound is not heard in most other words.

Lesson 27 - Review Lessons 25 and 26.

Lesson 28 - A Sentence Review of Lessons 25 through 27.

Lesson 29 - Introduce the **vowel teams (ai)** and (**ay**).

(**ai**) sounds like a long (**ā**) as in (**pain**), pronounced (**pān**).

(**ay**) sounds like a long (**ā**) as in (**pay**), pronounced (**pā**).

Any vowel team that has the long sound of (**ā**), (**ō**), or (**ū**) will be slightly altered when followed by an (**r**) as discussed in Lesson 25.

Lesson 30 - Introduce (**e**), and the vowel teams (**ea**) and (**ee**) as long (**ē**).

(**e**) is long when it ends a syllable as in (**he**), pronounced (**hē**), or as in (**report**), pronounced (**rē-port**).

(**ea**) sounds like long (**ē**) in words like (**bead**), pronounced (**bēd**).

(**ee**) sounds like long (**ē**) in words like (**heed**), pronounced (**hēd**).

Lesson 31 - Introduce (**y**) and the vowel teams (**ie**), (**ye**), and (**igh**) as a long (**ī**).

(**y**) sounds like long (**ī**) when it is the only vowel in a syllable, and ends that syllable, as in (**try**), pronounced (**trī**), or (**byword**), pronounced (**bī-word**).

(**ie**) sounds like a long (**ī**) when it ends a syllable as in (**pie**), pronounced (**pī**). (**ie**) also sounds like long (**ī**) when it is used to replace a long (**y**) as in (**tries**), pronounced (**trīs**), and (**tried**), pronounced (**trīd**), which both come from the root word (**try**).

(**ye**) sounds like a long (**ī**) when it is used at the end of a syllable, and the only vowels in that syllable are the vowel team (**ye**), as in (**bye**), pronounced (**bī**).

(**igh**) is a vowel team for long (**ī**). The (**i**) is always long and the (**gh**) is always silent.

Lesson 32 - Review Lessons 29 through 31.

Lesson 33 - A Sentence Review of Lessons 29 through 32.
Introduce the irregular words (**of**) and (**from**).

Lesson 34 - Introduce (**o**) and the vowel teams (**oe**) and (**oa**) as long (**ō**).

(o) is long when it is the only vowel in a syllable, and it ends that syllable, as in (nō) and (fō-cus).

(oe) sounds like long (ō) as in (roe), pronounced (rō).

(oa) sounds like long (ō) as in (road), pronounced (rōd).

Lesson 35 - Introduce the **letter combination (or)**.

(or) — An (r) following an (o) causes the (o) to sound very much like a long (ō) rather than a short (ǒ). The beginning reader should treat each (o) as a long (ō).

Lesson 36 - Introduce the vowel teams (ue) and (ew).

(ue) and (ew) are vowel teams that sound and function like long (ū). See Lesson 26 for more information on long (ū).

Lesson 37 - Review Lessons 34 through 36.

Lesson 38 - Review Lessons 25 through 37.

Lesson 39 - A Sentence Review of Lessons 25 through 38.

Lesson 40 - Introduce the vowel teams (er), (ir), and (ur).

When (r) follows an (e), (i), or (u), and the vowel would normally be short, the (r) combines with the vowel to produce the special (er) sound. Dictionaries often use the (ər) symbol for this sound.

(er) makes the special (er) sound as in (herd), pronounced (hərd).

(ir) makes the special (er) sound as in (bird), pronounced (bərd).

(ur) makes the special (er) sound as in (curd), pronounced (cərd).

Lesson 41 - Introduce letter combination (ar).

(ar) — An (r) following an (a) causes the (a) to sound very much like a short (ǎ) rather than a short (ă). So (car) is pronounced much like (cǎr). This sound is called the broad form of (a). Dictionaries often use the (ä) symbol for this sound.

Lesson 42 - Introduce the vowel teams (oi) and (oy).

(oi) has the special vowel sound heard in (boil) and appears in the middle of a syllable.

(oy) has the special vowel sound heard in (boy) and appears at the end of a syllable or

root word.

Lesson 43 - Review Lessons 40 through 42.

Lesson 44 - A Sentence Review of Lessons 40 through 43.

Lesson 45 - Introduce the vowel teams (**ow**) and (**ou**).

(**ow**) has the special vowel sound heard in (**how**). It normally ends a syllable or root word but can also be followed by the letters (**l**), (**n**), or (**d**) as in (**fowl**), (**frown**), and (**crowd**).

(**ou**) has the special vowel sound heard in (**pout**). It appears in the middle of a syllable or root word.

Lesson 46 - Introduce the long sound of the vowel team (**oo**).

(**oo**) as in (**moon**) is considered the long sound of (**oo**). Each word in the lesson will have this sound. The short sound of (**oo**) is taught in Lesson 60.

Lesson 47 - Introduce the vowel teams (**aw**) and (**au**).

The vowel teams (**aw**) and (**au**) are indicated in most dictionaries as the broad (**ā**) sound.

(**aw**) sounds like (**ô**) as in (**hawk**), pronounced (**hôk**). The vowel team (**aw**) usually ends a syllable or root word as in (**saw**), but it can be followed by the letters (**l**), (**n**), or (**k**) as in (**crawl**) or (**lawn**).

(**au**) sounds like (**ô**) as in (**haul**), pronounced (**hôl**). The vowel team (**au**) usually appears in the middle of a syllable or root word.

Lesson 48 - Review Lessons 45 through 47.

Lesson 49 - Introduce the vowel team (**ow**) as long (**ō**), and the letter combination (**ol**) in which the (**ō**) becomes long.

(**ow**) as long (**ō**) can appear at the end of a root word as in (**flow**), or it can be followed by an (**l**) or an (**n**) as in (**bowl**) and (**grown**).

There is no specific rule to determine between the two sounds of (**ow**) heard in (**cow**) and (**show**). Word usage must determine the correct sound.

(**ol**) followed by a consonant makes the (**ō**) long as in (**poll**) or (**hold**). There are some exceptions to this rule, like (**doll**) and (**loll**). Also, the (**o**) will usually stay short when the sound of (**l**) can be heard in a separate syllable as in (**dollar**) and (**volley**).

Lesson 50 - Review Lessons 25 through 49.

Lesson 51 - A Sentence Review of Lessons 25 through 50.

Introduce the irregular word (**you**), pronounced (**yoo**), and the irregular word (**have**) with a short (**ă**) and a silent (**ē**), pronounced (**hăv**).

Lesson 52 - Introduce vowel teams followed by a consonant plus a silent (**ē**).

The student has already learned the vowel teams in this lesson. Their sounds are not changed by the addition of the silent (**ē**).

A silent (**ē**) is sometimes added to show that an (**s**) is not a suffix as in (**teas**) and (**tease**), or for other phonetic or etymological reasons, such as not ending a word with (**v**).

Lesson 53 - Introduce the soft (**c**).

(**c**) sometimes sounds like an unvoiced (**s**) as in (**cent**), pronounced (**sĕnt**). A (**c**) with this sound is called a soft (**c**). A (**c**) is soft when it is followed by the vowels (**e**), (**i**), or (**y**).

Lesson 54 - Introduce the soft (**g**).

(**g**) sometimes sounds like a (**j**) as in (**age**), pronounced (**āj**). A (**g**) with this sound is called a soft (**g**). A (**g**) is soft when it is followed by the vowels (**e**), (**i**), or (**y**). There are exceptions to this rule as in (**get**), (**girl**), and (**begin**).

(**dg**) combines a silent (**d**) with a soft (**g**) as in (**edge**), pronounced (**ĕj**).

Lesson 55 - Review Lessons 52 through 54.

Lesson 56 - A Sentence Review of Lessons 52 through 55.

Lesson 57 - Introduce syllables in compound words.

Each word in this lesson is a compound word made of simple root words containing short vowels.

Lesson 58 - Continue practice with syllables in compound words.

Each word in this lesson is a compound word made of simple root words containing a variety of vowel sounds and teams.

Lesson 59 - Introduce syllables ending in a single vowel.

When a vowel ends a syllable, it is usually long as in (**bē-sīdē**) or (**bā-sīc**).

Lesson 60 - Introduce the short form of the vowel team (**oo**) and (**ū**).

(**oo**) as in (**book**) is considered to be the short sound of (**oo**). Each word in the lesson will have this sound. There is no specific rule to determine between the two sounds of (**oo**) heard in (**moon**) and (**book**). Word usage must determine the correct sound.

(**u**) as in (**push**) has the same sound as the short (**oo**) heard in (**book**). Most dictionaries will use the short (**oo**) symbol for this sound of (**u**).

Lesson 61 - Review Lessons 57 through 60.

Lesson 62 - Introduce the suffix (**ing**).

The suffix (**ing**) is a combination of the short (**ī**) and the consonant sound (**ng**) taught in Lesson 18.

When a word has two consonants between a single vowel in the root and a suffix, the vowel is normally short as in (**tapping**). When a word has one consonant between a single vowel in the root and a suffix, the vowel is normally long as in (**tāping**).

Lesson 63 - Introduce the suffix (**er**).

The suffix (**er**) has the same special (**er**) sound that the student learned in Lesson 40.

Lesson 64 - Introduce the suffix (**ed**).

(**ed**) can have three different sounds.

(**ed**) sounds like (**d**) when it follows voiced consonants as in (**dimmed**), pronounced (**dīmd**), or vowel sounds as in (**sighed**), pronounced (**sīd**).

(**ed**) sounds like (**t**) when it follows unvoiced consonants as in (**messed**), pronounced (**mest**). The (**d**) is italicized to indicate this sound in the beginning of the lesson

(**ed**) sounds like short (**ě**)+(b) when it follows (**d**) or (**t**) as in (**added**), pronounced (**ad-ded**), or as in (**mated**), pronounced (**mā-ted**). The (**e**) is italicized to indicate when it is voiced in the beginning of the lesson.

Lesson 65 - Introduce the suffix (**le**).

(**le**) sounds like (əl) or (**ūl**) as in (**cattle**), pronounced (**cat-əl**), or (**cable**), pronounced (**cā-bəl**).

Lesson 66 - Review Lessons 62 through 65.

Lesson 67 - A Sentence Review of Lessons 62 through 66.

Introduce the irregular word (**are**), which is pronounced like the (**ar**) in (**car**).

Lesson 68 - Introduce words ending with (**y**) and (**ey**).

(**ey**) is a vowel team that sounds like long (**ē**) as in (**valley**), pronounced (**valē**).

(**y**) is a vowel that sounds like a long (**ē**) as in (**funny**), pronounced (**funē**).

(**ey**) and (**y**) follow the suffix rules in Lesson 62.

Lesson 69 - Introduce words ending with (**ly**) and (**ily**).

(**ly**) sounds like (**lē**) as in (**manly**), pronounced (**man-lē**).

(**ily**) sounds like (**lē**) preceded by an unstressed (**i**). Together the letters sound like (**əlē**) as in (**happily**), pronounced (**hap-əlē**). (**ily**) is used when (**ly**) must be added to a word already ending with (**y**), as with (**happy**) and (**happily**).

When the (**y**) is the main vowel in a root word as in (**sly**), pronounced (**slī**), it is not changed to (**i**), as in (**slyly**), pronounced (**slī-lē**).

Lesson 70 - Introduce words ending with (**ies**), (**ier**), and (**iest**).

When adding the suffixes (**es**), (**er**), or (**est**) to words already ending with the suffixes (**y**) or (**ly**), the (**y**) must be changed to an (**i**).

(**ies**) is pronounced (**ēz**) as in (**puppies**).

(**ier**) is pronounced (**ē-ər**) as in (**muddier**).

(**iest**) is pronounced (**ē-ĕst**) as in (**peppiest**).

Lesson 71 - Review Lessons 68 through 70.

Lesson 72 - Review Lessons 52 through 71.

Lesson 73 - Introduce the digraphs (**kn**), (**gn**), (**mb**), and (**mn**).

(**kn**) sounds like (**n**). The (**k**) is silent, as in (**knee**), pronounced (**nē**).

(**gn**) sounds like (**n**). The (**g**) is silent, as in (**gnat**), pronounced (**năt**).

(**mb**) sounds like (**m**). The (**b**) is silent, as in (**limb**), pronounced (**lĭm**).

(**mn**) sounds like (**m**). The (**n**) is silent, as in (**hymn**), pronounced (**hĭm**).

Lesson 74 - Introduce the letter combinations (**al**), (**alk**), (**alm**), (**wa**), and (**qua**).

All of the words in this lesson involve one of the two sounds of the broad (a). Pronunciations for broad (a) sounds may vary.

When (al) precedes a consonant, the (l) is sometimes silent.

(all) sounds like (ôl) as in (hall), pronounced (hôl).

(alk) sounds like (ôk) with a silent (l) as in (chalk), pronounced (chôk).

(alt) sounds like (ôlt) as in (halt), pronounced (hôlt).

(alm) sounds like the (ôm) as in (balm), pronounced (bôm) or (bôlm).

When a (w) precedes an (a) where the (a) would normally be short, the broad (a) sound is used.

(wa) sounds like (wô) or (wô) as in (want), pronounced (wônt), or as in (wash), pronounced (wôsh).

When a (qu) precedes an (a) where the (a) would normally be short, the broad (a) sound is used.

(qua) sounds like (kwô) or (kwô) as in (quad), pronounced (kwôd), or as in (quash), pronounced (kwôsh).

Exceptions to these pronunciations of (wa) and (qua) would be words involving (g), (k), (x), and (ck) as in (wag), (wax), and (quack).

Lesson 75 - Introduce the vowel team (ie) and the digraph (gu).

(ie) sounds like long (ē) when used in a root word, as in (chief), pronounced (chēf). When following (c), (ei) is used instead of (ie) as in (receive).

(gu) has the sound of a hard (g) with a silent (u) as in (guess), pronounced (gēs). This silent (u) usually only appears between the consonant (g) and some vowels.

Lesson 76 - Review Lessons 73 through 75.

Lesson 77 - A Sentence Review of Lessons 73 through 76.

Introduce the irregular word (were). It uses the (er) sound, and is pronounced as (wər).

Lesson 78 - Introduce the digraph (ph) and the letter combinations (ind) and (ild).

(ph) sounds like (f), as in (phone), pronounced (fôn).

(nd) usually makes a preceding (i) long, as in (mind), pronounced (mīnd).

(ld) usually makes a preceding (i) long, as in (mild), pronounced (mīld).

Lesson 79 - Introduce (y) as long (ī) and the suffixes (tion) and (sion).

(tion) sounds like (shən), as in (notion), pronounced (nō-shən).

(sion) is also pronounced (shən), as in (mansion), pronounced (mān-shən).

(y) sometimes replaces (i) as the vowel within any root or syllable. (y) will sound like a long (ī) when it follows any rule applying to long vowels, as in (style), (decry), and (pylon).

Lesson 80 - Introduce the vowel teams of (ea) as (ě) and (ou) as (ǔ).

(ea) sometimes sounds like a short (ě) as in (head), pronounced (hěd). There is no specific rule to determine between the two sounds of (ea) heard in (bead) and (head). Word usage must determine the correct sound.

(ou) sometimes sounds like a short (ǔ) as in (young), pronounced (yǔng). This vowel team is most commonly used in the suffix (ous) as in (famous). Again, there is no particular rule for whether (ou) will sound as it does in (young) or as it does in (stout). It is a matter of usage.

Lesson 81 - Review Lessons 78 through 80.

Lesson 82 - Introduce (y) as short (ĭ), and the letter combination (tu).

(y) sometimes replaces (i) as the vowel within any root or syllable. A (y) will sound like a short (ĭ) when it follows any rule applying to short vowels, as in (myth), pronounced (mĭth).

(t) often sounds like (ch) when it is followed by a (u) in multi-syllable words like (nature), pronounced (nā-chər).

Lesson 83 - Introduce the letter combinations (ci), (ti), (su), and (war).

(ci) sounds like (sh) as in (racial), pronounced (rā-shəl), or (ancient), pronounced (ān-shənt).

(ti) sounds like (sh) as in (spatial), pronounced (spā-shəl), or (patient), pronounced (pā-shənt).

(su) sounds like (sh) when following a consonant sound, as in (insure), pronounced (in-shər).

(war) — In the letter combination (war), the (a) is pronounced like a long (ō) as in (warm), pronounced (wōrm).

Lesson 84 - Introduce the vowel teams (**ei**) and (**ey**), and the letter combinations (**si**) and (**su**).

(**ei**) sometimes sounds like long (\bar{a}) as in (**veil**), pronounced ($v\bar{a}l$). The letters (**ei**) usually appear in the middle of a root word or syllable. A silent (**gh**) can often appear after (**ei**) as in (**weight**), pronounced ($w\bar{a}t$).

(**ey**) sometimes sounds like long (\bar{a}) as in (**they**), pronounced ($th\bar{a}$). The letters (**ey**) usually appear at the end of a root word or syllable.

(**si**) sounds like (**zh**) when it follows a vowel sound as in (**fusion**), pronounced ($fyoo-zh\bar{e}n$).

(**su**) sounds like (**zh**) when it follows a vowel sound as in (**closure**), pronounced ($cl\bar{o}-zh\bar{e}r$).

Lesson 85 - Review Lessons 82 through 84.

Lesson 86 - A Sentence Review of Lessons 82 through 85.

Introduce the irregular word (**two**), pronounced (**too**), the irregular word (**would**), pronounced (**wood**), the irregular word (**any**), pronounced ($en\bar{e}$), and the irregular word (**answer**), pronounced ($ans\bar{e}r$).

Lesson 87 - Introduce the (**o**) as short (\check{u}) and the vowel team (**ear**).

(**o**) sometimes sounds like short (\check{u}) as in (**son**), pronounced ($s\check{u}n$), or as in (**some**), pronounced ($s\check{u}m$).

(**ear**) makes the ($\bar{e}r$) sound when followed by a consonant as in (**earn**), pronounced ($\bar{e}rn$).

Lesson 88 - Introduce the letter combination (**wor**), the vowel team (**ui**), and the digraph (**ch**) as (**k**).

(**wor**) — When (**or**) follows (**w**), it produces the ($\bar{e}r$) sound as in (**word**), pronounced ($w\bar{e}rd$).

(**ui**) sounds like a long (\bar{o}) as in (**juice**), pronounced ($joos$).

(**ch**) sometimes sounds like (**k**) as in (**chord**), pronounced ($k\bar{o}rd$).

Lesson 89 - Review Lessons 87 and 88.

Lesson 90 - Review Lessons 73 through 89.

Appendix A

Why?

When endeavoring to instruct a student in any area of learning, a teacher will sometimes be confronted with questions such as “Why this?” or “Why that?” In phonics, there are often very practical reasons for rules that we follow, and it never hurts to know the reason for a rule. For example, a student might ask a question like, “Why do we use (ck)?” The answer is not difficult, but locating it may require considerable digging if one does not already know it. It is always nice to be able to give the answer to such a question. Also, even if the student does not ask, an instructor will often find such information helpful in understanding and teaching English phonics. The purpose of this section is to introduce the “whys” behind the rules, in hopes that the instructor and student will have a more informative and enjoyable learning-to-read experience.

Note: The following explanations apply to English words of Anglo-Saxon origin, and usually early or middle English words derived from early languages like Latin and Greek. However, the English language now contains many words found in common usage that have been imported in recent centuries directly from languages such as German, Polish, Dutch, Spanish, French, etc. These words will often not conform to English rules for basic phonics, verb conjugation, or pluralization.

Why the extra consonant with a suffix?

Why does (**hopping**) have a double (**p**) since (**hōp**) only has one? In English words, a vowel in the middle of a syllable is normally short, as in (**hop**), and vowels at the end of a syllable are usually long, as in (**decry**), pronounced (**dē-crī**). Syllables also tend to begin with consonants whenever possible as in (**regurgitation**), pronounced (**rē-gə-r-jə-tā-shən**).

When a suffix beginning with a vowel, like (**ing**) or (**er**), is added to a root ending with a consonant sound, as in (**hope**), the suffix will combine with the consonant sound to create its own syllable, as in (**hoping**). This poses no problem when the vowel in the preceding syllable is already long.

However, if the vowel in the preceding syllable is short as in (**hōp**), simply adding (**ing**) would, according to phonetic rules, again yield (**hōping**). This would change the pronunciation of (**hōp**) when the suffix is added. Thus, the second (**p**) is added so that the suffix can receive one (**p**), and the root (**hōp**) can retain its (**p**), which gives us (**hōp-ping**). The reader now has the visual clue needed to determine whether the vowel in the syllable preceding the suffix is short or long.

Why (ck)?

Why is (**ck**) used instead of just (**c**) or (**k**)? The (**ck**) combination only appears at the end of the root of a word after a short vowel, as in (**trick**) or (**packer**). In order to understand why (**ck**) is used, we must first understand when (**k**) and (**c**) are used.

In words of English origin, a (**k**) at the beginning of a root may appear only before (**e**), (**i**), or (**y**) as

in **(keep)** or **(king)**. A **(k)** at the end of a root may follow any consonant sound as in **(milk)** and **(bank)**, and any long or special vowel sound as in **(beak)** and **(hawk)**, but will not directly follow a short vowel. A **(k)** at the end of a root may only be followed by **(e)**, **(i)**, or **(y)** as in **(tricked)**, **(perkily)**, or **(lucky)**, or a suffix beginning with a consonant as in **(luckless)** and **(bleakly)**.

In words of English origin the single letter **(c)** may be used anywhere in a word as in **(climactic)** but will almost never appear at the end of a root word following a short vowel as in **(tic)**, which comes from French. A **(c)** also goes soft before **(e)**, **(i)**, or **(y)** as in **(cent)** and **(cycle)**. A **(c)** may be doubled to keep a vowel short in complex words when not being followed by **(e)**, **(i)**, or **(y)** as in **(occupy)** and **(raccoon)**.

So why may **(k)** and **(c)** not be used at the end of a root with a short vowel? We know a consonant after a short vowel in the root must be doubled before adding a suffix beginning with a vowel as in **(hop)** and **(hopping)**. If a root ended with **(k)** as in **(trik)**, the **(k)** would have to be doubled as in **(tricking)**. This would violate the rule of **(k)** only being followed by **(e)**, **(i)**, or **(y)** since the first **(k)** would be followed by another **(k)**. The letter **(k)** in English cannot be doubled to keep the vowel short. The consonant **(c)** may be doubled to retain a short vowel sound as in **(occupy)**. However, most of the common suffixes begin with **(e)**, **(i)**, or **(y)** as in **(er)**, **(ed)**, **(ing)** and **(y)**. Simply doubling the **(c)** at the end of a root as in **(tric)** would then turn the second **(c)** soft when adding a suffix as in **(tricking)** pronounced **(trik-sing)**. Therefore, the only way to keep from doubling the **(k)** and not having a **(c)** turn soft is to combine the **(c)** and **(k)** into **(ck)** at the end of a root word and following a short vowel as in **(trick)** and **(packer)**.

Note! The rule against doubling **(k)** at the end of a root does not apply to compound words since they are made up of two root words, as in **(jackknife)**, rather than a root with a suffix.

Why **(tch)**?

Why is **(tch)** used at times in the place of **(ch)**? The **(ch)** combination can be found in nearly any position in a word, but **(tch)** appears only at the end of a root and after a short vowel as in **(pitch)**. Again, as the **(c)** is added to form **(ck)**, the **(t)** is added to form **(tch)** in order to maintain consistency when adding suffixes.

The sound of **(ch)** is basically created by combining the sounds of **(t)** and **(sh)**. The tongue is in position to pronounce the **(t)** but instead uses the breath more like an **(sh)**. When adding a suffix, as in **(pitcher)**, the **(t)** sound tends to separate a little while the rest of the **(ch)** sound becomes attached to the suffix, as in **(pit-cher)**. This also has the function of keeping the vowel short since, without the **(t)**, the **(i)** would end the syllable and be long, as in **(pī-cher)**. Therefore, the **(t)** is inserted to keep the vowel short and is natural since it is already part of the **(ch)** sound.

Why **(es)**?

Why is **(es)** added as a suffix instead of just **(s)**? When **(s)** is added as a suffix, it is either to make a plural of a noun or for verb agreement. The **(es)** is used when trying to add an **(s)** to any word already ending with an **(s)** sound, as in **(s)**, **(x)**, or **(z)**. The ear would not be able to discern between **(lass)** and **(lasss)**, **(box)** and **(boxs)**, or **(fizz)** and **(fizzs)**. The **(e)** is inserted and pronounced so that the ear can discern that there is indeed an **(s)** as a suffix on the end of the word, as in **(lass)** and **(lasses)**.

Why (dge)?

Why add the silent (**d**) in (**dge**)? A (**g**) is soft and sounds like (**j**) before (**e**), (**i**), or (**y**). In English, a (**j**) never ends a word. Therefore, when a word needs to end with the sound of (**j**), a (**g**) is used followed by a silent (**e**) to make the (**g**) soft. However, the silent (**e**) would make any vowel before the soft (**g**) long as in (**age**) and (**huge**). Therefore, the silent (**d**) is inserted to keep the previous vowel short as in (**budge**) and (**ridge**). The consonant (**d**) is used since the tongue starts in the same position to pronounce (**d**) as (**j**).

Why the silent (u) after (g)?

Why is there a silent (**u**) after (**g**) as in (**guess**)? The silent (**u**) almost exclusively appears between a (**g**) and the vowels (**e**), (**i**), or (**y**). Normally the (**g**) would become soft before (**e**), (**i**), or (**y**). The silent (**u**) acts as a place holder so that the (**g**) can remain hard as in (**guild**).

Why use (y) instead of (i)?

Why is (**y**) used as a vowel in a word instead of (**i**), as in (**hymn**) and (**style**)? Many words we now use in modern English originated in foreign languages, especially Greek and Latin. When (**y**) appears in the middle of a word where (**i**) would normally appear, then that word is almost always of Greek origin.

Why does (ch) also sound like (k)?

Why does (**ch**) sometimes sound like (**k**)? When (**ch**) sounds like (**k**) as in (**school**), the word is almost always of Greek origin where (**ch**) was used for the (**k**) sound.

Why isn't the (a) long in (have)?

Why aren't the (**a**) in (**have**) or the (**i**) in (**give**) long since they end with a silent (**e**)? English words will never end with a (**v**); therefore the silent (**e**) is added simply as a place holder after a (**v**) so that the word will not end with (**v**). Unfortunately, in many cases it will not turn the preceding vowel long since that was not its purpose for appearing in the word.

Why is there a silent (e) in (tease), (freeze), and (peace)?

Why is there a silent (**e**) in (**tease**), (**freeze**), and (**peace**)? A silent (**e**) is sometimes added to show that an (**s**) is not a suffix as in (**teas**) and (**tease**). In proper English, a (**z**) will only end a word following a short vowel as in (**quiz**) and (**topaz**). The (**e**) is added after vowel teams as in (**freeze**) to maintain this consistency. A silent (**e**) may also be added to turn a (**c**) soft as in (**peace**) and (**glance**).

Why does (ph) sound like (f)?

Why does (**ph**) sometimes sound like (**f**)? The digraph (**ph**) is again found in words of Greek origin. Its sound was much like (**f**) and that is why it has the sound of (**f**) in English. The Greek also had pronounceable blends for (**ps**), (**pn**), and (**pt**). When borrowed into Latin and later into English, people were unable to pronounce the blends so the (**p**) became silent, as in (**psalm**).

Why is (gh) usually silent, but sometimes sounds like (f)?

Why is the (**gh**) usually silent, as in (**sigh**), but can sometimes sound like (**f**) as in (**rough**)? Old English

is not of Latin origin, but of Germanic. It is dated to the year 449 when Germanic tribes began invading Briton. Two of those tribes were the Angles and the Saxons. English is derived from (**Angle**) + (**ish**). The (**gh**) had a pronounceable sound in the Germanic tongue of Old English. As the language moved into Middle English, when England was conquered by the Normans in 1066, and later into Modern English, the consonant sound that the (**gh**) stood for was totally lost. In the vast majority of cases it simply became silent. In a few English dialects it was replaced with the sound of (**f**), and thus, a few of those words still have the sound of (**f**) today.

Why do (**ti**), (**si**), and (**ci**) sound like (**sh**)?

Why do the letter combinations (**ti**), (**si**), and (**ci**) sound like (**sh**)? These combinations occur when adding Latin suffixes to words. There are numerous Latin suffixes that we use in English. Some of the most common ones begin with an unstressed (**i**). Some of these would be (**ial**) as in (**radial**), (**spatial**), and (**racial**), (**ion**) as in (**nation**), (**million**), and (**union**), and (**ient**) as in (**patient**) and (**ambient**). Other Latin suffixes beginning with an unstressed (**i**) include (**ian**), (**iate**), (**ius**), (**ience**), and many more.

The unstressed (**i**) in (**radial**) is the same sound as the suffix (**y**) in (**funny**). The unstressed (**i**) usually sounds like the suffix (**y**) but also often retains the consonant sound of (**y**) heard in (**onion**), pronounced (**un-yun**), and (**million**), pronounced (**mil-yun**). Therefore, in Latin suffixes, not only are (**y**) and (**i**) interchangeable for vowel sounds, but (**i**) can also stand for the consonant sound of (**y**).

When the unstressed (**i**) follows a soft (**s**) as in (**passion**), it assumes the characteristic of the consonant (**y**) and then combines with the (**s**) to make (**sh**). If it did not combine, (**passion**) would be pronounced (**pas-yun**) which is very close to the actual pronunciation. The (**sh**) sound is a perfect combination since it has the tongue in the position to pronounce (**y**) but instead uses the breath like a soft (**s**).

When the unstressed (**i**) follows a voiced (**s**) as in (**vision**), the combination sounds like (**zh**). The (**i**) again functions as the consonant (**y**) before combining with the voiced (**s**). Thus (**vision**) moves from (**viz-yun**) to (**vizhun**). Just like (**sh**), the (**zh**) sound is a direct combination having the tongue in position to pronounce the consonant (**y**) but instead using the voice and breath like a (**z**).

When (**c**) comes before (**e**), (**i**), or (**y**), it has the sound of unvoiced (**s**). Thus, (**ci**) as in (**social**) combines with the (**i**) to make (**sh**) exactly like the (**si**) in (**passion**). It will never have the (**zh**) sound since the soft (**c**) never sounds like a voiced (**s**).

So why does (**ti**) also sound like (**sh**), as in (**notion**)? We know the (**i**) is acting like the consonant (**y**), and that it combines with (**s**) to make (**sh**). Again, we are dealing with Latin suffixes. Also, nearly all words in English of three syllables or more come from Latin roots. Many two-syllable words come from Latin also. In these words, there is a strong consistency to change a final (**t**) sound to that of an (**s**) when adding (**y**) as a suffix. Some examples include:

constant	constancy	infant	infancy
vacant	vacancy	idiot	idiocy
resident	residency	accurate	accuracy

There are also noticeable examples of actually changing the (**t**) to a version of (**sh**) when adding a suffix with an unstressed (**i**). The sound of (**t**) is changed to a voiced or unvoiced (**s**), then combined with the

unstressed (**i**).

convert	conversion	divert	diversion
admit	admission	omit	omission

The same pattern shows itself at work in shorter words ending with the sound of (**d**). The sound of (**d**) is changed to a voiced or unvoiced (**s**), then combined with the unstressed (**i**).

intrude	intrusion	divide	division
invade	invasion	erode	erosion

From all this we can conclude that when the unstressed (**i**) beginning Latin suffixes like (**ion**) or (**ial**) follows a (**t**) as in (**notion**) and (**spatial**), it changes the sound of (**t**) to that of (**s**) before combining with the (**y**) sound of the (**i**) to produce (**sh**).

So why does (su) sound like (sh)?

We know why (**si**) sounds like (**sh**). So why does (**su**) have the same sound? (**su**) will sound like (**sh**) or (**zh**) when the (**u**) would normally be long, as in (**issue**), (**insure**), and (**usual**). A long (**ū**) begins with the consonant sound of (**y**), as in (**cue**), pronounced (**cyoo**). The (**y**) portion of long (**ū**) separates and combines with the (**s**) to form (**sh**) just as the (**i**) does in (**passion**).

Then why does (tu) sound like (ch)?

Since (**ti**), (**si**), and (**su**) all sound like (**sh**), why does (**tu**) sound like (**ch**) as in (**future**)? We know the (**t**) in (**ti**) is being converted to the sound of (**s**) before adding the Latin suffix (**ion**). That does not happen when adding a Latin suffix beginning with (**ū**). The (**y**) sound beginning long (**ū**) directly distorts the (**t**) sound into that of (**ch**) which is somewhere in the middle of (**t**) and (**y**), just like (**sh**) is in the middle of (**s**) and (**y**).

The (**y**) sound also distorts a (**d**) into a (**j**), as in (**gradual**) and (**schedule**).

Appendix B

Consonant Sounds

Voiced	Unvoiced	Nasal
B	F	M
D	H	N
G	K	NG
J	P	
L	S	
R	T	
V	CH	
W	SH	
Y	TH (thin)	
Z		
TH (that)		
ZH		

General Rules for Pronunciation and Spelling

- Rule 1** A vowel in the middle of a syllable is normally short as in (**cat**) and (**top**).
- Rule 2** In words of English origin, a vowel at the end of a syllable is usually long as in (**pro-mote**) and (**de-cry**).
- Rule 3** In words of English origin, syllables are usually divided between consonants as in (**jum-per**), or before a single consonant as in (**de-vote**). Exceptions would be blends with (**r**) or (**l**) that are hard to pronounce when separated as in (**re-ply**) and (**de-crease**).
- Rule 4** In words of Latin origin, single vowels are usually short, and syllables begin with a consonant or consonant blend whenever possible, as in (**democratic**), pronounced (**de-mə-kra-tic**), and (**academic**), pronounced (**a-kə-de-mik**). Single, long vowels are fairly unpredictable in words of Latin origin since it is normally the stress on certain syllables changing the vowel sound as in (**diplomat**) pronounced (**DIP-lə-mat**) and (**diploma**) pronounced (**di-PLŌ-mə**). One common exception includes the common ending (**ā-tion**) as in (**revelation**), pronounced (**re-və-lā-shən**).

Words containing one syllable are almost entirely of English origin. Words containing two syllables are mostly of English origin, but two-syllable words of Latin origin such as (**nation**) are not uncommon. Words containing three syllables are more commonly of Latin origin. Words of four syllables or more are almost entirely of Latin origin.