

Lesson 1.

ba be bi bo bu by

ca çe çı co cu çy

da de di do du dy

fa fe fi fo fu fy

ka ke ki ko ku ky

Lesson 2.

ga	<i>ge</i>	<i>gi</i>	go	gu	<i>gy</i>
ha	he	hi	ho	hu	hy
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
ra	re	ri	ro	ru	ry
ta	te	ti	to	tu	ty
wa	we	wi	wo	wu	wy

Lesson 3.

la le li lo lu ly

pa pe pi po pu py

sa se si so su sy

za ze zi zo zu zy

Lesson 4.

ab eb ib ob ub

ac ec ic oc uc

ad ed id od ud

af ef if of uf

al el il ol ul

Lesson 5.

ag	eg	ig	og	ug
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
as	es	is	os	us
av	ev	iv	ov	uv
ax	ex	ix	ox	ux

Lesson 6.

ak ek ik ok uk

at et it ot ut

är êr îr òr ûr

az ez iz oz uz

Lesson 7.

bla ble bli blo blu

cla cle cli clo clu

pla ple pli plo plu

fla fle fli flo flu

va ve vi vo vu

Lesson 8.

bra bre bri bro bru

cra cre cri cro cru

pra pre pri pro pru

gra gre gri gro gru

pha phe phi pho phu

Lesson 9.

cha che chi cho chu chy

dra dre dri dro dru dry

fra fre fri fro fru fry

gla gle gli glo glu gly

Lesson 10.

sla sle sli slo slu sly

qua que qui quo

sha she shi sho shu shy

spa spe spi spo spu spy

Lesson 11.

sta ste sti sto stu sty

sca sce sci sco scu scy

tha the thi tho thu thy

tra tre tri tro tru try

Lesson 12.

spla sple spli splo splu sply

spra spre sprī spro spru spry

stra stre stri stro stru stry

swa swe swī swo swu swy

Note From Internet Publisher: Donald L. Potter

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These “Lessons” are from my easy-to-read edition of Noah Webster’s 1824 *American Spelling Book*. Thousands of parents and educators have been downloading my edition of Webster since I first published it on my web site, www.donpotter.net on October 7, 2006.

I consider the 1824 edition Webster’s best edition. The 1829 edition is considerably different and was continued with minor revisions through the last edition in 1908. I consider the introduction of sight-words in the 1829 edition unfortunate.

This large print Syllabary is for teachers who want to post Webster’s Syllabary on their classroom wall or make large posters for teaching. I am finding them very helpful in teaching Webster’s method to my classes at the Odessa Christian School.

I have continually corrected my hand typed edition as my friends have used it and suggested improvements.

These “Lessons” are Webster’s Syllabary. The syllabary was taught *before* students started reading words. They would learn to both read and spell (using oral spelling with the letter names) the syllables of the syllabary then they were taught to apply the syllabary to reading the words in the Tables. I have found this very effective.

Webster's method has numerous merits that recommend it to teachers of reading in the twenty-first century. Learning to read from the "sounds" instead of from the "meaning" (sight-word memorization and context guessing) prevents the manifestation of whole-word dyslexia in those prone to his serious hinderance-to-reading. In his 1828 American Dictionary of the English Language, Webster defines a Spelling Book as, "A book for teaching children to spell and read." Today we use spelling books to teach students, who have learned *to read some** with the whole-word method, *to spell some**

Teachers and Parents using the Webster's method may be hesitant to attempt to teach Webster's method because Webster begins teaching polysyllables early, with Table 4. Let me assure you that this is a **strength**, not a weakness, of his program. He classifies his early polysyllables as "easy words" because they are **easy** *if* the students know the syllabary. Contemporary practice of teaching only single syllables words in beginning reading dramatically reduces student reading skills in the early stages of reading and unnecessarily prolongs the time necessary to teach students the entire English writing system. Students who **begin** with Webster are always reading several grade levels **ahead** of their peers, including students trained with popular phonics programs.

*I say *some* because most who learn to read with the whole-word method (whole-language/guided-reading/balanced-literacy) rarely ever learn to read or spell as well as they could have *if* they had begun with phonics-first: their artificially induced whole-word reflex blocks the development of *superior* reading and spelling. Most people with poor reading or spelling think they are just naturally weak in these areas, never realizing that their *inferior reading and spelling* was caused by *inferior teaching methods*.