Monica Foltzer, M. Ed.
Graduate School of Education
Xavier University, Cincinnati, Ohio

Author of PROFESSOR PHONICS GIVE SOUND ADVICE

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Lesson 1: The Short Sound of a - /ā/ and m s t a i ng er ed = /d/ or /t/ 
Key words are the tools to unlock the sounds. Memorize them. 
Think the key word and start the sound.

A. m s t a: m o p s u n t e n t – a p p l e a t e a l l = /ā/ /ā/ /a³/

B. ma sa ta sa ma ta sa ta ma

Vowel Rule 1: If there is only one vowel in a word or 
syllable and it comes before a consonant, the vowel is 
usually short.

C. ma-t sa-t Sa-m ma-s-t tat Matt am a sass

D. In two-syllable words go from the underlined vowel 
sounds to vowel sound. The endings are: ing er ed = d 
or t

1. mats matting sassing tatting
2. tats tatter matter matters
3. mast master masters mastering
4. Sass sassed massed mastered

F. Read silently then orally. Ask Comprehension questions.

1. Sam sat at a mat.
2. Tam sat at a mat.
3. Tam masters tatting.
4. Matt sat mastering tatting.
Lesson 2: d g f h  ed = /ed/

A. d g f h: duck gun fish hat

B. da ga fa ha ga fa da ha fa ga

C. da-d ga-g ha-d fat dam gas ad fas-t daf-t fa-d sad add tag am

D. ed = ed (2 syllables), Row 4. When the root words end in a d (add) or a t (mat), it will be 2 syllables.

1. sags sagged dammed gassed
2. hams sadder dagger fatter
3. fast fasting gagging adding
4. fatted added matted fasted
5. faster hamster hammer hammering

E. 1. Dad sat at a dam.
2. A hag had a fat ham.
3. Dad tagged a fatted hamster.
4. Tad had a fat ham.
5. Sam had ham.
6. Matt had a tagged hammer.
7. Tad hammered a sagging mast.
8. A faster Matt tags a fast hamster.

F. For Comprehension, continue asking questions.
Lesson 3: prn b y = long e /ē/

A. prn b: pup rug nest bed

B. pa ra na ba na ra ba pa na

C. map rag nab apt Ann an asp
   and ran sand gasp band bad ramp

D. y = long e. Rule 5: If y comes at the end of a two or more syllable word, y has the long sound of e /ē/ if the y syllable is not accented.

1. ratty sandy batty fatty Patty
2. damper sander pamper rafter tamper
3. rags raggedy gasps raspy batter
4. naps napped napping nagging nagged
5. bans banned banning banner batted
6. handy passing passed patting nasty

   2. At bat Danny had a bad spat.
   3. Patty taps and raps at a rafter.
   4. Ann fans a tanned and happy Nat.
   5. Pampered Sandy stands at a map.
   6. Hatty passed a tattered banner.
Lesson 4: ck cl w j

A. ck cl w j: cap kid clock lamp web jet

B. ca ka ack la wa ja la wa ack ca

C. cab pack Kat pal jam wag Jack tab
act can’t last hand apt fact scat smack

D. Keep going from vowel sound to vowel sound.
1. jammed racked hammed gassed rapped
2. patted landed lasted sanded padded
3. caps capped capping acting camper
4. wags wagged wagging lacking canter
5. jabs jabbed jabbing jabbering jagged
6. laps lapped lapping snappy packing
7. candy handy caddy wacky tacky

E. 1. At last Jack had a lamp.
2. A hand jabbed at a black hamster
3. Kat and a pal hammered at a cab.
4. Daddy and Randy acted wacky.
5. Jam and candy can’t last.
6. Tad can’t act as a happy caddy.
7. A camper cantered fast after Sally.
Lesson 5.  v  qu  x  y  z  ly = l + long e  /ē/

A.  v  qu  x  y  z:  van  quack  box  yak  zipper

B.  va  qua  ax  ya  za  va  ya  qua  ax  za

C.  van  lax  yak  quack  vat  jazz  zag  quaff
   yap  ax  swam  razz  adz  vamp  asp  vast

D. The new ending  ly = l + long e.

1. madly  sadly  waxy  vastly  pally
2. zags  zagged  aptly  zagging  zaggy
3. jazzed  jazzing  jazzy  yams  yammer
4. yaps  yapping  yapped  raggedy  raggedly
5. quacks  quacking  quacked  taxing  lastly
6. Randy  raptly  wacky  wagging  wagged
7. axed  axing  waxed  waxing  taxed

E. 1. Max razzed Hatty at bat.
   2. A sad yak had rammed and tattered a plant.
   3. A happy Van swam at camp.
   4. Harry quacked at a pal. Quack, Quack.
   5. Stand last and hand Jan a snack.
   6. As fast as Max can wax, Danny can stack.
   7. Lastly campers transplanted a waxy plant.
Lesson 6: Short sound of i /ɪ/ 

Key Words for i: Indian ice /ɪ/ /ɨ/

A. bi  di  fi  gi  hi  ji  ki  li  mi  ni  
    pi  qui  ri  si  ti  vi  wi  ix  yi  zi

B. bibs  Dick  fizz  gig  hid  jigs  kill  ill  
    quiz  risk  sill  tint  vim  win  it  in

C. 1. missing  missed  killing  mister  blisters  
    2. jigging  fixing  fixed  fixer  fizzing  
    3. twist  twists  twister  twisting  twisted  
    4. windy  skinny  risky  Dicky  snippy  
    5. quickly  giggly  limply  satiny  glibly  
    6. vivid  pigskin  wispy  simply  pimply  
    7. zigzag  kidnap  catnip  rapid  transplant  
    8. fantastic  inhabit  Atlantic  bandit  rapidly

D. 1. Jimmy and Rick quickly fixed his pigskin.  
    2. Randy can risk a last fast jab.  
    3. His hand lifted his tinted rimmed bag.  
    4. Harry’s van simply hid Jan’s big bat and bag.  
    5. A fantastic din is filling camp after dinner.  
    7. His fantastic wig is tinted.
Lesson 7: Short sound of u /ũ/

Key Words for u: umbrella, use, put: /ũ/ /ũ/ /u³/

A. bu cu du fu gu hu ju ku lu mu
    nu pu ru su tu vu wu ux yu zu

B. buzz clump dud fuss gulp huff just up
    us lugs mud null pulp runs snuff tux

C. Ending le = /l/ as in sample. The e is silent.
   1. tumble fumble mumble rumble stumble
   2. jutting jutted buzzer buzzing crumble
   3. bumper bumping bumped mumbled mumbling
   4. smugly ugly glumly gusty stuffy
   5. grumble grumbled grumbling bulky lucky
   6. bubbly snugly jumble insult stuffing
   7. pumpkin mixup supper unlucky unstuck
   8. undid unfluster undug bubble humble

D. 1. Russ had his unmussed tux.
   2. His uncle grumbled at an insult at supper.
   3. Gus stumbled uphill bumping his hand badly.
   4. His suntan blistered his back.
   5. Bud fixed Jan’s rack and black and tan rug.
   6. An unlucky uppercut ripped his lip.
   7. The bus missed his humble hut.
   8. Jud had unlimited duck hunting.
   9. A buzzer will puzzle and mix him up.
Lesson 8: Review of the short sounds of  \( a /\acute{a}/, \ i /\acute{i}/, \ u /\acute{u}/\)

A. Say, hear and write the words below.
   1. apt  bask  cast  ducks  fist  gulf  hand  imp
   2. just  kilt  land  mum  nip  pulp  quiz  rap
   3. silk  tamp  until  vast  wick  axed  yap  zip

B. 1. His slipper filled quickly.
   2. Dismiss Dick as a little unfit.
   3. Insist Kim visit his puppy after dinner.
   4. Bill had a distinct lisp.

   5. After supper Ricky nagged his rabbit.
   7. A funny mimic jazzed up his picnic.
   8. Van’s silly giggle simply fanned a hubbub.

C. 1. muzzled  slippery  unjustly  silvery  dimly
   2. handbag  disgust  rubbery  glinted  rapidly
   3. under  sixty  tumbler  candidly  ripple
   4. vividly  silky  dustpan  sniffle  habit
   5. batter  bitter  butter  slumber  tackle
   6. husky  publicly  blistered  cuddly  bulky
   7. humble  rippled  bumbled  wiggle  unstuck
   8. napkin  mumbling  kindle  insipid  antics

D: Vowel Rule 1: If there is only one vowel in a word or syllable and it comes before a consonant, the vowel is usually short. (cvc, vc)
Lesson 9: Short o /ơ/, Endings: s ed er ing y ly le. Key Words for o: ostrich old to = /ơ/ /ơ/ /ơ3/

A. bo co do fo ho jo ko lo mo no
    po quo ro so to vo wo ox yo zo

B. not sop doff pox smock yon off loll
    clog cost fond odd snob jot romp ox

C. Endings: s ed e ing y ly le
   1. jolly hotly fondly Molly wobble
   2. coddle cocky copy foggy foxxy
   3. Bobby gobble topper hobble bottles
   4. locks locker locking locked Robby
   5. lobby sobbing sobbed lofty mottled
   6. romps romping romped lottery sloppy
   7. plots plotter potting plotted jonquil
   8. goggles politics hobby sonic tonic

D. 1. Donny will hop on Tom’s head.
    2. Fondly Sally patted Holly.
    3. Bobby got a rock in his sock.
    4. Molly at last zipped Patty’s muff.
    5. In a huff, Jud is tugging at his cap.
    6. Robby and Don tossed a log after a dog.
    7. Danny, his pal, locked his middle box quickly.
    8. A hull jutted from the rocks puzzled him.
    9. Sandy is tucking a rumpled doll in a little tub.
   10. In Tom’s pocket is a box of pills.
Lesson 10: Short e /ě/ as in Eskimo.

Key words for e: Eskimo  eat /ě/ /ē/

A. be de fe ge he je ke le me ne
   pe que re se te ve we ex ye ze

B. jell swept Rex swell wen yen ebb
   vex fez quest flex jest pelts yelp

C. Endings: ness en
   1. madness fastness witness dullness wetness
   2. vixen pecking happen hidden dimness
   3. jelly penny petty Betty Nelly
   4. kettle settle pebbles speckled nettles
   5. messes empty seventy hamlet slimness
   6. fixes wedding dentist rotten confess
   7. waxes magnetic example magnetism fender
   8. flexes ebbing rotten wended eggnog

D. 1. Ned fell upon a big, empty bed.
   2. A jet met Ben at seven.
   3. Yes, Zed will get his pet hen in September.
   4. At last, Ted is attending his hidden nest.
   5. Unless Jill confesses, Meg will let her swelter.
   6. Suddenly Jan tossed an empty box upon a red rug.
   7. In September Liz will witness a wedding.
   8. Kelly is letting Betty enter and dwell in his den.
   9. His dog yelped and left camp in a sudden huff.
  10. Ben settled the speckled eggs in an empty box.
Lesson 11: Review using all five short vowels

A. 1. vast self its fondly justly adz
2. welts splint squid handy pucker elm
3. romps vender quilts bulk tuft apt

B. 1. Rick has a restless puppy.
2. Scott’s hobby is swimming at his camp.
3. Al will suggest his hilltop hut.
4. Jack must rest his bad leg on a log.
5. Stan suddenly plumped upon a clump of sod.
6. His public suspected a twisted plot.
7. As president of his class, Val must help.
8. His lost dog romped and yelped at an empty can.
9. Pat’s puppy sniffed at his spotless smock.

C. New Ending: less
1. restless sunless endless indenting absently
2. sizzle insisted submitted spotless ruffled
3. fondness nonsense tactless coppery blacktop
4. husky cobweb public suspect unless
5. hilltop kickoff offhand bobcat itself
6. jonquils cannot sundeck tiptop lobster
7. deskpad inspected scuffle publicity inspects
8. muddle softness sodden objected tamper

D. 1. at a next hilltop 4. from a public bus
2. off his sundeck 5. in an endless testing
3. on a spotless desk 6. up a sodden hill
Lesson 12: Consonant Blends

A consonant blend is two or three consonants said together each keeping its own sound. They are slid together smoothly with the short vowel so there is no break.

**Initial Blends**

A. dra dre dri dro dru – fra fre fri fro fru
gla gle gli glo glu – pla ple pli plo plu
sna sne sni sno snu – sta ste sti sto stu

B. 1. brim brag bred drop drug fret Fred
   2. grub flat glut slit sled plat plot

C. Make words of your own using the blends in A above.

**Final Blends**

D. 1. belt vent help jest kept help must
   2. hulk risk soft gulp wisp hump self

**Combinations of Initial and Final Blends**

E. 1. blast flint grunt scant prompt gist
   2. scrimp sprint split blend flask squint

F. 1. crabs crammed frosted gritting crusty
   2. sprints strutted flexing scanned testy
   3. flexes bramble stomped graspy skimpy
   4. grandness briskness bluntly bluffing frisky
Lesson 13: Consonant Digraphs: \text{ch} \text{ sh} \text{ wh} \text{ th} \text{ th} \text{ ng} \text{ nk}

Digraph Key Words: \text{inch} \text{ ship} \text{ whip} \text{ this} \text{ thumb} \text{ ring} \text{ bank}

\begin{array}{cccccccc}
\text{ch} & \text{sh} & \text{wh} & \text{th} & \text{th} & \text{ng} & \text{nk} \\
\text{chap} & \text{shell} & \text{whiz} & \text{this} & \text{thump} & \text{song} & \text{bank} \\
\text{chest} & \text{shaft} & \text{which} & \text{than} & \text{theft} & \text{zing} & \text{thank} \\
\text{chum} & \text{shun} & \text{whim} & \text{that} & \text{thrill} & \text{clang} & \text{honk} \\
\text{rich} & \text{smash} & \text{whet} & \text{then} & \text{thrash} & \text{swing} & \text{blink} \\
\text{chops} & \text{shush} & \text{whisk} & \text{thus} & \text{cloth} & \text{spring} & \text{mink} \\
\end{array}

1. After the theft of his ring, Chuck shunned him.
2. The pink shell fell into the tank of the sled.
3. When the ship crunched the sand, it stopped.

**Spelling Helps for One-syllable Words**

After short vowels the sound of \text{k} is usually written \text{ck}.

1. black \text{ quack} \text{ crack} \text{ stack} \text{ snack} \text{ slack} \\
2. 	ext{beck} \text{ deck} \text{ check} \text{ neck} \text{ peck} \text{ fleck} \\
3. 	ext{wick} \text{ thick} \text{ chick} \text{ click} \text{ kick} \text{ brick} \\
4. 	ext{dock} \text{ block} \text{ shock} \text{ frock} \text{ mock} \text{ flock} \\
5. \text{truck} \text{ shuck} \text{ pluck} \text{ muck} \text{ stuck} \text{ chuck}

After short vowels the \text{ch} digraph is spelled \text{tch}.

1. batch \text{ hatch} \text{ catch} \text{ match} \text{ thatch} \\
2. fetch \text{ ketch} \text{ retch} \text{ stretch} \text{ sketch} \\
3. ditch \text{ stitch} \text{ twitch} \text{ switch} \text{ pitch} \\
4. botch \text{ scotch} \text{ blotch} \text{ splotch} \text{ notch} \\
5. Dutch \text{ hutch} \text{ crutch} \text{ clutch} \text{ clutches}

Five exceptions to this spelling: \text{much} \text{ such} \text{ rich} \text{ which} \text{ touch}
Lesson 14: Plurals

Most Plurals add an s

After the voiceless t p k and f plurals, s is heard as /s/.
1. kits nests grafts trusts glints thanks
2. drips traps shrimps scraps clumps stomps
3. banks specks flocks flasks clicks skunks
4. sniffs bluffs chunks staffs fluffs whacks

After the voiced consonants in plurals, s has a /z/ sound.
1. elms thongs whims quills thugs chins
2. fronds clans skills shrugs springs sprigs
3. gongs fangs thuds shins thrills scabs

1. ladders puddles jackets victims kickoffs
2. antics bubbles hundreds druggist butters
3. insults goblins lobsters eggnogs jonquils
4. picnics glimpses splinters crossings hemlock
5. blankets desks chapters singles gossips
6. hammocks chipmunks liquids stockings trumpets

Two-Syllable Plurals

Words ending in s x z sh and h form plurals by adding es instead of just a single s.
1. glasses taxes fezzes flashes sketches
2. crosses waxes fizzes flushes twitches
3. stresses foxes razzes wishes inches
4. tosses hexes buzzes splashes splotches

1. Tom taps his glasses on the sill as Scott sketches.
2. Frank drags the drums with his trucks.
3. Flocks of hens pecked under twigs and pebbles
4. Dogs and kittens splash and splatter in Glenn’s puddles.
Lesson 15: Long Vowels

When a vowel represents its long sound, it says its name as in *ate eel ice oak use* /ā/ /ē/ /ī/ /ō/ /ū/

Vowel Rule 2: If there are two vowels in a word or syllable, the first vowel is usually long and the second is silent. *(cvvc) or (cvcv)*

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Magic E Words: The first vowel is long; the second, silent.

1. jade  eke  strife  yoke  cube  drove
2. bathe  Eve  dire  globe  fuse  mute
3. drape  these  whine  those  fume  thrive

Regular Vowel Digraphs: The first vowel is long; the second vowel is silent. *y* and *w* are used as vowels.

1. faith  squeak  vied  growth  hue  praise
2. ray  three  float  cue  rye  loathe
3. lye  blow  oath  fuel  slay  please

New Suffixes: *ful* and *fully*

1. spiteful  cheerfully  playful  gleefully
2. faithfully  boastful  usefully  carefully
3. wakeful  fearfully  shamefully  wasteful
Lesson 16: More Long Vowels: Magic E Words

1. state here game flare prize five
2. cube vote mere vile nave eve
3. shame thine fuse drone mete thrive
4. whale tithe chase snore those lathe
5. mule strode while shone trite tribe

We can hear the first vowel in a vowel digraph, but we must memorize the second.

1. twain groan gleam each foam low
2. meet yeast throw reach beech beach
3. hue ray vain toed tea
4. squeal heel heal quail fuel tried
5. row goal wail beet beat day

1. Jake tried beating the goal set at the club.
2. The vain player whined at his loss.
3. Dave squealing at his play floated his leaf boat.

Compound Words

1. seasick sailboat peanuts likewise
2. firebug billboard subway sweepstake
3. railroad stockpile spillway typescript
4. towboat snakebite freeway postpone
5. toeless rosebud seaway soapbox
6. crossrail beeline drainpipe homesick
7. clamlike homemade rockslide snowshed
8. checkmate pineapple backfire flamelike
9. fearless sunshine wireless lifetime
Lesson 17: Review of Consonant Digraphs – Short and Long Vowels

1. crash choke sheep than while thrill
2. this tithe which shake fourth throne
3. chair whiz thing wheat think lithe
4. loathe chest breathe oath when shred
5. cloth speech such clothe throat shrine

Review of Consonant Blends – Short and Long Vowels

1. spring braves strip stripe stress tweak
2. drove cream drone gray sleeve score
3. cram blaze flare glaze grown plead
4. scrub scale smock scrap scrape sneeze

1. Jane chose each peach carefully and slowly.
2. As it is not quite safe here, swim in the lake.
3. His plan is plain and Gail will stop the boat.
4. Sally can coax the mule nicely with a carrot.
5. Throw those white wheels skillfully in the shade.
6. Joe will wait in vain with the three coats.

For most one syllable words – after short vowels the sound of /k/ is written ck and after long vowels it is written with just a k.

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Lesson 18: Vowel Rule 3: If there is only vowel in a word or syllable and the vowel comes at the end, the vowel is usually long. (cv)

1. he no ye he so spy me
2. dry by why we fly go I
3. sky she fry hi shy my ho

1. biplane bogus bugle co-op demon
2. woven fatal fiber foment futile
3. haven hijack hotel humus cubic
4. latent lilac humor microbe pupil
5. myself naval nitrate pilot tiger
6. quiet rifle secret solar zebra
7. music vital wafer yodel student

1. His rifle and bugle had defects.
2. The pilot twice made a futile landing with his plane.

REVIEW OF THE FIRST THREE VOWEL RULES

1. apt 8. throat 15. cue 22. goal 29. say
2. joke 9. wick 16. sprite 23. yes 30. spry
3. she 10. pried 17. glow 24. off 31. squint
4. ebb 11. jolt 18. fly 25. which 32. each
5. clothe 12. ray 19. opt 26. elf 33. try
6. vim 13. shake 20. why 27. hoax 34. gulp
7. no 14. peach 21. stream 28. go 35. chain

1. She piloted the biplane with skill
2. By hiking swiftly we will reach the motel by three.
3. The secret and vital paper seems stolen.
Lesson 19: THE THIRD SOUND OF A O U

Vowel Rule 4: If an a is followed by u, w, r, ll, or lt in the same syllable, it often has the third sound of a. (a³)

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Read the following sentences smoothly.

1. I saw the launch pause aimlessly near the shack.
2. The small ball of dark yarn is flawed.
3. Maud quickly crawled in the vault at the bank.

More words having the third sound of a, the Italian ä.

1. yawned dauntless garble charting
2. vaulted sharply stalling rawness
3. halting gauze hallful warmth
4. thawing launched marshes marching
5. sharks harness arches galling
6. startle parchment starched salty
7. charmed lawyer taunting paused
8. fawning varnish lawless lawlessness
9. scrawled sharper gaudy artist

THE THIRD SOUND OF o and u are non-phonetic because they follow no pattern. The KEY WORDS are to and put.

1. do lose move shoe who two
2. push pull bush full bull your
3. would should bushel pulpit could bullet
Lesson 20: Diphthongs: Two vowels in a syllable making a double sound.

There are Four Plain Diphthongs by spelling – ou ow oi oy – and two by sound /ou/ /oi/. Key Words are owl and oil.

1. how cow shout out sour pout now
2. oil join toil boy joy toy Roy
3. drowned coinless oink coyness cowl
4. hoisting scowled south joist mouthful
5. void prowler quoits plowed spoiling
6. Our milk is beginning to sour now in this heat.
7. Roy shouted with joy at the humorous clown.
8. That appointment about oil has to be kept today.

Murmur Diphthongs

The murmur diphthongs are ar or er ir ur. An r is often called a half-vowel as it changes the sound of the preceding vowel. The KEY WORDS are car or urn.

1. jar lard harp dwarf shark warmth char
2. or born York short snort sport torn
3. fern perk bird firm burn curb blurt
4. squirted sterling swarms curly harmless
5. perky sparkler twirling quirk shorten
6. burnt formless surly morning clerks.

7. Her pert bird darted speedily for the corn.
8. Carl’s horse entered the race with verve.
9. The nurse shouted loudly that the burn would heal.
10. Fern could read in spite of the loud noise.
11. The short cord near the fern tripped the prowler.
Lesson 21: Interesting Review

Which word has the short, the long, or the third sound of a. Why?

1. vault  jailer  tallness  saggy
2. daze  walled  brainless  plainest
3. packs  saddle  yawning  lawyer
4. smallest  rainy  halted  gagged
5. madly  dawns  safely  quaint.

X’s can be a bit troublesome.

1. ax  lax  tax  waxes  Max  flax  hex
2. vexes  flex  fixed  next  mixing  oxen  foxes
3. pox  tux  text  extra  Rex  sixes  vixen

Listen for the /kw/ or /skw/ sound.

1. square  quake  quite  quenching  quest
2. squire  quip  equip  equipment  quizzes
3. quibble  quoit  quote  quota  quirk
4. squirm  squelch  squish  squints  quivered

Vowel Rule 1: Closed Syllables – Short Vowels

1. sniffle  dabble  baffle  thimble  struggle
2. nettle  trickle  dapple  goggles  bottled
3. tangled  scuffles  twinkle  brittle  angle

Vowel Rule 2: Open Syllables – Long Vowels

1. able  cable  idle  sidle  noble  bugles
2. titled  stifle  staples  stifled  gables  sable
3. maple  bridle  stable  cradles  fabled  rifle
Lesson 22: Ending: y

Vowel Rule 5: If y comes at the end of a two or more syllable word, y has the long sound of e /ē/ if the y syllable is not accented. (Say the words below stressing the accented part. Try to tap with a heavy and soft beat.

1. silly    messy    lefty    lucky    chubby    fuzzy
2. lady     pony     wavy    flaky    Davy     smoky

Vowel Rule 6: If y comes at the end of a two or more syllable word, y has the sound of long i /ī/ if the y syllable is accented.

1. reply    supply    apply    defy    imply
2. multiply    electrify    justify    occupy    identify

1. Will Sally identify the frilly and dressy baby?
2. Did Bobby signify he would take the bunny?
3. Can we occupy the chilly, smelly cabin?
4. Did Billy supply the lady with flaky chicken?
5. When did the funny, wiggly puppy defy Molly?

Plurals: y changes to i, baby > babies.

1. bunnies    puppies    poppies    pennies
2. fairies    navies    ladies    ponies
3. supplies    allies    applies    defies
4. multiplies    magnifies    complies    ratifies
Lesson 23: The three sounds of the suffix ed.

Note: After t and d a new syllable is formed saying /ed/. After s, x, k, ck, sh, ch, p, and f, ed says /t/.
After all other letters of the alphabet, ed says /d/.

<table>
<thead>
<tr>
<th>ed = ed</th>
<th>ed = t</th>
<th>ed = d</th>
</tr>
</thead>
<tbody>
<tr>
<td>tinted</td>
<td>sifted</td>
<td>dressed</td>
</tr>
<tr>
<td>blended</td>
<td>wended</td>
<td>mixed</td>
</tr>
<tr>
<td>rusted</td>
<td>rotted</td>
<td>checked</td>
</tr>
<tr>
<td>drifted</td>
<td>misted</td>
<td>licked</td>
</tr>
<tr>
<td>ended</td>
<td>added</td>
<td>slashed</td>
</tr>
</tbody>
</table>

Mixed Practice – Which says ed d or t?

1. fixed  pointed  messed  perched  picked
2. plotted  wailed  buzzed  bleached  cuffed
3. lifted  burned  boiled  dreamed  twisted
4. slammed  played  rowed  boxed  lasted
5. braided  mended  splashed  dusted  penned
6. kicked  turned  printed  walled  reached
7. stopped  crashed  bragged  beaded  wheeled

1. Has he scrubbed and mopped the rotted porch?
2. Had she dreamed the rented boat had sunk?
3. Was his boy picked up near the trapped animal?
4. Was it picked and boxed for the late mail?
5. Has Hal mended and fixed the slashed seat?
6. Did the twisted section get fixed?
7. Had he licked the stamp carefully and mailed it?
Lesson 24: Two very helpful patterns.

Vowel Rule 7: If words end with the suffix *ing*, *er*, or *ed*, the first vowel in the syllable is usually **short** if it comes before two consonants. (v/cc)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>strapping</td>
<td>chatter</td>
<td>manned</td>
<td>tramping</td>
<td>jumper</td>
</tr>
<tr>
<td>betting</td>
<td>shredder</td>
<td>yelled</td>
<td>checking</td>
<td>vended</td>
</tr>
<tr>
<td>jigging</td>
<td>swimmer</td>
<td>skinned</td>
<td>fishing</td>
<td>softer</td>
</tr>
<tr>
<td>tossing</td>
<td>robber</td>
<td>flopped</td>
<td>costing</td>
<td>landed</td>
</tr>
<tr>
<td>bluffing</td>
<td>drummer</td>
<td>dulled</td>
<td>thumping</td>
<td>quilted</td>
</tr>
</tbody>
</table>

Vowel Rule 8: If words end with the suffix *ing*, *er*, or *ed*, the first vowel is usually **long** if it comes before a single consonant. (v/c)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>naming</td>
<td>stating</td>
<td>wader</td>
<td>scraper</td>
<td>dared</td>
</tr>
<tr>
<td>eking</td>
<td>dozing</td>
<td>Peter</td>
<td>wiser</td>
<td>cubed</td>
</tr>
<tr>
<td>sliding</td>
<td>thriving</td>
<td>riper</td>
<td>biter</td>
<td>choked</td>
</tr>
<tr>
<td>zoning</td>
<td>groping</td>
<td>joker</td>
<td>smoker</td>
<td>shaded</td>
</tr>
<tr>
<td>fuming</td>
<td>using</td>
<td>user</td>
<td>blazer</td>
<td>voted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short Vowel</th>
<th>Long Vowel</th>
<th>Short Vowel</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. at dinner</td>
<td>in a diner</td>
<td>6. is bitter</td>
<td>is a biter</td>
</tr>
<tr>
<td>2. is slopping</td>
<td>is sloping</td>
<td>7. will be pinned</td>
<td>pined away</td>
</tr>
<tr>
<td>3. he scraped</td>
<td>he scraped bottom</td>
<td>8. she mopped the tile</td>
<td>she moped all day</td>
</tr>
<tr>
<td>4. stripped the wall</td>
<td>striped shirt</td>
<td>9. filled a cup</td>
<td>filed past a desk</td>
</tr>
<tr>
<td>5. tilled the soil</td>
<td>tiled wall</td>
<td>10. is licking</td>
<td>liking dogs so much</td>
</tr>
</tbody>
</table>
Lesson 25: Mostly Review – Vowel Rule 3: If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long. (cv).

A new suffix *tion* derived from French is being added. The first syllable of every word in the list below represents the long sound of the vowels.

1. nation  station  ration  potion
2. lotion  notion  motion  rotation

The first syllable of the following two-syllable words applies the third vowel rule.

1. apron  even  idle  odor  razor
2. create  trifle  retail  tiny  soda
3. unit  flavor  legal  hydrant  major
4. equal  mica  moment  tripod  cobalt
5. laser  Sweden  minus  crater  bisect

All of the words below have three syllables.

1. quotation  fumigate  libelous  reimburse
2. demerit  soberly  probation  feverish
3. flavorless  migration  hibernate  locally
4. bilingual  mutilate  microscope  fomented
5. preamble  coconut  fatalism  location

Polysyllabic words following Vowel Rule 3.

1. relaxation  fumigation  cooperate  mutilation
2. preatomic  vocalization  motivation  deactivate
3. predisposed  radiation  microscopic  mobilization
4. futility  biological  capability  beatitude
Lesson 26: Consonant Rules

1. **S** says /z/ after a voiced consonant
   - trays bees lies toes cues guns
   - bells swims goes suds kings stabs

   **S** says /s/ after a voiceless consonant.
   - skips specks sniffs desks nests pecks

2. **X** has three sounds.
   - /ks/ box wax fix Rex text
   - /gz/ exalt exam exact exult exist
   - /z/ xylophone Xavier xenon xanthan

3. **C** says /k/ (hard c) before any letter except, e, i, or y.
   - cast case code cob cube coin

   **C** says /s/ (soft c) when it comes before e, i, or y.
   - cell cede cite cinch ice place

4. **G** says /g/ (hard g) when it comes before a, o, or u.
   - gate gash goal gong gush gulch

   If ge is at the end of a word, it says /j/, (soft g).
   - age sledge lodge splurge huge large

   At the beginning of a word, ge, gi gy, may be either
   - /j/ gem germ gin gibe gist gym
   - /g/ gift get girl grid gild gig
Lesson 27: Consonant Helps  Listen Carefully

c, qu, and x have no sounds of their own. They must borrow.

c  in cap /k/  c  in cent  /s/

x  in ax /ks/  x  in exact /gz/  x  in xylophone /z/

qu  in quit /kw/

Review Work with c and g.

1. slice  since  coaster  can’t  cove  culled
2. coiled  grace  corks  caused  thrice  curt
3. pencil  civil  cynic  accede  accept  cycle
4. goes  twinge  gel  gospel  gauze  hedge
5. ginger  garden  trudge  pages  angel  angle

1. The dog cringed at the noise near the garden.
2. Did he urge the girl not to splurge on the gang?
3. The fringe on the garment was badly trimmed.
4. Was the prince aiming at the center of the circle?

Note the odd c in the last syllable. We can hear every sound in these words so learn to spell them rapidly.

1. topic  tropic  mimic  plastic  drastic
2. septic  hectic  public  rustic  Arctic
3. toxic  epic  frantic  antic  athletic
4. fantastic  Antarctic  magnetic  inorganic  cosmetic

1. His stay in the tropics made a tonic necessary.
2. The plane was geared to supersonic speed.
4. An American epic was the topic of conversation.
Lesson 28: Irregular Vowel Digraphs

The regular vowel digraph *ie* follows Rule 3. The irregular says the long sound of the second vowel which is long e /ē/.

Regular: die cried skies vied flies fried
Irregular: yield piece chief shriek wield relief niece shield grief belief brief fielder

1. It is my belief that her niece tried hard for the test.
2. French fries and pie vied at the picnic of the chiefs.

The regular vowel digraph *oo* is heard in door and floor.

The irregular vowel digraph *oo* says the third sound of o.

- ooze booms pooled spoons hoop sooner loop

The irregular oo can also say the third sound of u.

- books stood shook wooded hooks looks looked cooking

1. I will soon look at the floor near the door.
2. Loop all the wool in the room with her hook.
3. He zoomed the plane over the roof with skill.

The regular digraph *ei* says long e; the irregular, long a.

Regular: weird either seize key deceit ceiling
Irregular: veil their obey they eight neighbor reins weight vein heir skein eighth

1. Neither money weighs near eighty pounds.
2. They can obey or they will receive a fine.
Lesson 29. More Irregular Vowel Digraphs
The regular digraph ea follows the rule saying long e /ē/.
gleam least plead each clean heater cheating
The irregular digraph ea has four different sounds.

\(\text{ēa} – \text{bread heavy wealth steady pleasure ready feather sweater tread treaded}\)
\(\text{ēā} – \text{great steak break greater breaking}\)
\(\text{ūr} – \text{earn earth yearn pearl learns dearth heard search earnest early}\)
\(\text{ār} – \text{heart hearten hearty hearth hearken}\)

Long Sound of ū – Listen Very Closely

<table>
<thead>
<tr>
<th>Magic e</th>
<th>Regular digraph</th>
<th>Irregular digraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>mute</td>
<td>cue hadues</td>
<td>few feud</td>
</tr>
<tr>
<td>mule</td>
<td>hue sue</td>
<td>hew new</td>
</tr>
<tr>
<td>cube</td>
<td>due suit</td>
<td>pew news</td>
</tr>
</tbody>
</table>

Exceptions to long u /ū/: after r, j, ch, and l blend we hear the third sound of o.
1. rude threw Jew chew blew true
2. crude Judy chewy plume ruler Jude
3. jute glue flute rue Jupiter jubilee

1. They searched for a suit and a sweater as a clue.
2. News of the feud spread from the fuming crew.
3. Judy chewed as she drew a flute for the jubilee.
Lesson 30: The Most Difficult Vowel Combination - ou

Diphthong ou: shout proud south vouch

Regular digraph ōu: dough soul though mourn
court pours source thorough
course four fourth shoulder

****************************************

There are six irregular ou digraphs

ō brought ought cough thought sought
fought bought trough wrought coughed

ū touch young couple country trouble
double southern joyous famous tremendous

ō³ group you soup youth wounded
tourist tour dour through trouper

u³ would should could your yours

ûr nourish flourish scourge journey nourished
journal courtesy courteous courage flourished

û Houston Houstonian houstonia

1. The four tourists were in double trouble in Houston.
2. They went through the southern part of their journey.
3. He thought he brought their journal with him.
4. We doubt that you should vouch for the couple.
5. Though he was young, he was thorough in his work.
PART TWO

Lesson 31: THE SCHWA - /ə/ - The Short-Short Sound of u

The shortened sound of any vowel in unaccented syllables of polysyllabic words. It is the short u sound of circus.

- aloud abrupt adept acute annoy
  alarm achieve atomic affirmed ability
  merchant feudal oral wizard vocal
  portal cadet caress canal formal

- channel parcel student budget locket
  moisten kernel easel comet novel

- solid pulpit rabbit cousin habit
  morbid lucid rapid victim stencil

- freedom crimson reason squalor carrot
  caldron random apron wisdom glutton

- rumpus cherub focus humus playful
  locus locust wampum zestful discuss

1. Along the bottom of the vessel, a crack appeared.
2. A student’s easel was the focus of the problem.
3. His random shot at the victim caused acute pain.
4. The cadet is annoyed and vocal about his budget.
5. There was no reason for the playful rumpus.
6. The merchant was adept in his use of stencils.
7. They could not fathom her sudden and willful tantrum.
Lesson 32: Contractions. We often use these shortcuts.

I am         I’m going to go to the farm for fruit.
you are      You’re home at last and safe.
he is        He’s in the room to help his dad.
it is         It’s not fair to change too much.
she is       She’s at bat for her team at last.
we are       We’re in school to get an education.

are not     Aren’t you coming?
is not       He isn’t in the park with Rick.
did not      Didn’t you hear the noise yesterday?
does not     Doesn’t that look attractive on her?
do not       Don’t go to that store for eggs.

I would     I’d see to that at three if I were you.
you would   You’d find out later from them.
she would   She’d gather the dishes later.
it will      It’ll be dark when you finish math.
he will      He’ll have to see the manager.
we will      We’ll see his boss about leaving early.
they will    They’ll try harder in the morning.

will not     I won’t stay longer for anything.
can not      He can’t walk that distance as yet.
would not    Wouldn’t you like to sing?
could not    Couldn’t they wash the dishes?
should not   Shouldn’t they be there by twelve?
must not     He mustn’t take the plane trip.

that is      That’s all he has to do right now.
what is      What’s in the bag on the covered table?
where is     Where’s the school team playing next?
there is     There’s more candy in the glass bowl.
Lesson 33: Homonym – same sound, different spelling

<table>
<thead>
<tr>
<th>1. air</th>
<th>heir</th>
<th>6. all</th>
<th>awl</th>
<th>11. alter</th>
<th>altar</th>
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<tr>
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<td>hair</td>
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<table>
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<tr>
<th>3. lone</th>
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<th>mane</th>
<th>13. mite</th>
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<tr>
<th>4. red</th>
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<td>soar</td>
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<td>steel</td>
<td>see</td>
<td>sea</td>
<td>stare</td>
<td>stair</td>
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<td>tail</td>
<td>teem</td>
<td>team</td>
<td>vale</td>
<td>veil</td>
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<table>
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<tr>
<th>5. Venus</th>
<th>venous</th>
<th>10. would</th>
<th>wood</th>
<th>15. way</th>
<th>weigh</th>
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</thead>
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<td>rap</td>
<td>wait</td>
<td>weight</td>
<td>wrote</td>
<td>rote</td>
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</tbody>
</table>

<table>
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<tr>
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<th>cent</th>
<th>scent</th>
<th>17. new</th>
<th>knew</th>
<th>gnu</th>
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<td>mete</td>
<td>right</td>
<td>rite</td>
<td>write</td>
</tr>
<tr>
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<td>sow</td>
<td>sew</td>
<td>site</td>
<td>cite</td>
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<td>two</td>
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<td>they’re</td>
<td>there</td>
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<td>four</td>
<td>fore</td>
<td>pair</td>
<td>pare</td>
<td>pear</td>
</tr>
</tbody>
</table>
Lesson 34: Common Words Which Are Not Phonetic

Memorize these simple but deceptive words.

1. are any again been busy blood
2. beauty bury child could come does
3. done don’t eye flood find friend
4. give gone have heard height iron
5. island juice laugh lose many of
6. one once pretty sew said says
7. genius junior shoe some sure should
8. sugar two there toward their truth
9. view very as want were woman
10. wash what women work who watch
11. were world would whose you your

The vowel combinations below look like digraphs; however, each vowel is sounded separately.

1. li on po et Ohi o Jo ey ne on
2. di et are a ru in tri o bo a
3. pliers fluent fiery client quiet
4. Maria trial studio period truant
5. rodeo piano oasis fluid radio
6. violin liable heroic orient theory
7. medium manual nucleus reliant variety
8. theater science violet aviator diary
Lesson 35: Non-phonetic long vowel words – contrary to Rule 1.

1  2  3  4  5

<table>
<thead>
<tr>
<th>told</th>
<th>bolts</th>
<th>toll</th>
<th>host</th>
<th>mild</th>
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</thead>
<tbody>
<tr>
<td>scolding</td>
<td>dolt</td>
<td>roller</td>
<td>posted</td>
<td>child</td>
</tr>
<tr>
<td>golden</td>
<td>jolted</td>
<td>troll</td>
<td>poster</td>
<td>wilder</td>
</tr>
<tr>
<td>folder</td>
<td>molts</td>
<td>stroll</td>
<td>posters</td>
<td>mildest</td>
</tr>
<tr>
<td>sold</td>
<td>colt</td>
<td>stroller</td>
<td>posting</td>
<td>grinder</td>
</tr>
<tr>
<td>colds</td>
<td>volts</td>
<td>trolling</td>
<td>hostess</td>
<td>blindness</td>
</tr>
</tbody>
</table>

Words in which every o has the short u /ʊ/ sound

1. son  London  covet  covenant  comfort
2. of  above  stomach  governor  company
3. none  govern  other  lovable  tongue
4. some  hover  cover  covetous  monkey
5. shove  comely  dozen  Monday  slovenly
6. lovely  color  smother  compass  wondrous
7. done  covers  brother  dozen  nothing
8. wonder  glove  oven  monk  month

Read these interrogative sentences with good inflection.

1. Will none of my brothers ride the wild colt?
2. Shall we come some other Monday for the scroll?
3. Did his mother get hold of the golden covering?
4. Was the hostess dressed in a honey colored dress?
5. When during the stroll did the bolt of lightening strike?
6. Why were just a dozen cakes put into the box?
7. Where could the company come for the money?
8. Did that covetous person shove the cover angrily?
9. Will the governor of the state jolt them to action?
10. Where a dozen lovely golden roses sent to her mother?
Lesson 36: Consonant Digraphs – containing silent letters

**kn**  **gn**  **wr**  **mb**  **mn**

1. knelt  gnash  wry  numb  limn
knocker  gnu  writing  bomber  hymn
knuckle  gnat  wrong  crumb  damned
knapsack  gnome  wreath  thumb  column

2. knowing  gnarled  wretch  limbs  solemn
knight  sign  wrist  climber  condemn
knead  design  wrench  combing  autumn
know  assign  wrinkle  lamb  condemned

* ----------------------------- *

**silent e**  **silent u**  **silent t**  **silent l**  **silent h**

3. shuffle  guy  rustle  chalk  ghost
sprinkle  disguise  often  calmer  ghastly
trample  guitar  soften  palms  hour
feeble  guardian  jostle  alms  honest

4. cobble  buy  glisten  half  honor
settle  builder  epistle  halves  heir
couple  buoyant  pitcher  calf  Thomas
double  building  apostle  salmon  exhaust
Lesson 37: More silent letters – *p* in *pn*  *ps*  *pt*

<table>
<thead>
<tr>
<th>pneumatic</th>
<th>psalm</th>
<th>Ptolemy</th>
</tr>
</thead>
<tbody>
<tr>
<td>pneumonia</td>
<td>psalmist</td>
<td>ptarmigan</td>
</tr>
<tr>
<td>pneumograph</td>
<td>pseudo</td>
<td>ptyalin</td>
</tr>
<tr>
<td>pneumogram</td>
<td>pseudonym</td>
<td>pteridophyte</td>
</tr>
<tr>
<td>pneumodynamic</td>
<td>pseudopod</td>
<td>pteridology</td>
</tr>
<tr>
<td></td>
<td>psychedelic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychiatry</td>
<td></td>
</tr>
</tbody>
</table>

**SILENT *h* in *rh***

<table>
<thead>
<tr>
<th>rhapsody</th>
<th>rhombus</th>
<th>rhododendron</th>
</tr>
</thead>
<tbody>
<tr>
<td>rheostat</td>
<td>rhombic</td>
<td>Rhine</td>
</tr>
<tr>
<td>rhesus</td>
<td>rhetoric</td>
<td>rhinoceros</td>
</tr>
<tr>
<td>rhizome</td>
<td>rhetorical</td>
<td>rhubarb</td>
</tr>
<tr>
<td>rhizoid</td>
<td>rhyme</td>
<td>rheumatic</td>
</tr>
<tr>
<td>Rode Island</td>
<td>rhythm</td>
<td>rheumatism</td>
</tr>
<tr>
<td>Rhodesia</td>
<td>rhythmic</td>
<td>myrrh</td>
</tr>
</tbody>
</table>

Read the following phrases.

1. school psychologist  
2. pneumatic drill  
3. psychosomatic medicine  
4. psychiatric situation  
5. Ptolemaic theory  
6. severe rheumatism

Read these declarative sentences smoothly.

1. Rhesus monkeys have been used in medical research.  
2. He shot the ptarmigan near the rhododendron.  
3. The student had a serious case of pneumonia.  
4. They loved to read the Psalms of David in rhythm.
Lesson 38: Special Consonant Digraphs

\[ ph = f \] phone phonics emphasis paragraph
prophet alphabet physics diphthong

\[ gh = g \] ghost ghetto Ghent gherkins
aghast ghoul ghostly ghastly

\[ silent \text{ gh} \] sigh thigh bright straight
though thought through thorough

\[ ch = ch \] church chatter scratch inches
\[ ch = sh \] charade chute parachute chaperon
Chicago chevron chic chief
\[ ch = k \] chemical mechanic chronic character
choral stomach ache chrome

The sound /ch/ has two spellings. Listen carefully

\[ ch = ch \] cheese chapter teacher branches
\[ tu = ch \] fixture feature structure moisture
actual lecture furniture manufacturer

1. The chaperon gave a lecture on posture.
2. Sketch the picture in a rough mixture of colors.
3. The chauffeur and the mechanic drove to Chicago.
4. Though he thought the flight hard, he went anyway.
Lesson 39: The /SH/ sound has at least seven spellings.

sh = sh  shelter  impoverish  shoulder  ashamed

tion =  fraction  taxation  promotion  determination

shun  obligation  inflation  attention  constitution

sion =  pension  session  tension  extension

shun  fission  mansion  commission  compassion

ci = sh  glacial  glacier  sufficient  delicious

Grecian  efficient  magician  ancient

su = sh  sure  sugar  assure  reassure

insure  pressure  erasure  insurance

ch = sh  chiffon  machine  chagrin  Charlotte

The basic consonant /zh/ sound has no distinctive spelling.

si = zh  Asia  fusion  decision  provision

profusion  seclusion  explosion  precision

zi = zh  glazier  glaziery  azure  seizure

ge = zh  garage  barrage  loge  rouge
Lesson 40: Tying the “Y’s” together

Y is a consonant

1. yes yonder yellow yard yoke youth
2. years yelping yielded yeast younger Yule
3. yen yanked yapping yells York lawyer

*************************************************

It is more often used as a vowel

\[ \text{\textipa{i}} \quad \text{type lyre hydrant scythe hypo} \]
\[ \text{hybrid defy pyre comply hygiene} \]
\[ \text{\textipa{i}} \quad \text{gym myth cyst hypnotic oxygen} \]
\[ \text{system gypsum cynic lyric pyramid} \]
\[ \text{\textipa{e}} \quad \text{pity lively dirty story treaty} \]
\[ \text{mercy shanty roomy empty equally} \]

\[ \text{silent y} \quad \text{tray played sways slay sprayed} \]
\[ \text{key pulley honey parsley monkey} \]

In turn, \( \text{i} \) is sometimes sounded as a consonant.

1. million William billion union genius
2. onion junior senior peculiar brilliant
3. familiar rebellion companion Italian trillion
Lesson 41: Tying the R-Controlled Vowels Together

The murmur diphthongs are heard most of the time.

1. charm  cord  perch  twirled  burned  
2. arch  storms  nerve  quirk  hurry  
3. quarry  sports  jerky  skirt  current  

The short vowel is heard sometimes.

1. carrot  merry  spirit  sorry  perish  
2. barrel  very  mirror  torrid  irritate  
3. Larry  errors  stirrup  morrow  sorrow  

The long sound follows the vowel rule.

1. spare  cheer  roars  mire  pure  
2. scarce  mere  floor  wired  endures  

Except for wore and worn, wor changes to /wur/.

1. world  worth  wormy  worded  work  
2. worry  worse  worst  worship  worthless  

The schwa sound is often heard in the second syllable.

1. doctor  author  victor  tractor  solar  
2. catcher  polar  powder  lizard  wizard.
Lesson 42: Prefixes are syllables placed before a root word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
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<tbody>
<tr>
<td>ab</td>
<td>away</td>
<td>absorb</td>
<td>absolve</td>
<td>abhor</td>
<td>abduct</td>
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<tr>
<td>ad</td>
<td>to</td>
<td>addict</td>
<td>adhere</td>
<td>adverb</td>
<td>adjunct</td>
</tr>
<tr>
<td>be</td>
<td>(totally)</td>
<td>betray</td>
<td>beware</td>
<td>becalm</td>
<td>bequest</td>
</tr>
<tr>
<td>com</td>
<td>(with)</td>
<td>compute</td>
<td>consign</td>
<td>compact</td>
<td>combat</td>
</tr>
<tr>
<td>con</td>
<td>(with)</td>
<td>contrast</td>
<td>consign</td>
<td>concise</td>
<td>congeal</td>
</tr>
<tr>
<td>de</td>
<td>(from)</td>
<td>defeat</td>
<td>deflate</td>
<td>detract</td>
<td>default</td>
</tr>
<tr>
<td>dis</td>
<td>(opposite)</td>
<td>disarm</td>
<td>dishonor</td>
<td>disown</td>
<td>discord</td>
</tr>
<tr>
<td>ex</td>
<td>(out of)</td>
<td>exhume</td>
<td>extract</td>
<td>export</td>
<td>exhale</td>
</tr>
<tr>
<td>in</td>
<td>(in)</td>
<td>innate</td>
<td>indent</td>
<td>inspire</td>
<td>inborn</td>
</tr>
<tr>
<td>in</td>
<td>(not)</td>
<td>invalid</td>
<td>insane</td>
<td>inhuman</td>
<td>inactive</td>
</tr>
<tr>
<td>per</td>
<td>(through)</td>
<td>perfect</td>
<td>permit</td>
<td>persuade</td>
<td>perspire</td>
</tr>
<tr>
<td>pre</td>
<td>(again)</td>
<td>precede</td>
<td>prefix</td>
<td>prewar</td>
<td>prepare</td>
</tr>
<tr>
<td>pro</td>
<td>(before)</td>
<td>proceed</td>
<td>prolong</td>
<td>proclaim</td>
<td>produce</td>
</tr>
<tr>
<td>re</td>
<td>(again)</td>
<td>reshape</td>
<td>rewrap</td>
<td>rejoin</td>
<td>reelect</td>
</tr>
<tr>
<td>sub</td>
<td>(under)</td>
<td>subtract</td>
<td>submit</td>
<td>submerge</td>
<td>subdue</td>
</tr>
<tr>
<td>un</td>
<td>(not)</td>
<td>unwise</td>
<td>undo</td>
<td>unfazed</td>
<td>unlaced</td>
</tr>
<tr>
<td>en</td>
<td>(in)</td>
<td>enact</td>
<td>enclose</td>
<td>encircle</td>
<td>entangle</td>
</tr>
<tr>
<td>mis</td>
<td>(bad)</td>
<td>misguide</td>
<td>miscount</td>
<td>mislead</td>
<td>mistrail</td>
</tr>
</tbody>
</table>

Phrases:
1. to abstain from food
2. after the dispute
3. an adept at chess;
4. to promote sales
5. during the debate
6. in the suburb
7. concealing evidence
8. an immense lake
9. with deep remorse
10. her invalid passport.
Lesson 43: A Suffix is an ending placed after a root word. We have used many from the beginning: er ed ly. They often change words from one part of speech to another.

- **ous** dangerous marvelous poisonous (n. to adj.)
- **sion** provision precision invasion (v. to n.)
- **wise** otherwise healthwise lengthwise (n. to adv.)
- **able** dependable remarkable agreeable (v. to adj.)
- **ible** incredible digestible inedible (adjective)
- **ance** maintenance acquaintance insurance (v. to n.)
- **ence** residence reference preference (v. to n.)
- **ate** concentrate vaccinate hesitate (n. to v.)
- **tion** concentration vaccination hesitation (v. to n.)
- **ize** subsidize emphasize glamorize (n. to v.)

Although these look difficult, they are not. Start with the prefix, slide through the root of the word and the suffix.

1. impossibility disagreeable computerization
2. uncivilized reemphasize misinterpretation
3. premeditated consequently absorbable
4. bereavement perfectibility extemporaneous
5. transparently misappropriate unchangeableness
6. advantageous disheartened enlightenment
7. deliberateness idiosyncrasy unenthusiastically
Lesson 44: Helpful Rules for the Vowels

BASIC RULES:

1. If there is only one vowel in a word or syllable and it comes before a consonant, the vowel is usually short.
   - not  gulp  thick (CVC)
   - on  imp  us (VC)

2. If there are two vowels in a word or syllable, the first vowel is usually long and the second is silent.
   - oak  maid  sleet  meat (CVCV)
   - note  made  mine  mute (CVCV)

3. If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long.
   - no  why  she  go  ye (CV)

4. If an a is followed by u, w, r, ll or lt, in the same syllable, it often has the third sound of a.
   - fault  drawn  starch  hall  malt (a³ or Italian ä)

RULES FOR ENDINGS:

5. If y comes at the end of a two or more syllable word, y has the sound of long e /ē/ if the y syllable is not accented. puppy  wavy  soapy (y = ē)

6. If y comes at the end of a two or ore syllable word, y has the sound of long i /ī/ if the y syllable is accented.
   - reply  apply  terrify (y = /ī/)

7. If words end with the suffix ing, er, or, ed, the first vowel in the syllable is usually short if it comes before two consonants.
   - getting  lifted  drummer (V/CC)

8. If words end with the suffix ing, er, or ed, the first vowel is usually long if it comes before a single consonant.
   - zoning  skating  wiser (V/C)
Lesson 45: Helpful Consonant Rules in Phonics

A. For the sounds of the letter c

1. **Soft c** says /s/ when it comes before e, i, or y.
   - cents  cite  cyst  fence
2. In all other instances, it says /k/, **hard c**.
   - cap  cot  crack  fact

B. For the sound of the letter g

1. **Hard g** says /g/ when it comes before a, o, or u.
   - gab  got  gummed  gather
2. If ge is at the end of a word, it says /j/, **soft g**.
   - ledge  splurge  fringe  stage
3. At the beginning for a word ge gi gy may be **hard g**
   - get  give /g/  gin  gem /j/
   or **soft g**.

C. For changes in the sound of the letter s.

1. At the end of a word se often has the sound of /z/.
   - hose  those  rose  please
2. After voiced consonants s also says /z/.
   - dogs  cars  drills  sleds

D. For the sounds of the letter x.

1. At the end of a word x says /ks/.
   - fox  mix  lax
2. At the beginning of a word x says /z/.
   - xylophone  Xavier  xenon
3. At the end of a syllable ex, x always says /gz/.
   - exhaust  example  expel  excite
Lesson 46: Rules 1 – 6 for Syllabication

1. If there is one consonant between two vowels, the word is usually divided after the consonant if the vowel sound is short. This is called a closed syllable.

pol-i-ish   trav-el   nov-el   riv-er   med-al

Practice: sonic  sena-te  shadow  clever  promise
second  chap-el  pho-nics  melon  fin-ish

2. If there is one consonant between two vowels, the word is usually divided after the first vowel if the vowel sound is long. This is called an open syllable.

Po-lish   na-vy   pro-tect   pho-to   pu-pil

Practice: pilot  stu-dent  label  vocal  Dav-id
moment  loca-te  be-low  Fr-iday  pony

3. A word containing one vowel sound is never divided.

curled  thumps  crowned  broiled  clapped

Practice: street  fil-med  ground  spring  boun-ced

4. A compound word is divided between two simple words.

it-self  sun-beam  brush-off  with-in  in-side

Practice: pop-corn  rain-bow  lifeboat  snow-man  carfare

5. If a word has a prefix, it is divided between the prefix and the root word.

pre-fix  ex-cel  re-coil  tri-sect  ad-just

Practice: un-safe  mis-lay  dis-like  ex-change  de-part

6. If a vowel is sounded alone in a word, it forms a syllable.

a-far  i-tem  u-nite  dis-a-gree  o-boe

Practice: echo  the-ory  icon  homicide  emit
grad-u-ate  para-dise  vio-lence  rat-i-fy  ab-out
Lesson 47: Rules 7 – 10 for Syllabication

7. If two vowels are together in a word but are sounded separately, the word is divided between the two vowels.
   - ne-on  deni-al  po-em  tri-o
   **Practice:** polio  oasis  Iowa  museum  create

8. If a word has a suffix, it is divided between the root word and the suffix.
   - loud-est  care-less  wend-ed  lone-ly
   **Practice:** safely  painter  highness  mixing  boxes
   **Exception:** the suffix *ed* usually makes a one-syllable word after every consonant except *t* and *d.*
   **Practice:** snapped  bleached  perched  fixed  wailed

9. If two or more consonants come between two vowels, the word is usually divided between the first two consonants.
   - ken-nel  splen-did  hun-gry  flat-ter
   **Practice:** bottom  silver  chapter  harbor  angry
   **Exception:** Blends and strong digraphs are not separated. The strong digraphs are: *sh  ch  ck  wh  th  sh*
   se-cret  wheth-er  clash-ing  lunch-es
   **Practice:** decree  blacker  bother  stitches  hundred

10. If a word ends in *le* preceded by a consonant, the word is usually divided before the consonant.
    - grum-ble  tri-fle  span-gle  ram-ble
    **Practice:** twinkle  cradle  tingle  needle  bungle
    **Exception:** The strong digraph *ck* is never divided.
    - buck-le  speck-le  shack-le  tick-le
    **Practice:** crackle  chuckle  pickle  knuckle  sickle
Lesson 48: Accent

There are no rules for accent in English. The nouns below are accented on the first syllable; the verbs on the second.

<table>
<thead>
<tr>
<th>1 Noun</th>
<th>2 Verb</th>
<th>3 Noun</th>
<th>4 Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebel</td>
<td>rebel</td>
<td>perfume</td>
<td>perfume</td>
</tr>
<tr>
<td>contract</td>
<td>contract</td>
<td>contrast</td>
<td>contrast</td>
</tr>
<tr>
<td>record</td>
<td>record</td>
<td>increase</td>
<td>increase</td>
</tr>
<tr>
<td>desert</td>
<td>desert</td>
<td>subject</td>
<td>subject</td>
</tr>
<tr>
<td>conflict</td>
<td>conflict</td>
<td>conflict</td>
<td>conflict</td>
</tr>
<tr>
<td>extract</td>
<td>extract</td>
<td>imprint</td>
<td>imprint</td>
</tr>
<tr>
<td>conduct</td>
<td>conduct</td>
<td>convict</td>
<td>convict</td>
</tr>
<tr>
<td>insult</td>
<td>insult</td>
<td>present</td>
<td>present</td>
</tr>
<tr>
<td>content</td>
<td>content</td>
<td>convert</td>
<td>convert</td>
</tr>
</tbody>
</table>

Accent, however, has an important result in the sound of the first vowel in the identical syllables below.

1. restrain  despise  enable  derive  elevate
2. mountain  promise  lovable  captive  delicate
3. valentine  excite  compile  disgrace  adduce
4. medicine  exquisite  volatile  solace  lettuce
5. assuage  comply  magnify  entice  reline
6. manage  snugly  puffy  notice  turbine
Overall View of Phonetic Elements

I. CONSONANTS:
  1:1 A. Single: all of the alphabet except a e i o u
  2:1 B. Digraphs: a single consonant with a double spelling
     1. Basic digraphs: ch sh wh th ð ng nk /zh/
     2. Other digraphs: ck ph gh wr kn mn mb etc.
  2:2 C. Blends br cr scr str bl sc sp tw etc.

II. VOWELS:
  1:1 A. Single: a e i o u – and sometimes y (by) and w (low)
  2:1 B. Digraphs:
     1. Regular digraphs: first vowel is always long and second silent: ai ay ea ei ie oa etc.
     2. Irregular digraphs: the first vowel is not long.
        a. The first vowel is heard but is not long.
           haul cough too head
        b. The second vowel is heard.
           steak shield rough
        c. Neither vowel is heard.
           veil true flew took
  2:2: C. Blends: These are usually called diphthongs: a double vowel sound with a double spelling.
     1. Plain: ou ow oi oy
     2. Murmur: ar or er ir ur
# Scope and Sequence Chart

## PART ONE  Fundamentals

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
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<td>Short vowels with single consonants</td>
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<td>19</td>
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<tr>
<td>Diphthongs: vowel blends</td>
<td>20</td>
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<tr>
<td>Endings -y -ed -er -ing</td>
<td>22</td>
</tr>
<tr>
<td>Consonant helps for s x c g</td>
<td>26</td>
</tr>
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<td>28</td>
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</tbody>
</table>

## PART TWO  Reference Pages

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<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schwa</td>
<td>31</td>
</tr>
<tr>
<td>Contractions</td>
<td>32</td>
</tr>
<tr>
<td>Homonyms</td>
<td>33</td>
</tr>
<tr>
<td>Non-phonetic words</td>
<td>35</td>
</tr>
<tr>
<td>Consonant digraphs: silent letters</td>
<td>36</td>
</tr>
<tr>
<td>special digraphs</td>
<td>38</td>
</tr>
<tr>
<td>Tying the Y’s together</td>
<td>40</td>
</tr>
<tr>
<td>Tying the R controlled vowels together</td>
<td>41</td>
</tr>
<tr>
<td>Prefixes and suffixes</td>
<td>42</td>
</tr>
<tr>
<td>Rules for vowels: basic and endings</td>
<td>44</td>
</tr>
<tr>
<td>Rules for consonants</td>
<td>45</td>
</tr>
<tr>
<td>Rules for syllabication</td>
<td>46</td>
</tr>
<tr>
<td>Accent</td>
<td>48</td>
</tr>
<tr>
<td>Overall view of phonetic elements</td>
<td>49</td>
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</tbody>
</table>
16 BASIC VOWEL SOUNDS (with diacritical marks)

<table>
<thead>
<tr>
<th>short</th>
<th>long</th>
<th>3rd</th>
<th>Diphthongs</th>
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<tbody>
<tr>
<td>/ã/</td>
<td>/ā/</td>
<td>/a³/</td>
<td>/ou/ = ou/ow</td>
</tr>
<tr>
<td>/ē/</td>
<td>/ē/</td>
<td></td>
<td>/oi/ = oi/oy</td>
</tr>
<tr>
<td>/ī/</td>
<td>/ī/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ō/</td>
<td>/ō/</td>
<td>/o³/</td>
<td></td>
</tr>
<tr>
<td>/ũ/</td>
<td>/ũ/</td>
<td>/u³/</td>
<td>/ûr/ = er/ir/or</td>
</tr>
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</table>

16 VOWEL KEY WORDS (13 single & 3 double sounds)

<table>
<thead>
<tr>
<th>apple</th>
<th>ate</th>
<th>all</th>
<th>owl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eskimo</td>
<td>eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
<td>ice</td>
<td></td>
<td>oil</td>
</tr>
<tr>
<td>ostrich</td>
<td>old</td>
<td>to</td>
<td></td>
</tr>
<tr>
<td>umbrella</td>
<td>use</td>
<td>put</td>
<td>urn</td>
</tr>
</tbody>
</table>

ASSOCIATIVE SENTENCES

1. We ate all the apples. or All ate apples.
2. The Eskimo will eat the seal.
3. The Indian likes ice.
4. An old ostrich went to the hill.
5. Use the umbrella and put it away.
6. An owl will oil the urn. (coffee urn)

N.B. Names for the diacritical marks used in A SOUND TRACK
short  = breve        long = macron      3 = third
diphthong = slur      schwa = ə
Linguists use the word phoneme for sounds /a³/; they use the word grapheme for the name of letters a.
<table>
<thead>
<tr>
<th>Upper Case</th>
<th>Lower Case</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a</td>
<td>q q</td>
<td>apple</td>
</tr>
<tr>
<td>B b</td>
<td>r r</td>
<td>bed</td>
</tr>
<tr>
<td>C c</td>
<td>s s</td>
<td>cap</td>
</tr>
<tr>
<td>D d</td>
<td>t t</td>
<td>duck</td>
</tr>
<tr>
<td>E e</td>
<td>u u</td>
<td>Eskimo</td>
</tr>
<tr>
<td>F f</td>
<td>v v</td>
<td>fish</td>
</tr>
<tr>
<td>G g</td>
<td>w w</td>
<td>gun</td>
</tr>
<tr>
<td>H h</td>
<td>x x</td>
<td>hat</td>
</tr>
<tr>
<td>I i</td>
<td>y y</td>
<td>Indiana</td>
</tr>
<tr>
<td>J j</td>
<td>z z</td>
<td>jet</td>
</tr>
<tr>
<td>K k</td>
<td>sh</td>
<td>kid</td>
</tr>
<tr>
<td>L l</td>
<td>ch</td>
<td>lamp</td>
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<tr>
<td>M m</td>
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<td>mop</td>
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<td>N n</td>
<td>th</td>
<td>nest</td>
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<tr>
<td>O o</td>
<td>ng</td>
<td>ostrich</td>
</tr>
<tr>
<td>P p</td>
<td>nk</td>
<td>pup</td>
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<thead>
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<th>Upper Case</th>
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<td>T t</td>
<td>tent</td>
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</tr>
<tr>
<td>U u</td>
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<td>V v</td>
<td>van</td>
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<tr>
<td>W w</td>
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<td>X x</td>
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<tr>
<td>Y y</td>
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SOUND TRACK TO READING
RECORD OF STUDENT INSTRUCTION AND PROGRESS

Student ___________________________   Tutor ___________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson</th>
<th>Tutor’s Notes and Observations</th>
<th>Listen</th>
<th>Tutor</th>
<th>HW</th>
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# Sound Track to Reading - Student Progress Chart

**Student:** __________________________________________  **Teacher:** _______________________

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>ä, d g f h ed</td>
<td>ä, p r n b y=ĕ</td>
<td>ä, c k ck l w j</td>
<td>ä, v qu x y z ly le</td>
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<tr>
<td><strong>Lesson 6</strong></td>
<td><strong>Step 2</strong></td>
<td>Short ū, -le</td>
<td>Review of ā, ē, ū</td>
<td>ē, -ness, -en</td>
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<tr>
<td><strong>Lesson 11</strong></td>
<td>Review Short Vowels</td>
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<td><strong>Lesson 12</strong></td>
<td><strong>Step 3</strong></td>
<td>Beg. Cons. Blends</td>
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<td><strong>Lesson 16</strong></td>
<td>Long Vowel VCE &amp; Compound words</td>
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<td><strong>Lesson 17</strong></td>
<td>Review Cons. Digraphs &amp; long/short vowels</td>
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<td><strong>Lesson 18</strong></td>
<td>Long Vowel CV</td>
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<td><strong>Lesson 19</strong></td>
<td><strong>Step 5</strong></td>
<td>3rd Sound of a, o, u</td>
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<tr>
<td><strong>Lesson 20</strong></td>
<td>o/ow, oi/oy, ar, or, er, ir, ur</td>
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<tr>
<td><strong>Lesson 21</strong></td>
<td>Review</td>
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<tr>
<td><strong>Lesson 22</strong></td>
<td><strong>Step 6</strong></td>
<td>Three sounds of ed</td>
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<td><strong>Lesson 23</strong></td>
<td>Ending y=ē/y</td>
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<tr>
<td><strong>Lesson 26</strong></td>
<td>Sounds of s, x, c, g</td>
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<td><strong>Lesson 27</strong></td>
<td>Spelling /k/ /ks/ kw/ /s/ /g/ x=z, c, g</td>
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<tr>
<td><strong>Lesson 28</strong></td>
<td><strong>Step 7</strong></td>
<td>ie, oo, ei</td>
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<tr>
<td><strong>Lesson 29</strong></td>
<td>ēa, ēa, ur, ar</td>
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<td><strong>Lesson 30</strong></td>
<td>Sounds of ou</td>
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<td><strong>Lesson 31</strong></td>
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<td><strong>Lesson 33</strong></td>
<td>Homonyms</td>
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<td><strong>Lesson 34</strong></td>
<td>Compound Words Not Phonetic</td>
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<td><strong>Lesson 35</strong></td>
<td>ōld, ōlt, ēst, ēld, o=ū</td>
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<tr>
<td><strong>Lesson 36</strong></td>
<td>Consonant Digraphs w/silent letters</td>
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<tr>
<td><strong>Lesson 37</strong></td>
<td>More silent letters pn, ps, pt, rh</td>
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<tr>
<td><strong>Lesson 38</strong></td>
<td>ph, gh, ch, tu</td>
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<tr>
<td><strong>Lesson 39</strong></td>
<td>Spellings for /sh/</td>
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<td><strong>Lesson 40</strong></td>
<td>y = ĭ, ĭ, ē &amp; silent</td>
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<td><strong>Lesson 41</strong></td>
<td>R-Controlled Vowels</td>
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<td><strong>Lesson 42</strong></td>
<td>Prefixes</td>
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<td>Suffixes</td>
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<td><strong>Lesson 48</strong></td>
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</table>

Notes and Observations from the Instructor’s Manual

A SOUND TRACK TO READING is an advanced, intensive program in phonics, a system representing the letters of the alphabet with sounds. It contains the entire content of information needed for decoding skills in reading and is geared for intermediate, junior and senior high students. It has been used with foreign students.

Intensive phonics is a method by which the 42 consonant and vowel sounds of our 26-letter alphabet are presented in a logical and methodical way. These sounds are tied together in A SOUND TRACK TO READING with four simple vowel rules. All of these basic sounds and their rules are taught on 14 pages interspersed with 6 reinforcement pages in PART ONE. Once a student breaks the code and applies it, he can read.

Intensive phonics is not reading. It is a method of independent word analysis. Independent word analysis is reading’s only sure foundation.

The structure of the book is unique because Sister Foltzer has organized the study of our 16 vowel sounds by listing them in 4 simple categories. The short vowels are listed first, and then the long sounds followed by the third sounds of the vowels, and finally the diphthongs. All the 26 basic consonant sounds are taught around these four groupings, one after the other in order.

It is easy to teach a student how to analyze unknown words in his reading if he knows his sounds, how to slide them together and then to string these words into sentences. “Is that all there is to it?” asked one fourth-grade remedial pupil when he caught on. That is all there is to it! A SOUND TRACK TO READING, if taught as suggested, will prove this.

Blending: “Slide the consonant and short sound of a together with no break in between the two sounds.” With flashcards, eventually use all the sounds.

*****************************************************

Mr. Donald L. Potter typed these pages from A Sound Track to Reading in order to make the type big enough, and clear enough to teach from overhead transparencies.

I got my first look at the program on December 1, 2006 when Susan Greve sent me a copy so I could help with the editing of Phonics for Dummies. I was so impressed with the Sound Track to Reading that I started using it with a sixth grade and a third grade students. The results were impressive from the start. The typing for the transparency masters was completed 12/24/06. www.donpotter.net.

My copy of A Sound Track to Reading bears the copyright dates of 1976 and 1993 by the St. Ursula Academy, 1339 E. McMillan Street, Cincinnati, OH 45206.

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Some Information on Monica Foltzer

Collected by Donald L. Potter
June 1, 2012

A historical note from website of the St. Ursula Academy in Cincinnati, Ohio for the years 1960 to 1970

1965

• “Professor Phonics Gives Sound Advice” and related materials were developed by Sister Monica Foltzer (copyright 1965 and 1987, frequently reprinted). “A Sound Track to Reading” (for older children and adults) and teachers’ manuals also were produced and reproduced over the years. Sr. Jo Ann Hoffmann illustrated all written materials. An endorsement from educator Marva Collins during a network television interview rocketed Professor Phonics to a national market. Orders poured in. Sister Monica accepted invitations to train teachers across the country. Home-schoolers appreciated the ease of using the materials. Professor Phonics gave an important boost to St. Ursula’s revenues. The Sisters sold the business in 1997.

In Memory Of Sister Monica Foltzer

From the National Right to Read Website

On March 21, 2001, at age 91, Sister Monica Foltzer, author of Professor Phonics and long time member of the Reading Reform Foundation, passed away. She leaves behind a priceless legacy in the form of many thousands of students who, because of phonics instruction received through Professor Phonics, acquired that most important and absolutely essential gift--the ability to read anything they choose and thus have full access to the world of opportunities available to all who have this skill.

As a teacher trained in the late 1920s in the use of the sight word approach, Sister Monica began teaching in 1929 using one of the then current sight word series of readers. She realized before the first year was over that logically there must be a better way to teach children to read. The process was so laborious for both teacher and students alike, that she nearly gave up the profession. As she wrote, “The gap between my strenuous input and the children’s output was so great that I decided that my first year of teaching reading would be my last.” With encouragement and help from another teacher who knew the phonetic system of the English language, she agreed to try just one more year. Then, after much time spent in research she developed a phonetic learning-to-read system, which became known as "Professor Phonics Gives Sound Advice."
We will never have an accurate record of the ripple effect her life work has had by providing to countless students what was not available in the popular reading programs of those days and these days as well. She also provided numerous phonics workshops to share her knowledge with other teachers. In her own words, written in 1981, she said.

I taught a course with Professor Phonics listed in the extension division of XXXX College as ‘Phonics For Parents And Teachers’. The Dean of Education called the Director of Extension and requested urgently the word ‘Teachers’ be excluded. He wanted it fully understood that the teaching of phonics was not the policy of the college of education at this college.

She is one of the heroes of The National Right to Read Foundation, and we honor her memory with affection and great gratitude. She inspires us to continue, as she did, going upstream against the tide of today’s equally ineffective, but predominating reading philosophies. For the sake of the children--the future of tomorrow--there is no other course to choose.

**Biographical Notes from Robert C. Auckerman´s**

*Approaches to Beginning Reading, 1*st* ed. 1970*

*Professor Phonics Gives Sound Advice*, although carrying a copyright date of 1965, is the distilled work of almost thirty years’ experience and experimentation with words lists and phonemic rules, starting back in 1929 when Sister Monica first became frustrated with the “look-say” readers she was using in her Second Grade. She explains in her long search for a better way to teach beginning reading, tapping every source she could find. She actually admits adopting good ideas wherever she found them. “During the search,” she says, “One paragraph in one book stated that the best foundation for word attack was to teach the short vowels, the consonants, and then make up short words to apply this knowledge, and later to add the long vowels.” With that sequence as a guide, Sister Monica set about the task of developing word lists, which form the main core of her book.

Although in the early 1930’s, Sister Monica developed and reworked lesson sheets of word lists, phonics charts, and later she adopted the idea of key words, which she phased into her materials and method.

After teaching Second Grade for six years, she was transferred to the junior high, then to senior high, and then back to the elementary school as principal for eleven years. She states, “in all this varied activity, I still worked on and off with phonics. . . when I became principal, I inaugurated and guided a program of phonics. . .” She explains further: “We had two difficulties with this program. The first was the securing of good phonic material... the second was the in-service training necessary.”

After several years of experimentation with phonemic materials in the elementary school and with foreign students as well, the book soon became a reality, even though at first she had no intention of putting the material in form for publication and distribution. The demand for her material became so great, that in 1965 it was decided that it would be wise to copyright them and to print them in a form, which could be sold. In addition to the student book, a Manual of Instruction was completed and published in 1967, and, more recently, a set of Key Word Pictures has come from the press as an important part of the total program. (102)
Sister Monica’s *Professor Phonics Gives Sound Advice* is out of print. Susan Greve has republished the essence of Sister Foltzer’s the program in Wiley’s *Phonics for Dummies*, with some additions to conform to the “for Dummies” editorial protocols. *Professor Phonics Gives Sound Advice* and its revision in Wiley’s *Phonics for Dummies* is considerably different from *A Sound Track to Reading* in that the later book is more advanced, intensive, and designed for an audience of older students.

I am publishing my teaching transparencies of Sister Monica’s *Sound Track to Reading* free of charge for the use of teachers working with older student in need of advanced intensive phonics. I believe this will be a splendid way to honor the memory of one of the great heroes of the *Reading Reform Foundations’* historic efforts to restore phonics to all the classrooms in America.

Curriculum planners would do well to master the information Sister Monica has collected here and use it in designing the reading programs of the future.

More information on the theory and practice of teaching reading with phonics can be found on my website: [www.donpotter.net](http://www.donpotter.net) and [www.blendphonics.org](http://www.blendphonics.org).

I added lesson numbers to help manage the transparencies.

I highly recommend having the students write the words and sentences to enhance the learning experience. Cursive is to be preferred since the motor challenge leads to a greater impact on the nervous system and improved learning. Cursive is very helpful for students with tendencies toward dyslexic reading behaviors. Based on almost three decades classroom experience, I have found cursive to be particularly effective in helping hyperactive children gain attention control.

A distinctive advantage of this program with older students is the fact that it teaches the student to read simple polysyllables in the very first lesson instead of starting with short monosyllables that would seem childish to older students.

**Enhanced Lateralization:** I teach *A Sound Track to Reading* with the enhanced lateralization technique. I record the phonics instruction on the right track of a stereo recording and add music to the left track. The music distracts the right brain, preventing it from interfering with accurate and fast (fluent) left brain word identification. I also have the students use an Eye-Card to block the inner part, but not outer peripheral vision of the left eye. The students keep both eyes open, but only see the print with the right eye, sending the visual image of the word to the left hemisphere only. This is just during the initial training stages.

Last revised, 1/22/2015.
# Fundamentals Skill Mastery Ladder of Sound-to-Symbol Associations

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<td>1</td>
<td>Short ā; m s t-ing -er -ed</td>
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Chart prepared by Donald L. Potter on 11/2/13. Last corrected 3/19/14.

**Note:** All the reading sentences use ONLY the sound-to-symbol correspondences that have been previously taught. The texts are 100% decodable. This completely eliminates the need for any guessing.

The program begins in the very first lesson with polysyllables, making it especially appropriate for older students, who have probably already memorized many short phonetically regular words and might be put off by short children’s words.
# Skills Mastery Ladder for the Reference Section

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<td>aloud, portal; channel, solid, freedom, focus</td>
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Donald L. Potter prepared this chart on 11/2/13.

The “Reference Section” is very important and should not be skipped. Every student should master all the material. I have recorded all of it as part of my Lateral Enhancement program.

INSTRUCTOR’S MANUAL

A Sound Track to Reading is an advanced, intensive program in phonics, a system of representing the letters of the alphabet with sounds. It contains the entire content of information needed for decoding skills in reading and is geared for intermediate, junior and senior high students. It has been used with foreign students.

A Sound Track to reading follows the author’s first book Professor Phonics Gives Sound Advice which contains the whole content of phonics also, but it was written to be used with primary students and remedial students who would find A Sound Track moving too fast.

Intensive phonics is a method by which the 42 consonant and vowels sounds of our 26 letters are presented in a logical and methodical way. These sounds are tied together in A Sound Track to Reading with four simple vowel rules. All these basics sounds and their rules are taught on fourteen pages interspersed with six reinforcement pages in Part One. Once the student breaks the code and applies it, he can read.

Intensive phonics is not reading. It is the method of independent word analysis. Independent word analysis is reading’s only sure foundation.

The structure of this book is unique because I have organized the study of our sixteen vowel sounds by listing them in four simple categories as show at the top of the inside front cover. The short sounds are listed first, then the long sounds followed by the third sounds of the vowels and, finally, the diphthongs. All of the 26 basic consonant sounds are taught around these four groupings one after the other in order. Basic consonant sounds those which represent separate, identifiable sounds. Ph, for example, is not a basic sound as it has the sound of f which is one of the basic ones.

Science, by definition, is a body of organized and systematized knowledge. The patterning of A Sound Track to Reading is a scientific approach to word analysis because it is a systematized presentation of sounds, of phonics, the branch of linguistics which deals with phonemes.

English is almost 90% phonetic, that is, it sounds the way it is spelled and this spelling can be arranged in patterns. Once the patterned words are known, the other ten to twelve percent cause little trouble to students. There is only one word I know that is totally non-phonetic, the word of /uv/. Neither the o nor the f is heard. Other words which are classified as non-phonetic are only partly so. One example is the word find. By rule the vowel should be short but it is long; however, the three consonants are clearly heard making it 75% phonetic.

It is easy too teach the students how to analyze unknown words in his reading if he knows his sounds, how to slide them together and then to string these words into sentences. “It is all that all there is to it?” one fourth-grade remedial pupil when he caught on. That is all there is to it: A Sound Track to Reading, if taught as suggested, will prove this.

What then has caused so many students, even bright ones, to have difficulty? For two generations we have had a wrong methodology in many of our school systems. This wrong way to teach reading was based on the shape, the outline of the word, and so was called configuration. Because it was not necessary to know the alphabet according to the manuals accompanying the basal readers and according to the teacher’s colleges, it became widely known as the look-say method. The teacher would present a word on a flash card saying it. The pupil would look at it and repeat the word. Recognition became a
matter of flipping flash cards. With nothing to really hang on to, confusion and frustration resulted for many. We must now go back to the basic building blocks of our language and sound by sound rebuild a sturdy foundation and upper structure.

PARENTS A Sound Track was written for older students in a classroom setting or in tutoring, for foreign students and for parents who need to help with their own offspring. The situation is such that in many large systems if the parent does not do the job, it will not get done. With a graduated step-buy-step book, a bit of firmness, a touch of imagination and courage, and a pinch of motivation, parents will be surprised at the progress in both reading and spelling that the student will make in just one or two months of steady application. Since many parents and teacher are themselves the victims of look-say, one excellent result will be that the instructor himself will become a better reader and speller.

CLASSROOM If one is teaching in senior high in a class labeled “remedial reading”, it might be prudent to change its name to something like “communication arts”. Secondly develop a flexible curriculum containing a variety of techniques as:

1) Phonics will be taken every day. Later this will shift to dictionary work.
2) Vocabulary development – base this in part on the other subjects taken.
3) Silent and also oral reading
4) Spelling of phonetic words which need no or little memorizing
5) Teaching machines if they can be correlated with the above
6) Pleasure reading – paperbacks, magazines, sport page
7) Word games and puzzles
8) Writing the various types of sentences
9) Creative writing of short paragraphs, skits, etc.
10) Add anything else that has been effective

If the teacher has a thirty-minute class, use three of the above on any given day. If she has a fifty-minute bell, at least for of them can be covered. The idea is to keep moving with a variety of procedures to keep interest up.

Thirdly, remedial pupils need a lot of emotional bolstering because of their past failure and frustration soon as they begin to understand that unlocking words is interesting detective work, they will develop a more positive attitude.

INSIDE FRONT COVER Most sounds are taught by association with pictures in A Sound Track. It is easy to pull a concrete picture out of one’s imagination but difficult pull a sound “out of the air.” The 16 Vowel Key Words were chosen to make an associative sentence to aid in memorizing the units as: “I ate all the apple.”

All the consonant key words on the inside back cover were selected with foreign students in mind. As far as possible every object is an easily known one and every vowel in the words is a short vowel. The 38 Picture Word Cards can be used with both A Sound Track to Reading and Professor Phonics Gives Sound Advice, as they are identical. The vividly colored 6” x 8” flash cards have the concrete object on them, the small and the large alphabet letter and the work as yak, an Asiatic ox for y. These are excellent do-it-yourself devices if displayed on the corkboard in classrooms. If a sound once taught has been forgotten, the student just looks the card, begins the word and has at the wanted sound.
The three consonants m s t and the vowel a are taught by name, key word sound and shape, that is, by printing the letter. Thus we are using eyes, ears, mouth and muscles. A very good way to focus a class’s attention is to use flash cards cut about 3” x 5”. These can be smaller for tutoring by using recipe file cards cut once lengthwise or in three parts widthwise. Make one set for all the alphabet letters and one set for teaching blending as: ba, ca, da…ax, ya, za. Note the x at the end. When isolating the initial consonants from the key words, soften the ending for these sounds: b, d, g, t, p, and k sound so as not to say duh, guh, etc., which is the consonant and the short u. These cards can be used as teaching devices and for rapid review at the beginning of every lesson.

CARDS

BLENDBING When teaching blending say, “Slide the consonant and the short sound of a together smoothly with no break in between the two sounds”. The instructor will do this first. Just pretend that you are starting to say the word mat sat tat but stop after the vowel. The student will imitate this. After finishing mat, sat, tat with the short vowels say, “now use the long sound of a” for the second sound of the cards. When the cards are finished that way, say, “Use the third sound of a … Now I want all three, one after the other for each card.”

THREE SOUNDS OF A Although we are using only the short sound of the vowels in all of our preliminary pages, it is very advantageous to know the sounds of a, the two sounds of e etc. The student should be told that knowing these will be a help to him when an unknown words is met. If the word contains an a, he should experiment with the short sound first because more than 62% of all words and syllables contain the short sound. Then he should try the long sound which has the next greatest number. Finally he should try the third. By using all three in order, he will be able to decode it if it is in his listening vocabulary. This total view of the vowel sounds is a most helpful way to aid himself until the basic vowel rules are known.

All the first pages have one—syllable words, at the top. In order not to talk down to older students, we immediately make logger words by adding endings. We need flashcards, therefore, for the endings cr ing ed = d. On page 2 we will use the latter two-syllable words. The two syllable words are easy to locate as the root words ends in d or t as in: mat ed added fa ted. All other past participle verbs that we will be using will be one-syllable words. Emphasize this with the pupils being sure that they thoroughly understand the patterns. All other past participle verbs that we will be using will be one-syllable words Emphasize this with the pupils being sure that they thoroughly understand the pattern.

Do not take anything for granted in the beginning. Impress upon the pupils that in English our eyes must go from left to right, making sure that the pupils know “left.” The underlining of the letters on the first pages is to show that in reading a polysyllabic word, we are to go from vowel sound to vowel sound. If two vowels are underlined, it is a two-syllable word; if three, we have a three-syllable word it is not advisable at this time to say, “Read the word by syllables.” One only knows syllables when one knows the word and some of the words may be unknown. Syllabication helps greatly, however, in spelling and in dividing words at the end of lines.

SPELLING From the beginning the one syllable words at the top of the page can be used for spelling without the necessity of memorizing except with two exceptions. For the word like pass razz muff, one adds “Double the final consonant”. When a pupil hears a k sound, there are five possibilities so one says, “That is a c, or a k, or a ck, or x, or g. As he improves, these must, of course, be memorized and used in tests. How soon will depend on the level of the remedial student. In the very beginning, we want to place most of our stress on hearing sounds, on what is called” auditory perception”. This makes a different approach from what he has had before and helps in concentration. Spelling and reading are two sides of the same coin.
With the more advanced pupils, the application also of what will be later Vowel Rule #7 can be “discovered” and used for the spelling of words like matter, tagging, master. At first limit these to two-syllable words until they are under control. Later one can add the one-syllable words as passed, razzed, etc. By taking one thing at a time, one accomplishes much better results. Someone may note that taxing does not double the second consonant. It does not do so because sound-wise it is already a double sound – ks. Encourage the students to look for exceptions like this or what look like exceptions. We do not memorize these words but spell them “by ear.”

English is spoken and read in phrases. The underlining in the sentences should help a student who is a “word” reader because it indicates the phrasing.

OVER-ALL PROCEDURE A procedure which has proved to be effective in remedial reading classes is giving the total picture of the vowel and consonant key words at the very beginning before one begins A Sound Track to Reading. This will take at least a week and the end result will be two reference pages that will look something like page 61 for the vowels and page 62 for consonants.

All the key words for the thirteen single vowel sounds can be taught and memorized right in class in one lesson. This sounds like one big gulp, but it has proved to work. One is not talking down to the older pupils as they realize at once. If this presentation is handled at the beginning of the school year, one gets good attention if one moves as fast as they can go. It just takes a bit of courage on the part of the instructor to experiment, but it is well worth it the first time. [This is the way I teach the Phonovisual Charts at the beginning of instruction for all ages. DP]

The instructor can say, “Other classes have gotten these important vowel sounds in about 20 (?) minutes. Let’s see what you can do. (The carrot of motivation) We have five vowels. What are they? …We have, however, 16 vowel sounds for the five. Now a has three sounds and the key words are apple, ate, all to help us remember the three sounds. Just as a key opens a door, these key words will unlock the sounds. Let’s take them one buy one, say them and isolate the vowel sounds…These are the short, long, and the third sound of a. In that order we will memorize the key words and sound now…Let’s make up an associative (explain) sentence using all three of these words. We will use this sentence all year to help us, to be ‘home base’ for us”. [Robert Auckerman noted that this is similar to Romalda Spalding vowel phonograms.]

“E has two sounds. Eskimo and eat are the key words for the short and long sounds. Say them…Isolate the sounds…Make up an associative sentence…” Review the first two vowels and then continue the rest of the way. If the class is still with you when they finish the three sounds of u, add the diphthong sounds, the three double sounds. As we exaggerate the three diphthong sounds, our lips do a “double take” which is different from the 13 single vowel sounds. Since every word contains a vowel sound, we have the strongest part of our phonetic foundation built.

While doing the above explaining, the teacher is writing on the board or on an overhead projector. The pupils will be doing the same on a sheet of loose-leaf paper. The title will be written first: THE 16 BASIC VOWEL SOUNDS. The instructor marks four columns for the four categories. Three a’s are then listed with their diacritical marks: The breve, macron and “3” written as an exponent in mathematics. See page 61.

During this first lesson the individual sound will be written as linguistics write sounds: /a/. At the same time the key word and associative sentence are memorized. At the second lesson, everything will be reviewed but just the key words will be written. The third lesson will again review all three items,
and the associative sentences will be added. This very important paper must be kept by the pupil as a reference page for the entire year.

Many of our dictionaries have been discarding the breve, the diacritical mark for the short sound of the vowels. Tell the students this but insist that they use it in class work.

Since all five vowels have more than one sound, we need to know why we use the short sound, let us say, rather than the long. As we move along in *A Sound Track to Reading*, the BASIC VOWEL RULES as discovered by the pupils will be an indispensible help in unlocking this WHY.

CONSONANTS The second reference page is for all the consonants, single and digraph. It the key words given on the inside back cover are too simple, the suggestions that appear on page 62 should be used. Other help is also given on that page. Several of these only soft and hard ć and soft and hard ģ normally give the pupil difficulty.

Charts on page 61 & 62 will be inserted later

Page 3 Each lesson will start with a rapid review of flash cards with the most of the review being spent on the cards teaching the blending of the consonants with a vowel. I have found that these are the best visual aids that I have ever used in phonics. Then proceed to something new no matter how little, even if it is just one line.

Exaggerate the new sounds in the words at the to of the page. This can be done easily with a little humor to get it out of the “silly” category. We do not exaggerate when meeting these new sounds in other lessons or in Section F.

The questions to be asked for comprehension will usually begin with: who or what, which, how, when, where, or why. Ask questions often so as to get the meaning. Due to the very limited vocabulary of the beginning pages, some sentences will need clarification.

The reason for telling the pupils to read silently and then talking the sentences to the instructor as one would talk ordinarily is that this is a good technique to prevent word reading or to eliminate it if that habit has been formed. Word reading is unnecessary and interferes with comprehension.

Pages 4, 5, 6 The ending y which sounds like long e, unaccented long e, as introduced on page 4 will need a flash card for it. Subsequent endings should also have flash cards as the ly on page 6. Since the sound of ľ will be taught on page 5 and the y sound is identical to that on page 4, this is a logical ending to add. ľ is a consonant but it is used in this instance as a vowel, the long sound of ė.

The first vowel rule states that if a vowel is placed before a consonant in a word or syllable, it is usually short. It is much better for a student to figure out the rules for himself, hence the question in section G, page 4. If he does not see this, just go on to the next pages until he does. Questioning by the instructor may be necessary, but not a “give-away” question.

The correct answer could also be, “If there is an a before a consonant, it is usually short”. If the student continues in this way with the ľ, Ĺ and the rest of the vowels. “What are a ľ i o u?” Then the word vowel will be substituted. Since a rule is a unity of patterns, we can break this up into five parts if
that is the way the pupil sees it. By the way, “usually” is one of the first words he should understand. This will take care of the non-phonetic words nicely.

On page 5 ć, k and ck all have the same sound, the sound of ķ. A Sound Track will use the hard sound of ć for man pages before soft ć will be taken. If the older students can handle both, the two sounds can be tied together. By this page if the pupils are not sure of themselves as to writing their own sentences, the instructor should write short ones for them to copy. As one proceeds, let the better ones do the writing on the board until gradually all can write sentences on their own. This writing is very important in itself and in using muscles in addition to their other senses. It helps reinforce phonics and spelling also.

Page 6 completes the teaching of the single consonants. Notice that ƙ is at the end of the word.

Page 7 Flash cards must be made for ĭ and for bi, ci, di…ix, yi, zi. ƙ will always be at the end for these cards. We will use these cards for both the short and the long sound smoothly and rapidly saying the consonant sound and the vowel sound together. Since the hard sound of ć is being taught at this time, ci will be put aside until needed.

Students sometimes have difficulty saying the short sound of ĭ correctly. Since most people say the word it correctly, it can be used as an auxiliary key word. If the sound ĭ is said distinctly, we will avoid trouble later teaching the short sound of ć. An ounce of prevention will help a lot.

The words “declarative sentence” have been used on page 7 for the first time. We will write this type of sentence for many pages, and then interrogative will be introduced. By using these words informally and often, the student will get a good grounding in these two basic types of sentences in PART ONE. In PART TWO imperative and exclamatory sentences will be covered. One secret of effective teaching is the correlate as much as one can with other subjects, in this case grammar.

Several three-syllable words are listed in Row 8. Just say, “Start at the left, go from vowel sound to vowel sound and come out at the right.” If necessary the teacher will do this first at the board. Once pupils get the feel of this skill, they lose a lot of fear of longer words and gain built-in confidence. The class can also be on the lookout for other words like these which use just the short sound of ā and ĭ as for example: disband, Antarctic, admitting and even infallibility, a six syllable word. Older students need something different from what they have previously had. These longer words will help them unlearn the habits of guessing.

Page 8 With the introduction of the ending le = ļ, of ā ĭ, and ū can be decoded as: ample, simple and tumble. The key word for the third sound of ū is different because it is preceded by a consonant. It cannot be isolated as easily as if it were at the beginning of the word. Have the pupil say put slowly, eliminate the p saying ut, ĭ saying just third sound of ū. This sound is exactly the same sound as the short double oo of Webster and the one-dotted ū as in the Thorndike dictionaries. I invented this third sound of ū to give me a bridge between these two.

Most of the words with the third sound of ū have a double spelling as: book, foot, stood. Since it is a single sound, however, it is better to give it a single vowel key word. We do have a few words spelled with ū but, since these are all non-phonetic, we will only ask for the long and short sound of the vowel when we use the flashcards. push, pull, bull, bush are a few examples. The others may be found on page 20.
It is impossible to say long \( \text{u} \) with the three consonants \( \text{r}, \text{j}, \text{ch} \). What we say and hear with these three will be the third sound of the \( \text{o} \) as in the word \( \text{to} \). Say \( \text{rude, jute, and chew} \) several times and note the difference between the third sound of \( \text{o} \) and the long \( \text{u} \). Many phonetic books make no distinction between these two totally unlike sounds.

**Page 9** The most important directive is not to go ahead until the instructor is positive that the three sounds taken so far are clearly heard. The auditory perception is best accomplished by giving a spelling test. If the students are weak in hearing these, time has to be taken out for more practice in class. If still more practice is needed particularly with the one-syllable words, it is useless to continue with *A Sound Track*. Get the author’s *Professor Phonics Gives Sound Advice* and start with pages 26 and 27 just taking the rows containing the short \( \text{a, i, u} \) for reading and spelling. If words are still misspelled, the pupils will then be satisfied in going back to the simpler words toward the front of the book. For these slower students, the spelling of two-syllable word will have to wait.

**Pages 10, 11** The short sound of \( \text{o} \) is the most difficult sound to say exactly the same in all words. In sounding it, the throat is in a very relaxed position. As soon as a consonant precedes or follows it, the throat muscles tense and modify the vowel sound. Get as close as one can to the key word *ostrich* and let it go at that. Because of regional differences in pronunciation across the United States, this sound also has many variations. A good auxiliary key word to use if one wishes another is the word *off*.

The three endings \( \text{ness, en, less} \) should cause no trouble whatever.

With the teaching of the last vowel \( \text{e} \), the pupil can recognize the thirteen single vowel sounds which is a great step forward even though he knows only the rule for the five short vowels. Just the diphthong, the double vowel sounds, are left to be taught.

At this point all of the 26 letters of the alphabet from \( \text{a to z} \) have been presented. They must now be reviewed in their proper sequence. The instructor and the class can make up lists of words containing the initial sounds of about one-third to one-half of the alphabet, mix them up and then rearrange them alphabetically. Do the same with the rest of the alphabet. Lastly make lists of the 26 letters doing the same. Unless this is well mastered, even the phone book cannot be used with efficiency.

**Pages 12, 13** **BLEND**S It would be very wise to take a “breather” and to show by written spelling that the five vowel sounds can be clearly distinguished. Take all the time necessary for this. An old fashioned spelling bee is very much in order and challenging. When these sounds are known, the most important hurdle in reading and spelling has been crossed. If more words are necessary for any particular sound, they can be listed at the board and copied by the class.

Ever now and then words with blends were listed on pervious pages. On page 13, we were giving many of the possibilities and tying the initial and final blends together. Final blends are easily sounded, but the initial ones particularly the \( \text{r} \) blends must be sounded not only smoothly but rapidly. Flash cards will help with this. The teacher should say these rows of initial blends first without exaggeration and have the student imitate him. There must be no break between the consonant and the vowel as *duh ra, dur re*, or the class will spell them *dura, dure*. The teacher and class can make dozens of this same type of words if needed for practice. These are very good words for oral dictation.

**Page 14** **DIAGRAPHS** Consonant digraphs are new consonant sounds differing from the two consonant that comprise then. \( \text{ch} \) has its own sound which does not sound like \( \text{c} \) or \( \text{h} \), and so on. They are learned by isolating them from their key words. \( \text{th} \) has two distinctive basic sounds, a voiced and a voiceless sound. Although in both sounds, the lips and teeth are in the same position, one originates in the throat.
and the other at one’s lips. By placing one’s fingers lightly on one’s throat, one can feel the vibrations of
the voiced th as in this, than, that. Most Americans have lazy throat muscles and lazy lips so the
instructor may need to practice both of these until the vibration is felt and the breathlessness of the
voiceless th is noted.

The older students may ask about words such as Chicago and Christmas. The instructor must be
ready to indicate that the first is derived from the French language and still retains the French
pronunciation while the second is derived from the Greek and/or Latin.

Zh is the one consonant digraphs omitted because it has no distinctive spelling and thus forms not
pattern. Both zh and the above two sounds of ch are non-phonetic elements and will be studied on pages
40 and 41.

Some common words wh words are not digraphs but have a silent w and are considered as non-
phonetic words also. Examples are who, whose and whom. As this digraph is an initial sound, lists can
be easily made using a dictionary.

Ng and nk are difficult to sound in isolation. Do so once so everyone hears them. Unless they are
heard, they cannot be spelled. Then write on the board: ang, eng, ing, ong, ung. Since these two
consonants sounds always follow a short vowel, no other vowel sound is used. Do the same with nk:
ank, enk, ink, onk, unk. Then dictate rhyming words using these sounds. Reading and spelling of ng are
easily; reading of nk is also simple, but a little spelling practice will be helpful for nk emphasizing that
ngk will be heard but only nk will be written.

The bottom of the page is excellent for ear training by way of written spelling. This is a review
section because the short vowels have been taught together with ck and ch. Since English is not totally
phonetic, it is necessary in the directions to use the word usually. It is a very helpful word to inject so
that we can fall back on it when exceptions are met. We won’t be cutting ourselves “off on a limb” so to
speak. Older students should be able to think of some exceptions for the ck words as: trek, yak, flak.

Page 15 Nothing new phonetically is on this page. One just emphasizes the plurals. After that is clear,
then the student is told that no matter what sound he hears he always write an s. Dictate lists of words
ending with the z sound – those in which the s spelling is preceded by a voiced sound.

Pages 16, 17, 18 The first group of words introducing the long sounds of the vowels is built on what has
been taught about the short vowels. Just follow the directions and lead the students to
discover the WHY
of columns 2, and 6 for himself. In each case the addition of another vowel makes it long. They will
make up their own rules being sure to insert the word “usually” and then check with the list of the vowel
rules on page 46.

One of the extremely good by-products of having the pupils discover the rules is that they are
thinking in exact steps. In this case they are reasoning from the particular to the general statement. Once
a vowel rule is understood and one is applying it, the type of reasoning will reverse because then one
will be going from the general to the particular word. In both cases the intellectual challenge and
practice are invaluable.

In words like ray and blow, the y and w are used as silent vowels. Make longer lists of your own to
reinforce this: bay, day, gay, hay, etc. In lye and rye, the y has the sound of long į and follows the rule.
Note also the r-controlled words: flare, mere, dire, snore. Follow the rule and exaggerate the vowel
sound when they are said for the first time. When they are repeated rapidly as one normally says them in
talking, the long a sounds very close to the short sound of e, and the long e very close to the short sound of i. It is really neither of these sounds as it falls in between the two sounds. Follow the rule in these cases helps one to get so close to the correct pronunciation that the context gives the correct word. The students are to listen to these sounds very carefully and to make their own conclusions - with help.

Long lists of magic e words can be compiled by the class and used for spelling since no memorizing is necessary. I suggest at this time to concentrate on reading the digraph vowels, sing the ones in A Sound Track in sentences and avoid using them for spelling if any of the words using the long vowels seem to give trouble, make patterned lists at the board. There are not many exceptions to the magic e words: give, come, have done, gone, love, some. There are many to the vowel digraph words, so many that they will be taken up when we come to the irregular vowel digraphs. Notice that with the digraph words, the two vowels must be next to teach other in the same syllable, a vvc, cvvc, or the cvv situation as in words like aim, bail, bee, and not the vcv of use, as in magic e words.

DIACRITICAL MARKS If diacritical marks have not as yet been taught, this is a good place to teach the macron which is a bar placed over long vowels and the breve which is a segment of a circle placed over the short ones. One the next pages, we will use the exponent 3 for the third sounds of the vowels a o u; later the slur which is a segment of a circle under ou oi ur for the diphthongs. A fifth diacritical mark will be used also in A Sound Track, the schwa (schwa’), the up-side-down e.

Pages 19, 20 The y in these words is used as a vowel my. When writing the review of the first three vowel rules, in addition to the diacritical marks cross out the silent letters with an oblique line as the e in jokέ and the u in soul.

The third sound of a is already known. The pupil is not being taught when that sound is used. In order to tie together the third sound of a, o and u, A Sound Track to Reading has introduced its own diacritical mark, the exponent 3. In most dictionaries this sound has two dots over the á and is called the Italian a. This may be used if one prefers it. U and w as in Saul and saw are silent vowels.

The words containing the third sound of o and u are non-phonetic words. Do by rule should have a long vowel sound and push should have a short vowel one. Neither follows the rule. Webster’s dictionaries use the long double oo and the short double oo, respectively, for their phonetic spelling while the Thordike-Barnhart and similar dictionaries use the two-dotted u and the one-dotted u. Since the glossaries in our school text use one or the other of these two, confusion results. Teaching these sounds originally as the third sound of o and u gives on a practical bridge to explain the two types of diacritical marks and to show that they are identical.

Page 21 PLAIN DIPHTHONGS Each of these diphthongs contains two vowels in regard to spelling, and when one exaggerates the sounds, one’s lips assume two positions. Say ou and oi slowly and notice this. We can call these, therefore, a double spelling with a double sound. The dictionaries have no diacritical marks for the diphthongs. A Sound Track will use a breve under the vowels, called a slur, as its identifying diacritical mark.

The diphthong sound as in oil can have two spellings, oi and oy and is phonetically regular. Oi is found within a word, and oy at the end of a word or syllable. The diphthong ow can also as in ow and ou. Besides the diphthong sound as in the key word owl, the ow spelling can have the sound of long o for the regular digraph vowel sound as in words like blow and slow. The ou spelling besides the diphthong sound can have seven other sounds as shown on page 31. The context, the meaning of the
word in a sentence, will give the student the clue to the correct pronunciation. **Ou** in **humorous** is not a diphthong.

**MURMUR DIPHTHONGS** We just studied the first murmur diphthong on the preceding page, page 20. Although not exactly the third sound of a in every word this gets us quite close to the correct sound. The **or** is usually near to the long sound of **o**; however, this seems to be a sound that varies greatly in different parts of the United States. Along some parts of the East coast, it sound almost like a short **o**. By using the key word **or**, one follows the sound of the locality.

Remedial pupils with a strong look-say background, however, have many bad habits of skipping words and of guessing. They also have a tendency to panic when they see a long word and end by saying absolutely nothing. The only solution is to get them to read, read, **READ**.

The instructor must use thought in order to motivate the pupil to read along the lines of his interests so that what may still be a chore will gradually become a pleasure. As pleasure reading is usually silent reading, time must be taken every day to have him read orally because oral reading is the only way to be sure he is overcoming these habits. Learning to read orally and doing so well will also give him a sense of power over words which is invaluable.

**WRITING CREATIVE STORIES** A second way to overcome former habits is to have the student write. With all of the basic sounds known, we can now concentrate on paragraph writing. They cannot write good paragraphs, though, unless they rid themselves of writing sentence fragments either as phrases or dependent clauses and “run on” sentences. For example, “We went home and then...and then...and then.”

One of the best ways to eliminate these is to have oral paragraphs starting with three sentences stories, increasing to four and then to five, etc., with the class keeping count of the number and the caliber of sentences. It has been my experience that pupils on all levels cannot write good paragraphs until they hear correct sentences. Once this is under control, and only then, is it good pedagogy to give them a free hand in creativity.

**Page 22** The review page ties together sounds that might need some clarification. In the bottom two groupings, the reason for the short or long sound depends on the number of consonants preceding the **le**. If there is just one, the first syllable is an open one and represents the long sound. There is only one exception that I know of for this rule and that is the word **triple**.

**Pages 23, 24** The rest of the page in PART ONE fall into three groupings: special endings, consonants that have more than one sound and follow a pattern and, lastly, irregular vowel digraphs.

So far four vowel rules dealing with one-syllable word have been discovered. We will now add endings to them making them in this way root words. We will then focus our attention on WHY they are spelled as they are. The endings that will be used are **y**, **er**, **ed** and **ing**. These form such excellent patterned words that almost 100% rules can be deduced.

First review the **y** words on page 19. Be sure on page 23 that that the students can “feel” the pars of the words that are accented or stressed by tapping out the words giving the accented part a heavier tap.

The dictionary pronunciation of **y** in words like **puppy** and **happy** is the short sound of **i**, but in conversation the unaccented long sound of **e** is consistently heard. **A Sound Track to Reading** follows the latter usage. When a student questions this, all one can say is, “The dictionary has not caught up with
popular usage. You will just have to change the short i mentally to the long e”. Every word in the row beginning with silly has a short vowel for the root word: every word in the row beginning with lady has a long vowel sound. By having the student aware of this, they will be able to concentrate on the second syllable better.

The NOTE on page 24 is for foreign students mostly because English speaking students have little difficulty saying ed words. This might be helpful, however, to the latter in syllabification of one-syllable words when they were writing and wondering whether they should hyphenate at the end of a line. Exaggerate the endings that sound like t when going over this page. In normal conversation the two endings d and t are practically similar.

Page 25, 26 VOWEL RULE SEVEN AND EIGHT These rules are known by the students in a slightly different wording as spelling rules. Here the rule is worded to give priority to decoding words. These words and similar words are excellent for spelling practice, and, if one wishes, for syllabication practice. The top words contain closed syllables and the second group of words open syllables as explained on page 48.

Every single word on this review page has the long sound of the vowels in its first syllable. Tell the students this so they attack this first syllable with confidence. Going from vowel sound to vowel sound in the long polysyllabic words should then be a challenging decoding exercise. Give help individual syllable when necessary.

Page 27, 28 These two reference pages for the consonant sounds are self-explanatory. If the pupils wish to know the WHY of some of these, the rules on page 47 will give the needed information. For parents, English books often use a code when the sound of an alphabet letter is to be given, /z/. On page 27 the linguist will say the phoneme /z/ (sound) for the grapheme x (name).

Pages 29, 30, 31 IRREGULAR VOWEL DIGRAPHS Since irregular vowel digraphs are exceptions to the rule which states that the first vowel is long and the second is silent, they can represent any of the other sixteen vowel sounds. The regular vowel digraphs are repeated first as a review so that the student can go from the known to the unknown. Because they know their consonants sounds so well by this time, most pupils can decode irregular digraphs easily by going from the consonant sound to consonant sound. In some cases there are more words having the irregular form that the regular form, and there is no way to distinguish between the two except by the meaning of the word.

As a teaching device to help in memorizing the possibilities of a given digraph, the students can use association. By using one word from the regular form and what is needed from the irregular, we can easily make a phrase or sentences to tie them together as: “My niece cried” and “A hoop stood on the floor.” Because there are so many variations for the ea vowel digraph, they should make a sentence a sentence using th two that are most common. These are the regular digraph and the first irregular one in which we hear the short sound of e. For example: “I have a clean sweater.”

LONG U WORDS Because schools have not taught phonics well for many years, the sound of long u has been poorly represented often becoming the third sound of o. The magic e words in which the long u are clearly heard have been added to this section.

Insist that every word containing the long sound of u be enunciated distinctly during the lesson. If one follows the rule, these words are much easier to pronounce; however, in ordinary speech most of us replace the long sound of u with the third sound of o. This is particularly true if it follows d, t or s as in the words due, tube and suit. To force the pupils to do this when reading or giving an oral talk would
make most of them sound stilted and be uncomfortable. For public speaking classes, I would insist on the long u in class.

The only optimistic remark to say about having all eight sounds of ou on one page is that one has seen the worst! English speaking pupils usually find only four of them confusing: though, thought, through, thorough. They will master them by learning to spell them and using them in sentences.

What is almost impossible for foreign students is not merely difficult. Knowing the meanings and using a tape recorder to reinforce auditory review and spelling will be of great help to them. The instructor can say a word on the tape. Leave a space to give the student time to write it while saying it. With the tape the student can go over and over these words until they are under control.

FOR OLDER STUDENTS English words form patterns based on parts of speech. If the series of word below were written on the board with the aid of the pupils, they will have a helpful background on the parts of speech and a better understanding of spelling. When they see the first verb can be repeated six times with no change in spelling except the addition of endings, it will be easier for them to spell better.

| Verb   | disagree | fit    | respect |
| Verb   | disagrees | fits   | respects |
| Verb   | disagreed | fitted | respected |
| Verb   | disagreeing | fitting | respecting |
| Noun.  | disagreement | fitness | respectfulness |
| Adj.   | disagreeable | fitful | respectful |
| Adj.   | disagreeably | fitfully | respectfully |

This concludes this most important section of A Sound Track to Reading. PART ONE has been planned to be streamlined and compact so that no time will be wasted by the remedial student in getting a foundation in decoding. The very compactness may necessitate returns to certain areas in which an individual pupil has weaknesses.

Part Two

I finished typing Part One of the Teacher’s Manual on October 18, 2017. I will finish Part Two in the next few days. Donald Potter.