

# A SOUND TRACK TO READING



An advanced intensive phonics book & reader

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

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This 2018 edition uses the Key Words from the Phonovisual Charts.



Lesson 1: The Short Sound of a - /ă/ and m s t a ing 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: monkey saw top cat cake saw/all = /ă/ /ā/ /a<sup>3</sup>/  
Learn the 3 sounds of a but use only the first sound now.

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 mas 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 | ma <u>tt</u> ing | sa <u>ss</u> ing | ta <u>tt</u> ing           |
| 2. tats | ta <u>tt</u> er  | ma <u>tt</u> er  | ma <u>tt</u> ers           |
| 3. mast | ma <u>st</u> er  | ma <u>st</u> ers | ma <u>st</u> er <u>ing</u> |
| 4. Sass | sa <u>ss</u> ed  | ma <u>ss</u> ed  | ma <u>st</u> er <u>ed</u>  |

E. Listen to your teacher read these sentences, then read them yourself as if you were talking.

1. Sam sat at a mat.
2. Tam sat at a mat.
3. Tam masters tatting.
4. Matt sat mastering tatting.

F. Ask: Who? Did what? Where? When? Why? How?

Lesson 2: d g f h ed = /ěd/

A. d g f h: duck goat fan horn

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 = /ěd/ (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: p r n b y = long e /ē/ tree

A. p r n b: pig rabbit nest bear

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. 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.

- |                   |                 |                 |                 |                |
|-------------------|-----------------|-----------------|-----------------|----------------|
| 1. <u>r</u> atty  | <u>s</u> andy   | <u>b</u> atty   | <u>f</u> atty   | <u>P</u> atty  |
| 2. <u>d</u> amper | <u>s</u> ander  | <u>p</u> amper  | <u>r</u> after  | <u>t</u> amper |
| 3. rags           | <u>r</u> aggedy | <u>g</u> asps   | <u>r</u> aspy   | <u>b</u> atter |
| 4. naps           | <u>n</u> apped  | <u>n</u> apping | <u>n</u> agging | <u>n</u> agged |
| 5. bans           | <u>b</u> anned  | <u>b</u> anning | <u>b</u> anner  | <u>b</u> atted |
| 6. <u>h</u> andy  | <u>p</u> assing | <u>p</u> assed  | <u>p</u> atting | <u>n</u> asty  |

E. Read silently and then orally in a meaningful way.

1. Sammy patted Raggedy Ann and Raggedy Andy.
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.

F. Keep asking questions for most sentences.

G. Notice position of vowels in section C. Vowel Rule 1.

Lesson 4: c k ck l w j

A. c k ck - l w j: key key key - leaf wagon jar

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. <u>patted</u> | <u>landed</u> | <u>lasted</u>  | <u>sanded</u>  | <u>padded</u> |
| 3. caps          | capped        | <u>capping</u> | <u>acting</u>  | <u>camper</u> |
| 4. wags          | wagged        | <u>wagging</u> | <u>lacking</u> | <u>canter</u> |
| 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.

F. Look at section C. Note the pattern. Vowel Rule 1.

G. Write five sentences using the words above.

Lesson 5. v qu x y z      ly = l + long e /ē/

A. v qu x y z: valentine queen box yard zebra

B. Slide the consonant and short ă together. After a q the letter u is not a vowel. It represents a /w/ sound. Note that the x is used at the end of the words.

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.

F. Questions should always be asked about the sentences.

## Lesson 6: Short sound of i /ɪ/

Key Words for i: fish five /ɪ/ /ī/

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. jiggling 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.  
6. Black quills zipped past him in camp.  
7. His fantastic wig is tinted.

E. All the words above follow Vowel Rule 1. Use the words above in ten declarative sentences. Find out the meaning of any unknown words. Increase your vocabulary this way.



Lesson 7: Short sound of u /ŭ/

Key Words for u: duck mule book/put: /ŭ/ /ū/ /u<sup>3</sup>/

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

B. Use the short sound the word below

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 /ă/, i /ĭ/, u /ŭ/

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.

6. A bitter liquid disgusted him.

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: All the words in his lesson follow Vowel Rule 1. Use these words to write ten declarative sentences.

Lesson 9: Short o /ǒ/, Endings: s ed er ing y ly le.

Key Words for o: top rose moon/to = /ǒ/ /ō/ /o<sup>3</sup>/

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 er ing y ly le

1. jolly hotly fondly Molly wobble
2. coddle cocky copy foggy foxy
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 plotting plotted jonquil
8. goggles politics hobby sonic tonic

D. 1. Donny will hop on Tom's box.

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 jutting 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 /ĕ/ as in Eskimo.

Key words for e: bed tree /ĕ / /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   | rotted  | 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. Do not say duh ra.

### 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 helm 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: ch sh wh th th ng nk

Digraph Key Words: cherry ship wheel this three swing bank

<u>ch</u>	<u>sh</u>	<u>wh</u>	<u>th</u>	<u>th</u>	<u>ng</u>	<u>nk</u>
chap	shell	whiz	this	thump	song	bank
chest	shaft	which	than	theft	zing	thank
chum	shun	whim	that	thrill	clang	honk
rich	smash	whet	then	thrash	swing	blink
chops	shush	whisk	thus	cloth	spring	mink

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 k is usually written ck.

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

After short vowels the ch digraph is spelled tch.

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

Five exceptions to this spelling: much such rich which 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      egg-nogs      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 cake tree five rose mule /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.

1	2	1	2	1	2
at	ate	strip	stripe	cloth	clothe
pet	Pete	muss	muse	quit	quite
pad	paid	met	meet	bed	bead
us	use	odd	ode	van	vain

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 will now be added to the root word.

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  | tee   | 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   brave   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.

1	2	3	4	5	6
back	bake	chock	choke	sock	soak
peck	peek	Jack	Jake	stack	stake
quack	quake	check	cheek	duck	duke
stock	stoke	Dick	dike	cock	coke
slack	slake	crock	croak	smock	smoke
lick	like	shack	shake	pick	pike

Lesson 18: 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)

- |        |     |     |    |     |     |    |
|--------|-----|-----|----|-----|-----|----|
| 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<sup>3</sup>.

1	2	3	4	5
Paul	saw	car	fall	halt
maul	flaw	farm	small	salt
fault	dawn	yarn	call	Walt
haul	raw	barn	mall	malt

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.
4. At dawn Walt saw the scrawl on the gray wall.

More words having the third sound of a<sup>3</sup>, 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 | sharpener | gaudy    | artist      |

THE THIRD SOUND OF o<sup>3</sup> and u<sup>3</sup> are non-phonetic because they follow no pattern. The KEY WORDS are to and put.

- |          |             |             |              |       |        |
|----------|-------------|-------------|--------------|-------|--------|
| 1. do    | lo <u>o</u> | mo <u>o</u> | sho <u>o</u> | 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 cow and boy.

1. how      cow      shout      our      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 /är/ fork /ōr/ fur /ur/.

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<sup>3</sup>. Why?  
Write these, use diacritical marks and label them.

- |             |          |           |          |
|-------------|----------|-----------|----------|
| 1. vault    | jailer   | tallness  | saggy    |
| 2. daze     | walled   | brainless | plainest |
| 3. packs    | straddle | 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 (VC)

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

Vowel Rule 3. Open Syllables – Long Vowels (CV)

- |           |        |         |         |        |        |
|-----------|--------|---------|---------|--------|--------|
| 1. able   | cable  | idle    | side    | noble  | bugles |
| 2. titled | stifle | staples | stifled | gables | sable  |
| 3. maple  | bridle | stable  | cradles | fabled | rifle  |

## SPECIAL SECTION ON ENDINGS - NEXT 3 LESSONS

Lesson 22: Sounds of y at the end of polysyllabic words.

Y at the end of a polysyllable can have two different sounds depending on the accent. Say the words below stressing the accented part. Try to tap with a heavy and soft beat.

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**.

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 /ěd/.

After s, x, k, ck, sh, ch, p, and f, ed says /t/.

After all other letters of the alphabet, ed says /d/.

<u>ed</u> = /ěd/		<u>ed</u> = /t/		<u>ed</u> = /d/	
tinted	sifted	dressed	inched	sobbed	razzed
blended	wended	mixed	mapped	tugged	penned
rusted	rotted	checked	huffed	stilled	fizzed
drifted	misted	licked	dropped	rammed	hugged
ended	added	slashed	stacked	thrilled	dinned

### Mixed Practice – Which says /ěd/ /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. (VC/CV, Closed Syllable)

1	2	3	4	5
strapping	chatter	manned	tramping	jumper
betting	shredder	yelled	checking	vended
jigging	swimmer	skinned	fishing	softer
tossing	robber	flopped	costing	landed
bluffing	drummer	dulled	thumping	quilted

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/CV, Open Syllable)

1	2	3	4	5
naming	stating	wader	scraper	dared
eking	dozing	Peter	wiser	cubed
sliding	thriving	riper	biter	choked
zoning	groping	joker	smoker	shaded
fuming	using	user	blazer	voted

### Short Vowel

- at dinner
- is slopping
- he scrapped
- stripped the wall
- tilled the soil

### Long Vowel

- in a diner
- is sloping
- he scraped bottom
- striped shirt
- tiled wall

### Short Vowel

- is bitter
- will be pinned
- she mopped the tile
- filled a cup
- is licking

### Long Vowel

- is a biter
- pined away
- she moped all day
- filed past a desk
- liking dogs so much

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 also. Check on meanings.

- |           |        |        |         |        |
|-----------|--------|--------|---------|--------|
| 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. Start at the left going from vowel to vowel and come out at the right.

- |                |              |             |              |
|----------------|--------------|-------------|--------------|
| 1. relaxation  | fumigation   | cooperate   | mutilation   |
| 2. preatomic   | vocalization | motivation  | deactivate   |
| 3. predisposed | radiation    | microscopic | mobilization |
| 4. futility    | biological   | capability  | beatitude    |

## Lesson 26: Consonant Rules

Most consonants have only one sound only: b d f h k l etc. The ones below have more than one sound.

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 gird gild gig

## Lesson 27: Consonant Helps Listen Carefully

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

1. c in **cap** /k/ c in **cent** /s/
2. qu in **quit** /kw/
3. x in **ax** /ks/ x in **exact** /gz/ x in **xylophone** /z/

### 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.
3. Being mimicked in public made her simply frantic.
4. An American epic was the topic of conversation.

## Lesson 28: Irregular Vowel Digraphs

The regular vowel digraph ie says the long sound of i /ī/ following Vowel Rule 2. The irregular vowel digraph ie 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 chief.

\*\*\*\*\*

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

The irregular vowel digraph oo says the third sound of o<sup>3</sup>.

**ooze booms pooled spoons hoop sooner loop**

The irregular oo can also say the third sound of u<sup>3</sup>.

**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 /ē/ following Vowel Rule 2. The irregular digraph ei, says long a /ā/.

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 Vowel Rule 2 saying long e /ē/.

gleam least plead each clean heater cheating

The irregular digraph ea has four different sounds.

ĕa – bread heavy wealth steady pleasure  
ready feather sweater tread thread

ēā – great steak break greater breaking

ûr – earn earth yearn pearl learns  
dearth heard search earnest early

är – heart hearten hearty hearth hearken

\*\*\*\*\*

### Long Sound of ū – Listen Very Closely

Magic e		Regular digraph		Irregular digraph	
mute	cure	cue	dues	few	feud
mule	fume	hue	sue	hew	mew
cube	fuse	due	suit	pew	news

Exceptions to long u /ū/: after r, j, ch, and l blend we hear the third sound of o<sup>3</sup>.

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 /ou/: shout proud south vouch  
sprout clouds ounce bounty

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

\*\*\*\*\*

There are six irregular ou digraphs.

/ɔ̃/ brought ought cough thought sought  
fought bought trough wrought coughed

/ũ/ touch young couple country trouble  
double southern joyous famous tremendous

/o<sup>3</sup>/ group you soup youth wounded  
tourist tour dour through trouper

/u<sup>3</sup>/ would should could your yours

/ûr/ nourish flourish scourge journey nourished  
journal courtesy courteous courage flourished

/ū/ 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 ü

The schwa is the shortened sound of any vowel in unaccented syllables of polysyllabic words, and never in one-syllable words. It is the short u /ü/ sound of circus. It is written as an inverted e /ə/ in the dictionaries.

<b>a</b>	<b>aloud</b>	<b>abrupt</b>	<b>adept</b>	<b>acute</b>	<b>annoy</b>
	<b>alarm</b>	<b>achieve</b>	<b>atomic</b>	<b>affirmed</b>	<b>ability</b>
	<b>merchant</b>	<b>feudal</b>	<b>oral</b>	<b>wizard</b>	<b>vocal</b>
	<b>portal</b>	<b>cadet</b>	<b>caress</b>	<b>canal</b>	<b>formal</b>
<b>e</b>	<b>channel</b>	<b>parcel</b>	<b>student</b>	<b>budget</b>	<b>locket</b>
	<b>moisten</b>	<b>kernel</b>	<b>easel</b>	<b>comet</b>	<b>novel</b>
<b>i</b>	<b>solid</b>	<b>pulpit</b>	<b>rabbit</b>	<b>cousin</b>	<b>habit</b>
	<b>morbid</b>	<b>lucid</b>	<b>rapid</b>	<b>victim</b>	<b>stencil</b>
<b>o</b>	<b>freedom</b>	<b>crimson</b>	<b>reason</b>	<b>squalor</b>	<b>carrot</b>
	<b>caldron</b>	<b>random</b>	<b>apron</b>	<b>wisdom</b>	<b>glutton</b>
<b>u</b>	<b>rumpus</b>	<b>cherub</b>	<b>focus</b>	<b>humus</b>	<b>playful</b>
	<b>locus</b>	<b>locust</b>	<b>wampum</b>	<b>zestful</b>	<b>discuss</b>

1. Along the bottom of the vessel, a crack appeared.
2. The 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	<b>I'm</b> going to go to the farm for fruit.
you are	<b>You're</b> home at last and safe.
he is	<b>He's</b> in the room to help his dad.
it is	<b>It's</b> not fair to change too much.
she is	<b>She's</b> at bat for her team at last.
we are	<b>We're</b> in school to get an education.
are not	<b>Aren't</b> you coming?
is not	He <b>isn't</b> in the park with Rick.
did not	<b>Didn't</b> you hear the noise yesterday?
does not	<b>Doesn't</b> that look attractive on her?
do not	<b>Don't</b> go to that store for eggs.
I would	<b>I'd</b> see to that at three if I were you.
you would	<b>You'd</b> find out later from them.
she would	<b>She'd</b> gather the dishes later.
it will	<b>It'll</b> be dark when you finish math.
he will	<b>He'll</b> have to see the manager.
we will	<b>We'll</b> see his boss about leaving early.
they will	<b>They'll</b> try harder in the morning.
will not	I <b>won't</b> stay longer for anything.
can not	He <b>can't</b> walk that distance as yet.
would not	<b>Wouldn't</b> you like to sing?
could not	<b>Couldn't</b> they wash the dishes?
should not	<b>Shouldn't</b> they be there by twelve?
must not	He <b>mustn't</b> take the plane trip.
that is	<b>That's</b> all he has to do right now.
what is	<b>What's</b> in the bag on the covered table?
where is	<b>Where's</b> the school team playing next?
there is	<b>There's</b> more candy in the glass bowl.

## Lesson 33: Homonym – same sound, different spelling

1. air	heir	6. all	awl	11. alter	altar
bare	bear	beet	beat	beer	bier
birth	berth	cellar	seller	claws	clause
cord	chord	coat	cote	duel	dual
2. deer	dear	7. dew	due	12. fair	fare
fowl	foul	fur	fir	feet	feat
grate	great	gilt	guilt	here	hear
heel	heal	hail	hale	hour	our
hair	hare	hart	heart	I'll	aisle
3. lone	loan	8. main	mane	13. mite	might
mail	male	morn	mourn	night	knight
not	knot	nay	neigh	need	knead
one	won	paws	pause	pray	prey
pale	pail	plane	plain	ring	wring
4. red	read	9. raze	raise	14. reed	read
sun	son	sum	some	sale	sail
sore	soar	sweet	suite	shone	shown
steal	steel	see	sea	stare	stair
tale	tail	teem	team	vale	veil
5. Venus	venous	10. would	wood	15. way	weigh
wrap	rap	wait	weight	wrote	rote
16. sent	cent	scent	17. new	knew	gnu
meet	meat	mete	right	rite	write
so	sow	sew	site	cite	sight
to	too	two	their	they're	there
for	four	fore	pair	pare	pear

## 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. Vowel Rule 3.

- |    |         |         |         |         |         |
|----|---------|---------|---------|---------|---------|
| 1. | lion    | poet    | Ohio    | Joey    | neon    |
| 2. | diet    | area    | ruin    | trio    | boa     |
| 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   |

Read the following imperative sentences – commands.

- |                                     |  |
|-------------------------------------|--|
| 1. Don't do another problem.        | 4. Watch those cats for me.            |
| 2. Watch those ducks swim.          | 5. Tell them to come toward the light. |
| 3. Find the fiery light in the sky. | 6. Wash some potatoes for me.          |

Lesson 35: Non-phonetic long vowel words – contrary to Vowel Rule 1.

1	2	3	4	5
told	bolts	toll	host	mild
scolding	dolt	roller	posted	child
golden	jolted	troll	poster	wilder
folder	molts	stroll	posters	mildest
sold	colt	stroller	posting	grinder
colds	volts	trolling	hostess	blindness
holder	molting	scroll	ghost	kindly

Words in which every o has the short u /ũ/ 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 lightning strike?
6. Why were just a dozen cakes put into the oven?
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

<u>kn</u>	<u>gn</u>	<u>wr</u>	<u>mb</u>	<u>mn</u>
knelt	gnash	wry	numb	limn
knocker	gnu	writing	bomber	hymn
knuckle	gnat	wrong	crumb	damned
knapsack	gnome	wreath	thumb	column
knowing	gnarled	wretch	limbs	solemn
knight	sign	wrist	climber	condemn
knead	design	wrench	combing	autumn
knowhow	assign	wrinkle	lambs	condemned

Read the following exclamatory sentences with real expression.

1. What a lovely wreath!
2. Look, the bomber was lost!
3. Oh, that design is beautiful!
4. How solemn was the wonderful speech!
5. The brave knight can face the dragon!
6. Ah, the autumn is a beautiful season!

<u>silent e</u>	<u>silent u</u>	<u>silent t</u>	<u>silent l</u>	<u>silent h</u>
shuffle	guy	rustle	chalk	ghost
sprinkle	disguise	often	calmer	ghastly
trample	guitar	soften	palms	hour
feeble	guardian	jostle	alms	honest
cobble	buy	glisten	half	honor
settle	builder	epistle	halves	heir
couple	buoyant	pitcher	calf	Thomas
double	building	apostle	salmon	exhaust

Read the following exclamatory sentences with real expression.

1. Oh, the guitar is beautiful!
2. See the salmon swim upstream!
3. What honors the bright boy received!
4. Ah, the calf is so pretty!
5. How they dazzle us with crazy antics!
6. See what the builder forgot to fix!

Lesson 37: More silent letters – p in pn ps pt

<i>pn</i>	<i>ps</i>	<i>pt</i>
pneumatic	psalm	Ptolemy
pneumonia	psalmist	ptarmigan
pneumograph	pseudo	ptyalin
pneumogram	pseudonym	pteridophyte
pneumodynamics	pseudopod	pteridology
	psychedelic	
	psychic	
	psychology	
	psychiatry	

SILENT h in rh

rhapsody	rhombus	rhododendron
rheostat	rhombic	Rhine
rhesus	rhetoric	rhinoceros
rhizome	rhetorical	rhubarb
rhizoid	rhyme	rheumatic
Rhode Island	rhythm	rheumatism
Rhodesia	rhythmic	myrrh

Read the following interrogative sentences – questions.

1. Do school psychologists help?
2. Where is the pneumatic drill?
3. Is psychosomatic medicine true?
4. Do we have a psychiatric situation?
5. What is Ptolemaic theory?
6. Do you have 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 = /f/	tough	rough	enough	laugh
	cough	trough	roughly	laughter

gh = /g/	ghost	ghetto	Ghent	gherkins
	aghast	ghoul	ghostly	ghastly

silent 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  
/shŭn/ obligation inflation attention constitution

sion = pension session tension extension  
/shŭn/ 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

Read the following imperative sentences with expression.

1. Watch the azure sunset.
2. Tell the glazier to be careful.
3. Help prevent the collision.
4. Use the precious ointment.
5. Insure the machine for a million dollars.
6. Treasure the precious Grecian urn.
7. Assure him of a good job.
8. Work hard to be an efficient worker.

## Lesson 40: Tying the “Y’s” Together

Y is a consonant /y/

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.

**/ī/**    type          lyre          hydrant      scythe      hypo  
         hybrid      defy          pyre          comply      hygiene

**/ĩ/**    gym          myth          cyst          hypnotic      oxygen  
         system      gypsum      cynic          lyric          pyramid

**/ē/**    pity          lively          dirty          story          treaty  
         mercy      shanty          roomy          empty          equally

**silent y**    tray          played          sways          slay          sprayed  
                 key          pulley          honey          parsley      monkey

In turn, 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

Read these imperative sentences with expression.

1. Go among the youth and teach reading.
2. Crawl under the yellow cab.
3. Show love with great pity.
4. Bow down before Daniel.
5. Go, set by the empty shanty.
6. Stand beside the pyramid for a picture.
7. Show mercy to the hurting patient.
8. Go around the lawyer if you can.
9. Give your companion a glass of water.
10. Run into William’s yard right now.

## 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 vowel sound follows Vowel Rule 2.

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.

Answer the following declarative sentences.

1. Carol is sorry that the stirrup is too low. Why is Carol sorry?
2. Harry and Jerry will eat the carrots tomorrow. When will they eat?
3. The water irrigates the land near the forest. Where was the land?
4. The tractor was mired in the thick mud. What was mired?

Lesson 42: Prefixes are syllables placed **before** a root word.

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

Read the following interrogative sentences with expression - questions.

1. Can you **abstain** from food?
2. Can we eat after the **dispute**?
3. Is she an **adept** at chess?
4. How can we **promote** sales?
5. Did he run during the **debate**?
6. Does he live in the **suburb**?
7. Should he be **concealing** evidence?
8. Is it a really **immense** lake?
9. What do you do about deep **remorse**?
10. Does she have an **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.

<b>ous</b>	dangerous	marvelous	poisonous (n. to adj.)
<b>sion</b>	provision	precision	invasion (v. to n.)
<b>wise</b>	otherwise	healthwise	lengthwise (n. to adv.)
<b>able</b>	dependable	remarkable	agreeable (v. to adj.)
<b>ible</b>	incredible	digestible	inedible (adj.)
<b>ance</b>	maintenance	acquaintance	insurance (v. to n.)
<b>ence</b>	residence	reference	preference (v. to n.)
<b>ate</b>	concentrate	vaccinate	hesitate (n. to v.)
<b>tion</b>	concentration	vaccination	hesitation (v. to n.)
<b>ize</b>	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    (CVVC)  
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    si·lent (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<sup>3</sup>.

fault    drawn    starch    hall    malt (a<sup>3</sup> 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. pup'py    wa'vy    soa'py (y = /ē/)

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.

re·ply'    ap·ply'    ter·ri·fy' (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.

get·ting    lif·ted    drum·mer

8. If words end with the suffix ing, er, or ed, the first vowel is usually long if it comes before a single consonant.

zo·ning    ska·ting    wi·ser

## Lesson 45: Helpful Consonant Rules in Phonics

### A. For the sounds of the letter c:

1. C says soft c /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. G say hard g /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 of a word ge gi gy may be hard g /g/ or soft g /j/.

get      give /g/                      gin      gem /j/

### D. 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

### E. 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·ish    trav·el    nov·el    riv·er    med·al

Practice:    sonic       senate    shadow    clever    promise  
                  second    chapel    phonics    melon    finish

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       student    label    vocal    David  
                  moment    locate    below    Friday    pony

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

curled    thumps    crowned    broiled    clapped

Practice:    street    filmed    ground    spring    bounced

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

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

Practice:    popcorn    rainbow    lifeboat    snowman    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:    unsafe    mislay    dislike    exchange    depart

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       theory    icon       homicide    emit  
                  graduate    paradise    violence    ratify       about



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    de·ni·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  
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.

1 Noun	2 Verb	3 Noun	4 Verb
1. reb´el	re·bel´	1. per´fume	per·fume´
2. con´tract	con·tract´	2. con´trast	con·trast´
3. rec´ord	re·cord´	3. in´crease	in·crease´
4. des´ert	de·sert´	4. sub´ject	sub·ject´
5. con´flict	con·flict´	5. con´test	con·test´
6. ex´tract	ex·tract´	6. im´print	im·print´
7. con´duct	con·duct´	7. con´vict	con·vict´
8. in´sult	in·sult´	8. pres´ent	pre·sent´
9. con´tent	con·tent´	9. con´vert	con·vert´

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

1. re·strain´	des·pise´	en·a´ble	de·rive´	el´e·vate
2. moun´tain	prom´ise	lov´a·ble	cap´tive	del´i·cate
3. val´en·tine	ex·cite´	com·pile´	dis·grace´	ad·duce´
4. med´i·cine	ex·quis´ite	vol´a·tile	sol´ace	let´tuce
5. as·suage´	com·ply´	puf´fy	en·tice´	re·line´
6. man´age	snug´ly	mag´ni·fy	no´tice	tur´bine

## 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 ~~th~~ ng nk /zh/

2. Other digraphs: ck ph gh wr kn mn mb etc.

2.1 C. Blends: br cr scr str bl gl 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 it 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

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## Key Words

A a cat

B b bear

C c cat (key)

D d duck

E e bed

F f fan

G g goat

H h horn

I i fish

J j jar

K k key

L l leaf

M m mop

N n nest

O o top

P p pig

Q q queen

R r rabbit

S s saw

T t top

U u duck

V v valentine

W w wagon

X x box

Y y yard

Z z zebra

sh ship

ch cherry




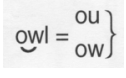




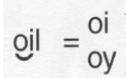




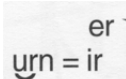




wh wheel

th this three

ng swing

nk bank

## Key Words for the 16 Basic Vowel Sounds

<u>1<sup>st</sup> sound</u> or <u>Short sound</u>	<u>2<sup>nd</sup> sound</u> or <u>Long sound</u>	<u>3<sup>rd</sup> Sound</u>	<u>Diphthongs</u>
 <u>cat</u>	 <u>cake</u>	 <u>saw/all</u> = a <sup>3</sup>	 = ou }  } <u>cow</u>
 <u>bed</u>	 <u>tree</u>		
 <u>fish</u>	<b>5</b> <u>five</u>		 = oi } oy }  } <u>boy</u>
 <u>top</u>	 <u>rose</u>	 <u>moon/to</u> = o <sup>3</sup>	 = er } ir } ur }  } <u>fur</u>
 <u>duck</u>	 <u>mule</u>	 <u>book/put</u> = u <sup>3</sup>	

### ASSOCIATIVE SENTENCES (SUGGESTIONS)

1. The cat ate all the cake.            or    All cats eat cake.
2. They made the tree into a bed.
3. The fish likes ice.
4. They took the rose to the top of the hill.
5. The duck and the mule put up a fight.
6. The boy and the cow wore fur coats.

Names for the diacritical marks used in *A Sound Track to Reading*

**Category 1:** 1<sup>st</sup> vowel sound: short vowel = breve = / ˘ /

**Category 2:** 2<sup>nd</sup> vowel sound: long vowels = macron = / ˉ /

**Category 3:** 3<sup>rd</sup> vowel sound: = / ³ /

**Category 4:** diphthongs = slur = / ˗ /

## DEFINITIONS

**Blend** – two or three consonants said together with each keeping its own sound: br bl tw spr etc.

**Consonant** – all the alphabet letters except a e i o u.

**Consonant digraph** – two consonants which together make one consonant sound:

ch sh th ~~th~~ wh ng nk /nz/

**Diphthong** – also called vowel blend. A double spelling with a double vowel sound: ou ow oi oy

**Phonics** – the system by which letters represent sounds

**Schwa** – the unstressed vowel sound pronounced like short-short ũ. u as the second u in the word rumpus.

Written in the dictionary as an inverted e /ə/.

**Syllable** – a word or part of a word that has a vowel sound.

**Vowel** – the alphabet letters a e i o u and sometimes y and w as in the words by and low.

**Vowel digraph** – two vowels which together make one vowel sound as in oat, eat, pie, bread, and yield.

The perfect parallel between single letters, digraphs, and blends can be easily seen. Since diphthongs are really vowel blends, a perfect parallel was found to exist between these two elements.

	<u>Consonants</u>		<u>Vowels</u>
One letter making one sound	A. Single <u>t</u> = /t/ 1:1	A. Single	<u>o</u> = /ō/ 1:1
Two Letters making one sound	B. Digraph <u>th</u> = /th/ 2:1	B. Digraph	<u>oa</u> = /ō/ 2:1
Two letters making double sounds	C. Blend <u>tr</u> = /t+/r/ 2:2	C. Diphthong	<u>ou</u> = /ou/ 2:2

These three subdivisions of the irregular vowel digraphs were also found to have three workable groupings, organizing the seventeen phonics patterns into a simple unit.

# A Sound Track to Reading - Student Progress Chart

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

<b>Lesson 1</b> <i>Step 1</i> ă m s t i n g e r e d	<b>Lesson 2</b> ă, d g f h e d	<b>Lesson 3</b> ă, p r n b y=ē	<b>Lesson 4</b> ă, c k c k l w j	<b>Lesson 5</b> ă, v q u x y z l y l e
<b>Lesson 6</b> <i>Step 2</i> ī	<b>Lesson 7</b> Short ũ, -le	<b>Lesson 8</b> Review of ă, ĩ, ũ	<b>Lesson 9</b> ō,-s, -ed, , -er, -ing, -y, -ly, -le	<b>Lesson 10</b> ě, -ness, -en
<b>Lesson 11</b> Review Short Vowels	<b>Lesson 12</b> <i>Step 3</i> Beg. Cons. Blends	<b>Lesson 13</b> Cons. Digraphs ch, sh, th, ng, nk, ck tch	<b>Lesson 14</b> Plurals -s, -es	<b>Lesson 15</b> <i>Step 4</i> Long Vowel VCE vowel digraph -y/-w
<b>Lesson 16</b> Long Vowel VCE & Compound words	<b>Lesson 17</b> Review Cons. Digraphs & long/short vowels	<b>Lesson 18</b> Long Vowel CV	<b>Lesson 19</b> <i>Step 5</i> 3 <sup>rd</sup> Sound of a, o, u	<b>Lesson 20</b> Plain /Murmur Diphthongs ou/ow, oi/oy, ar, or, er, ir, ur
<b>Lesson 21</b> Review	<b>Lesson 22</b> <i>Step 6</i> Ending y=ē/ÿ	<b>Lesson 23</b> Three sounds of ed	<b>Lesson 24</b> Vowel Rules 7 & 8 Short v/cc, Long v/c	<b>Lesson 25</b> Review, tion, VC
<b>Lesson 26</b> Sounds of s, x, c, g	<b>Lesson 27</b> Spelling /k/ /ks/ /kw/ /s/ /g/ x=z, c, g	<b>Lesson 28</b> <i>Step 7</i> Irregular Vowel Digraphs ie, oo, ei	<b>Lesson 29</b> Irregular Vowel Digraphs ēa, eā, ur, ar	<b>Lesson 30</b> 8 Sounds of ou
<b>Lesson 31</b> <i>Reference Section</i> Lessons 31-48, Schwa	<b>Lesson 32</b> Contractions	<b>Lesson 33</b> Homonyms	<b>Lesson 34</b> Compound Words Not Phonetic	<b>Lesson 35</b> ōld, ōlt, ōst, ĩld, o=ũ
<b>Lesson 36</b> Consonant Digraphs w/silent letters	<b>Lesson 37</b> More silent letters pn, ps, pt, rh	<b>Lesson 38</b> ph, gh, ch, tu	<b>Lesson 39</b> Spellings for /sh/	<b>Lesson 40</b> y = ĩ, ī, ē & silent
<b>Lesson 41</b> R-Controlled Vowels	<b>Lesson 42</b> Prefixes	<b>Lesson 43</b> Suffixes	<b>Lesson 44</b> Helpful Vowel Rules	<b>Lesson 45</b> Helpful Consonant Rules
<b>Lesson 46</b> Rules 1-6 for Syllabication	<b>Lesson 47</b> Rules 7-10 for Syllabication	<b>Lesson 48</b> Accent		

Prepared by Donald L. Potter on March 19, 2014.



# 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 24 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 that 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 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 *A Sound Track to Reading* that I started using it with a sixth grade student and a third grade student. The results were impressive from the start. Finished first typing on 12/24/06. Mr. Potter made the latest revision on 7/29/2018. [www.donpotter.net](http://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. Susan Greve obtained the copyright in 1997. She gave me permission to publish this free edition.

## 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 basic 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, that 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 to 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. "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.

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-by-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 four 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.

\_\_\_\_ (Page 53) Most sounds are taught by association with pictures on the Phonovisual Charts. 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 44 *Phonovisual Picture Word Cards* can be used with both *A Sound Track to Reading*. The colored coded flash cards have the concrete object on them, the lower case letter as yard 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 the wanted sound.

Page 1 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 flashcards 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

BLENDING 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 ā” for the second sound of the cards. When the cards are finished that way, say, “Use the third sound of ā<sup>3</sup> ... 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 three 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 four 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 longer words by adding endings. We need flashcards, therefore, for the endings er ing ed = /d/. On page 1 we will use words in which the ed = /d/. On page 2 we will add words in which ed = /ed/. The former are one-syllable words and the latter two-syllable words. The two syllable words are easy to locate as the root words ends in d or t as in: matted added fasted. 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.

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 q. 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 53 for the vowels and page 51 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.

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 cat, cake, saw/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 by one, say them and isolate the vowel sounds... These are the short, long, and the third sound of a<sup>3</sup>. 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 in *Approaches to Beginning Reading* noted that this is similar to Romalda Spalding vowel phonograms.]

“E has two sounds. bed and tree 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.




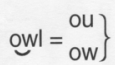




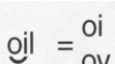







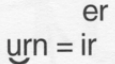

While doing the above explaining, the teacher is writing on the board or on an overhead projector. The pupils will be doing the same on a sheet of loose-leaf paper. The title will be written first: THE 16 BASIC VOWEL SOUNDS. The instructor marks four columns for the four categories. Three a’s are then listed with their diacritical marks: The breve, macron and “3” written as an exponent in mathematics. See page 53.

During this first lesson the individual sound will be written as linguistics write sounds: /ă/. 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 indispensable help in unlocking this WHY.

### Key Words for the 16 Basic Vowel Sounds

<u>1<sup>st</sup> sound</u> or <u>Short sound</u>	<u>2<sup>nd</sup> sound</u> or <u>Long Sound</u>	<u>3<sup>rd</sup> Sound</u>	<u>Diphthongs</u>
 <u>cat</u>	 <u>cake</u>	 <u>saw/all</u> = a <sup>3</sup>	 = $\left. \begin{matrix} \text{ou} \\ \text{ow} \end{matrix} \right\}$ 
 <u>bed</u>	 <u>tree</u>		
 <u>fish</u>	<b>5</b> <u>five</u>		 = $\left. \begin{matrix} \text{oi} \\ \text{oy} \end{matrix} \right\}$ 
 <u>top</u>	 <u>rose</u>	 <u>moon/to</u> = o <sup>3</sup>	
 <u>duck</u>	 <u>mule</u>	 <u>book/put</u> = u <sup>3</sup>	 = $\left. \begin{matrix} \text{er} \\ \text{ir} \\ \text{ur} \end{matrix} \right\}$ 

### ASSOCIATIVE SENTENCES (SUGGESTIONS)

1. We **ate** all the **apples**.            or    **All** ate **apples**.
2. They made the **tree** into a **bed**.
3. The **fish** likes **ice**.
4. They took the **rose** to the **top** of the hill.
5. Use the **umbrella** and **put** it away.
6. The **boy** and the **cow** wore **fur** coats.

CONSONANTS The second reference page is for all the consonants, single and digraph. If 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 c and soft and hard g normally give the pupil difficulty.

<u>26</u> <u>CONSONANT</u> <u>KEY</u> <u>WORDS</u>		(suggested list)	
b	Bob	r	Robert
/k/	Carl	s	Sara
c ↙		t	Tom
/s/	Ceil	v	Vince
d	Don	w	Walter
f	Fred	x-/z/	Xavier
/g/	Gus	y	Yolanda
g ↙		z	Zeno
/j/	George	/ch/-	Charles
h	Hal	ch-/sh/-	Cheryl
j	Jill	\ /k /-	Chris
k	Karen	sh	Sharon
l	Lee	wh	Whitey
m	Mary	th	Theodore
n	Nancy	-ng	Bing
p	Pat	-nk	Hank
q	Quentin	/zh/	Zhivago

Or use flowers:     aster, roses, zinnias, etc.  
 Or use cities:     Albany, Bethel, Columbus, etc.  
 Or use animals:    bears, walrus, whale, etc.

If the student cannot think of one or other the first day, leave the spot empty. Someone will bring in a name later.

Do as many of these a day as the class can do without loss of concentration. Memorize them the day they are written, review the next day and continue. Keep this important reference page also. These two pages together with the basic vowel rules are the core of a good intensive phonics program.

If the school has a continuous program, these can be reviewed and re-written at the beginning of each year with good effect in both spelling and reading. The reading co-ordinator could parcel out the consonant key words with definite directives as: Every fourth grade will use names, every fifth grade, animals and every sixth grade, cities, and so on.

Page 2 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 top 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 D.

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 3, 4, 5 The ending y which sounds like long e, unaccented long e /ē/, as introduced on page 4 will need a flash card for it. Subsequent endings should also have flash cards as the ly on page 5. Since the sound of l will be taught on page 4 and the y sound is identical to that on page 3, this is a logical ending to add. Y is a consonant but it is used in this instance as a vowel, the long sound of ē.

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 i, u and the rest of the vowels. “What are a e 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 4 c, k and ck all have the same sound, the sound of /k/. *A Sound Track* will use the hard sound of c for main pages before soft c 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 5 completes the teaching of the single consonants. Notice that x is at the end of the word.

Page 6 Flash cards must be made for i and for bi, ci, di...ix, yi, zi. X 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 c is being taught at this time, ci will be put aside until needed.



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

The words “*declarative* sentence” have been used on page 8 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 to 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 a and i 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 7 With the introduction of the ending le = l, of a i, and u can be decoded as: ample, simple and tumble. The key word for the third sound of u<sup>3</sup> 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, t saying just third sound of u. This sound is exactly the same sound as the short double oo of Webster and the one-dotted u as in the Thorndike dictionaries. I invented this third sound of u<sup>3</sup> to give me a bridge between these two.

Most of the words with the third sound of u<sup>3</sup> 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 u 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 19.

It is impossible to say long u with the three consonants r, j, and ch. What we say and hear with these three will be the third sound of the o<sup>3</sup> as in the word to. Say rude, jute, and chew several times and note the difference between the third sound of o<sup>3</sup> and the long u /ū/. Many phonetic books make no distinction between these two totally unlike sounds.

Page 8 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.

Page 9, 10 The short sound of o /ō/ 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 top 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 ness, en, less should cause no trouble whatever.

With the teaching of the last vowel 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 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 11, 12 BLENDS 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 12, 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 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 13 DIAGRAPHS Consonant digraphs are new consonant sounds differing from the two consonant that comprise them. Ch has its own sound which does not sound like c or h, and so on. They are learned by isolating them from their key words. 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 digraph omitted because it has no distinctive spelling and thus forms no patterns. Both zh and the above two sounds of ch are non-phonetic elements and will be studied on pages 38 and 39.

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 14 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 /z/ sound – those in which the s spelling is preceded by a voiced sound.

Pages 15, 16, 17 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 44.

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 i /ī/ 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 /ā/ sounds very close to the short sound of e /ĕ/, and the long e /ē/ very close to the short sound of i /ĭ/. 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, using 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 each 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. On 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 /ə/.

Pages 18, 19 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 joké and the u in soul.

The third sound of a<sup>3</sup> is already known. The pupil is now 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 ä and is called the Italian ä. 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 Thorndike-Barnhart and similar dictionaries use the two-dotted ü 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<sup>3</sup> and u<sup>3</sup> gives one a practical bridge to explain the two types of diacritical marks and to show that they are identical.

Page 20 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 have two spellings also as in ow and ou. Besides the diphthong sound as in the key word owl, the ow spelling can have two spellings also as in the sound of long o /ō/ 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<sup>3</sup> in every word this gets us quite close to the correct sound. The or is usually near to the long sound of o /ō/; 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 /ō/. 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 21 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 22, 23 The rest of the pages 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 18. Be sure on page 22 that that the students can “feel” the pairs 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 /ī/, but in conversation the unaccented long sound of e /ē/ 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 /ī/ mentally to the long e /ē/.” 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 23 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 24, 25 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 47.

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 26, 27 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 28, 29, 30 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 than 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 the two that are most common. These are the regular digraph and the first irregular one in which we hear the short sound of e /ě/. 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 /ū/ has been poorly represented often becoming the third sound of o<sup>3</sup>. The magic e words in which the long u /ū/ are clearly heard have been added to this section.

Insist that every word containing the long sound of u /ū/ 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 /ū/ with the third sound of o<sup>3</sup>. 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 /ū/ 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 now merely difficult. Knowing the meanings and using an audio recorder to reinforce auditory review and spelling will be of great help to them. The instructor can say a word on the recording. Leave a space to give the student time to write it while saying it. With the recording 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

Page 31 PART ONE had a page-by-page logical progression, but PART TWO does not. Remedial students are often weak in vocabulary so keep checking on their understanding. This, however, is to be kept subsidiary, as learning to read must come first.

The schwa (pronounced “schwä,” written /ə/) was introduced into dictionaries to simplify the unaccented parts of words. This helps eliminate about six sounds of a, four sounds of e, etc. Before beginning, the instructor should review accented and unaccented syllables. Short vowel sounds in unaccented syllables have the schwa sound usually the sound of u in the second syllable of the word rumpus. Many two-syllable words have a schwa, almost all three-syllable words have one at least and four-syllable ones have two.

Pages 32, 33 The contractions and homonyms must be known by means of spelling. Meaning is best handled by the student writing sentences A spelling bee in which the instructor gives the homonym followed by a sentence is an effective test.

Pages 34, 35 NON-PHONETIC WORDS so called: The difficulty in reading these words is due, to two factors. First, our 26-letter alphabet has about 42 or more sounds. No two dictionaries are exactly alike. Second, as new words came into our language from other languages, their original spelling was retained. Yet practically every word in the upper section of page 35 is partially phonetic, being spelled as it sounds. The word are 50% and child is 75% phonetic. Of the 66 words in this group, only one word is totally non-phonetic, the word that begins this sentence.

It is a good and hilarious review to have the pupil find out what each word would have sounded like if it were phonetic and exactly what sound has replaced it. Are should have been long with a silent e but it has the third sound of a<sup>3</sup> instead. If there is doubt, consult a dictionary

The words at the top of page 35 form patterned words. Some of them were formerly spelled phonetically as childe and olde.

Pages 36 – 37 SILENT LETTERS These consonants digraphs can be taught more easily by noticing the silent element. These are not basic digraphs because every consonant that is heard has been taught already.

The last of the four types of sentences are now concluded with the introduction of exclamatory sentences.

By going carefully from vowel to vowel sound not vowel to vowel, as pnæu = n + long u (or o<sup>3</sup>) and working on this page together, the class will find that these words are not as difficult as they seem.

Pages 38, 39 SPECIAL DIGRAPHS This section is one to which the student will have to refer to often until he develops an ease in application. Several patterns can be deduced from the gh words. When gh starts a word, it is always has the sound of /g/. A gh followed by t is always silent. In all other circumstances, the gh is silent or has the sound of /f/.

By having the ch and sh sounds arranged in definite patterns and on facing pages, their likenesses and differences can be studied. These pages will also take time and practice to assimilate. They are very compact pages.

The /zh/ sound has so many spellings that the words will have to be taught as sight words. The student must be able to hear the difference between the voiced /zh/ sound and its paired sound, the voiceless /sh/. The two words glacier and glazier, must be distinguished.

Pages 40, 41 The y sound when used as a vowel and i when used as a consonant tend to be troublesome. This will continue somewhat even after the page has been studied, but by having all the variations on one page, understanding and mastery will follow. These two pages are exactly what their title indicates, tie-together pages because all the sounds have been taken on previous pages.

Vowels can be called open-throated sounds. The r sound is most definitely not as the teeth and the lips almost meet in in sounding it. This modifies the preceding vowel sound. Secondly r and l are often called half-vowels which also affect the preceding vowel sound. Thirdly, regional differences in speech come into play giving us variations of the same sound.

Pages 42, 43 PREFIXES AND SUFFIXES This is just a sample of the many prefixes and suffixes that we have in the English language. The students can start with words on page 42, and add appropriate suffixes from page 43. They can also make longer words of their own by starting with words on page 43 and adding prefixes.

If students can make the longer words suggested above, the longer the better and can decode the 21 words at the bottom of page 43, they should never be afraid of long words again. If there is any difficulty with one or the other word, divide them into syllables and then analyze them.

Pages 44, 45 VOWEL RULES The first four vowel rules are the important, fundamental ones.

Although four consonants are listed with the variations, only c and g with their soft and hard sounds need intensive reinforcement.

One exception the students delight in bringing up in regard to x is the word x-ray. As an initial x it does not have the sound of /z/ as it should. This is the algebraic x, meaning the “unknown”, thus the unknown ray as it is called when discovered by the scientists.

Pages 46, 47 SYLLABIFICATION The purpose of these syllabication rules is to aid in writing creative stories. They are also excellent as a practical application of vowel rules. Ten rules tend to confused, but a good perspective can be obtain by understanding open and closed syllable first, Rules 1 and 2.

The third rule needs practice with words ending in ed as sprawled and words containing diphthongs and digraphs as trounced and strength. Words like these seem so long that the pupil wants to beak them into syllables. When saying any syllable, our jaws drop once and so those letters are not to be separated. By placing his hand lightly under his jaw, the student can feel this one syllable. The rest of the rules fall easily into place except Rules 9 and 10.

Pages 48, 49 Page 48 is self-explanatory. The perfect parallel between single letters, digraphs and blends can be easily seen. A shortened version, a “skeleton” version of this same relationship between consonants and vowels and their sound is given below.

1 letter = 1 sound	–	A. single	t	1:1	A. single	o	1:1
2 letters = 1 sound	–	B. digraph	th	2:1	B. digraph	oa	2:2
2 letters = 2 sounds	–	C. blend	tr	2:2	C. blend	ou	2:2



I am assuming the student has been increasing his vocabulary as he went from page to page; however, because the reading should have always been primary, it might be a good idea to start the book all over again. This time vocabulary building and sentence structure should be primary. The easy of decoding on this second run will be a decided surprise to him.

I am also assuming that the student has been reading, reading, reading. If he continues doing both these in the future and using *A Sound Track to Reading* as a reference book when he is stymied, he will become a good reader and will enjoy doing so. This will open vistas of knowledge, pleasure and excitement for his future years.

Mr. Potter finished typing PART TWO of the “Teacher’s Manual” on October 23, 2017. The entire Teacher’s Manual was thoroughly revised and brought into conformity to the Phonovisual Chart Key Words on July 3, 2018.

I decided to create this special edition of *A Sound Track to Reading* because of the success I have had using the two Phonovisual Phonics charts for over twenty years in my reading instruction. Foltzer mentioned that other Key Words could be used and even suggested some in her Teacher’s Manual. It is much easier for me to use just one set of Key Words for all my tutoring work. I will continue to make my edition with Foltzer’s Key Words available, but for my own work I will be using this new edition. In the long run, it does not make any difference which edition uses since the system is exactly the same.

# Fundamentals Reading Skills

## Seven-Steps to Reading Success

Step	Lesson	Associations (Sound-to-Symbol Correspondences)	Rules
Step 1	1	Short ä; m s t -ing -er -ed	Vowel Rule 1 & 7
	2	Short ä; d g, f, h ed = /ed/	
	3	Short ä; p, r, n, b; y = /ē/	Vowel Rule 5 (y = ē)
	4	Short ä; c, k, ck, l, w, j	
	5	Short ä; v, qu, x y, z; ly = l + /ē/	
Step 2	6	Short ĭ	
	7	Short ŭ; -le as in sample	
	8	<b>Review 1:</b> Short ä, ĭ, ŭ	<u>Vowel Rule 1</u>
	9	Short ö; -s, -ed, -er, -ing, -y, -ly, -le	
	10	Short ě; -ness, -en	
	11	<b>Review 2:</b> all five short vowels	
Step 3	12	Initial and Final Consonant Blends	
	13	Cons. Digraphs: ch, sh, wh, th, <u>th</u> , -ng, -nk, -ck, -tch	
	14	Plurals: -s & -es	
Step 4	15	Long Vowels: ā, ē, ī, ō, ū; Magic E; Vowel Digraphs with y and w. -ful, -fully	Vowel Rule 2
	16	Long Vowel Magic E Words & Compound Words	
	17	<b>Review 3:</b> Cons. Digraphs, Long & Short Vowels; ck/k	
	18	Long vowel CV Word (i.e. hō, sō, pīlot)	Vowel Rule 3
Step 5	19	Third Sound of a <sup>3</sup> (Italian ä), o <sup>3</sup> , u <sup>3</sup> ;	Vowel Rule 4
	20	Plain Diphthongs: ou/ow, oi/oy; Murmuring Diphthongs: ar; or; er, ir, ur	
	21	<b>Review 4</b>	Vowel Rules 1 & 2
	22	Ending -y = ē or ĭ	Vowel Rules 5 & 6
Step 6	23	Three sounds of -ed	
	24	Patterns: short-v/cc (rōbber), long-v/c (rīper)	Vowel Rules 8 & 9
	25	<b>Review 5</b> -tion; Long vowel (cv)	Vowel Rule 3
	26	Sounds of s, x, c, g	Consonant Rules
	27	Spelling of /k/, /ks/, /kw/, /s/, /gz/, x=/z/; Review of c & g	
Step 7	28	Irregular Vowel Digraphs: ie, oo, ei	<u>Vowel Rule 3</u> & Exceptions
	29	Irregular Vowel Digraphs: ěa, eā, ûr, ār	
	30	Vowel Combination: ou = /ō/, /ŭ/, /o <sup>3</sup> /, /u <sup>3</sup> /, /ûr/, /ū/	

Chart prepared by Donald L. Potter on 11/2/13. Revised on 6/29/2018.

**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.

## Contents of Part Two: Reference Section

Lesson	Skills	Examples
31	The Schwa = ŭ	aloud, portal; channel, solid, freedom, focus
32	Contractions	I am – I’m; he will – he’ll, etc.
33	Homonyms	bare/bear, not/know; sun/son; so/sow/sew, etc.
34	Unphonetic words & false digraphs	any, one, want, you; li-on, ro-de-o, o-a-sis
35	-ōll, -ōlt, -oll, -ost, -ild; o=ū	told, bolt, toll, host, mild; son/done
36	Consonant Digraphs w/silent letters Silent e, u, t, l, h	kn, gn, wr, mb, mn; shuffle, guitar, often, chalk, ghost.
37	Silent Letters: pn, ps, pt, rh	pneumatic, psalms, Ptolemy, rhesus
38	Special Consonant Digraphs	ph, gh, silent gh, ch=ch/sh/k; tu=/ch/
39	/sh/ has at least 7 spellings /zh/ has no distinctive spelling	shelter, reaction, pension, glacial, sure, machine zh= fusion, azure, garage
40	Tying Y’s together	Cons: yes; ī-type, ĩ-gym, ē=pity; silent y=key
41	Tying R-Controlled Vowels together	Murmuring diphthongs; ĩ=very, or=ōr
42	Prefixes	ab, ad, be, com, con, de, dis, pro, re, sub, en, etc.
43	Suffixes	-ous, sion, -wise, -ate, -tion -ize, etc.
44	8 Helpful Vowel Rules	
45	Helpful Consonant Rules	
46	Rules 1 – 6 for Syllabication	pol-ish, Po-ish, it-self, pre-fix, a-far
47	Rules 7 – 10 for Syllabication	ne-on, loud-est, ken-nel, se-cret, tri-fle,
48	Accent	Noun: re’bel; Verb: re-bel’
		Overall View of Sound Elements

Donald L. Potter prepared this chart on 11/2/13, revised on 6/19/2018.

The “Reference Section” is very important and should not be skipped. Every student should master all the material in the program.

Foltzer called the Reference Section: “Part Two: Reference Pages. Patterns of Exceptions. Vowel Rules. Consonant Rules, and Schwa.”