The Phonics Lessons
A Course in Intensive Phonics:
Fluency Practice Drills

(Based on Mrs. Elizabeth Browns’ Phonics Lessons Videos)

To Be Used in Conjunction with
The Gospel of Mark Reader:
KJV for Young Learners

By Donald L. Potter
January 2016
Lesson 1: d, Short ĭ, f, l, m, n, s, t, p, s, ck. Mark 1:1-28 5% decodable

65 words (3840/sec.=wpm)

did    if    fit    tiff    ill    lid
dill   fill   Lil    lid    mid    dim
mill   Mim    in    din    nil    fin
is      mist   miss   Miss   Sid    Sis
slid   it     sit    mitt   tin    nit
lunt   fist   list   Tim    till   lit
lift   slim   still   slid   pin    pit
tip    lip    pill   nip    lisp   ship
sin     dish   fish   nick   Nick   lick
tick   sick   stick   misfit   pippin   insist
dismiss   slid   slip   dipstick   lipstick

Lesson 2: Short ā, b, h, j, k, r, y, c. Mark 1:29-45 22% decodable

74 words (4440/sec.=wpm)

bid    bin    bit    bill    Bill
a      bat    bad    dab    lab
Al     Mab    bass   Al    tack
lack   back   pass   mass   lass
pal    pad    pan    nap    rash
sham   shack   flap   splat   slap
past   cram   flash   land    lamp
cash   pan    nap    Sam    ham
had    hat    has    hid    him
Hal    Jim    Jill   Janet   jag
jam    jilt    kid    kit    kiss
kin    Kim    Rick   rid    rim
rill   rat    ram    yam    cat
can    cab    cad    cash    Cal
Cass   rabbit   catnip   handstand
Lesson 3: Short ō, g, v, w, x, z, c. Mark 2:1-17  19 % decodable

76 Words (4500/sec=wpm)

on       off       odd       cost       soft
drop      flop      shock      blond      cob
chap      God       gig        gag         bag
lag       fig        dog        log         hog
rig       rag        tag        gosh        van
Vic       vat        vim        win         will
won       wish       wit        twin        Will
box       fox        fax        lax          tax
Max       mix        fix        zip          zap
Zig       sock       smock      lock        clock
shock     bonbon     pompon     foxtrot     stopgap
bobcat    logjam     bosh       posh        loss
lost      slob       slop       slob         snob
catnap    catnip     rabbit     slip         slap
slip      slop       fog         frog         flog

Lesson 4: Short ē, wh, th. Mark 2:18-28  25% decodable

49 Words (2820/sec.=wpm)

when        which      set       mess       less
beck        Tex        Ken       kept       led
check       fled       best      bent        blend
get         wet         wept      send        west
investment indent Kenneth endless Bess
penmanship best        bend      bent        Trent
blond       blend      fled       sled        left
lift         loft       last       list        lost
bled         bred       mess       mesh        bonnet
Bennett     establishment the        then
Lesson 5: Short ŭ, Schwa. Mark 3:1-19  31% decodable

60 Words (3600/sec=wpm)

<table>
<thead>
<tr>
<th>Mutt</th>
<th>gut</th>
<th>Gus</th>
<th>duck</th>
<th>muff</th>
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<tbody>
<tr>
<td>fluff</td>
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<td>stuff</td>
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<td>runt</td>
<td>truck</td>
<td>buck</td>
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<td>such</td>
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<td>brush</td>
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<td>sum</td>
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<td>flux</td>
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<td>rut</td>
<td>dump</td>
<td>stump</td>
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<td>Uncle</td>
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<td>subject</td>
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<td>unfit</td>
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<td>rust</td>
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<td>chunk</td>
<td>trick</td>
<td>best</td>
<td>bust</td>
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<td>brunt</td>
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Lesson 6: th; Consonant Pairs. Mark 3:20-25  43%

50 words (3000/sec.=wpm)

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<th>bath</th>
<th>Dan</th>
<th>junk</th>
<th>van</th>
<th>thin</th>
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<th>zip</th>
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<tr>
<td>vanish</td>
<td>pat</td>
<td>tan</td>
<td>chunk</td>
<td>fan</td>
<td>flash</td>
<td>when</td>
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<td>thick</td>
<td>ship</td>
<td>thing</td>
<td>than</td>
<td>thick</td>
<td>is</td>
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<tr>
<td>his</td>
<td>as</td>
<td>has</td>
<td>sins</td>
<td>vans</td>
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<td>boxes</td>
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<td>fixes</td>
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<td>mixes</td>
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<td>kits</td>
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<tr>
<td>bugs</td>
<td>van</td>
<td>vans</td>
<td>that</td>
<td>then</td>
<td>them</td>
<td>this</td>
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</tbody>
</table>
Lesson 7A: Beginning and Ending Consonant Blends. Mark 4:1-23 39% decodable

100 Words (6000/sec.-wpm)

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<th>black</th>
<th>bled</th>
<th>blip</th>
<th>bluff</th>
<th>clap</th>
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<tbody>
<tr>
<td>clop</td>
<td>click</td>
<td>clot</td>
<td>club</td>
<td>flap</td>
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<tr>
<td>fleck</td>
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<td>glib</td>
<td>glut</td>
<td>plan</td>
<td>plop</td>
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<tr>
<td>pluck</td>
<td>plus</td>
<td>pluck</td>
<td>stop</td>
<td>sled</td>
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<td>step</td>
<td>slosh</td>
<td>slush</td>
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<td>splint</td>
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<td>Scott</td>
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<td>frat</td>
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<td>fresh</td>
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<td>press</td>
<td>prim</td>
<td>prod</td>
<td>trap</td>
<td>trend</td>
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<tr>
<td>trip</td>
<td>truck</td>
<td>shrank</td>
<td>shred</td>
<td>shrink</td>
</tr>
</tbody>
</table>
Lesson 7B: Beginning & Ending Consonant Blends

83 words (4980/sec.=wpm)

shrub    sprint    spring    sprig    last
pest     plant     tent      tint     bunt
blunt    apt       kept      opt      aft
left     lift      loft      tuft     batch
catch    etch      itch      notch    crutch
damp     camp      limp      romp     lump
bank     sink      honk      bunk     ranch
pinch    conch     bunk      and      lend
bond     fund      sand      land     act
fact     trans     lens      bat      blat
brat     oft       opt       lest     lent
brink    brick     snack     smack    stack
sick     sink      splash    slash    stash
smash    scrap     strap     staff    stiff
stuff    brat      drat      fog      flog
frog     dampness  fondness transgress dampness
endless  fondness transgress
Lesson 8: Short ĭ; ph /f/, qu, nk/ng, soft c /s/ and soft g /j/ - Mark 4:24-41  41%

69 Words (4380/sec.=wpm)

quack quest quip quick quip quit
Phil Philip Phyllis phonics bank rank
pink honk funk brink dunk conk
sang honk funk brink dunk conk
ring sing wing bring clinging ding
ling cent cinch cyst cap cop
cup clack crop click clip gem
gin gist gym gyp gap got
gut glog get quickness phantom bing
bling bring giblet goblet cyst cast
cost gist gust cinch conch bank
bunk alphabet Christmas

Lesson 9: Long ā: a_e; ay ai; ei ey - Mark 5:1-24  46%

73 Words (4320/sec.=wpm)

fade bake cave brave save wade
grape frame am bait trail bail
hail mail tail brain rail stay
pray clay lay may day play
say way bay have age sage
wage rage ace face brace mace
grace vein veil rein they whey
prey convey brake brakes age ages
make makes rate rates tail tails
pane panes page pages range ranges
railway sustain mayday mailman clay Cray
grand grain stay stray spray plaintiff
phrase
Lesson 10: Long -e, ē: e_e ee ea¹ ie –y –ly -ie - Mark 5:25-43

75 Words (4500/sec.=wpm)

be me he she Pete mete
bee seem meet eel see thee
flee fee heed queen feel week
feet leek team sea team leak
eat ear read tea lea flea
peat weak treat leak eave each
leave reach reave leaf leaves heave
weak feat seam thief niece chief
yield piece field shield grief grieve
bonny bunny ugly happily lassie inseam
unseen concrete weekend weekday beach beech
preach seep sleep sheep beast least
yeast heat wheat

Lesson 11: Long ĩ: i_e, y_e, igh, -y; ie, -ye, -uy - Mark 5:25-43 70% decodable

73 Words (4380/sec.=wpm)

hi pi di by my cry
try style dry fry mite bite
prize rife drive wise kite mile
high light fight might sight sigh
ice rice nice slice dice mice
rise live pie lie tie die
lie bye lye guy buy kind
find bind grind mild wild child
Christ advise hive have advise advice
slime lame blight bright Dane snipe
swipe sublime bypass dine bile bale
highest rightness sideline flight plight fright
lifeless
Lesson 12: Long ō: o_e, oa, ow², oe – Mark 6:30-56  75% decodable

73 Words (4320/sec.=wpm)

<table>
<thead>
<tr>
<th>go</th>
<th>no</th>
<th>so</th>
<th>code</th>
<th>woke</th>
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<tr>
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<td>dome</td>
<td>phone</td>
<td>hope</td>
<td>choke</td>
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<td>slope</td>
<td>quote</td>
<td>boat</td>
<td>loan</td>
<td>roan</td>
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<td>coat</td>
<td>boast</td>
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<td>row</td>
<td>blow</td>
<td>glow</td>
<td>slow</td>
<td>row</td>
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<tr>
<td>owe</td>
<td>bow</td>
<td>sow</td>
<td>mow</td>
<td>toe</td>
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<td>hoe</td>
<td>Joe</td>
<td>woe</td>
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<td>foe</td>
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<tr>
<td>clove</td>
<td>drove</td>
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<td>colt</td>
<td>molt</td>
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<td>most</td>
<td>post</td>
<td>sailboat</td>
<td>roadblock</td>
<td>toenail</td>
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<td>prone</td>
<td>show</td>
<td>slow</td>
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<td>prototype</td>
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<td>lōve</td>
<td>glōve</td>
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<tr>
<td>shōve</td>
<td>ábóve</td>
<td>dōve</td>
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</table>

Lesson 13: Long ū: u_e, ue, ui, eu, ew – Mark 7:1-23  75% decodable

(41 Words (2460/sec.=wpm))

<table>
<thead>
<tr>
<th>mu</th>
<th>music</th>
<th>mural</th>
<th>cute</th>
<th>rube</th>
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<tbody>
<tr>
<td>dude</td>
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<td>flute</td>
<td>fuse</td>
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<tr>
<td>Bruce</td>
<td>huge</td>
<td>luge</td>
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<td>rue</td>
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<td>suit</td>
<td>bruit</td>
<td>clueless</td>
<td>gruesome</td>
<td>Neptune</td>
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<td>jukebox</td>
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</table>
Lesson 14: Long/Short Vowel Syllable Division Rule  Mark 7:24-40  75% decodable

72 Words (4320/sec.-wpm)

cent  city  cinch  cyst  cyclic
cycle brace grace trace cat
cap  cape  cop  cope cub
cube  cure  clap  crib crop
clap  crib  clot  canning caning
dentist desist pinning pining lopping
loping unfit unit gap gape
bandit basic met meet netting
meeting septic sequin hit hide
hitting hiding whinny winey hop
hope holly holy bonnet bonus
fume mummy fuming sunny Zuni
musket music cyst hype mystic
cyber cypher trophy added acted
counted crowded

Lesson 15: Syllable Divisions and –ed endings Mark 8:1-21  78% decodable

52 Words (3210/sec.-wpm)
cupid open until even Jesus
began moment deny begin present
present refuse refuse matrix cypress
linen enemy limit added acted
counted crowded ended folded landed
lighted painted planted printed rested
waited aimed burned called filled
named served rained rolled turned
baked boxed camped picked hoped
jumped liked looked packed pitched
stropped wished
Lesson 16: aw au ou, a as /ä/  
Mark 8:22-38  79% decodable

31 Words (1860/sec.-wpm)

saw  law  dawn  lawn  pawn  fawn
raw  paw  crawl  bawl  brawl  drawl
draw  withdraw  seesaw  pause  caught  fought
taught  ought  sought  untaught  faultless  craw
draw  brought  bought  claw  craw  soap
soup

Lesson 17: oo (short oo and long oo); ou ow¹; oi oy  
Mark 9:1-29  86% decodable

90 Words (5400/sec.=wpm)

cool  soon  goof  food  stoop
boot  doom  hoop  tooth  doom
soup  group  croup  do  who
to  foot  soot  hood  stood
look  cook  book  nook  could
would  should  put  push  bush
out  couch  ouch  mouse  spouse
tROUT  cloud  house  bounce  mouse
cow  prowl  gown  how  frown
owl  now  how  plow  down
boy  soy  toy  cloy  ploy
Troy  void  joy  enjoy  boil
coin  noise  foil  oil  join
poise  hoist  point  spoil  soil
toil  cookbook  downtown  loudmouth  moonbeam
footloose  couch  crouch  stool  spool
clown  crown  point  paint  fowl
foal  fail  play  ploy  flow

10
Lesson 18: er, ir, or, ar (R-Controlled Vowels)  Mark 9:30-50  90% decodable

125 Words (7500/sec.=wpm)

dark  fern  jerk  herd  term
camper  cuter  catcher  helper  farmer
pitcher  runner  sitter  better  starter
never  after  earth  search  learn
yearn  bird  birth  dirt  fir
first  girl  sir  stir  third
firm  curb  curl  burn  fur
hurt  purr  urn  urge  actor
janitor  visitor  solar  dollar  word
world  work  worm  worst  bar
barn  car  chart  dark  farm
hard  jar  lark  park  part
spark  smart  star  warm  or
for  cord  fort  born  sport
thorn  ore  bore  chore  corn
horse  work  morning  air  fair
hair  lair  stair  deer  steer
er  here  mere  pier  ear
dear  fear  spirit  birthday  further
carper  hermit  Merlin  target  current
border  Bert  Bret  brat  Bart
bran  barn  from  form  foam
dart  drat  trap  tarp  torment
forget  trot  tort  birches  britches
hearsay  fearless  fortress  airplane
searchlight
Lesson 19: all, ell, ill, oll, ull; all aw  Mark 10:1-11 97% decodable

57 Words (3420/sec.=wpm)

Alan       Hal     Sal     Alvin     Cal
all        ball    fall    call      tall
wall       small   Paul    Saul      fault
bell       fell     smell   well      dell
quell      sell     ill     Bill      fill
drill      mill     will    sill      quill
dill       hilt     rill    till      kill
dolly      jolly    Molly   Polly     collie
roll       poll     toll    troll     stroll
pull       bull     hull    full      pell-mell
pillbox    caller   taller   windmill dollhouse
bullpen     millwright

Lesson 20: Silent Letters  Mark 10:28-52 99% decodable

41 Words 2460/sec=wpm)

knack      know     knit     knew     knee
knock      thumb    lamb     bomb     climb
limb       debt     wrong    wreath   wrath
write      wrist    wring    gnaw     gnat
gnu        rhyme    rhythm   Psalm    Pterodactyl
pneumonia  tough    cough    enough    rough
slough     laugh    lunge    hinge     stage
huge       edge     ridge    ledge     dodge
drudge
Lesson 21: Prefixes – Mark 11:1-19  99% decodable

124 Words (7500/sec.=wpm)

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<th>pretend</th>
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<th>premix</th>
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<td>begin</td>
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<td>around</td>
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<td>apart</td>
<td>asleep</td>
<td>awake</td>
<td>awhile</td>
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<tr>
<td>enjoy</td>
<td>entire</td>
<td>enrage</td>
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<td>examine</td>
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<td>abstract</td>
<td>abhor</td>
<td>abuse</td>
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<td>impound</td>
<td>imbibe</td>
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<td>manipulate</td>
<td>manpower</td>
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<td>condemn</td>
<td>convert</td>
<td>convince</td>
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<td>contract</td>
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<td>different</td>
<td>diffident</td>
<td>pertain</td>
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<td>perfect</td>
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<td>subsist</td>
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<td>submerge</td>
<td>subtract</td>
<td>antifreeze</td>
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<td>antedate</td>
<td>antecedent</td>
<td>antebellum</td>
<td>antechamber</td>
</tr>
</tbody>
</table>
Lesson 22A: Suffixes – Mark 11:20-33  100% decodable

87 Words (5220/sec.=wpm)

nation  section  faction
notation  education  fraction
multiplication  subtraction  fracture
rapture  picture  special
facial  crucial  precede
recede  concede  supersede
proceed  exceed  succeed
happiness  wilderness  awareness
hopelessness  grateful  graceful
meaningful  hopeful  graceful
mouthful  mournful  joyful
unmistakable  unshakable  comparable
capable  dependable  reliable
reversible  defensible  able
cable  jungle  level
camel  runner  sister
better  fallen  broken
driven  passive  resistive
secretive  fish  fishes
bus  busses  box
boxes  fox  foxes
run  runs  fall
falls  boy  boys
potato  potatoes  hero
heroes  echo  echoes
banjo  banjos  albino
albinos  zero  zeros
belief  beliefs  chief
chiefs  leaf  leaves
Lesson 22B: Suffixes – Mark 11:20-33  100% decodable

72 (Words/sec.=wpm)

- shelf
- movable
- change
- agreement
- argue
- seeing
- hoe
- shoeing
- see
- truly
- cease
- careless
- like
- management
- boy
- toys
- stay
- relays
- plaid
- tries
- relay
- buried
- tried
- shyness

- shelves
- peace
- changeable
- agreeing
- argue
- hoing
- eying
- seeing
- awe
- ceaseless
- hope
- likely
- complete
- boys
- valley
- stays
- play
- playing
- stay
- relays
- burying
- trying
- dry

- move
- peaceable
- agree
- changeable
- see
- argument
- shoe
- eying
- true
- awful
- care
- hopeful
- manage
- completeness
- toy
- valleys
- relay
- plays
- try
- stays
- bury
- try
- shy
- dryness
Lesson 23: Short Vowel Exceptions – Mark 12:1-27  100% decodable!

46 Words (2760/sec.=wpm)

plaid    bead    breast    breath    dead
health   instead  read     threat    thread
tread    wealth   weather  lead      cleanse
measure  says     said     friend    gym
cymbal    cyst     hymn     system    gypsy
been     foreign  sovereign  forfeit  trough
cough    what     taught   caught   fought
does     some     come     done     blood
flood     was     nation    patience  special
musician

Lesson 24: Syllable Division Between Vowels – Mark 12:28-44  100% decodable!

23 Words (1380/sec=wpm)

meow      cameo    hideous    piteous
media    patio     radii     aquarium
reliant  coordinate  preexist  deify
bionic   cooperate  deice    happier
doer     eyeing    fluid     ruin
congruent fluent    variety

The *Phonics Lessons Fluency Drills* are complete with Lesson 24. There are 32 lessons in the programs. I decided to stop with Lesson 24 since the rest of the lessons contain little new information necessary for fluent reading.

Note from Internet Publisher: Donald L. Potter

February 5, 2016

I designed these Phonics Lessons Fluency Drills to be used with Mrs. Elizabeth Brown’s The Phonics Lessons. Mrs. Brown’s video literacy lessons are available for free in Quicktime format on her website: www.thephonicspage.org. They can also be purchased for a very nominal fee in a DVD movie format. Mrs. Brown designed the lessons to be used with the Apostle Paul’s Epistle the Romans in the KJV, an excellent reading choice for teens and adults. I use the same lessons with the Gospel of Mark Reader: KJV for Young Learners.

The purpose of the Phonics Lessons Fluency Drills is to help the students develop automaticity identifying the words taught in the Phonics Lessons. I keep a record of my students’ accuracy and speed.

The procedure is very simple: The students watch Mrs. Brown’s teaching the Phonics Lessons on the video. Sometimes it is good for the students to repeat lessons to make sure they have mastered all the information. The Universal Pronunciation Print is exceedingly beneficial in helping the students to visualize the pronunciation of the words. This is one of the most important features of the program. After watching the video for a lesson, the students can begin daily work on with the Fluency Drills. Time the students and keep a record of their accuracy (# of errors) and speed (words per minute). With practice the accuracy will improve and the speed will increase. Speed + Accuracy = Fluency. This is an indisputable proof of increasing fluency.

Why uppercase letters? The video program is formatted in all uppercase letters. This was done for the specific purpose of helping students overcome their word-shape guessing habits. Students who began their reading instruction with lots of sight-words and very little skill with the letter of the alphabet often develop a weakness in reading and spelling that is often identical to the typical symptoms of dyslexia. In fact the two are so close that some in the field have concluded that much that passes for dyslexia is actually the natural and inevitable result of having been taught sight-words before a strong left to right directionally had been developed, creating a reflex on the right side of the brain to view words as wholes, without clear input of the individual letters of the words. Notice that bag, beg, big, bog, bug all have the save shape with a ascender at the beginning of the word and a descender at the end of the words, giving each word the same overall shape, configuration, or silhouette. Then consider bat, bet, bit, bot, but which have an ascender at the front and an ascender at the end. Now look at the same words in uppercase letters: BAG BEG BIG BOG BUG and compare them with BAT BET BIT BOT BUT. They are all the same shape. The students are robbed of their shape-clue to identify the words with guessing. Mrs. Brown chose uppercase letters for that reason. It helps the students overcome the right brain guessing habit they acquired during early sight word memorization drills. At first they complain that it is more difficult to read, but this is just because of their dependence on the shape created by the lowercase font to guess the words.

The Results: I believe the changes in basic brain function are dramatic. As the students improve their speed and accuracy with the drills, they are in effect activating a cognitive switch in their brain that enables them increase left brain activity and reduce right brain activity for word identification. The end results are better reading and spelling with higher literacy. They are not just learning new strategies; they are changing basic brain function in the language centers of the brain.