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THE
GORDON READERS
TEACHER'S MANUAL



D·C·HEATH & COMPANY

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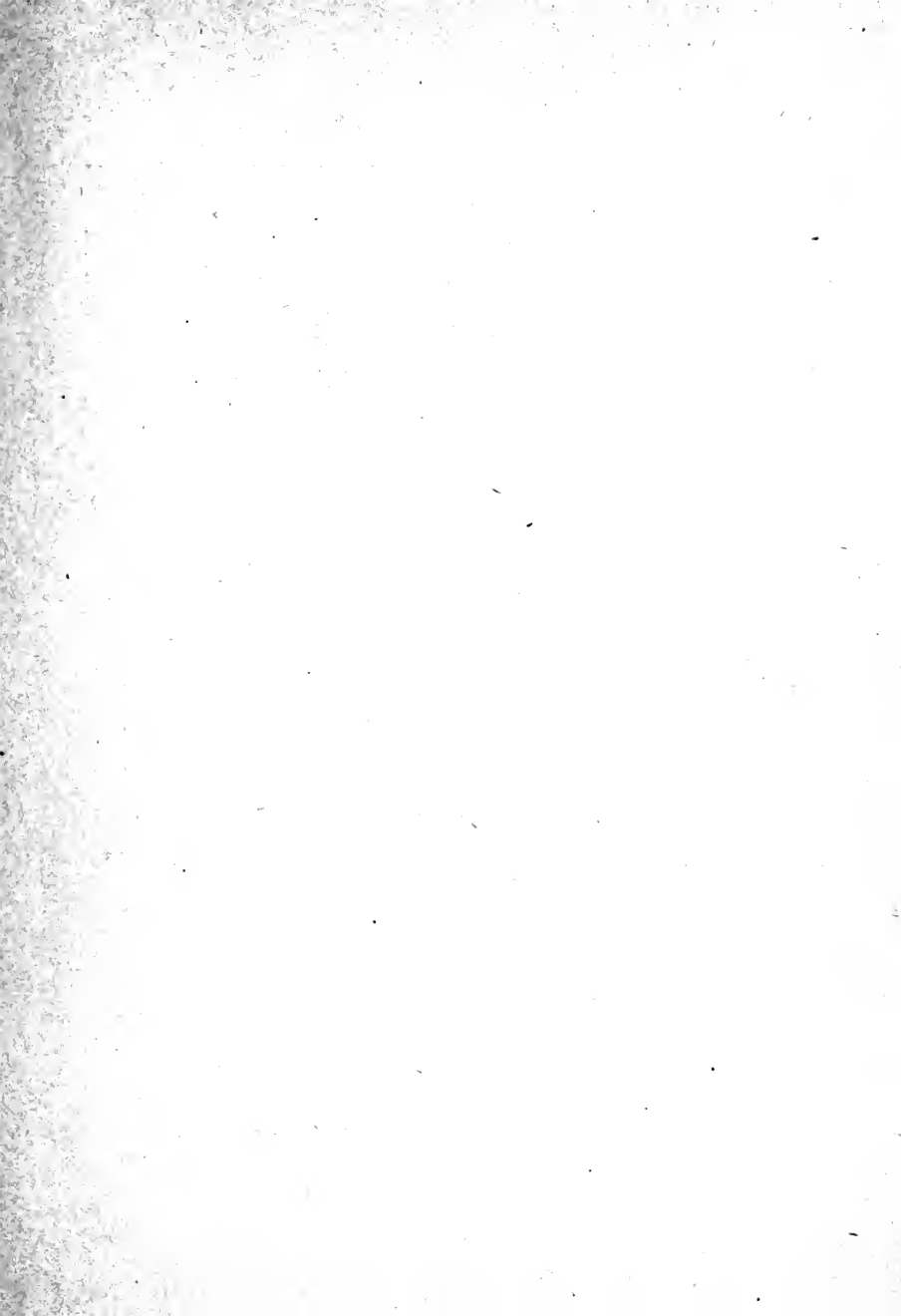
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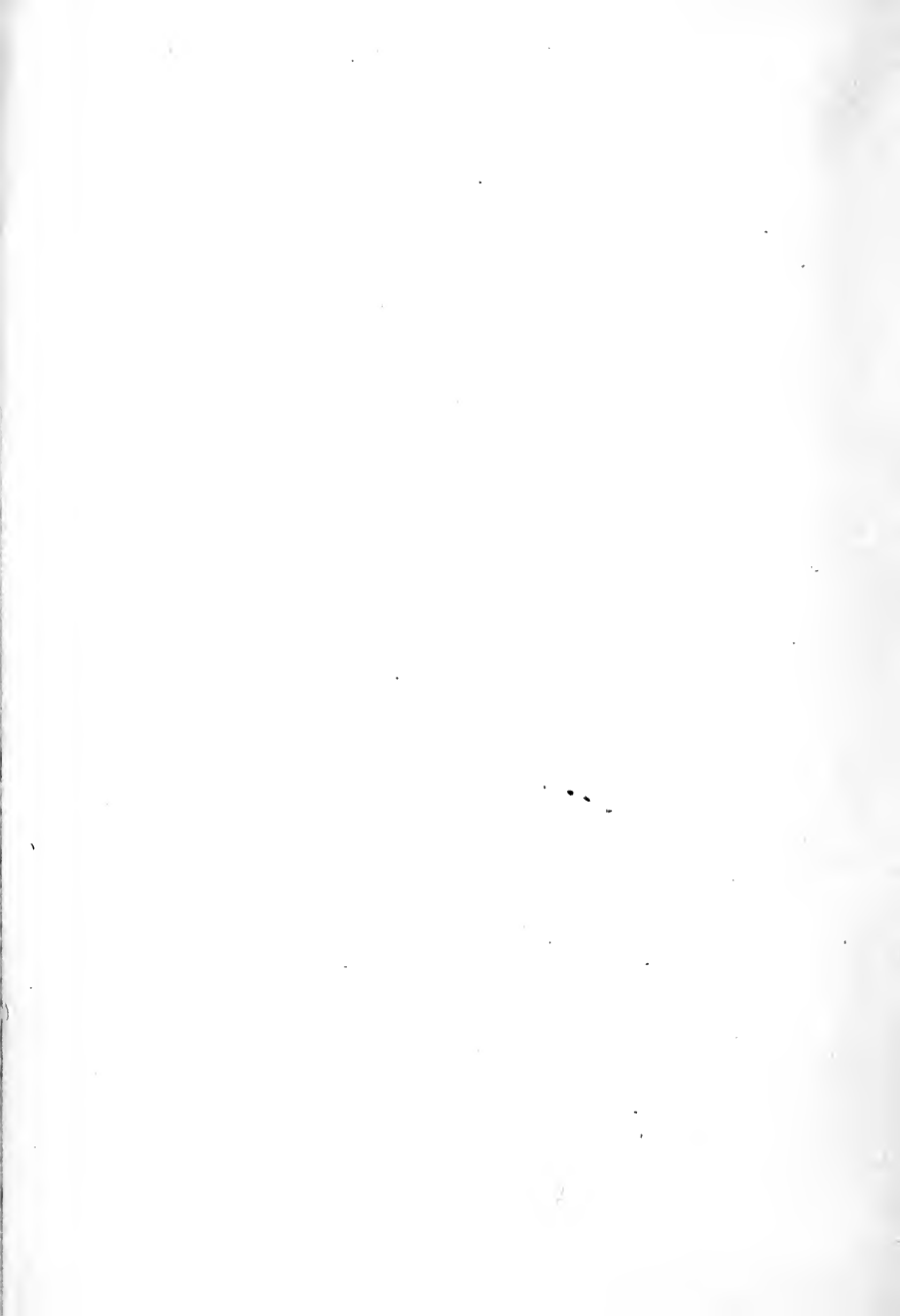
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A MANUAL FOR TEACHERS
OF
PRIMARY READING

BY
EMMA K. GORDON

AUTHOR OF "THE COMPREHENSIVE METHOD OF
TEACHING READING"



BOSTON, U.S.A.
D. C. HEATH & CO., PUBLISHERS
1910

THE GORDON READERS

"First, learn to read; then, read to learn"

FIRST BOOK — For beginners.

SECOND BOOK — Completes the work of first year.

THIRD BOOK — Can be read by second year classes.

FOURTH BOOK — Completes the preparation for reading to learn.

TEACHER'S MANUAL — Definite and practical.

CHARTS — Three Phonic Charts. Each 24×36 inches.

Six Equivalent Charts. Each 11×22 inches.

Forty-four Letter Squares. Each 4×4 inches.

Forty Word Drill Charts. Each 7×12 inches.

JUL 8 1911

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INTRODUCTION

THE method of teaching reading presented in this Manual recognizes: (1) that the child must master certain phonic facts before he can have power to solve word problems for himself; (2) that it is not possible to reduce every word in the language to a phonic basis, and that exceptions to phonic rules should be taught as sight words or wholes. It gives the child such mastery over the mechanics of reading that his mind is free to grasp the thought of the sentence when it is presented.

It will be seen that this is not a new method. It is rather a new combination — an apt blending — of the strong features of several methods. No teacher need feel in using it that she must throw aside all the good things that her experience has found to be worth keeping. It is comprehensive and has room for all the originality and personal impress that the earnest teacher possesses.

In order to refer to vowel and consonant sounds with ease and directness, and in order that the teacher may have no doubt as to the sound value of a phonogram, diacritical marks are used in the Index of the Word List, and occasionally in the Manual. The marks used are from Webster's Dictionary. No diacritical marks should be used in the work with the pupils.

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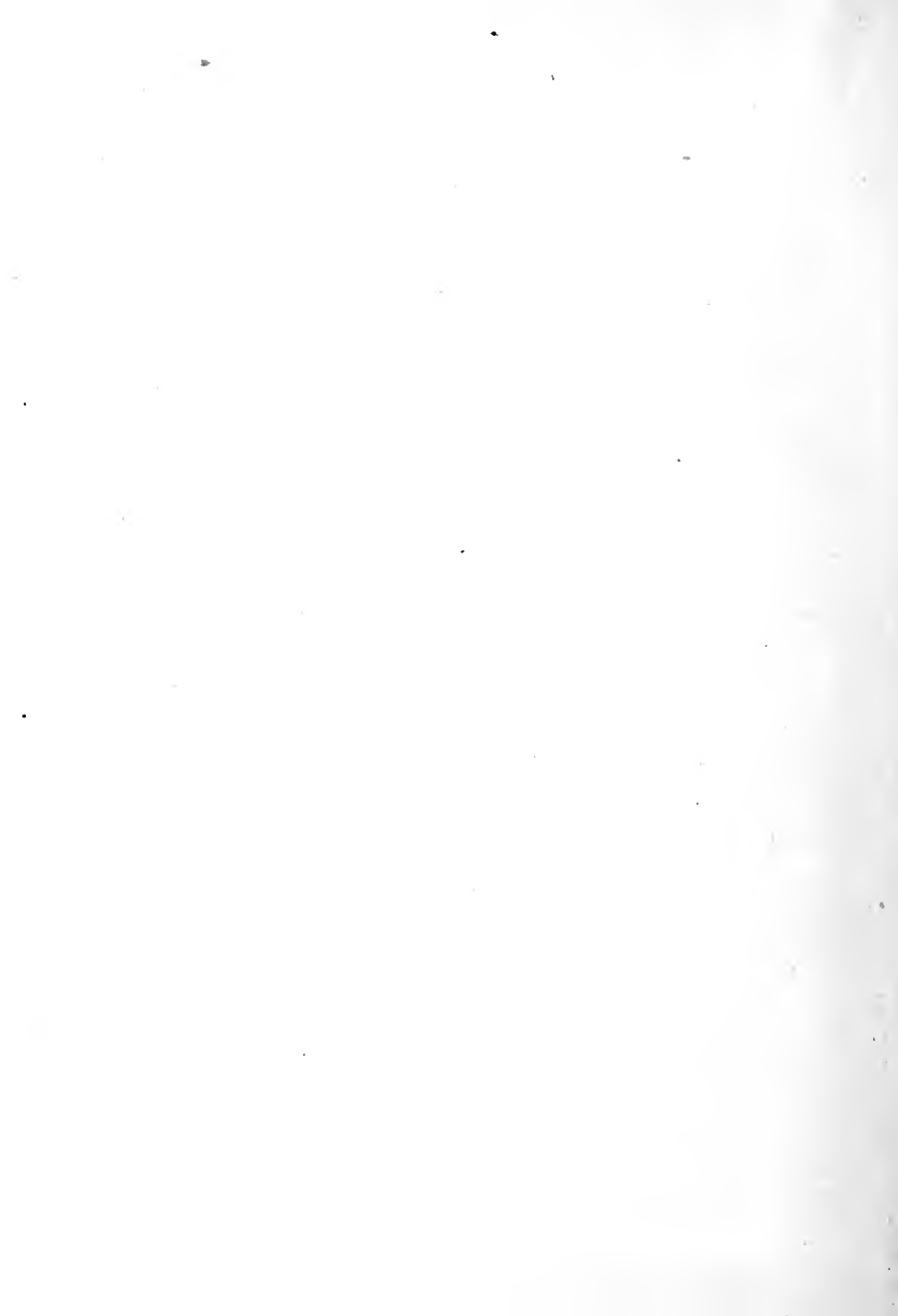
¹ See also pages 28, 30, 31, 32, 36, 38, 45, 49, 55.

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TO THE TEACHER

THE leading features of the method of teaching reading presented in this manual are :

- I. The absence of all diacritical marks.
- II. The few phonic facts to be memorized.
- III. The obvious aid to spelling furnished by the charts and drills.
- IV. The careful gradation of the work.

1. In the complex process of learning to read, two definite kinds of work may be traced. These kinds, though separate, are yet dependent; to reach the desired end both must be developed. The first is the expression and development of thought. This depends upon memory, imagination, and association of ideas; also upon the second kind, which includes the mechanics of reading — sound study or word mastery, called Phonic Drill. This latter necessitates the training of eye, ear, and vocal organs. It should be preliminary in order that the end may be logically reached, but it is always subordinate — merely the means to the end that is comprehended in the first line of work. It should be simple, systematic, and thorough. "Thorough work in phonics lies at the base of all rational teaching of reading." Much of the difficulty usually met by the child in learning to read is removed when his ear is trained to hear the sound, his eye to recognize the written expression, and his vocal organs to enunciate correctly. His reading becomes pleasurable and profitable only when the mechanism of reading is so entirely his that he uses it unconsciously, having his mind free

to dwell upon the whole thought expressed, rather than upon the make-up of the words used to express it. When this can be done, the child reads, and the day when he can read and enjoy literature is in sight.

2. The Manual presents the mechanics of reading in a simple, logical manner. It is a combination of the phonic, word, and sentence methods. In order that the child's vocal organs may be rendered flexible, the phonic element, in the form of vocal training, predominates at the beginning of the work, but falls into its proper subordinate place as reading power develops.

3. A phonic method should train the child to enunciate clearly; should free the speech from provincialisms; should strengthen and improve the quality of voice. It should give the child such mastery of word forms that he can readily take in the sense of the printed page. These advantages are gained by drill on phonograms, which forms the basis of the mechanical work preparatory to reading.

4. The word method is used to supplement the phonic method. It takes the place of the phonic method where the use of the latter would be cumbersome, as in the teaching of exceptions to phonic rules. It is also used to extend and give variety to the reading vocabulary; but the list of sight words is never long, because while new words are constantly added to it, former sight words are finding their places in the phonic scheme and thus ceasing to be sight words; as, *hop*, a sight word, ceases to be one as soon as the phonograms composing it are known and can be blended.

5. The number of words taught by the word method is small, in order that the distinct phonic impression given to the

child through eye and ear training may not be marred. Confusion will at first result if the pupil frequently meets a phonogram to which he has been taught to give a certain value, as *a* in *at*, associated with other values, as *a* in *ail*, *all*, *any*, *are*, *what*.

6. Reading is presented in the first month by combining sight words into the simple statements or questions of familiar speech. The child recognizes these as the visible expression of his thought. In the second month, his reading vocabulary is enlarged by the addition of phonic words. From this time on, the phonic drill renders him familiar with the word forms in the sentence, and makes him independent of aid in recognizing known words, *i.e.* words of which the idea is already well known, although the form has not been presented. Thus he is able to give his attention at once to the thought expressed.

7. The method aims to make the child self-helpful, to make him so interested in learning to read that he will enjoy the process as well as the result. From the very beginning of the work, the teacher should solve no problem that the child can solve for himself. Only by making him a worker can his active attention and interest be aroused and kept.

8. The object of the phonic drill is to train eye, ear, and vocal organs to ready recognition and enunciation of phonograms. It aims at mechanical exactness through sense training and vocal gymnastics. Progress in the drill depends upon two things :

- (a) Sight recognition of simple phonograms.
- (b) Power to blend one sound with another.

The phonic drill should be an exercise apart from the reading lesson.

9. The aim of each oral reading lesson should be thought getting and thought expressing. Progress in this depends on the teacher. If she is content with word getting, she will have ample reward for her labor; but if she is one who is able to inspire, to touch the heart, and to awaken the mind, she will find her task simpler because of the ease with which her children will respond to her efforts. With such a teacher, there is little danger that the reading will degenerate into lifeless, mechanical work, in which words are pronounced but no thought is obtained.

10. The teacher is urged to follow minutely the directions for the work in each division in order that she may fully comprehend the spirit of the instructions. She should remember that no method, however good, can take the place of earnestness, perseverance, and skill on her part.

11. The phonic work outlined in the first ten divisions has been covered easily and successfully by many classes in one year, but there can be no objection to taking more than this time for the various steps if the teacher wishes. The one thing always to be kept in mind is that one step should be thoroughly taught before the next is attempted.

12. STORY-TELLING AND DRAMATIZATION.

The thought side of reading is effectively presented through story-telling, reproduction, and dramatization. This should be begun as the child enters school and should continue throughout the course. The best tales for this purpose are those with simple plot, economy of incident, and plenty of action. They should be ethically sound, and lead to an artistic conclusion — justice should not be perverted. The teacher will find much material for her use in the literature that belongs rightfully to childhood — fairy tales, folklore, fables, jingles, and poems.

The teacher should spare no effort to perfect herself in the

art of story-telling. She should choose simple, direct words suited to the comprehension of the child. She must be enthusiastic, enter into the spirit of the tale, tell it vividly, dramatically. Her aim is to gain his attention, to give him a lively and appreciative acquaintance with good stories, to fertilize and stimulate his mind. In order that the child may appreciate the fact that this pleasure comes from books, she should learn to *read stories* effectively. When the child discovers "that learning to read is learning to get stories out of books," this vision of the goal is a strong incentive to effort on his part; he will learn to read not only in the mechanical sense, but also in the intellectual sense. The ideal of "two minds active over the same matter, one striving to learn, the other to teach," will be reached in the reading lesson.

Dramatization, when not carried to excess, is a valuable aid to the thought side of reading. The first tales dramatized should be short and simple; they should be thoroughly familiar through oral presentation. While the teacher, in telling the tale, need not follow closely the language of the book, she will find certain apt or forcible expressions used by the author of service in her reproduction. These the pupils will naturally use in their version and dramatization. Thus they will early "incorporate into their own vocabulary" the forms of good literature.

13. SEAT WORK.

Seat work should supplement and make use of the knowledge gained in the recitation. It should give opportunities to compare, sort, build, and group phonograms, words, and sentences. It should train the hand to execute, and teach self-reliance. It should provide much opportunity for silent reading.

The teacher should remember that it is difficult for young children to *think* sounds. The buzz that arises as they work at their seats should be under control, but it should not be

entirely suppressed. It is one sign of activity and interest. The pupils should know definitely the requirements of a seat-work exercise. They should be taught to care for the material used and to form habits of neatness in its arrangement. The teacher should so plan the work that it will not be too easy to hold the interest; on the other hand, its problems should not be so hard that children become discouraged in trying to solve them. All seat work should be supervised by the teacher.

Free-hand cutting, pasting, weaving, and drawing are valuable forms of seat work. They all call for sense training, and require thought and judgment in executing. In this way they help to solve the problems of learning to read, and they should form a part of the daily seat-work program.

Some children remember best what they hear, others what they see, and still others what they do. An exercise helpful to one may be profitless to another. Appeal should be made through all these avenues, with constant recognition of the active propensities.

DRILLS

1. Phonic drill is given from letter squares and Phonic Charts to secure :

(a) *Flexibility of the vocal organs.*

(b) *Sight recognition and correct pronunciation of phonograms.*

Daily drill from letter squares and Phonic Charts insures constant review of the entire work.

2. Letter squares (see page 8) are cards containing (a) vowels ; (b) single consonants ; (c) blended phonograms of two or three letters. The position of the letter on the card indicates whether it is to be used as an initial or as an ending. Words or *word forms* (see page 123) are made when the initial phonograms are prefixed to the family names found upon the Phonic Charts or written on the blackboard.

Expose the Charts. — Reserve wall or door space where the Phonic Charts Nos. 1, 2, 3, and the six Equivalent Charts may be exposed *at all times* within easy view and touch of the pupils. Do not hang one over another. The pupils will form the habit of referring to them at difficult points in silent reading and in spelling or word-building exercises at the desks.

To save time in the drills, the letter squares containing known phonograms should be kept separate from the others. As new phonograms are taught, the number of letter squares in use will be increased. Thus, when *p* is taught, the letter squares *p*, *pl*, *pr*, *sp*, should be added to those used in the drill. When all the letter squares are in use, they should be separated into groups by means of rubber bands, in order that the teacher may know just where to look for a needed square. A few convenient groupings are : 1, the endings ; 2, the vowels ; 3, *c*, *g*, *sc*, *qu* ; 4, *w*, *wh*, *th*, *h* ; 5, *t*, *r*, *b*, *d*, *pl*, *sl*, *tr*.

LETTER-SQUARES, PHONIC CHARTS

LETTER-SQUARES

a	e	e	i	o	u
---	---	---	---	---	---

b	c	d	f	g	h	j	k	l
---	---	---	---	---	---	---	---	---

m	n	p	r	s	t	t	v	w	x
---	---	---	---	---	---	---	---	---	---

y	z	ch	sh	th	wh	bl	cl	fl
---	---	----	----	----	----	----	----	----

gl	pl	sl	br	cr	dr	fr	gr	pr
----	----	----	----	----	----	----	----	----

tr	sc	sk	sm	sn	sp	st	sw	tw
----	----	----	----	----	----	----	----	----

dw	qu	scr	shr	spl	spr	str	thr	thw
----	----	-----	-----	-----	-----	-----	-----	-----

ENDINGS:

s	s	e	ing	ed	er	es
---	---	---	-----	----	----	----

PHONIC CHART. NO. 1.

ab	eb	ib	ob	ub
ad	ed	id	od	ud
am	em	im	om	um
ap	ep	ip	op	up
an	en	in	on	un
at	et	it	ot	ut
ag	eg	ig	og	ug
and	end	ind	ond	und
ash	esh	ish	osh	ush
ack	eck	ick	ock	uck
ank	esk	ink	onk	unk
amp	emp	imp	omp	ump
ang	elm	ing	ong	ung
atch	etch	itch	otch	utch

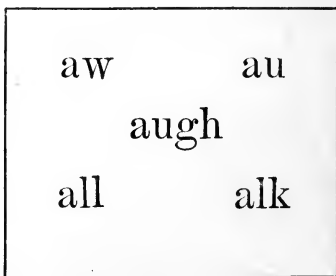
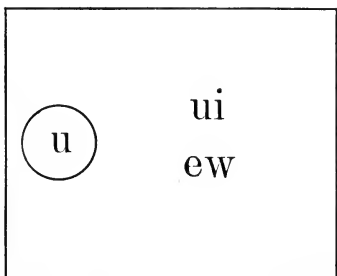
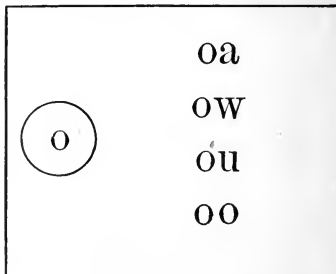
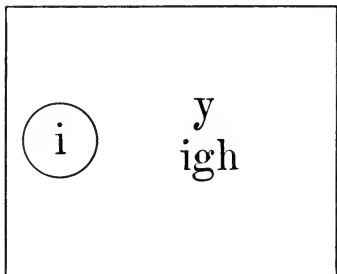
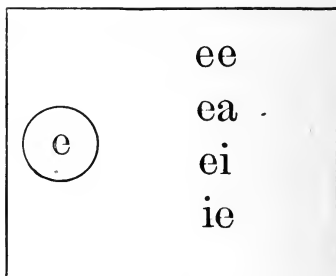
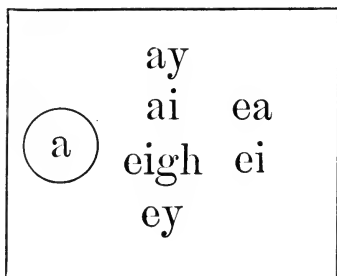
PHONIC CHART. NO. 2.

anch	ench	inch	onch	unch
ass	ess	iss	oss	uss
ant	ent	int	ont	unt
ast	est	ist	ost	ust
aft	eft	ift	oft	uft
ath	eth	ith	oth	uth
aff	eff	iff	off	uff
ald	eld	ild	old	uld
all	ell	ill	oll	ull
alt	elt	ilt	olt	ult
ow	out	oud	ound	oup
oy	oil	oin	ook	oom
ay	ail	ey	eigh	igh
aw	alk	east	oar	ew

PHONIC CHART. NO. 3.

ar	er	ir	or	ur
bble	tion	ake	adge	by
ddle	sion	eek	edge	cy
ffle	ous	ike	idge	dy
ggle	tious	oke	odge	gy
pple	cious	uke	udge	ly
zzle	cial	ear	ave	my
ttle	tian	ead	eve	ny
could	ften	augh	ive	py
would	sten	aught	ove	ry
should	stle	ax =	acks	sy
though	umb	ex =	ecks	ty
thought	eau	ix =	icks	zy
through	ph	ox =	ocks	y

EQUIVALENT CHARTS



3. Upon the Phonic Charts (see pages 9, 10, and 11) are represented the majority of short-vowel family names in the language.

4. The short-vowel family is used as a base. From this, other families containing other vowel sounds are developed by considering the influence upon it of certain letters added or prefixed; for example, *e* final, added to all short-vowel families capable of taking it, converts them into long-vowel families, and shows the power of final *e* upon the next preceding vowel separated by a single consonant; as, *at*, *ate*.

5. As the chart drill affords no permanent combinations, it should be supplemented by lists of words, written in families, upon the blackboard. The lists should be rearranged frequently that many families may be included. Each word over the sounding of which there is the slightest hesitancy should be noted. These words form the base of the next rearrangement, and show the points on which the class needs further chart drill.

6. Select from a reader words for drill from at least fifteen or twenty advance pages. The words chosen should illustrate phonic points recently made or combinations hard to remember. These should be arranged in families upon the blackboard, and sounded, as in previous phonic drill. A word may be placed in several families according to the emphasis to be laid upon the combinations it contains; as, *summer* may be placed with the words containing a short vowel before a double consonant, also with words containing *er*; *spices* may be placed with long-vowel words, with those illustrating *e* before *e*, and with those in which *e* in *es* final is vocal. Power to read easily supplementary matter in which words are not classified phonetically is obtained by this exercise.

7. The Blending Drills of the Readers indicate that the phonic drill should relate intimately to the reading immediately

following. They supplement the chart drill. The words should be sounded from the book. They may also be written upon the blackboard and the list extended to include words of similar formation found in supplementary reading or in the Word List. After the stories for any one month or division are read, supplementary reading should be used until new phonic facts are taught.

8. Drills from the Word List. See Word List, page 123.

9. Drills from Equivalent Charts. See Drill for Seventh Month or Division, page 89.

10. WORD DRILL CARDS.

Forty Word-Drill Cards give opportunity for effective, rapid drill in print. The cards are in two series. Each card presents thirty-two words for drill. The first series (numbering twenty-six cards) presents for drill families that are represented in Books One and Two. The second series (numbering fourteen cards) illustrates phonic rules, and provides drills by which the young child's confusion of sound and form between *m* and *n*, *b* and *d*, etc., is quickly lessened. The print of these cards is large enough to allow their use in class drills, but the cards are a convenient size for pupils to use in seat-work exercises.

11. GAME DRILLS.

Challenge the child's love of play. All children take great delight in making and solving game problems. Make the game drills like the games they play at the play hour, in the spirit in which they are carried on. Note that in these games there is little deliberation, little waiting. Action is everything. Each child is interested in what his mates are doing, as well as responsible for his share in the game. The nearer the approach to this ideal in the game drills the more definite

will be the results. These exercises must appeal to the child as plays, not as tasks. Nineteen games are indicated for use in the first month. These will admit of many variations. No game should be prolonged until the children are weary.

12. THE TEACHER'S ATTITUDE DURING THE DRILL.

The teacher who uses the method correctly will find that she has very little talking to do during the progress of the phonic drill. Her work is to make rapid combinations of phonograms, to listen intently, and to make instant correction of mistakes. She should look into each child's face as he recites, and carefully watch the lips and the position of the vocal organs. Her eye will often detect an error in the comprehension of sound before her ear catches it.

In order to make this watchfulness possible, the class should be divided into groups for recitation. As a child develops power to blend and becomes a leader in the drill, he should be shifted from group to group until he finds himself with those who are making equal progress.

13. CONCERT WORK.

Concert work may be used to advantage. It holds the attention of the class, gives the timid courage to speak out, and is of great assistance to many pupils in getting the blend. Much good work may be accomplished with the concert exercise, provided the teacher is alert for mistakes, and is careful to remove "leaders" from the group as soon as they develop. The exercise should be brisk and clear-cut. The last phonogram in a word should have as distinct articulation as the first.

Concert work should be ranked at its proper value. It cannot take the place of individual testing and drill. Each child must depend on himself. The teacher should know just how much each child knows.

EXPLANATION OF TERMS USED

The points to be taught are :

- I. Simple phonograms.
- II. Blended phonograms.
- III. Sight words.

“ A **phonogram** is a graphic character representing a sound of the human voice.” EX. — m, a, ing, eight.

I. A **simple phonogram**, save for a few exceptions, represents a single sound. EX. — t, aw, sh, ph, eigh.

This class includes :

- (a) *All single consonants.*
- (b) *Consonant digraphs*, ch, sh, wh, th, gh, ph, ng, ck.
- (c) *The vowels*, a, e, i, o, u.
- (d) *The diphthongs*, ow, ou, oy, oi.
- (e) *Vowel digraphs*, ai, ay, ey, ea, ei, ee, ie, oa, oo, ou, ow, ui, ew, au, aw.

(f) *Vowel equivalents*, igh, eigh, augh, ough.

It is considered that no letter is silent in consonant digraphs, diphthongs, vowel digraphs, vowel equivalents, and doubled consonants in the same syllable, but that each letter partakes of the sound. EX. — *tack, town, coat, weigh, tell.*

II. A **blended phonogram** represents a compound sound. It is a combination of simple phonograms uttered as nearly as possible with one impulse of the voice, and is used as a unit in the sounding of words. This class includes three subdivisions :

1. Consonant combinations used either as *initials* or *endings*.

EX. — *Initials* : st, fr, cl, sc.

Endings : ly, ry, cy, ty.

2. *Family names* composed of a vowel, vowel equivalent, vowel digraph, or diphthong with its following consonant combinations. EX. — ack, eight, oak, owl.

3. The union or blending of 1 and 2, giving *words* or *word forms*.

Ex. — stack, freight, cloak, scowl.

Word forms are combinations of initials and family names having the form of words but without meaning. They are produced in the phonic drill by means of the letter' squares and Phonic Charts. They should not be presented to the child in a permanent form. The object of the drill is not the memorizing of words, but the power to blend instantly any combinations presented. The use of word forms allows greater rapidity than is possible if word combinations only are produced in the drill. They also illustrate rules, and are, in many cases, parts of words or syllables. Ex. — *cin der, suf fer, mut ton, tran som*. While the use of word forms is not absolutely essential to the development of the method, it is urged as an aid in securing the best results. A word containing a word form, as, *cinder*, will be recognized much more quickly by the child in whose phonic drill the word form *cin* has been included than by one not accustomed to seeing the phonogram.

III. *Sight words* are words taught as wholes, as in the word method. If possible, they are resolved into phonograms when the time for teaching the combinations comprising them has arrived. They include :

1. *Exceptions* to phonic rules.

Ex. — you, says, have, were.

The form and pronunciation of exceptions should be fixed by frequent use in sentences. When possible, they are included in the drill from the Phonic Charts.

2. *Key Words*. — These, on analysis, give a basis for the formation of other similar words.

Ex. — my, go, see.

PHONIC FACTS FOR FIRST MONTH OR DIVISION

I. **Simple Phonograms.** — ä, f, l, m, n, ö, r, s, t, w, z, ch, sh.

II. **Blended Phonograms.** —

Initials — fl, fr, sl, sm, sn, st, sw, tr, tw, shr.

Family names — am, an, ann, as, ash, at, atch, ant, oll, om, on, oss, ot, off, oft, ost, otch.

III. **Addition of s to words and families.**

IV. **Sight Words.**—May, I, see, like, run, find, look, baby, to, play, sister, my, name, jump, brother, this, is, boy, come.

SUGGESTIVE NAMES, GESTURES, AND SOUNDS OF
PHONOGRAMS

Teach and use the sound only, not the names of the letters. Find the sound of a given phonogram by pronouncing slowly words in which it appears; separate the sound in question from the other sounds of the word.

a — The lamb's cry or the happy baby's laugh, as in cat, man.

f — The cross cat's sound, as in fat, fell, staff.

l — The first sound heard in lock, lamb, last; last sound in fall.

A twist of the wrist, as when turning a key in a lock.

m — The cow's bellow, as in mat, mock, slam.

n — Shaking of the head, as in negation, as in nap, net, can.

o — The round sound, as in clock, pond, lock.

Circle made by bringing tips of thumb and forefinger together.

r — The cross dog's growl, as in rat, rim, ride.

s — The snake sound, as in sat, tops, pass.

t — The watch sound, as in tap, mat, sit.

w— The lip or wind sound, as in wag, wall, wont.

Lips puckered as though ready to form sound.

z— Bee sound, as in buzz, zeal.

Both forefingers extended from the temples to indicate the antennæ of bees.

ch— The engine sound, as in chill, chalk, Charlie.

sh— The hushing sound, as in wash, shell, shad.

Hand raised to suggest silence.

SIMPLE PHONOGRAMS

The association between many simple phonograms and their sounds is fixed through :

I. Stories or incidents.

II. Gestures.

III. Pictures.

I. *Stories*. — The sounds are likened to those heard in nature or in the routine of daily life. An apt illustration brightens the drill, helps the child to get the sound correctly, and aids in its retention. The stories should be short, and based upon a child's interest, the sound to be taught being introduced as often as possible. The letter square containing the phonogram should be presented, and the phonogram recorded upon the blackboard after the sound has been given and discussed. Frequent reference should be made to the written character, that the association between the phonogram and its sound may be established. The suggestive names and pictures given in the outlines for the different months indicate the thought or incident that may be used in teaching the sound.

II. *Gestures*. — These are made by the child as the associated sound is pronounced, or preferably by the teacher to recall to the child's mind a desired sound. Thus, the extended warning hand recalls *sh* ; puckered lips recall *w*. The suggestive



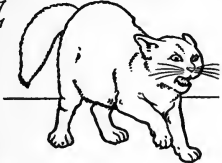






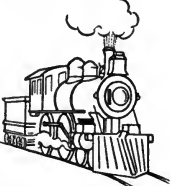


names serve the same purpose and are for the teacher's use alone. Both names and gestures are discontinued as the necessity for their use disappears, *i.e.* as the phonograms are learned.

III. *Picture Charts.* — The Picture Charts are valuable aids to the teaching of simple phonograms. With a few exceptions, each chart contains the four forms of the letter. The picture is the associating link between the sound and its phonogram. Hang the Charts one by one, as the sounds they illustrate are presented, to form a border at the base of the blackboard, or in some place in easy view of the pupils, where they can touch them. It is necessary for little children to touch as well as see and hear the things they are to know about. The Charts in this position are in constant use for reviews. Hand the child, who does not recall the sound of a given phonogram, the letter square containing it. Tell him to match it on the Picture Charts. He inspects each Chart, placing the square he holds beside the letters of the Chart to compare the shape. When he matches his letter, the picture beside it recalls the illustration used, and the sound of the phonogram. Thus, from the very beginning of the work the child learns to be self-helpful. A Picture Chart should remain on view until all necessity for reference to it has passed.

When presenting a simple phonogram, pronounce it distinctly, in full view of the pupils, that they may have opportunity to observe and to get the sound through imitation. Do not, as a rule, call the child's attention to the position of his vocal organs, but note closely this position when he is giving a phonogram. An error in comprehension of sounds is quickly detected by this means. If the mouth is opened when *m* is to be sounded, the child is probably giving *n* instead of *m*, etc.

Make use of the incidents or happenings of the day. A child

PICTURE CHARTS FOR FIRST MONTH

<p><i>a A</i></p>  <p><i>a A</i></p>	<p><i>s S</i></p>  <p><i>s S</i></p>
<p><i>f F</i></p>  <p><i>f F</i></p>	<p><i>t T</i></p>  <p><i>t T</i></p>
<p><i>m M</i></p>  <p><i>m M</i></p>	<p><i>w W</i></p>  <p><i>w W</i></p>
<p><i>z Z</i></p>  <p><i>z Z</i></p>	<p><i>r R</i></p>  <p><i>r R</i></p>
<p><i>sh</i></p>  <p><i>sh</i></p>	<p><i>ch</i></p>  <p><i>ch</i></p>
<p><i>l L</i></p>  <p><i>l L</i></p>	<p><i>n N</i></p>  <p><i>n N</i></p>

may fall asleep; this is the time to present the sound of *sh*. Some one may tell of a trip from home; this is the opportunity to talk about the sound of the steam engine, *ch*. The teacher should remember that recitations *about* the sounds of letters are of little practical value in learning to read. Form and sound must be associated. She must make the association between the sound and its phonogram so close that seeing or hearing one form will recall the other instantly. Present first those sounds that are familiar and that seem most easily illustrated. Inspection of the thirteen sounds indicated in the heading for this month will reveal the fact that nearly all of them are known to the child through the ear as sounds of nature or of industry. With these sounds the teacher's work is very simple. All she has to do is to make them known to the eye — to make them visible by presenting the phonograms. When unfamiliar sounds are presented, she has more to do, for the sound itself must be taught. To hear, to enunciate, to recognize the phonogram is the natural order of instruction.

SIGHT WORDS

The nineteen sight words of the month are in the spoken vocabulary of every child of school age. He is now to recognize the visible form of these words and to associate it with the familiar sound and meaning. The action words of the list should be taught first, then the nouns. Others in the list should be presented in phrases.

MOVABLE CHART

Print the sight words in letters of at least one inch in height, upon strips of cardboard four inches wide. This may be done by using: (1) brass stencil, (2) rubber stamps, (3) brush or rubber pen.

(1) and (2) are the best means of reproduction, as the letters are in actual print. With brush or rubber pen this is not often possible. The script word should be written plainly in large writing upon the reverse of the card. The words *I see, my name, this is, Is this*, should be grouped. The remaining words of the list should be printed upon separate slips. These slips form a movable chart to which additions are made as the sight words of the second month are taught. The words may be arranged and rearranged with rapidity and ease to form many sentence combinations. The blackboard work of the teacher is greatly lessened by this means, and the pupils have the advantage of comparing and reading sentences in both print and script.

(1) Place the group

I see

 upon the blackboard ledge to be read. Cover *see* with the slip containing *look, run, jump*, in succession. Pupils read as the cards are placed.

I look

I run

I jump

(2) Place the group

I see

 upon the ledge. Cover *see* with the slip containing *like*, after *like* place the group

my name

. Pupils read

I like my name

. Cover *name* with *sister, brother, to play*, etc. Pupils read as the cards are placed.

BLACKBOARD SENTENCES

The sentences should include, besides the nineteen sight words of the list: —


(1) The names of children in the class. These give a personal interest to the sentences.


(2) The phonic words formed in the drill: at, am, an, as, Ann, on, off.

Added interest and variety will be given to the reading by the use of simple outline blackboard pictures to complete the

thought of a given sentence. The teacher who can supplement her teaching power with simple blackboard pictures doubles her efficiency. Ex.:—

My  likes to jump.

Baby likes to play 

I see baby sister on my 

In the sentence drills the teacher should never lose sight of the thought side of reading. The rapid changes in word combinations, possible through the movable chart, arouse the interest and attention of the child, but the reading of the sentences should never degenerate into mechanical drill—the calling of words that happen to be grouped.

Since the sight words used in these sentences are in the spoken vocabulary of every child, they are already associated with ideas—they are not empty sounds void of meaning. When presenting them, the teacher makes the child see that they are visible forms of spoken words. She should make him see that the written sentence is the visible form of the question or statement of ordinary speech. To do this, she should question as to the truth of the statement, and require the child to ask or answer the question, or do the action. She must

make sure that he thinks the thought of the sentence and is able to express it as he reads.

SEAT WORK

Hectograph the simple and blended phonograms, phonic words, and sight words of the month upon manilla card in large plain writing. Make many duplicates in order that each child may have several copies of each word or phonogram. Space the writing so that when cut into small cards each containing one word or phonogram, no card will be shorter than one inch upon any side. Give each child a box or large manilla envelope containing a set of these cards.

(1) Write known phonograms in a row upon the blackboard. The pupils are to find the phonograms and arrange the cards in the same order upon the desk.

(2) The pupils are to sort the cards into piles, placing duplicate phonograms or words together.

(3) Write blended phonograms upon the board. The pupils are to find these among their cards, arrange them in order upon the desk, and build duplicates with single phonogram cards.

(4) Write sentences composed of sight words. The pupils are to build these sentences with sight word cards.

They should be allowed to whisper the sounds to themselves when working with the letter squares.

SPELLING

Exercise 1. Written spelling, page 106.

READING

Sentences from Movable Chart and from the blackboard. With some classes, Reading for First Month, pages 1-15, Book One, may be begun.

OUTLINE OF WORK DAY BY DAY

First Day

Phonograms: *ă*, *sh*, *m*, *t*, *ch*

SUGGESTIONS FOR PRESENTING PHONOGRAMS

ă. — Who has a little baby at home? How old is she? Do you love her? Can she talk? What does she say? I once knew a baby who said something like *ă*, *ă*, when she was happy. Does your baby ever say that? This (writing *a* upon the board) makes us think of what the happy baby says. See, it is on this card (shows letter square). You may all say *a*. What is this on the board, Mary? What is on the card, John? (Teacher writes *a* in several places on the blackboard.) Alice may find *a*. Willie may find it. What did Willie find, Edith? (Concert recitation should always be followed by individual recitations. The teacher should see that each child gives the sound correctly.)

sh. — Does baby stay awake all day? Are you noisy while baby sleeps? Why do you try to be still? If baby is sleeping when you get home from school, how could mamma tell you to be quiet without speaking aloud? She could hold up her hand so (raising hand to suggest silence), and say *sh*, *sh*. I will write *sh* on the board. You may all look at it and hold up your hand, saying *sh*, as mamma does. (Present Picture Chart.) What (pointing to *a*) does the happy baby say? What (pointing to *sh*) does mamma say when baby sleeps?

m. — I am thinking of an animal. I will tell you about it. It is large. It has two horns. It has a long thin tail with a tassel at the end. It chews the cud. It says *m*, *m* (teacher prolongs the sound). What is it? That is right; it is a cow. (Presents Picture Chart.) Tell me what the cow says; all to-

gether tell me; John tell; Elsie tell. This (writing *m*) is a picture of what the cow says.

t. — One night a little girl sat upon papa's knee. He took out his watch and held it close to her ear. "The watch talks to me, papa," said the little girl. "It says *t, t, t.*" How many children in this class have heard a watch talk? You may listen to my watch. What did it say to you, Mary? What to you, John? You may all tell me what the watch says. This (writing *t* on the blackboard) will make us think of the sound the watch makes. It looks somewhat like the hand of the watch. Of what sound does it make us think? (Present Picture Chart.)

ch. — Ask different pupils about the way they spent the summer. Let those who went from home tell where they went and how they went. Those who rode on the steam cars waited at the station until the train came in. Teacher tells how she knows that the train is near. She hears the sound *ch, ch.* (Present Picture Chart.)

REVIEW

What sound is this (writing *a*)? What is this (*t*)? and this (*sh*)? Tell me this sound (*m*). Point to *ch* (use the sound, not the name of the letter). Point to *a*, to *m*, to *sh*. (Present the letter squares, *a*, *sh*, *t*, *m*, *ch*.) Find *ch*. Find *sh*. Place *a*'s card against the blackboard. What sound is on this card? You may play that the baby is asleep. Hold up your hands, saying "sh," as you go to your seats.

Second Day

Review: *ă*, *t*, *ch*, *sh*, *m*

HOW TO RECALL THE SOUND OF A PHONOGRAM

If a child does not remember the sound of a phonogram after it has been taught, do not tell him what it is, and do not

repeat the story told when it was presented. This may seem an easy way to do, but it is not a helpful way. There are three legitimate ways by which the sound may be recalled : 1, by telling the suggestive name ; 2, by directing attention to the Picture Chart ; 3, by giving the appropriate gesture. By using these ways the teacher makes the child think — makes him do his part of the work. If she tells the sound when he cannot recall it, she does the work ; he is a passive agent and soon becomes inattentive and careless. Use of one or all of these methods seldom fails to bring the sound to mind, but if they do fail, put the child in charge of one (not the bright child of the class) who knows the sound. Let him take the forgetful one to the Picture Chart, repeat the story, or, in any way he can, impress the fact to be learned. Children delight in being mutually helpful. “ Sometimes a child can help a child better even than the teacher can.”

GAME DRILLS FOR OBTAINING SIGHT RECOGNITION OF SIMPLE PHONOGRAMS


Obtain *individual recitations* ; the goal is *individual power*. Cultivate rapidity in mental action.

(1) Place letter squares containing known phonograms in a row upon the blackboard ledge. The teacher says, “ John may find *t* and hand it to me. Mary may give me *sh*,” etc. Each child takes part in the exercise. The class helps by repeating the sound until the square is found. Then all clap hands.

(2) Require the sounds of phonograms to be given as the letter squares are presented in rapid succession. If a child hesitates, let the next tell.

SCRIPT AND PRINT

Both script and print may be used in the drills without confusion to the child. All blackboard work should be in script ;

the cards and charts afford extensive drill in print. The print and script forms of the letters are grouped upon the Picture Charts. Attention should be called to these when the Charts are presented, though at first emphasis should be laid upon the small letters. The script side of the letter square should be presented first. After the pupils can recognize readily the script form of several phonograms, a guessing game or a game of sharp eyes may be played: Turn the print side of letter square *m* to view. "What sound does this make you think of?" or, "Who can tell what is on the other side of this card?" Some child will be quick to see the resemblance in form to script *m*. Present the print side of other known letter squares. The letter *a* is the only one in which the two forms differ widely. To help in obtaining recognition of the print letter, cover the upper part with a blank card, thus, . The familiar script *a* is discovered in the lower part.

Sight Words: run, jump.

SUGGESTIONS FOR PRESENTING SIGHT WORDS

The teacher writes *run* upon the board, saying: "This is a word. It tells me to do something. It tells me to do this." (Teacher runs.) "All who know what the word said raise hands. Mary may whisper in my ear what she thinks it said." The word is written several times; each time the action is performed by the teacher and by those children who catch the thought, until every child knows what the word says. (Teacher calls or dismisses the class by pointing to the word *run*.)

Jump is written upon the board. The teacher says: "A little insect with long legs does this in the grass. Frogs do it; boys and girls can do it. I can do it. See!" (Teacher jumps.) "What does the word say? You may all do this" (writing *run*). "You may all do this" (writing *jump*).

Third Day

Phonograms : f, r

f, r. — Speak of cats and dogs that are good friends. Let pupils tell of their own pets. What does the cat say when she fears a strange dog? She says *f, f*. How does the dog growl when he is angry? He growls *r, r*. (Present Picture Charts.)

GAME DRILLS

As phonograms and words are taught, include the letter squares and word slips among the cards used in game drills.

Review previous games.

(3) Stand cards in a row on the blackboard ledge. All the pupils close their eyes. While the eyes are shut, the teacher or child touches a card. Pupils open eyes and try to find the card touched. For example,

m

 was touched. First pupil asks, "Is it f?" touching

f

. Teacher answers, "No." Each child in turn tries to find it. If no one succeeds, the teacher tells.

(4) Pass three or four letter squares to as many children. They are to match the phonograms upon the Picture Charts and give the sound. Each child then stands beside the board on which known phonograms are written and holds his card in plain sight. The other pupils look along the line of cards to find, match, and sound the written phonograms.

Sight Words: I, see, the name of a child in the class.

Present script form upon the blackboard.

Read sentences formed with word slips: —

I see —.

Run, —. (*Use child's name.*)

I run.

Jump, —.

I jump.

I see — jump.

Fourth Day

GAME DRILLS

Review all games.

(5) Distribute letter squares and word slips to those who tell correctly the sounds represented upon them. See who holds the greatest number of cards at the end of the exercise. (Provide duplicate cards.)

(6) Each child, holding the squares he had at the close of the last exercise, goes to the place at the blackboard assigned him by the teacher. He places each square right side up on the ledge. He plays that they are cows, sheep, or birds, according to the name given to the game. The pupils listen attentively as the teacher calls the flocks home. She says, "I wish *sh*," enunciating very clearly and distinctly, so that there may be no question about the sound asked for. Each child inspects his squares to find the one marked *sh*. Those who find it run quickly to the teacher, giving the sound as they hand her the square. The teacher continues to call until all the flock is at home.

Sight Word: find.

Form with word slips, *I find*.

Review previous sentences.

Read from the blackboard: —

I see a



I find a



I see a



I find a



Fifth Day

Phonogram: z

z. — I am thinking of a busy little insect. It flies among the flowers. It has two little feelers on its head. (Teacher makes the gesture.) It makes honey. It sings a little song. Tell me what the insect is. Yes, it is a bee. This is the song of the bee, z, z, z. Let us play that we are bees. (All make the gesture and give the sound.) Teacher writes z, presents Picture Chart, shows the letter square, calls for individual recitations.

GAME DRILLS

Include all phonograms and words in the drills.

Review previous games.

(7) This drill may be used at the close of the recitation or just before recesses. In it the children form in line for passing. Those who can name a phonogram or word at sight as the teacher presents the letter squares rapidly, one after the other, pass first. Those who hesitate, take the card from the teacher and remain in line for a second or third chance. The teacher assists them to recall the sounds of phonograms by making use of the suggestive names.

Sight Word: like.

Form with word slips, *I like*.

Review previous sentences. Read from the blackboard.

I like



I like a



I like



I like a



SECOND WEEK

Sixth Day

Phonogram : w

w. — Speak of Indian mother and her pappoose. The pappoose's cradle hangs in a tree. Baby is rocked to sleep by the soft winds; hears them make the sound *w, w*. (Present Picture Chart.) Pappoose hears the bees as they fly by. They make the sound *z, z*.

EAR TRAINING

Pronounce distinctly a word beginning with a sound already taught. The pupils are to tell the initial sound and to give other words beginning with the same sound.

BLENDING

Consonants are blended, used as initials.

Ex. — tr, fr, tw.

A vowel sound is blended with following consonants to form family names.

Ex. — at, ash, atch, am, aff.

All blended phonograms are uttered as nearly as possible with one impulse of the vocal organs.

Pronounce: *tr* not *t-r*, *ash* not *a-sh*.

The teacher may readily assure herself regarding the pronunciation of blended phonograms by pronouncing slowly monosyllables in which they occur. The value of the phonogram will be made evident by making a slight pause between the initial letters and the family name; as, *cl* is heard in *cl-ock*, *cl-am*, *cl-ay*, *cl-ick*; *bl* is heard in *bl-ack*, *bl-end*, *bl-ow*, *bl-each*. The phonogram is to be sounded as it is *heard* in such words.

Illustrate the blending of sounds by representing them as

overlapped. Present the overlapped cards (Fig. 3) for sight recognition.

Seventh Day

Phonogram : *ō*

ō. — Teacher presents a ring. Show me something as round as this ring. Open your mouths; make the opening round as a ring. Say *o, o*, while your mouths are open. *O* is the round sound. The letter is round. Your mouths have a round opening as you say *o, o*. (Present Picture Chart.)

Blend *o* at once with known phonograms to form *ot, om, osh, off, oz, otch*.

Drop drill upon all simple phonograms when they can be recognized at sight, in favor of drill upon blended phonograms in which they appear. Extensive drill upon single sounds leads to explosive or faulty enunciation; *b* becomes *bū*, *d* becomes *dū*, *l* becomes *ūl*, *h* becomes *ha*. The effort to make the sound distinctly and the interest of the exercise tend to produce this deterioration of sound. The direct result of such drill upon single letters is that blending or combining sounds becomes much more difficult than it need be to many children, particularly so to those who are not ear-minded.

TO RECALL BLENDED PHONOGRAMS

If the sound of a blended phonogram cannot be recalled, cover the last letter while the child sounds the first; then cover the first letter as he sounds the last. Remove the cover and let him pronounce the phonogram. Some children obtain clear perception of the blend readily; others require considerable drill before it dawns upon them. It is often advisable to assist a child who is not ear-minded, in pronouncing the first blended phonograms.

Do not defeat the object of the drill by attempting the

wearisome task of teaching blended phonograms as wholes, to be remembered as units. Simple phonograms must be learned in this way, but sight recognition of blended phonograms comes slowly and surely through frequent games and drills, and the constant application and growth of the power to blend one sound with another. Sight recognition is the goal; while striving to reach it, however, the child should retain the power to give any part of any phonogram if required. He should be able to analyze as well as build the phonogram.

THREE SETS OF CARDS TO BE USED IN GAME DRILLS

Print all family names as they are blended upon slips of cardboard by means of brass stencils or rubber stamps, or obtain these family names in this form by cutting a set of large Phonic Charts into strips.

Three sets of cards are now available for use in game drills:—

- (1) Letter squares.
- (2) Sight word slips.
- (3) Family name slips.

As phonograms are blended, include the squares or family name slips with the cards used, in order to keep all facts taught in constant review.

GAME DRILL

(8) The teacher presents letter squares and word slips in rapid succession. Each child buys a ticket for his seat—sounds the phonogram presented to him.

Sight Words: brother, a child's name.

Read the following sentences from word slips:—

I see brother ———.

I like brother ———.

Find brother ———.

See brother run.

See brother jump.

See ——— jump.

Eighth Day

Phonogram : s

s. — A cat was playing with something in the field. This had no feet, no legs, no hands, no arms. It climbed a little bush, and ran so quickly here and there that kitty could not catch it. What do you suppose it was? It makes the sound, s, s, when it is frightened or angry. This is a picture of it. Show Picture Chart of snake.

Blend : oss, ost, sw, st, sn.

ADDITION OF S TO FAMILIES AND WORDS

Blend final *s* with family names upon the blackboard and place the letter square [cut] after known sight words for blending. Final *s* after *p*, *t*, *k*, or *f* is sharp like initial *s* or *ss*. It is difficult to give *s* this sharp sound after other letters. In speech, *s* in this position usually takes the sound of *z*. Test this statement by pronouncing these phonograms : —

<i>s sharp</i>		<i>s like z</i>	
jumps	ats	runs	ams
likes	affs	finds	as
packs	whiffs	sees	brothers

The teacher should know why and when the *z* sound of *s* is used, but it is not advisable to present this as a teaching lesson to little children. Assist them in their first efforts to blend final *s* with words or families that require the *z* sound. Let them get it by imitation. Afterward they will slur the sound of *s* when necessary and do it, as we do, unconsciously.

Sight Words : to play.

Read sentences formed with word slips, or in script from the blackboard. Present phrases for separate drill.

Brother plays.	to run	to find
Brother jumps.	to jump	to play
Brother runs.	to see	to see brother

I like to play, — to run, — to jump, — to see brother.
 Brother likes to play, — to jump, — to find —.
 I like to see — play, — jump, — run. *

GAME DRILLS

(9) Present a card to each child in turn round the class. He is to sound the phonogram or say the word. Each child takes the card he has sounded correctly. Work rapidly. If a child hesitates, pass to the next. Give the hesitating ones other chances to tell, but do not let the exercise drag by waiting for them to say what they do not know. When all the cards have been passed out, the teacher announces that she is ready to take pictures.

Child. — Will you please take my child's picture?

Teacher. — What is your child's name?

The child holds the letter square up to view, and gives the sound. The teacher writes the phonogram.

The game should be changed with each turn around the class. The changes must be made rapidly, or attention will lag and desired results will be lost. Do not waste time with elaborate game devices. These should be time savers, not time wasters. The teacher should say simply, "Let us play something else," then name the next game, or accept the game suggested by the class. It will be seen that the new game is in many cases the old game under a new title.

The blackboard may be :

(10) A post office. — Each child says, "Please post this letter."

(11) A table to be set. — Each child has a dish for the table.

(12) A Christmas tree. — Each child hangs a present on the tree.

(13) A bank. — Each child puts money in the bank.

(14) An automobile. — As fathers and mothers, the pupils send their children for a ride. Etc., etc.

The games are played until the blackboard is full or all the squares and slips have been returned to the teacher.

Another series of games in which the phonograms are erased from the blackboard, one by one, as they are correctly sounded by the pupils, provides opportunity for interesting and valuable oral language exercises. These should be used as rest exercises between the games. As in the games upon the playground, the inattentive, careless child who cannot do his part loses the privilege of the game. This is more of an incentive to attention and effort than any amount of urging on the part of the teacher. The games proceed: —

(15) The blackboard filled with phonograms and words is the post office.

Each child in turn says, "I see a letter for me."

Teacher says, "Touch it, and tell what it is."

Child chooses a phonogram and gives the sound as he touches it with the pointer.

Teacher erases, — gives it to the child. Those who cannot choose and sound quickly and correctly do not receive a letter, and are not allowed to join in the language exercise that follows. In this, each child in turn faces the class, places his hands as holding a letter, and plays that he is reading it aloud as he volunteers a simple statement. *This is the beginning of original language work.* It calls into play the constructive imagination. At first the only requirement is that the statement should be interesting.

(16) Blackboard is the bank. — Pupils draw money.

Language exercise: Tell what is to be done with it.

- (17) Blackboard is a Christmas tree. — Pupils choose gifts.
Language exercise: Unwrap and tell what the gift is.
- (18) Blackboard is fruit stand. — Pupils buy fruit.
Language exercise: Tell what it tastes like.

Ninth Day

Phonogram: n

n. — A little baby could not talk, but he could understand what was said to him. When mamma put him in his carriage, he nodded his head and laughed for joy. When she wished to take him out of the carriage, he shook his head and said “*n!* *n!*”

Blend: an, ann, ant, on, sn.

GAME DRILLS AND LANGUAGE EXERCISE

- | | |
|----------------------|---------------------|
| (10) Post Office. | (11) Setting Table. |
| (12) Christmas Tree. | (16) Drawing Money. |

Sight Words: my name, child's name.

Read sentences from the blackboard:

my name.	I see my name.
my brother.	I like my name.
See my name.	I see my brother's name.
See my brother.	I like my brother's name.

ACTION SENTENCES

Run to brother.	Find my name.
Run to —.	Find my brother's name.
Run to —.	Find my brother.

The child who reads the sentence chooses another child to do the action.

Tenth Day

Phonogram: l

1. — What is this (showing a key)? How is it used? Say the word "lock" slowly — "l ock." Now say the first part of the word alone, "l." This (showing phonogram) is a picture of the sound l. Play it is a key. Make the gesture as though turning a key in the lock as you say, "l, l." (Present Picture Chart.)

Blend: oll, sl, fl.

GAME DRILLS AND LANGUAGE EXERCISE

(13) Bank.

(10) Post Office.

(11) Setting Table.

(17) Christmas Tree.

Sight Words: this is.

Read sentences from word slips and from the blackboard:

my name.

— is my brother.

This is my name.

This is —.

This is my



This is brother —.

— runs.

— jumps.

This is my



— is a



My name is —.

I see my name.

THIRD WEEK

Eleventh Day

Review all phonograms and words by means of Game Drills.

(9) Taking Pictures.

(11) Setting Table.

(14) Automobile.

(18) Fruit Stand.



Sight Words: May, sister.

With word slips present :

sister May.	May likes to run, — to jump, — to play.
my sister.	I see May jump.
I see May.	My name is May.
I find May.	Brother's name is —.
Find May's name.	My sister's name is —.
Jump, May.	I see my sister's name.
Run, sister.	Brother sees May's name.
Run, May.	Brother runs to sister.
I find sister.	Sister runs.

Questions

May I jump?	May I find brother's name?
May I run?	May I find sister's name?
May I play?	May I find May?

Twelfth Day

Review by means of Game Drills :

No. 2, see page 28.

Nos. 5 and 6, see page 31.

Sight Words: baby, is this.

Select sentences for reading from the following :

I see baby.	Is this baby?
I see my baby brother.	Is this baby sister?
I see baby sister.	Is this baby brother?
This is my baby brother.	This is my baby sister.
This baby runs.	Sister sees baby.
Baby likes to play.	Brother sees baby.
Baby's name is May.	I like to see baby play.
I like baby's name.	Baby sees sister May.

Find baby.	Baby plays, — jumps.
Find baby's name.	Baby sees sister jump.
Run, baby.	Run to May.
Play, baby.	Run to brother.
Find brother, baby.	Baby, run to brother.
Find sister, May.	Brother runs.
May runs.	Baby runs.

Write the sentences upon the blackboard. Give each child a word slip. He is to match the printed word upon his slip with a script word upon the board. Each child reads the sentence in which he has matched a word.

Thirteenth Day

Keep all facts in constant review through Game Drills.

(7) See page 32.

(14) Automobile.

(10) Post Office.

(16) Drawing Money.

Sight Word: look. *Phonic Words*: am, at.

Present :

I am May.

Baby looks at May.

I am brother.

Sister looks at baby.

Look at baby.

I look at brother.

Baby sees brother.

See brother jump at baby.

Look, brother.

I look at baby.

Look, baby.

I look at May.

A and *the* should never be separated from their nouns. They take the obscure sound of the vowel or are slighted in the pronunciation of the phrase. Give phrase drill: —

a baby.

a sister.

a baby brother.

a brother.

a name.

the baby brother.

a baby's name.

the baby sister.

May I see the baby?

Look at the baby.

Fourteenth Day

Game Drills. Pupils choose games to be played.

Sight Word: boy. *Phonic Word:* on.

Present :

I am a boy.

My name is —.

I see my brother.

Baby likes boys.

Boys run.

Boys jump.

Boys play.

May is on a



Boys like to run,— to jump.

Boys like to play.

Is this my baby sister?

Is this my sister May?

Boys like baby.

I see brother on a

*Fifteenth Day*

Game Drills. Pupils choose games to be played.

Sight Word: come. *Phonic Word:* off.

Present :

Run off.

Jump off.

Come, May.

Come, baby.

Come to sister.

Come to brother.

Come to May, baby.

Come to sister, baby.

Read many review sentences.

FOURTH WEEK

Use this week for reviews and for giving extra time and attention to laggards or those who for any reason are not up to grade. Rearrange the class grouping so that this may be done effectively. Work for sight recognition of all words and phonograms.

GAME DRILLS

(19) Use the Phonic Charts in the games. Upon Phonic Chart No. 1 a number of short *a* and short *o* families can be blended and recognized. For example, at, am, atch, ot, ost, oll, etc. Pupils close their eyes while the teacher touches one of these known phonograms. The game proceeds as in game No. 3, page 30.

Other games and devices for the use of letter squares and charts will occur to the practical teacher. In the games and drills, no deliberation over the recognition of phonograms should be allowed. It should be instantaneous or not at all.

With some classes or with some class divisions, Book One may be taken and reading for first month begun.

PHONIC FACTS FOR SECOND MONTH OR DIVISION

I. Simple phonograms. — b, c, d, g, h, i, j, k, p, q, ee.

II. Blended phonograms. —

Initials — bl, cl, gl, pl, br, cr, dr, gr, pr, se, sk, sp, dw.

Family names — ab, ad, ag, ap, ack, amp, and.

ob, od, og, op, ock, omp, ond, ont.

ib, id, if, ig, im, in, ip, is, it, ich, ick, iff, ift, ilk, ill.

ilt, imp, inch, ind, int, ish, iss, ist, itch.

eech, eed, eef, eek, eel, eem, een, eep, eer, eet.

III. Placing of initial consonant.

IV. Sight words. — Rose, ball, leaves, kitty, have, are, little, yes, pretty, with, where, what, for, oh, girl, old.

Key Words: my, me, go, you, find.

SUGGESTIVE NAMES

p — Puffing of steamboat, as in pat, puff, trap.

d — 'The doves' sound, as in dot, doll, rod.

b — The first sound heard in bag, bell, bite.

g — The bottle sound, as in go, give, guess. This sound is heard when water is poured from a narrow-necked bottle.

h — The tired sigh or the dog's pant, as in hat, home, hod.

j — The first sound heard in Jack, Jill, jet.







c, k, q — The choking sound, as in cat, pack, kill.

i — The squeak of the mouse or the little pig's cry, as in it, in, ill.

ee — Twin sounds, as in see, meet, feet.

To assist the child in comprehending a sound, the teacher should place her vocal organs in the correct position for its enunciation.

I. PICTURE CHARTS

<p><i>g G</i></p>  <p><i>g G</i></p>	<p><i>h H</i></p>  <p><i>h H</i></p>
<p><i>p P</i></p>  <p><i>p P</i></p>	<p><i>c k q</i></p>  <p><i>C K Q</i></p>
<p><i>d D</i></p>  <p><i>d D</i></p>	<p><i>i I</i></p>  <p><i>i I</i></p>

SEAT WORK

(1) Hectograph in large, plain writing the phonograms and sight words of the month upon manila card. Cut as directed in seat work for First Month, and continue the exercises of that month.

(2) Place phonograms in large writing upon the blackboard. Require each pupil to trace a phonogram a given number of times and then write it beside the copy.

SPELLING

Exercise 1. Written Spelling, page 106.

READING

Print the sight words of the month upon slips of cardboard and add them, as they are presented, to the Movable Chart. Also use them in sentences upon the blackboard. Let each child read two or three sentences at a time.

FIRST BOOK

Reading from the First Book should be a daily class exercise. Under Reading for First Month or Division, pages 1-15, sentences composed of the sight words of the month are grouped into simple stories. It is probable that the pupil has read every one of these in print from the Movable Chart, or in script from the blackboard. No problem appears in the division that he is not able to solve at this time. The new feature about this reading is the use of the book and the recognition of the words in smaller print than has been used before. Reading for the First Month should be read as the phonic work for the second month is in progress. Many classes will finish the division before the end of the second month. With these, Reading for the Second Month, pages 16-42, should be begun.

The book should be placed in the hands of the pupil during at least one study period each day. He should be encouraged to read the stories under Reading for the First Month by himself, and he will take delight in doing so. The habit of independent reading will be formed as he is engaged in this pleasant and profitable seat work.

KEY WORDS

A key word is a sight word through which the child masters other words of the same family. When the key word *me* can be recognized at sight, cover *e* while *m* is sounded by the class; cover *m* while *e* is sounded. Both letters are uncovered as the

word is pronounced. Present for sounding *we, she, be*, etc. In a similar way analyze *my* and present *by, fly*, etc. Analyze *go* and present *no, so, lo*, etc. Affix *r* to *you*, forming *your*. Write each set of words obtained from the key word in a column, that the similarity of construction may be plain, and drill thoroughly.

Ex. my	go	me	you	find
cry	no	he	your	kind
try	<i>do</i>	she		
dry	<i>to</i>	we		

When the *go* words are easily recognized and sounded, complete the column by adding the two exceptions *to* and *do*. Underscore or inclose exceptions in parentheses, that the child may note these words easily.

FIRST WEEK

First Day

Phonogram : ee

Blend: eet, eer, een, eem, eel, eef, eech.

Drill in print from the Charts : Place the letter square

e	e
---	---

 before *em, en, et*, on Phonic Chart No. 1 to form *eem, een, eet*; place it before *er*, on Phonic Chart No. 3 to form *eer*. When *b, d*, and *p* are known, *eb, ed, ep* will be used in this drill.

Key Word: me. *Blend*: me, she, we.

Cover the first letter in the phonogram *ee* on Equivalent Chart *e* with successive initials to form *me, she, we*. When *b* and *h* are known, these initials will be used in this drill.

GAME DRILLS

Keep all facts in constant review by means of games.

Pupils close their eyes while the teacher forms

e

et upon

Chart No. 1. When the eyes are opened, the first pupil takes the letter square and places it to make one of the *ee* phonograms upon the Chart, pronouncing the phonogram he has formed, and asking if it is the one the teacher made. Each child in turn tries, until some one succeeds in forming the right phonogram.

Pronounce distinctly words containing known phonograms. The pupils are to tell the sounds they recognize.

Sight Words: what, child's name.

Present the following sentences :

What is this?	See, baby. See me jump.
This is baby.	We run. We jump.
What is baby's name?	We like to play.
Baby's name is —.	Come, baby.
What may baby see?	Run to brother.
Baby may see me.	We like to see baby run.
Baby likes to play.	She likes to jump.
What may she play?	She likes to play.
She may jump.	She likes to see me run.
She may run.	She likes to see me jump.

The sentences in the first column may be read as a dialogue by two children; or one child may ask the questions and the class may answer in concert. Again, the child who asks the questions may choose different children to answer them. He should name the child who is to answer, as he asks the question; as, "What is baby's name, Alice?" "What may she play, John?" This exercise helps in obtaining ease of expression.

Second Day

Phonogram : p

Blend: sp, pr, pl, ap, op, amp, omp, eep.

GAME DRILLS

Include all new phonograms in the games. Play No. 5 and No. 6, see page 31. The cards may be placed on the desks for inspection as the teacher calls for them.

Sight Words: little, girl.

Present :

a little brother.	I see little baby, May.
a little sister.	Run to sister, little May.
a little baby.	Run to brother, little baby.
Come, little sister.	Baby likes to see the girls play.
Run, little baby.	Baby likes to see the boys jump.

SOMETHING TO DO

Come, little girls.	Jump, boys.
Come, little boys.	Jump, girls.
Run to me, girls.	Run off, boys.

Third Day

Phonogram : g

Blend: gr, gl, ag, og.

GAME DRILLS

Play games in which the Phonic Charts are used.

Key Words: you, find. *Blend:* your, mind, grind.

Present : —

I see you, —.	Is this your brother?
I see you run.	Is this your sister?
I see you jump.	Is this your little sister?
I see you, May.	Your brother runs.
I see you jump.	Your sister runs.
I see you run.	Your baby sister likes to play.

Fourth Day

Phonogram : i

Blend: im, in, is, it, itch, ich, iff, ift, ill, ilt, inch, int, ish, iss, ist. Give rapid drill from Phonic Charts Nos. 1 and 2 upon these families. When *b, d, p, c, k* are known, the short *i* families containing these phonograms will be included in this drill from the Charts.

GAME DRILLS

Include the short *i* families in all games.

Sight Word: Rose.

Present :

What girl is this?	Is your sister Rose little?
This is Rose.	Is Rose a little girl?
What is your name?	I like Rose.
My name is Rose.	I like roses.
Is Rose your sister?	See this rose, May.
Rose is my little sister.	See this little rose.

Fifth Day

Phonograms : c, k, q

Blend: cl, cr, sc, sk, ack, ick, ock, ilk, eek.

GAME DRILLS

Review by presenting cards in rapid succession, all simple and blended phonograms and sight words.

Sight Word: have.

Present :

What have you?
I have a rose.
I have a little sister.

I have a brother ———.
 I have a baby sister.
 Have you a brother?

Have you a little



Have you a little



SECOND WEEK

Sixth Day

BLENDING OF INITIAL CONSONANT

Develop the blend between the initial and the family name as follows: —

Overlap two letter squares to form

a	t
---	---

 and present for sight recognition, holding the overlapped cards in the left hand. With the right hand, present the letter square

r

, saying, "This is the name of a little animal that runs around after dark, *r-at, r-at, rat*. All sound *rat* as I show the cards." Make rapid changes of the initial letter squares: "This word will tell us what all boys and girls should be. Sound, *f-at, f-at, fat*." "This is what the cat sleeps on. Sound, *m-at, m-at, mat*." "This is what we wear on our heads. Sound, *h-at, h-at, hat*," etc.

Form other family names with overlapped letter squares. With these, present initials in rapid succession; keep and increase the interest by comments on the words as the children sound; as, "This is what we have for breakfast, *h-ash, h-ash, hash*." "This is what mother does to potatoes, *m-ash, m-ash,*

mash.” “This is what we hear when dishes fall, *cr-ash, cr-ash, crash,*” etc.

Repeat each drill rapidly several times, bringing the cards nearer together at each sounding till the union of sound produces the word. Drill till the blend is complete as the cards are overlapped.

Seventh Day

Write words on the board, saying: “Sound these words. I will make a picture of what each word says after you sound it.”

Children sound: Teacher draws with simple outlines:

m-at mat



r -at rat



h -at hat



c -at cat



s -at sat



Require each child to sound one of these illustrated words before passing to his seat. Those who have gained perception of the blend will do this with little difficulty, as the picture helps in getting the word.

Write family names upon the blackboard: *an, at, ash, op,*

eet, ilk. By means of the letter squares, present a succession of initials to be used with them as in the previous exercises, or prefix the same initial to each family name; as,

man, mat, mash, mop, meet, milk.

Write words arranged in families on the blackboard; as,—

rat	man	mash
fat	plan	trash
mat	ran	flash

Sound the words in columns, covering and uncovering the parts of each word as they are sounded.

Sight Word: yes.

Use *phonic words* can, cat, ran, from, milk, in sentences upon the blackboard with review sight words:

Is this your cat? Yes.	She ran from my brother.
Can your cat run?	My cat likes me.
Yes, my cat ran off.	She likes milk.

Eighth Day

Write twenty-five or thirty words from list No. 1, page 61, in columns upon the blackboard, and sound. Make as many columns as there are family names represented in the words selected. Insist on accurate enunciation. Work for instant recognition of phonograms and comprehension of the blend between the initial and the family name. Use both concert and individual drill.

GAME DRILLS

Pupils close their eyes while the teacher touches a word in one of the columns. When eyes are opened, each child in turn tries to guess the word touched. First child touches *fat*, say-

ing, "Is it *f-at*, fat?" Second child touches *mash*, saying, "Is it *m-ash*, mash?" If no one guesses the right word, the teacher tells. Work rapidly.

Sight Words: pretty, leaves.

Use *phonic words* can, toss, not, catch, in sentences with review sight words :

Come, play toss.

I like to play toss.

Play toss.

Toss to me.

Can you catch?

Toss to May.

I can catch.

May cannot catch.

See me toss to you.

She can run.

Ninth Day

Write words from list No. 2, page 61, in columns upon the blackboard, and drill as on the previous day.

Drop separate drill upon blended phonograms when they can be blended with facility, in favor of drill where the initial is blended with the family name. Extensive, isolated drill upon the initial combinations leads to error in enunciation, *bl* becomes *bŭl*, *cr* becomes *cŭr*, etc.

The child should not be allowed to sound the letters of a word separately. They should be grouped as in the drill. Sound :

1. The initial combination uttered as nearly as possible with one impulse of the voice. It is not made emphatic or prolonged.

2. The family name.

3. The word pronounced.

Ex. — 1 tr 2 ack 3 track

A slight pause should be made between 1 and 2.

Reverse this method of sounding by first presenting the

family name to be sounded, then present the initial. This is to be blended at once with the family name to form the word.

Ex. — 1 ack 2 track

Both methods should be used.

In sounding longer words, a slight pause will naturally be made between the syllables.

Ex. — 1 un 2 der 3 stand 4 ing 5 understanding

By the second method :

1 ing 2 anding 3 erstanding 4 understanding

Sight Words : with, old.

Use *phonic words* frog, log, green, old, swim, in sentences with review sight, words :

Can you swim, — ?	Yes, it is an old green frog.
Yes, I can swim.	See it swim off.
I can swim to that old log.	You can swim, old frog.
Can you see what is on the log?	We like to see you swim.

Tenth Day

Drill from the Phonic Charts Nos. 1 and 2, blending initials with known family names; as, rat, mat, fat; clatch, match, snatch; cost, lost, frost. Avoid, during this month, the use of *c* and *g* before *i*, of *w* before *a*, and of all other combinations that do not take the short vowel sound.

Ex.— son, put.

Do not restrict the chart drill to words only. Word forms (see page 17) provide valuable vocal drill, and they should be sounded as they are formed in the drill.

Ex. fap fip fop
man min mon

With the exceptions mentioned above, blend any known initial with any known family name.

Sight Word: ball.

Use *phonic words* spin, top, Tom, still, in sentences with review sight words:

I have a green top.	Spin tops with me.
Have you a top, Tom?	Can your top spin?
Yes, I have an old top.	My top can spin, spin, spin.
Is your top green, Tom?	Come on, boys, spin tops with me.

THIRD WEEK

Eleventh Day

HOW TO DRILL FROM THE CHARTS

Drill from the Phonic Charts Nos. 1 and 2: Use each line in turn of known phonograms across the Charts. Use all known initials in the drill. Blend a different initial with each line.

Ex.

<input type="text"/> t	am	<input type="text"/> t	im	<input type="text"/> t	om
<input type="text"/> s	ap	<input type="text"/> s	ip	<input type="text"/> s	op
<input type="text"/> c	an	<input type="text"/> c	in	<input type="text"/> c	on

The drill will not be helpful unless the enunciation is clear-cut, accurate. The teacher should hear distinctly the last sound of each phonogram. The drill should be given as rapidly as possible. Eyes, ears, and vocal organs should all help in making it effective. Children delight in the rhythm and jingle of a brisk, animated drill.

Sight Word: for.

Use *phonic words* Sam, catch, not, tag, can, ran, in sentences with review sight words.

Twelfth Day

Phonogram : h

Continue drill from Phonic Charts. Include *h* with the initials used in the drill.

Sight Word : Kitty.

Use *phonic words* sleep, milk, pan, lap, sits, soft, in sentences with review sight words.

Thirteenth Day

Phonogram : d

Blend : dr, dw, and, ond, eed, ad, od, id.

Continue Chart drill. Include the new phonograms with the initials and families used in the drill.

Sight Word : where.

Use *phonic words* dog, Dash, has, stick, swim, in sentences with review sight words.

Fourteenth Day

Key Word : my.

Blend by placing initial letter squares before the last *y* in the last column on Phonic Chart No. 3 to form cry, dry, fry, sly, try, my, shy, fly, ply, pry, sky, spy, sty.

Continue drill from the Phonic Charts.

Read sentences that contain phonic words and known sight words.

Fifteenth Day

Phonogram : b

Blend : bl, br, ab, ob, ib.

Continue drill from the Phonic Charts. Include the new families with the initials and families used in the drill.

To overcome the confusion between both sound and form of *b* and *d* that often exists in the pupil's mind, place the letter squares containing these sounds back to back. Hold them in place with a rubber band. Drill upon them alternate'y.

Ex.

b	an
d	an

b	in
d	in

b	on
d	on

If needed, drill in a similar way with *c* and *g*, *m* and *n*, etc.

FOURTH WEEK

Phonogram : j

Blend with known families on the Charts.

Give daily drill from the Phonic Charts.

Readiness in reading depends upon thoroughness of drill.

Sight Word: oh. *Key Word*: go.

Blend by covering the first letter of the phonogram *oo* on Equivalent Chart *o* with successive initials to form *go*, *ho*, *lo*, *no*, *so*, *to*, *do*.

VOCABULARY

The reading vocabulary at the end of the second month includes the sight words for the first and second months, the names of children in the class, and phonic words selected from the following list. The listed words include *all* the phonic words possible for the child to sound. Many of them are not childlike words and should not be used in sentences. These serve simply for vocal drill. The teacher should select suitable words for use in sentences. She should see that these sentences contain only known sight and phonic words. They should present no problem that the child cannot solve. Give the class opportunity to study and read each sentence aloud before writing another. Assist by having the sight words pronounced by

different children, and by having all phonic words not readily recognized, sounded as in the phonic drill. Question to obtain the thought. Make a clear distinction between the ability to pronounce words and the gathering of thought from the sentence. True reading is thought getting and thought expressing. When possible, arrange the sentences in dialogue form. Let the pupils ask and answer the questions asked. Let them dramatize the thought by doing the action suggested.

(1) PHONIC VOCABULARY formed of the Initials and Families of First Month :

as, an, at, am, off, on.

fat, mat, Nat, rat, sat, chat, slat, flat.

lash, mash, rash, sash, flash, slash, smash, trash.

fan, man, Nan, ran, tan.

ram, Sam, slam, sham.

latch, match, snatch.

loss, moss, toss, Ross, floss.

lot, not, rot, tot, shot, slot.

Moll, Tom, from, loft, lost, frost.

(2) PHONIC VOCABULARY formed of the Initials of the Second Month and Families of First Month :

cat, bat, hat, pat, brat, scat, spat.

cash, dash, gash, hash, clash, crash, plash.

can, Dan, pan, clan, plan, bran, scan, span.

ham, jam, tram, clam, dram.

catch, batch, hatch, patch, plant, brant, scant.

cot, dot, got, hot, jot, pot, blot, clot, plot, Scot, spot.

blotch, crotch, Scotch, doll, poll, gloss, cross, croft, scoff.

(3) PHONIC VOCABULARY formed of the Initials of the First Month and Families of Second Month :

if, in, is, it, ill, inch.

Mab, nab, Rab, tab, slab, stab.

fad, lad, mad, sad, shad.

fag, lag, Mag, nag, rag, sag, tag, wag, flag, slag.
snag, stag, swag.

lap, map, rap, sap, tap, chap, flap, slap, snap, trap.
lack, rack, sack, tack, shack, slack, smack, snack.
stack, track, land, sand.

lamp, samp, champ, stamp, tramp.

fob, mob, nob, rob, sob, slob, snob.

nod, rod, sod, shod, trod.

fog, log, sog, tog, flog, frog.

fop, lop, mop, sop, top, chop, shop, slop, stop.

lock, mock, rock, sock, shock, flock, frock, smock, stock.

romp, fond, frond, font.

fib, nib, rib, lid, mid, rid, slid, fig, rig, wig, trig.

fin, sin, tin, win, chin, shin, twin.

lip, nip, rip, sip, tip, chip, ship, flip, slip, trip.

fit, lit, mit, sit, wit, chit, flit, slit, twit.

lick, nick, rick, tick, chick, flick, slick, stick, trick.

fill, mill, rill, sill, till, will, chill, frill, still, swill.

trill, twill, shrill, lynch, flinch, milk, silk, sniff, stiff.

milt, silt, tilt, wilt, stilts, rift, sift, shift, swift, shrift.

slim, rim, trim, swim, limp, shrimp, rich.

fitch, flitch, stitch, switch, twitch.

fish, wish, swish, mint, tint, flint, stint.

fist, mist, wist, twist, miss, Swiss.

mind, rind, wind.

feed, reed, need, seed, weed, freed, steed, treed, tweed.

seem, teem, leech, reef, feel, reel, steel.

reek, seek, week, cheek, leek, meek, sleek, weep, sheep.

feet, meet, sheet, fleet, sleet, sweet, tweet.

seen, ween, sheen, cheer, steer.

(4) PHONIC VOCABULARY formed of the Initials and Families of the Second Month :

cab, dab, gab, jab, blab, crab, drab, grab, scab.
 bad, cad, dad, gad, had, pad, clad, glad, brad.
 bag, gag, hag, jag, brag, crag, drag.
 cap, gap, hap, pap, clap.
 back, hack, Jack, pack, black, crack.
 camp, damp, clamp, cramp, scamp.
 band, hand, bland, gland, brand, grand.
 bob, cob, gob, job, blob, bond, pond, blond.
 cod, God, hod, pod, clod, plod.
 bog, cog, dog, gog, hog, jog, clog.
 cop, hop, pop, crop, drop, prop, pomp.
 cock, dock, hock, pock, block, clock, crock.
 bid, jib, glib, erib, bid, did, hid, kid, skid.
 big, dig, gig, jig, pig, brig, bit, hit, kit, pit, grit, spit.
 bin, din, kin, pin, grin, skin, spin, cliff, skiff.
 Dick, kick, pick, click, brick, erick, priek, gift, drift.
 bill, gill, hill, Jill, kill, drill, grill, skill, spill.
 gilt, hilt, jilt, spilt, ditch, hitch, pitch, dish.
 dim, him, Jim, glim, brim, grim, prim.
 dip, hip, Jip, pip, clip, drip, grip, skip, crimp, skimp.
 dint, hint, glint, hiss, kiss, bliss, hist.
 bind, hind, kind, blind, grind, pinch, clinch.
 beech, breech, speech.
 deed, heed, bleed, breed, creed, greed, speed.
 heel, keel, peel, creel, deem, beef, peek, Greek.
 been, keen, green, preen, keep, peep, creep.
 beer, deer, jeer, peer, beet, greet, see, tree.

(5) PHONIC VOCABULARY known by analysis of Key Words:

S-ee, tree, free, wee, bee, flee, glee. m-e, be, he, me, we, she.
 m-y, by, my, shy, fly, ply, sly, cry, dry, fry, pry, try, sky, spy,
 sty. g-o, do, ho, lo, no, so, to. you, your.

PHONIC FACTS FOR THIRD MONTH OR DIVISION

I. Simple phonograms. — ng, th, ě, ů.

II. Blended phonograms. —

Initials — ser, spl, spr, str, thr, thw.

Family names — ang, ank.

eb, ed, em, en, ep, et, eck, eff, eft, egg, ell, elk, elt.

emp, ench, end, ent, esh, esk, ess, est, etch, eth.

ild, ink, ing.

old, oll, olt, ong, onk, ost, oth.

ub, ud, ug, um, un, up, ut, uch, uck, uff, uft, ull, ulk.

ult, ump, unch, und, ung, unk, unt, ush, uss, ust, utch.

III. Dissyllables and compound words.

IV. Derivatives formed by adding the suffix *ing* to known words when such addition does not require a change in the primitive word.

V. Sight words. — they, give, live, says, said, many, one, two, read, hear, were, apple, up.

SUGGESTIVE NAMES AND GESTURES

th (*aspirate*) — The hissing goose sound, as in think, thill.

th (*sub-vocal*) — The sound of the mill wheel, as in then, that.

Rotate the arm.

wh (*aspirate*) — The blowing sound, (pronounce *hw*) as in what, where.

Raise the finger to represent a dandelion head, the seeds to be scattered by the breath. (*W* has tone, but loses it in combination with *h*.)

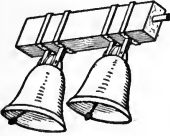

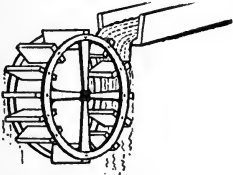



e — The listening sound, as in met, men. Hold the hand to the ear as in the act of listening.

u — The grunt sound, as in nut, hunt.

ng, nk — Sounds of ringing bells, as in ring, sing, rink, rank.

Make *n* nasal by sending the tone through the nose. Touch the nose when giving the sound. Though neither the hard nor the soft sound of *g* is heard in *ng*, do not mark it silent. Teach that both letters represent the sound of *n* in this phonogram.

PICTURE CHARTS

<p><i>ng</i></p>  <p>ng</p>	<p><i>wh</i></p>  <p>wh</p>
<p><i>th</i></p>  <p>th</p>	<p><i>e E</i></p>  <p>e E</p>
<p><i>th</i></p>  <p>th</p>	<p><i>u U</i></p>  <p>u U</p>

SEAT WORK

- (1) Continue seat work for first and second months.
- (2) Prepare a name card for each child by arranging and pasting cardboard printed letters in a row upon strips of manila card two inches wide. Give each child his name card and a box of letters. He is to match the letters and make the name upon his desk a given number of times.
- (3) Silent reading from Book One.

SPELLING

Exercise 2. Written Spelling, page 106.

READING

If sight words are not readily recognized by the child, assist him, but insist that he help himself in the recognition of all phonic words. Cultivate a sprightly manner. Drawling and monotone are apt to become chronic if tolerated. Quick, wide-awake work on the part of the teacher insures the attention of the class.

Read in Book One, Reading for Second Month. Begin Reading for Third Month, pages 43-69.

SUPPLEMENTARY READING

With many classes, supplementary reading may be begun in this month. Select the reader that presents the fewest phonic problems, *i. e.* the fewest words not included in the phonic scheme either as sight or phonic words. In the supplementary reading, as in the regular reading, the child should be required to help himself. He should make use of all the phonic power he possesses in sounding words in whole or in part, but he should not be allowed to puzzle for an instant over a phonic problem that he has no means of solving. Neither should the teacher stop to teach such facts to the pupil before he tries the supplementary reading. In time, they will all be included in the phonic scheme, and they may be left until they appear in the drill. The teacher should be ready to assist by telling the child these words or phonograms as he comes to them in the sentence.

When two or three pages have been read in the supplementary reader, the book should be laid aside, and a like amount of reading should be done in another reader. This in turn should be laid aside in favor of a third book. In this way four or five

supplementary readers may be begun. They should be read in rotation. It will be seen that this method provides a large amount of very evenly graded reading matter. In order that the supplementary reading may always be a little easier than the regular reading, the phonic drill, and reading in the basal reading books, should be kept well in advance of this work. The power that has been acquired through the steady progression of the phonic drill asserts itself after the first few months. From that time on, the child who has comprehended the drill reads easily ten pages a day. This calls for a large number of supplementary readers. Classes read easily from ten to twelve primers and first readers in the first year. Many classes read more than this. In the second year, they are fluent readers of books or stories suited to their comprehension.

When Interest Lags. — If at any time the interest in a supplementary reader lags, take it as a sign that the lessons are becoming too difficult — the child is meeting too many phonic problems that he is unable to solve. Lay the book aside for a time and begin a new reader in its place.

If at any time interest in the regular reader lags, look to the phonic drill. Is it given daily? Is it brisk, accurate? Is it conducted with interest and animation on the part of the teacher, and is enough of the game element present to secure the active attention of the pupils? Are all facts kept in constant review? Is too much dependence placed upon concert drills?

EXCEPTIONS

Exceptions to phonic rules should be included in the daily drill from the Charts. They help to make a very attractive exercise. Through the drill, the form and pronunciation of these words are fixed so thoroughly that they give the child as little trouble in his reading and spelling as they do in his speech. They are recognized on the Phonic Charts when the

initial consonant requiring the peculiar sound is placed, but they are presented at first as sight words.

It is not advisable to make an exhaustive study of exceptions at this time. Present, and include in the drill, only those that the child will meet in reading, and that he may wish to use in original sentence work because they are in his spoken vocabulary. The following list includes most of the monosyllabic exceptions that will be needed in the first year and that do not appear under the development of a phonic rule:

put	post	bull	most
push	puss	bush	move
pint	pull	full	roll

Give the Chart drill up or down the column that contains the exception, or skip about the Chart, forming the exception when the pupils least expect it. They are to sound as the letter square is placed, as pat, pen, pick, pop, pump, pill, put. Vary the exercise by using different initials with one family name, as mint, hint, flint, print, pint.

These exercises may have all the interest and excitement of a game in which the teacher tries to catch all who are not watchful. A variation in the name or course of the game is all that is needed to keep it fresh and thrilling if it is played with animation on the part of the teacher. She may say that she is going fishing (a fish being a child who does not recognize an exception). She may keep score on the board of the number of times she hears the right sound given, etc. Such exercises sharpen eyes and ears. They make the pupil alert and prompt in giving the sounds of phonograms.

The families *ind*, *old*, *ild*, *olt*, are exceptions. They are first

represented by sight words, as find, old, etc. The sight words should be used as key words. Drill should be given by placing successive initial letter squares before these phonograms on the Charts, as old, fold, mold, sold, told, etc. They should also be included in the drill on exceptions.

Both the long and short sounds of the vowel are associated with *ost* and *oll*. Teach this fact when words taking the *long* sound of the vowel are found in the reading matter, and drill from the Charts.

FIRST WEEK

Phonograms: ě, nk, ng

Blend upon the Phonic Charts: eb, ed, em, en, ep, et, eek.

eff, eft, egg, ell, elk, elt, emp, ench, end, ent, esh, esk, ess.

est, etch, eth.

ank, ink, onk.

ang, ing, ong.

Words illustrating these family names are included in the Word List. See Index, pages 199–200, for section numbers for ě. See the following Sections in the Word List: ang, 113; ank, 97; ing, 115; ink, 98; ong, 117; onk, 99.

Exceptions: ind, ild, old.

Blend upon the Phonic Charts:

bind	mind	grind	old	gold	told
find	rind	mild	bold	hold	scold
hind	wind	child	cold	mold	
kind	blind	wild	fold	sold	

Include all new phonograms in the daily drill from the Phonic Charts. Keep all facts in constant review.

Affix the letter square ing to known words capable of taking it; as, seeing, going, playing; also to families upon the

Phonic Charts. At this time this suffix is to be used only with families ending in two consonants.

Sound: (*word*) 1 p, 2 ack, 3 ing, 4 packing.

(*family*) 1 ack, 2 ing, 3 acking.

Sight Words: many, they, hear, read, live.

SECOND WEEK

Phonograms: ũ, th.

Blend upon the Phonic Charts: ub, ud, ug, um, un, up, ut, uch, uck, uff, uft, ull, ulk, ult, ump, unch, und, ung.

unk, unt, ush, uss, ust, utch.

eth, ith, oth, uth, thw, thr.

Words illustrating these family names are included in the Word List. See Index, page 201, for section numbers for ũ. See Sections: 165, eth; 188, ith; 192, oth.

Exceptions: olt, oll, ost.

Blend upon Phonic Charts:

bolt	jolt	Poll	roll	cost	most
colt	molt	doll	droll	lost	post
dolt		moll	troll	frost	

Include all new phonograms in the daily Chart drill.

The sounds should be given softly but distinctly in the phonic drill. A harsh, explosive utterance destroys the purity of sound, encourages false enunciation, and renders it difficult to blend one sound with another.

The drill may be upon one vowel by proceeding in columns.

Ex. slab, slad, slam, slap, slan, slat, slag.

Upon the five vowels across the chart.

Ex. [s]am, [s]em, [s]im, [s]om, [s]um.

Or, [b]lank, [b]lend, [b]lind, [b]lock, [b]lush.

In these exercises, one initial is prefixed successively to different family names. In another exercise, the family name is the permanent part and the initial is changed.

Ex. [c]ap, [g]ap, [l]ap, [m]ap, [n]ap, [r]ap, [t]rap.

Fill a section of the blackboard with words illustrating the new phonic facts and drill. Change the words often, that many families may be included. Keep words containing the different sounds of *th* in separate columns.

Ex. thick this
 thin that
 think them

Sight Words: says, said, one, two.

Word Exceptions: put, push, bush.

THIRD WEEK

Phonogram: wh.

Blend: Include *wh* among the initials used in the daily drill. Place the letter squares *w* and *wh* back to back. Keep them in place by a rubber band. Drill from the Phonic Charts:

1 et, 2 [w]et 3 et 4 [wh]et

1 en, 2 [w]en 3 en 4 [wh]en

Compound Words and Dissyllables.

Combine short words to form compound words.

Ex. — can-not, rag-bag, him-self, sun-set, tin-cup, rob-in.

Require the initial in the second word to be sounded with the family name.

Ex. — 1 c, 2 an, 3 not, 4 cannot.

Combine, in like manner, word forms and family names to form dissyllables. Ex.—

flannel	bantam	mastiff
animal	canteen	pocket

Sound : 1 fl, 2 an, 3 nel, 4 flannel.
1 an, 2 im, 3 al, 4 animal.

If a tendency to guess at the pronunciation of a word is shown, reverse the order of sounding.

Ex. 1 el, 2 annel, 3 flannel.
1 al, 2 imal, 3 animal.

Write these words in columns on the blackboard for drill. Rearrange them often and require individual work in sounding.

FOURTH WEEK

Keep all facts in constant review in the daily phonic drill.

REST EXERCISES

The pupils should recognize the words of their spoken vocabulary as they are formed upon the Charts. For example, in the drill *slab, slad, slam, slap, slan, slat, slag*, pupils should name the words they know; *slam, slap, slat* will be recognized by most children, a few will know *slab*, not many will know *slag*. No attempt should be made at this time to teach the unknown words. The exercise is given in order to make the association between the spoken and the written word. It is not given to add to the vocabulary, although in time the vocabulary is increased in this way.

Word exceptions : pint, puss.

PHONIC FACTS FOR FOURTH MONTH OR DIVISION

I. Simple phonograms. — \ddot{oo} , \bar{oo} , ow, ou, x.

II. Blended phonograms. —

Family names. — ax, ex, ix, ox.

aff, aft, ance, anch, ant, ask, asp, ass.

ood, ook, oot.

ooch, ood, oof, ool, oom, oon, oop, oor, oost, oot, ooth.

ow, owl, own.

oud, ound, our, out.

III. Short Italian *a*.

IV. Suffix *ed* where a syllable is added and no change is made in the primitive word.

V. Names of the vowels.

VI. Effect of final *e* upon the next preceding vowel, separated by a single consonant.

VII. Sight words. — papa, mamma, write, school, shine, eyes, there, was, saw, work, four, horse, shoe, watch.

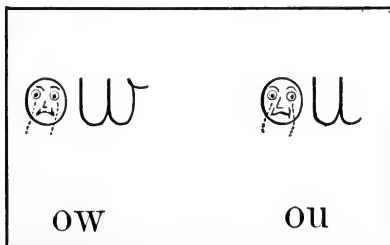
Key word: May.

SUGGESTIVE NAMES

ow, ou. — The hurt or crying sound, as in cow, pout.

oo. — Twin sounds, as in book, moon.

PICTURE CHART



SEAT WORK

(1) Extend the name cards used in seat work last month to include the name of school, town, state, names of teachers, of streets in vicinity of school, etc. Give variety to the problem by having script on some of the cards.

(2) Write words having a common phonic basis in a column. Pupils build these words upon the desk with letters.

(3) Use Word Drill Cards (see page 14) for silent study.

(4) Pupils should read silently from supplementary readers.

SPELLING

Exercise 3. Written Spelling, page 106.

READING

Finish the lessons in Book One, under Reading for Third Month and begin Reading for Fourth Month, pages 70-78. Continue supplementary reading.

Make the ear, eye, and voice training obtained in the phonic drill an aid to reading. Allow no hesitancy or guessing over a word. If it is not recognized at once, have it sounded as in the phonic drill. Assist, if necessary, by writing the word on the board, underscoring, or covering and uncovering the parts, as they are given.

Words selected from advanced reading should be arranged in families upon the blackboard and sounded as in the Chart drill. The new words in a lesson found grouped at the top of the page in the reader under the heading "Blending Drills" should be sounded from the book as in the Chart drill. Do not attempt to sound the sight words unless they contain phonograms known to the class. When this is so, make use of all the power it possesses to sound these words.

Insist on clearness of tone in both reading and drill.

FIRST WEEK

Phonograms : δ , \bar{o} *Blend* : ood, ook, oot.

ooch, ood, oof, ool, oom, oon, oop, oor, oost, oot, ooth.

Words illustrating these family names are included in the Word List. See Index for section numbers, page 201.

Short *oo* is found before *k* and after *w*; also in hood, good, stood, wood, foot, soot. Otherwise *oo* has its long sound.Drill by blending successive initials with *ook* and *oom* on Phonic Chart No. 2.

- | | |
|--|---|
| Ex. 1. book | 2. boom |
| 3. look | 4. loom |
| 5. brook | 6. broom |

Also, write words from the Word List in columns upon the blackboard to be sounded. Particular attention should be paid to words containing long *oo*. Broom, room, soon, roof are often mispronounced.*E* in the ending *ed*, after *t* or *d*, is vocal. Affix the letter square ending *ed* to words on the board or families on the Phonic Charts ending in two consonants, the final consonant being *t* or *d*; also to families ending in *oot* or *out*. Sound :

olded	isted	unted	ooted	outed
-------	-------	-------	-------	-------

Ing is also to be affixed to families containing *oo* or *ou*.Ex. — ooking oosting outing owlingWords illustrating *ed* after *t* or *d* are included in the Word List. See Section 351.*Sight Words* papa, mamma, write, school, shine.

SECOND WEEK

Phonograms : ow, ou, ã

Blend : owl, own.

oud, ound, our, out.

aff, aft, ance, anch, ant, ask, asp, ass.

Words illustrating these family names are included in the Word List. See Index for section numbers: page 199, ã; Section, 231 ow; Section, 233 ou.

The consonant combinations, *ff*, *ft*, *ss*, *st*, *sk*, *sp* (occasionally *nee* and *nt*), requiring short Italian *a*, are not easily distinguished by a child from those requiring short *a*. The teacher should give the correct vowel sound as the phonograms are presented. The pupils will get it by imitation. The habit of correct pronunciation will be secured by watchfulness on the teacher's part as the words occur in the reading and drill. Drill by blending successive initials with the first seven family names in the first column on Phonic Chart No. 2.

Drill upon *ow* and *ou* by blending initial combinations with *ow*, *out*, *oud*, *ound* on Phonic Chart No. 2. Avoid forming words with *ow* that take the sound of long *o*; as *blow*, *show*, *crow*, etc.

Sight Words : work, was, saw, eyes, there.

THIRD WEEK

Phonograms : ā, ē, ī, ō, ū.

Impress by frequent reviews the fact that

a	says	ă	,	its	name	is	ā
e	"	ě	,	"	"	"	ē
i	"	ĩ	,	"	"	"	ī
o	"	ŏ	,	"	"	"	ō
u	"	ũ	,	"	"	"	ū

Final *e* makes a preceding vowel separated by a single consonant tell its name; as, cake, here, mile, tube. It also affects *a* followed by *st*; as, paste, waste. Knowledge of this effect of final *e* will give power to sound such words as core, fire, pure, etc., although the child, at this time, is not familiar with the sound of *or*, *ir*, and *ur*. Final *e* is silent except when there is no other vowel present in a word; as, me, be, she.

SUGGESTIONS FOR TEACHING THE EFFECT OF FINAL E UPON A PRECEDING VOWEL

The teacher writes the vowels in a column upon the board. As she writes, she obtains the sound of each letter from the class. Over the columns, she writes the sight word *says*. Referring to *a*, she says: "This letter says *ă*; its name is *ā*." She refers to each vowel in turn, telling what it says and giving its name. Of the names, as she tells them, she forms a second column to the right of the first. Over this she places the sight word *name*. She tests the class thoroughly, asking of each letter: "What does this letter say? What is its name?" This exercise forms a part of several recitations. When the pupils are sure on this point, the teacher brings out, by questioning, the fact that little children obey not only father and mother but also their older brothers and sisters. Pointing to *e* in the column of names, she says: "We will call this letter a big brother letter. These (referring to the vowels in the first column) mind him. He likes to hear them tell their names and that is what they do when he is near. What (writing *at*) does this say? This (showing ending letter-square *e*) is the big brother letter. When I place it after *at* (forming *at*

e

) *a* must tell its name because *e* makes it do so. Sound: 1, *at*; 2, *at*

e

. We cannot hear *e* speak (final *e* is silent)." The teacher writes *it*, *ot*, *ut*. In each case,

after the phonogram has been sounded, she shows the effect of final *e* upon the vowel by affixing *e* and requiring a second sounding. Many other phonograms are written and sounded in the same way.

Drill from the Phonic Charts.

The class should give the short vowel sound as the teacher indicates the family, and the long vowel sound as she places the ending; as, 1, ab; 2, ab^e. Proceed in columns,

ab	ab ^e	eb	eb ^e	ib	ib ^e	ob	ob ^e	ub	ub ^e
ad	ad ^e	ed	eed	id	ide	od	ode	ud	ude
am	am ^e	em	eem	im	ime	om	ome	um	ume
ap	ape	ep	eep	ip	ipe	op	ope	up	upe
an	ane	en	een	in	ine	on	one	un	une
at	ate	et	eet	it	ite	ot	ote	ut	ute

or across the chart, taking each vowel in turn.

(a) Avoid at this time the use of *e* after *g*; as ag^e.

(b) One is pronounced *wun* unless the initial is present, as in cone, drone, stone.

(c) In many short *e* families, *e* is prefixed instead of affixed and the digraph *ee* is formed.

Sight Word: four.

Word exception: one.

FOURTH WEEK

Phonogram: x

Blend ax, ex, ix, ox, ux.

Words illustrating these family names are included in the Word List. See Sections 323, 325, 326, 327.

In monosyllables *x* is an equivalent of *cks* or *ks*. Drill from the Phonic Charts and give contrasted words for sounding.

Ex. — tacks picks backs locks
 tax six box fox

Drill from the blackboard on the effect of final *e* :

Write a short vowel and a long vowel family upon the board, thus: —

 an ane

and form words by prefixing letter squares to each family, as, —

c	an	c	ane
m	an	m	ane
p	an	p	ane

Use the five vowels and many different families in this drill.

Arrange words on the blackboard to illustrate the change to the long vowel sound :

cap	pin	Tom	mad	cub
cape	pine	home	made	cube

Words illustrating the effect of final *e* are included in the Word List. See Index for section numbers: page 199, *ā*; page 200, *ē*; page 200, *ī*; page 201, *ō*; page 201, *ū*.

Sight Words: horse, shoe, watch.

PHONIC FACTS FOR FIFTH MONTH OR DIVISION

I. Simple phonograms. — v, oi, oy.

II. Blended phonograms. —

Endings — by, dy, ly, my, ny, py, ry, sy, ty, zy, y.
ble, dle, fle, gle, ple, zle, tle.

Family names — ar, are, av, ave, arb, arch, ard, arf, ark, arl,
arm, arn, arp, arse, arsh, art, arve.
er, ere, ev, eve, erb, erd, erk, erm, ern, erse, ert, erve.
ir, ire, iv, ive, ird, irk, irl, irp, irst, irt.
or, ore, orch, ord, ork, orm, orn, orp, orse, ort.
ur, ure, urd, url, urn, urse, urt, urve.
oy, oil, oin, oint, oise, oist.

III. Two sounds of *y* not initial; *also* of *ie* final.

IV. Effect of double consonants upon a preceding vowel.

V. The digraph *ow*.

VI. Suffix *er*.

VII. *O* like short *u*.

VIII. Sight words. — all, walk, know, meadow, could, would, should, laugh, music, Santa Claus, Christmas, young, again.

SUGGESTIVE NAMES

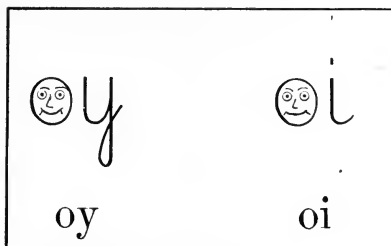
v. — The sound of the electric car or that made by flying insects, as in vest, voice.

oy, oi. — Two jolly or happy letters, as in joy, boil.

Show that in sounding *v* the lips and teeth are placed in position to form *f*; *v* has tone but *f* has none.

Require the pupils to move the lips when sounding *oy* and *oi*.

PICTURE CHART



SEAT WORK

1. Give much opportunity for silent reading in Book One and in supplementary reading.

2. Continue the exercises of previous months. Vary the work by having the pupils write the words and phonograms upon the blackboard.

3. Rule the back of a stout manila envelope into at least twenty-seven even spaces. Write, or paste in print, the letters of the alphabet in the spaces — one letter in each space. Place fifty-two small square cards containing four alphabets (use both sides of a card), two script and two print, in the envelope. Provide an envelope for each child engaged in seat work. In the twenty-seventh space write the number of the envelope, and number each small card to match. This will aid in replacing misplaced material. Each child is to arrange the letters of the alphabet upon the desk in order. At first he uses the back of the envelope as a guide, later he should place them from memory. An alphabet of mixed letter forms should not be accepted. For example, if the teacher calls for the small print, no other letter form should be used in placing the alphabet; if she calls for capital script, each letter should be in this form.

SPELLING

Exercises 3 and 4, Written Spelling, page 106.

READING

Finish the lessons in Book One under Reading for Fourth Month, and begin Reading for Fifth Month, pages 99-124. Continue supplementary reading.

FIRST WEEK

Phonograms : oy, oi, ōw.

Blend : oil, oin, oint, oise, oist.

own, owl, owth.

Words illustrating these family names are included in the Word List. See Section 239, oy; Section 240, oi; Section 232, ōw.

Drill by blending successive initials with oy, oil, oin upon Phonic Chart No. 2. Also write words upon the blackboard for sounding. Select these from the Word List.

The digraph *ow* has the sound of long *o*. Call words containing it *o* words, and refer to them by this name when the child hesitates as to which sound of *ow* is required. The use of the word in the sentence will often guide him to the correct pronunciation. As the words occur in the reading or conversational lessons, place them on the board and give daily drill. Contrast this list with one containing the diphthong *ow*.

Ex. —	crow	brown
	blow	town
	snow	crown

Keep all facts in constant review by a brisk, daily drill from the Phonic Charts.

Sight Words : all, walk, know, meadow.

SECOND WEEK

Phonograms : ar, er, ir, or, ur, v.

Blend: ar, are, arb, arch, ard, arf, ark, arl, arm, arn, arp, arse, arsh, art, arve.

er, erb, erd, erk, erm, ern, erse, ert, erve.

ir, ird, irk, irl, irp, irst, irt.

or, orch, ord, ork, orm, orn, orp, orse, ort.

ur, urd, url, urn, urse, urt, urve.

Words illustrating these family names are included in the Word List. See Index for section numbers, page 199.

A in *ar* is long Italian; as, arm. This sound of *a* is also heard in alm, alf, alve. (*L* in these phonograms is silent.) The sound of long Italian *a* is also given to *au* followed by *n*; as, aunt. Do not require the child to learn these facts. Give him the correct pronunciation when he uses the words.

Er and *ir* are identical in sound, differing somewhat in careful speech from *ur*. Blend the ending *er* with families ending in two consonants or containing two vowels.

Or is like *ar* in *warm*.

Teach these vowel sounds, except *a* in *ar*, not as new sounds, but as the familiar short vowel, modified by *r* and not to be separated from it.

Drill by blending successive initials with these phonograms on Phonic Chart No. 3. Also by sounding words gathered from readers or from the Word List.

Final *e* does not affect the sound of *a* in *ar*; as, ar^e.

Placing the initial develops circumflex *a*; as, ^acare. This modification of sound arises from the influence of *r* following, rendering its teaching as a new sound unnecessary. Final *e* changes *e* in *er* to circumflex *e* (identical with *a* in *care*); as, ^aere. Different initials require varying sounds to be given to *ere*.

W requires the true sound of *er*; as, were. *Wh* and *th* require circumflex *e*; as, where, there. Other initials require long *e*; as, here, mere. Drill from the charts, making use of initial and ending letter squares in building the words; as, 1, er; 2, er ; 3, where; 4, there; 5, were; 6, here.

Sight Words: could, would, should..

THIRD WEEK

Phonograms: \bar{y} , \check{y} , \bar{ie} , \check{ie}

Words illustrating these phonograms are included in the Word List. See Sections 365, \bar{y} ; 366, \check{y} ; 364, \bar{ie} ; 363, \check{ie} .

In monosyllables, *y* final has the sound of long \bar{i} .

Ex. — cry, dry, by, my. Exceptions are found when *y* forms a diphthong or digraph with a preceding vowel; as, boy, they, say.

In many words of more than one syllable, *y* final has the sound of short \check{i} ; as, funny, lady, happy. Present these facts as follows: *y* at the end of a short word says \bar{i} ; at the end of a long word it says \check{i} .

Y final in a long word is usually sounded with the preceding consonant, as shown in the column of endings on Phonic Chart No. 3. The pronunciation is short and crisp—*bī*, *rī*, *tī*, etc. Avoid at this time the use of the endings *cy* and *gy*. Drill upon the endings from the chart and add them to known words or word forms capable of taking them. Write words illustrating the two sounds of *y* final in columns.

Ex. — cry	funny
dry	Henry
fly	happy

Require the class to note the length of word and the sound of *y* in each column.

In short words, *i* in *ie* final is long ; as, pie, die.

In long words, *i* in *ie* final is short ; as, Nettie, Jamie. Illustrate on the blackboard by words in columns as above.

Sight words : laugh, music, young.

FOURTH WEEK

Phonogram: *o*

Words illustrating this sound of *o* are included in the Word List. See Index for section numbers, page 199.

O often has the sound of short *u* before *m*, *n*, or *v*; as, come, won, love. In some words, *o* in *on* and *or* final has this sound, or it is made so slight that it is scarcely heard ; as, wagon, color.

Many of these words may be included in the drill on exceptions from the Phonic Charts:

st	ove	cl	ove	cl	oth	br	oth
gr	ove	gl	ove	fr	oth	broth	er
love	dove	moth	mother				

Double consonants make the preceding vowel short.

Exceptions: *a* before *ss* and *ff* has the short Italian sound ; as, class, staff ; before *ll*, in the same syllable, it is broad, as in all. *O* followed by *ll* is long in some words ; as, roll. *U* followed by *ll* sometimes has the sound *ōō*, as in pull.

(a) Place a vowel letter square in conjunction with an ending containing a double consonant on Phonic Chart No. 3. The short sound of the vowel is to be given when the double consonant is seen. Sound 1, bble ; 2, abble. The long vowel is to be given as the letter square is shifted to hide one of the

double consonants: 3, able. Include all these endings and the five vowels in this drill. The drill should be rapid, clear-cut, accurate. The teacher should use the pointer to indicate the ending to be used; the pupils should sound as she places the vowel letter square before it. They should sound again as she shifts the square to cover or uncover the double consonant. Both individual and concert drill should be used.

To vary the drill, after a combination has been sounded, call for words in which it is heard. Ex. — *addle* will make the pupils think of paddle, saddle, straddle, etc.; *able* will make them think of table, stable, gable.

Sound words containing double consonants; as, running, pinning, popping, happy, cattle. Pupils should note the vowel sound before the double letter.

See Word List, Sections 354, 355, 356.

Arrange words for blackboard drill: —

pin	mat	hop	cut
pine	mate	hope	cute
pinning	matting	hopping	cutting

Sight Words: Santa Claus, Christmas.

PHONIC FACTS FOR SIXTH MONTH OR DIVISION

I. No new phonic facts are developed in this month. Review thoroughly all previous facts.

II. *Sight Words*: buy, who, guess, word, large, Mrs., caw, view, head, ears, once.

III. Teach the names of the consonants.

SEAT WORK

1. Continue silent reading.

Hectograph upon manila card words that the pupils can sound. Cut into single word cards. Give each child a large handful. Write short sentences upon the blackboard.

Ex. — (1) I can run.

(2) I like my baby sister.

(3) My cat likes to jump.

Pupils build these sentences on the desk with word cards.

This is an opportunity for original language work. For example, the child cannot find the word *sister* among the cards on his desk with which to complete the second sentence. The teacher suggests that another word could be used. The child selects *brother*. His sentence reads: I like my baby brother. Or, in building the third sentence he fails to find *likes* among his cards. When the teacher suggests using another word, he finds *tries*, and completes the sentence: My cat tries to jump.

Before the end of the year, the pupil will readily build original sentences without aid or suggestion from the teacher.

SPELLING

Exercises 3 and 4. Written Spelling, page 106.

Exercise 1. Chart Spelling, page 108.

READING

Finish Reading for Fifth Month, Book One, pages 99-124. Begin Reading for Sixth Month, Book Two, pages 1-24. Continue Supplementary Reading.

The pupils should learn to *group words* as they read, to show that they have gained and are able to express the thought of the sentence. They should also learn to *group sentences* in order to get and express the thought of the story. It is a good plan for the teacher to read a selection aloud before it is read by the class, in order that each child may think beyond the sentence and grasp the thought of the story as a whole. To accomplish this, the selection must be read by the teacher impressively with appreciation of the insight her reading is to give the pupils. They should be encouraged to talk about the story, to tell how they would act under the circumstances, and to express their opinion of the characters. Then when the selection is read as a class exercise, the interest that has been aroused will help in obtaining intelligent, thoughtful reading. Good expression is not difficult to obtain if the phonic problems of the page can be solved readily, if the reader enters actively into the spirit of the selection, and if he has been taught to express this as he reads. This does not mean that the teacher is to read every selection aloud before it is read by the class, or that the pupil is to imitate mechanically her manner of speaking the words. It does mean that she should make sure that he understands each story as a whole, and that he knows how to give expression to the emotions it arouses.

PHONIC FACTS FOR SEVENTH MONTH OR DIVISION

I. **Simple phonograms** : *y* initial ; *a* after *w* ; equivalents of *a*, *i*, *e*, *o* ; *c* and *g* before *e*, *i*, or *y*.

II. **Blended phonograms** : *ed* final after any consonant.

III. **Sight Words** : wolf, Alice, lambs, want, door, stalk, heart, through.

SEAT WORK

Continue work of Sixth Month.

Continue silent reading from supplementary primers.

SPELLING

Exercise 1. Blackboard Spelling, page 106.

Exercise 1. Chart Spelling, page 108.

READING

Finish reading for Sixth Month. Begin reading for Seventh Month. Continue supplementary reading.

FIRST WEEK

Phonograms : *y* initial ; *a* after *w*

See Word List, Section 367, for words illustrating *y* initial.

W is one of the three powerful letters of the alphabet. Two of these have been presented and their effect upon a preceding vowel noted : in the fourth month, *e* was seen to make a preceding vowel, separated by a single consonant, long. In the fifth month *r* was seen to modify the sound of an immediately preceding vowel. Short *a* preceded by *w* has the sound of short *o*. Place the letter square

w

 before short *a* families on the Phonic Charts, noting the change in vowel sound as

the initial is placed. Sound: 1, ab; 2, wab. 1, atch; 2, watch. Exceptions are wag, wax. These should be included in the drill on exceptions.

When *t* or *d* precedes *ed* final, *e* is vocal and a syllable is added; otherwise *e* is silent and the number of syllables is not increased.

SUGGESTIONS FOR TEACHING THE SOUND OF *ED* FINAL AFTER ANY CONSONANT

How many of these boys and girls like to go to town? Do you ever go alone? Why not? Why must some older person go with you? Think of ways to go to town. We walk. We drive. We ride on the steam cars. We can ride on the electrics.

When in the car, do you talk to the people you see there? Why not? If you should see a friend sitting beside you, some one whom you know very well, would you talk to him? These (writing *ed*) letters ride in word electric cars. Let us play that this word (writing *planted*) is the car. We will play that each letter is a person sitting on the long seat. Quite at the end of the car near the door I see *ed*. This is another car (writing *handed*). Do you see *ed*? Where is it? Touch it. The letter *e* makes us think of a child in a car. It does not speak to the strangers there. It has two friends who sometimes ride. They are *t* and *d*. Whenever you see *t* or *d* beside *ed*, you will hear *e* say *ě*. Look at this word (*planted*). What letter is beside *e*? Is *t* one of *e*'s friends? Yes, sound the word, and you will hear *e*'s voice: *pl-ant-ed, planted*.

In the next word *handed*, *d*, his other friend, is beside *ed*. Sound and you will hear *e*'s voice *h-and-ed, handed*. Look at this word (*smelled*). I see *ed*. Do you see *t* or *d* beside *e*? Then when we sound the word we will not hear *e*'s voice. Sound: *sm-elled, smelled*.

Present *ed* words in two lists:—

hunted	killed
planted	lived
crowded	barked

Lead the class to see that *e* is vocal in the first list because either *t* or *d* is present before *ed*. In the second list, *ed* is not preceded by *t* or *d*, and *e* is silent. Sound: 1, h; 2, unt; 3, ed; 4, hunted. 1, k; 2, illed; 3, killed.

Affix the letter square ending *ed* to families on the Charts, noting the presence or absence of *t* or *d* and the vocal or silent *e*. Drill as rapidly as possible (without sacrificing accuracy to speed), in order to sharpen the children's eyes and render them quick in making a decision.

Drill from the Charts should include all families that do not consist of a single vowel followed by a single consonant.

SECOND WEEK

Endings: *ed*, *ing*, *er* added to families in which a single vowel is followed by a single consonant.

See Word List, Sections 357, 358, 359, for derivatives formed in this way.

Write words in columns upon the blackboard:—

hate	whine	tune	hunt
bake	robe	tube	boil
spice	yoke	seed	look

Add the ending *ed* to each word by means of the letter square ed. Sound the first word. Repeat the sounding as the letter square is placed to form the derivative. Example:—

1, h; 2, ate; 3, hate. 1, h; 2, ated; 3, hated.

In this way sound each word. Form derivatives ending

in *ing* and *er* by placing the letter squares ing and er in position. Sound as indicated above.

Lead the class to see the following facts:—

(a) That *e* final of the stem is displaced or covered by the ending.

(b) When *e* final is not present, no letter is displaced or covered; the ending is placed after the word.

(c) That the vowel sound in the derivative is the same as that in the primitive word.

(d) When the vowel in the derivative is not followed by a double letter (or two consonants), it tells its name.

Drill from the Phonic Chart. Develop the long vowel by affixing the letter square e to families ending in one consonant before using the other endings.

Keep e in position. Cover it with ed to form a family ending in *ed*. Cover it with ing to form a family ending in *ing*, with er to form a family ending in *er*. Keep in mind that *e* of the stem is displaced or covered by the vowel of the ending.

Ex. — 1, at; 2, ate; 3, ated; 4, ating; 5, ater.

Drill from Phonic Chart No. 3, using the endings with family names that end in *e*. Sound:—

1, abble; 2, abbed; 3, able; 4, abled.

Arrange words for drill:

pin	pine	hop	hope
pinned	pined	hopped	hoped
pinning	pining	hopping	hoping
pinner	piner	hopper	hoper

Require individual recitations; the goal is individual power. The daily drill from the charts should illustrate every combination in turn.

Test the child's power to find out new words by presenting words of several syllables to be sounded; as, —

understand, understanding, flattering.

Sight Words: wolf, Alice, lambs.

THIRD WEEK

Phonograms: Equivalent Charts a, e, i, o

Words illustrating the phonograms upon the Equivalent Charts are included in the Word List. See Index for section numbers: page 199, a; page 200, e, i; page 201, o.

The Equivalent Charts (see page 12) illustrate the fact that much may be learned through association. They are to be used in teaching the vowel equivalents and digraphs. Keep them within easy view and touch of the class. Lead the child to see that the phonograms grouped on each chart have the sound of the indicated vowel. Refer to the charts when hesitation is shown over a word containing one of these phonograms. Do not require the groupings to be committed to memory.

SUGGESTIONS FOR PRESENTING VOWEL EQUIVALENTS

Whose house is that across the street? How do you know that it is Mr. Smith's house? (His name is on the door.) Who lives with Mr. Smith? (His children live with him.) Tell me their names. (Teacher writes them on the blackboard as they are given.) The pupils note that *Smith* is written with each name. The class decides that each one of Mr. Smith's children, if asked his name, would say *Smith*. It is just so with Mr. Brown's children. Each one has Brown for his name, etc.

This card (presenting Equivalent Chart No. 1) is *A*'s house. *A* is in the circle just as Mr. Smith's name is on the door. These (pointing to equivalents) live in *A*'s house. They say *a* just as Mr. Smith's children say *Smith*.

This (presenting Equivalent Chart No. 2) is *E*'s house, and these (pointing to equivalents) live with *e*. They say *e*. Charts 3 and 4 are presented in the same way.

Find this (writing *eight*) on the charts. What does it say? Sound (writing *weigh*). Pupils sound: *w-eight, weigh*. Teacher writes *eight*. Pupils sound *eight-t, eight*. Teacher writes *freight, weight, neighbor*, etc. Pupils sound and pronounce the words.

Write several equivalents and digraphs on the blackboard.

Ex. — *eigh, oa, igh, ey, ea*.

Require the child to find them on the Equivalent Charts and to tell what each one says; thus, "This (pointing to *eigh*) is on *A*'s card; it says *a*. This (*oa*) is on *O*'s card; it says *o*."

Write lists of words to be sounded, selected from those in common use or from advance reading.

Ex. — play	eight	eat	coat	high
say	weight	meat	goat	bright
day	freight	mean	road	night

Sound: 1, pl; 2, ay; 3, play; 1, br; 2, ight; 3, bright.

Ea takes both the long and the short sounds of *e*.

Give drill similar to that indicated for *ow*.

Ex. — neat	head
heap	thread

The equivalents upon Phonic Chart No. 2 should be included in the general drill from the charts in which words are formed by means of letter squares; as —

pail, day, sleigh, high, feast, roar

Sight Words: want, door, stalk, heart, through.

FOURTH WEEK

Phonograms: *ç*, *ğ*

Words illustrating these phonograms are included in the Word List. See Index for section numbers: page 203.

The sounds of *ç* and *ğ* are somewhat like the names of these letters. It may help the pupil to remember these sounds if it is said that, like the vowels, they tell their names when followed by *e*. They also do this when followed by *i* and *y*.

EX. — spice	excite	fancy
George	ginger	Egypt

Drill from the Phonic Charts upon *ç*:

Sound: 1, am; 2, am. 1, em; 2, em. 1, im; 2, im. 1, om; 2, om. 1, um; 2, um.

Include the following drills:

1, ack; 2, ac. 1, ick; 2, ic. 1, uek; 2, ue.
 1, anch; 2, anc. 1, ench; 2, enc. 1, inch; 2, inc.
 1, onch; 2, onc. 1, unch; 2, un. (*Ch* in onch is lik *k*.)

Give the following drills upon *ğ*:

Sound: 1, an; 2, an. 1, en; 2, en. 1, in; 2, in.
 1, on; 2, on. 1, un; 2, un.
 1, ag; 2, ag. 1, og; 2, og. 1, ug; 2, ug.
 1, ang; 2, ang. 1, ing; 2, ing. 1, ong; 2, ong.
 1, ung; 2, un.
 1, adge; 2, edge; 3, idge; 4, odge; 5, udge.
 Include *cy* and *gy* in the drill on endings.

PHONIC FACTS FOR EIGHTH MONTH OR DIVISION

I. Simple phonograms. — aw, au, ui, ew.

II. Blended phonograms. — *ar*, preceded by *w*; *or*, preceded by *w*; *ear*.

Family names. — awl, awk, awn.

aub, auce, aud, aul, ault, ause.

ald, all, alk, alt.

uice, uit.

III. Sight words. — comb, tongue, build, beauty.

IV. Suffix *es*.

SEAT WORK

1. Silent reading.

2. Provide cut-up stories, using pages from old primers. Cut a page into single words and paste them upon manila cards not less than one inch square. Mount the picture of the page also. Place all in a stout manila envelope. On the back of the envelope mount a duplicate page from another primer. Prepare as many envelopes as there are pupils engaged in seat work. Each child is to arrange his words into sentences, using the page on the back of the envelope for a guide. Number each envelope and the word cards it contains with the same number.

SPELLING

Exercise 2. Blackboard Spelling, page 107.

Exercise 1. Chart Spelling, page 108.

Exercise 1. Seat Work Spelling, page 107.

READING

Finish Reading for Seventh Month. Begin Reading for Eighth Month, pages 50-75. Continue supplementary reading.

FIRST WEEK

Phonograms : *a*. Equivalent Chart *u*

Words illustrating these facts are included in the Word List. See Index for section numbers: page 199, *a*; page 202, equivalents of *u*.

Phonic Chart No. 6 presents phonograms that take the broad sound of *a*. Drill by blending initial phonograms with these. Include the following drill: caught , taught , etc. Drill also from Phonic Chart No. 2, using *ald*, *all*, *alt*, *aw*, *alk*, in the exercise.

L is silent in *alk*. Illustrate this fact by sounding words containing *alk*, *ilk*, *ulk*, *olk* :

talk	walk	chalk	stalk
silk	milk	bulk	yolk

Refer to Equivalent Chart No. 5 in presenting *ui* and *ew*. Keep all facts in constant review in the daily phonic drill.

SECOND WEEK

Phonograms : *ar*, preceded by *w* ; *or*, preceded by *w*

A, in *ar* preceded by *w*, generally has the sound of broad *a*.

Ex. — war, swarm, wart.

O, preceded by *w*, generally has the sound of *ur*.

Ex. — work, worth, word, worm.

Words illustrating these facts are included in the Word List. Section 274, *war*; Section 285, *wor*.

Drill by holding letter squares in rapid succession before *ar* upon Phonic Chart No. 3. The pupils sound as the cards are placed.

Ex. — c ar t ar f ar s ar w ar

THIRD WEEK

Phonogram: Suffix *es*

By use of the letter square ending

es

 with words written upon the blackboard, show that some words end with the sound of *s*, others with the sound of *es*.

Ex. — fac

es

 watch

es

 nos

es

 cages

es

 wash

es

 smiles

es

 rides

es

 jok

es

 shor

es

 cub

es

Lead the class to see that when the word ends in a buzzing sound, *es* adds a syllable. These sounds are: *ç, ġ, sh, ch, s, x, z*. Drill from the Phonic Charts by placing

es

 after families ending in these consonants. Form *ace, ice, uce, ange, inge, onge, unge*, upon the Charts by placing

e	e
---	---

 as shown in Seventh Month, Fourth Week. Keep

e	e
---	---

 in position, cover it with

es

 and sound. Words ending in *es* are included in the Word List, Sections 360, 361.

FOURTH WEEK

Phonogram: *ear*

Ear is like *er* in earth, pearl, earn, learn, heard. See Word List, Section 258.

Ear is like *ere* in bear, wear, tear. See Word List, Section 257.

PHONIC FACTS FOR NINTH MONTH OR DIVISION

- I. Simple phonograms. — augh, ough.
 II. Blended phonograms. — qu, mb, sten, ften.

SEAT WORK

Review previous seat work exercises.

SPELLING

- Exercise 3. Blackboard Spelling, page 107.
 Exercises 2 and 5. Chart Spelling, pages 109, 111.
 Exercises 1 and 2. Seat work, Spelling, page 107.
 Exercise 1. Spelling Games, page 115.

READING

Finish Reading for Eighth Month. Begin Reading for Ninth Month, pages 76–100. Continue supplementary reading.

FIRST WEEK

Phonograms: augh, ough

Augh and *ough*, before *t* final, take the sound of broad *a*.
 Drill from Phonic Chart No. 3.

aught	ought
<input type="text"/> caught	<input type="text"/> bought
<input type="text"/> taught	<input type="text"/> fought
<input type="text"/> naught	<input type="text"/> sought
<input type="text"/> fraught	<input type="text"/> brought

When *augh* and *ough* are final and end with the sound of *f*, they are blended phonograms.

Ex. — laugh, cough, enough.

Drill from Phonic Chart No. 3 upon *though* and *through*. Cover the initial letters of *though* with successive initial letter squares to form words ending in *ough*. At first, tell the pupil something of the meaning of each word as it is formed and sounded:—

Mother makes bread of dough.

The bird sits on a bough.

When we have a cold, we cough.

Things that are not smooth are rough.

Meat that is not tender is tough.

The farmer uses a plough.

A miry place in the road is a slough.

The horse drinks from a trough.

SECOND WEEK

Phonogram : qu

For words illustrating this phonogram see Word List, Section 362.

Q is always found in combination with *u*.

Ex. —quick, quill, conquer, liquid.

Qu is usually pronounced *kw* when initial; when not initial, *u* in *qu* is often silent.

Ex. —opaque, mosquito.

Form words with the letter square qu upon the Phonic Charts.

Ex. —quack, quilt.

THIRD WEEK

Phonogram : mb

For words illustrating this phonogram see Word List, Section 344.

B after *m* is silent in monosyllables.

Ex. — crumb, climb.

Sound: 1, cr; 2, umb; 3, crumb. Drill from Phonic Chart No. 3: Cover *u* in *umb* with the letter square *a* to form amb; with *e* to form emb; with *i* to form imb, to be sounded ĩmb or ĩmb; with *o* to form omb, to be sounded ōmb or ɔmb. Let pupils tell words in which these sounds are heard.

FOURTH WEEK

Phonogram; ften, sten

For words illustrating these phonograms see Word List, Sections 341, 342.

T, in the ending *ten*, after *s* or *f* is silent.

Ex. — often, soften, glisten, moisten.

Place vowel letter square *o* before ften on Phonic Chart No. 3 to form often. Form with letter squares asten, isten. Let pupils tell words in which these sounds are heard.

PHONIC FACTS FOR TENTH MONTH OR DIVISION

- I. Simple phonogram. — ph.
 II. Blended phonograms. — tion, sion, ous, tious, cious, stle.

SEAT WORK

Review previous seat work exercises.

SPELLING

- | | |
|--------------------------|--------------------------------------|
| Exercise 3. | Blackboard Spelling, page 107. |
| Exercises 1, 2, 5, 6, 7. | Chart Spelling, pages 108, 109, 111. |
| Exercises 1, 2. | Seat Work Spelling, page 107. |
| Exercises 1, 2, 3. | Spelling Games, page 115. |

READING

Finish Reading for Ninth Month. Read Reading for Tenth Month, pages 101–124. Continue supplementary reading.

FIRST WEEK

Phonograms: ous, stle, ph

For words illustrating these phonograms, see Word List, Sections 331, 343, 346.

Ous is pronounced *us*.

Ex. — famous, porous.

Ph takes the sound of *f*.

Ex. — camphor, Philip.

Exception: Stephen.

When the ending *tle* is preceded by *s*, *t* is silent.

Ex. — castle, whistle, bustle.

Place vowel letter squares before *stle* on Phonic Chart No. 3

to form astle, estle, istle, ostle, ustle. Let the pupil tell words in which these sounds are heard.

SECOND WEEK

Phonograms: tion, sion, tious, cious, cial, tian

For words illustrating endings that begin with the sound of *sh*, see Word List, Sections 328, 329, 330, 332, 333, 334, 335, 336, 337, 338, 339.

THIRD WEEK

Tion is pronounced *shun*, except when it is preceded by *s* or *x*.
Sion is pronounced *shun* when it is preceded by a consonant.
 When it is preceded by a vowel, it is pronounced *zhun*.

Ex. — attention, question, mission, occasion.

Tious and *cious* are pronounced *shus*. *Cial* and *tian* are pronounced *shal* and *shan*.

Ex. — vexatious, gracious, social, musician.

Place vowel letter squares before these endings on Phonic Chart No. 3, to show that when a vowel (except *i*) immediately precedes these endings it is long. Example:—

ation as in *station*

asion as in *occasion*

etion as in *secretion*

esion as in *cohesion*

otion as in *motion*

osion as in *explosion*

ution as in *solution*

usion as in *confusion*

atious as in *vexatious*

ocious as in *ferocious*

acious as in *gracious*

ucius as in *Vespucius*.

ecious as in *specious*

acial as in *racial*

atient as in *patient*

ocial as in *social*

otient as in *quotient*

ucial as in *crucial*

<i>ition</i> as in <i>addition</i>	<i>icious</i> as in <i>delicious</i>
<i>ision</i> as in <i>division</i>	<i>icial</i> as in <i>official</i>
<i>itious</i> as in <i>ambitious</i>	<i>itial</i> as in <i>initial</i>
<i>icient</i> as in <i>sufficient</i>	<i>ician</i> as in <i>musician</i>

Exceptions: precious, especial.

A consonant between the vowel and the ending prevents it from being long.

Ex. — attention, mansion, fractious.

Extensive drills upon words that illustrate these endings should be deferred until such words appear in advance reading.

SPELLING

The phonic drill in its analysis of words and grouping of phonograms is excellent preparation for written and oral spelling. No word should be included in a spelling lesson that is not in the child's vocabulary — that he cannot use intelligently; but spelling has to do with the structure of words rather than with the meaning. It appeals to the eye rather than to the ear. To spell is to call up a mental picture of a word and translate it into a spoken or written picture. It follows that the mental picture must be clear and exact before the word can be correctly spelled. The division of monosyllables into initial letters and family names as indicated in the phonic drill, enables the child to hold in his mental vision of a word, not a succession of letters with little relation to one another, but the family with its additions. He thinks of blended phonograms as units and writes them as such: *black* is not *b-l-a-c-k*, in which there are five facts to be known and placed in order, but *bl-ack*, in which but two facts are to be noted.

The spelling lesson is not the time to take new words into the vocabulary. It is rather the time to clinch and make a working vocabulary of words that have been developed in other lessons.

Both oral and written spelling should have a place in the school program.

WRITTEN SPELLING

Written spelling should precede oral spelling and should begin as soon as the child is able to form letters. He should understand that writing is inseparable from spelling. When he writes a word, he is spelling with his pencil just as truly as when he uses his voice to name the letters in a word. In either case, he must recall the mental picture of the word in

order that he may place the right letters in the right order. Work in sorting and selecting phonograms (see seat work for First Month) should precede and accompany written spelling. The following exercises are suggestive. They should begin in the first month and continue throughout the year.

Exercise 1. — Dictate, by sound, simple and blended phonograms. These are to be selected from among small phonogram cards upon the desk and copied upon a spelling slip.

Exercise 2. — Dictate, by sound, simple and blended phonograms, including initials and family names: fl, sh, ch, an, at, am, tr, sl. These are to be written from memory. In every case the pupils should sound the phonogram after the teacher.

Exercise 3. — Dictate, by sound, short words in a series; as, —
can, man, ran, fan; lake, make, rake, take.

Exercise 4. — Dictate short sentences; as, I see. I can run.

Exercise 5. — Dictate words to show the use of final *e*; as, —

fad	mad	hid	rob	tub
fade	made	hide	robe	tube

Exercise 6. — Dictate a word and its derivatives; as, —

like	take	smoke
liking	taking	smoking
liker	taker	smoked
liked	taken	smoker

Exercise 7. — Dictate words in groups: as, —

tack	sack	lack	rack
take	sake	lake	rake

Exercise 8. — Dictate Mother Goose Rhymes.

BLACKBOARD SPELLING

Exercise 1. — Give each child an initial letter square. He is to write in a column upon the blackboard words that begin

with the initial he holds. At first allow the pupil to step quietly to the Charts and form the word with the letter square before he writes it.

Exercise 2. — Give each child a family name slip. He is to write upon the blackboard all the words containing the phonogram that he can remember.

Exercise 3. — Give each child a sight word slip. He is to write a sentence containing his word.

SEAT WORK SPELLING

Exercise 1. — Require each child to form the words at the head of the reading lesson upon his desk, using the box of letters.

Exercise 2. — Require each child to use the words at the head of the reading lesson in sentences.

During the first year and first half of the second year this should be oral work. In the second half of the second year the sentences may be written.

Exercise 3. — Copy words found in the reading lesson, containing ea, ow, ay, etc.

Exercise 4. — Write rat, rate, rated, rating, upon the blackboard. Require, as a class exercise, the pupils to write under *rat* words that may be formed by recombining the letters of the word. The same thing is to be done with the letters of each word. The finished exercise is : —

rat

at tar

rate

rat ate art tear tar ear
at are tea tare eat

rated

rat rate at are Ted tare dear
red read ate dart tar tear dare

rating

rat	ran	tar	trig	Nat
ring	at	tin	in	gin
rain	art	tan	it	gain
rag	air	train	nag	gait

Continue as a class exercise with other words arranged as a series, until each pupil understands the requirements of the work. It may then form a profitable seat work exercise.

Other series are :—

black, blacking, blackest, blacker, blacked.
 white, whiter, whitest, whitened.
 please, pleasing, pleasant, pleasure.

CHART SPELLING

This should begin with the second half year and continue through the third year of school.

The words spelled in the following exercises are not selected or determined by the teacher. Neither are they prepared or studied as tasks by the child before the recitation begins. Whatever preparation he may make by way of storing words in memory is entirely voluntary and is induced by the pleasure the exercise affords. The words that he thinks of to spell are familiar to him in meaning and use, and their forms have been impressed upon him through the phonic drill. Two things are insured :—

1. The child spells no word that is not in his vocabulary.
2. He must have a clear mental picture of each word in order to form it upon the Charts.

The spelling drills should be given with snap. No word should be spelled twice in an exercise.

Exercise 1. — Present an initial letter square, as

m

. Each child thinks of a word that can be formed upon the Charts by

placing this initial before a family name. The first child takes the card from the teacher, places it upon the chart to form his word, pronounces the word as he places the card, spells it as he turns to face the class. (The teacher holds the card in place until the word is spelled.) The next child takes the card, forms, pronounces, and spells his word. Each child in turn does the same. Examples of words that a class of ten pupils may spell, are :—

mind	mill	match	muff	make
mat	must	mound	mold	move

The initial *m* may be retained for another turn round the class, but usually a different initial should be chosen for each round.

It will be seen that there are as many different words spelled in one turn round the class as there are pupils reciting. In five times round a class of ten pupils fifty words will be spelled. Each child is intent upon recalling and forming words that he knows; each child is eager for his turn to spell. Interest is at a white heat, lasting impressions are made. The child of scant vocabulary rapidly enlarges his list of words through competition with his mates.

Word forms have no place in the spelling drill. If one should be formed, as mand, the teacher says: “*Mand* is not a word; we are to spell words.” Or she may ask, “What is *mand*? Is it something to eat? Can we wear *mand*? Is it a plaything? Can we feel it? Have you ever seen *mand*?” The child replies, “No, I do not know what *mand* is.” “Then we will not spell it. We are to spell words that we know about and that we use when we speak.”

Exercise 2. — Present the letter square e e. Final *e* or the letter on the left edge of the card is to be placed as in the phonic drill after families that contain a single vowel followed

by a single consonant (see Fourth Month). In this exercise the entire word is not formed. EX. — ade, ine, obe, ute, are. The child supplies the initial as he places the card, pronounces, and spells his word. Examples of words that may be spelled are: fade, twine, robe, flute, care.

Exercise 3. — Final *e* on letter square is placed after ang, ing, ong, ung, ast, ath, ith, oth, to form ang, ing, ong, ung, ast, ath, ith, oth. The pupil supplies the initial as he places the card, pronounces, and spells the word. Examples of words that may be spelled are: strange, hinge, sponge, lunge, paste, bathe, writhe, clothe.

Exercise 4. — Final *e* on letter square is placed to cover the final consonant of: —

anch	ench	inch	onch	unch
ass	ess	iss	oss	uss
aff		iff		
all		ill	oll	ull
ack		ick		uck

to form —

anc <input type="text" value="e"/>	enc <input type="text" value="e"/>	inc <input type="text" value="e"/>	onc <input type="text" value="e"/>	unc <input type="text" value="e"/>
as <input type="text" value="e"/>	es <input type="text" value="e"/>	is <input type="text" value="e"/>	os <input type="text" value="e"/>	us <input type="text" value="e"/>
af <input type="text" value="e"/>		if <input type="text" value="e"/>		
al <input type="text" value="e"/>		il <input type="text" value="e"/>	ol <input type="text" value="e"/>	ul <input type="text" value="e"/>
ac <input type="text" value="e"/>		ic <input type="text" value="e"/>		uc <input type="text" value="e"/>

The pupil supplies the initial as he places the card, pronounces, and spells the word.

Exercise 5. — Present ing. Exclude from this exercise the families on the first half of Phonic Chart No. 1, containing a single vowel followed by a single consonant. The first child takes the card, places it after a family ending in two consonants or containing two vowels, pronounces, and spells his word. For example, *anding* will suggest standing, landing, etc.; *icking* will suggest picking, ticking, etc.; *ailing* will suggest failing, mailing, etc. The same family should not be used twice in an exercise.

Exercise 6. — Use ed in the same way with the same restriction as to families. Examples of words that may be spelled are: hunted, watched, smelled, pulled, crowded, etc.

Exercise 7. — Use er in the same way with the same restriction as to families. Examples of words that may be spelled by the pupil are: watcher, miller, older, boiler, etc.

Exercise 8. — Present the vowel letter square ed. Direct the child to place it before one of the families *ed, em, ep, en, et, er*, to form eed, eem, eep, een, eet, eer, and spell the word he thinks of. Examples of words that may be spelled are: need, seem, peep, seen, beet, cheer.

Exercise 9. — Present the vowel letter square e. Direct the child to place it before one of the families *ad, am, ap, an, at, ash, ar, ath, ave*, to form *ead, eam, eap, ean, eat, eash, ear*, and spell the word he thinks of. Examples of words that may be spelled are: read, seam, heap, clean, heat, leash, clear, breath, weave. No confusion need arise concerning words that have the same vowel sound but different spelling. If, for example, in Exercise 8, the pupil decides to form *eep* and announces his intention to spell *heap*, the teacher should say, "Heap is not spelled with *eep*." She should place the

letter square before *ap* to form eap and require the child to spell the word correctly. (As a seat-work exercise to follow this lesson, the pupils should write all the *eap* and *eep* words they find between certain pages of the reader.) Require each child to use his word in a sentence before he spells it, in order to be sure that he knows how to use homonyms.

Exercise 10. — Present the vowel letter square a. Direct the child to place it before one of the families *id*, *im*, *in*, *it*, *int*, *ist*, *ir*, to form *aid*, *aim*, *ain*, *ait*, *aint*, *aist*, *air*, and spell the word he thinks of. Examples of words that may be spelled are : *braid*, *stain*, *wait*, *paint*, *waist*, *stair*.

Exercise 11. — Prefix initial letter squares to the phonograms upon the Equivalent Charts. The words thought of are to be spelled.

Exercise 12. — Review the phonic drill given in Fifth Month (see page 85) from Phonic Chart No. 3. Call for words in which these sounds are heard. As each word is given, ask the child to spell it. The teacher writes the word as it is spelled. Note the sound of the vowel and whether or not it is followed by double consonants. For example, the child sounds addle. He says it makes him think of *paddle*; he spells *paddle*. The teacher writes the word as the child names the letters. In answer to questions, the child states that *a* says *ā* in the word. Because it says *ā*, he knows that there are two *d*'s in the word. Example of words that may be spelled are found in the Word List, Sections 290, 292, 294, 296, 298.

Exercise 13. — The teacher shows adle. It is sounded; the word it suggests, for example, *cradle*, is spelled and written upon the board. The pupils note that *a* says *ā* and that there is but one *d* after *a*. Examples of words that may be spelled are found in the Word List, Sections 291, 293, 295, 297, 299.

Exercise 14.—The teacher sounds *padding* and writes it upon the board; the pupils note that *a* says *ă*; that it is followed by two *d*'s. The teacher sounds *slamming*. She does not write it on the board; the pupils listen for the vowel sound. They spell the word with two *m*'s in order to make the vowel say *ă*. Continue the exercise by sounding for the pupils to spell: *trimming*, *cunning*, *hopping*, etc. Words will be found in Word List, Sections 354, 355, 356.

Exercise 15.—The teacher sounds *fading*; the pupils note the sound of the vowel, and spell the word with one *d* in order to make *a* say *ă*, etc.

Exercise 16.—Present letter square ing. Use in this drill families containing one vowel followed by a single consonant. Ex. — *ab, in, op, un, ir*, etc. The first pupil places ing after *it* on Phonic Chart No. 1, and says he will spell *hitting*. The teacher asks him what *i* says in his word. The pupil notes that it says *ĩ* and says that he will put two *t*'s in the word in order to make the vowel sound right. He shifts ing slightly to the right of *it* to leave space for the added *t*, thus: *it* ing. Each child in turn takes the card and spells the word he thinks of, using a single or double consonant as he wishes to make the vowel sound long or short. Frequently each child spells two words, as: *padding, fading; hopping, hoping*. The drill should appeal to the pupils as a game. It should be brisk and animated. Words that may be spelled in this exercise are found in the Word List, Sections 354, 357.

Exercise 17.—Place ed after families ending in a single consonant preceded by a single vowel, and spell derivatives ending in *ed*, using a single or double consonant after the

vowel as needed to make it long or short. Ex. — mated, matted. Words that may be spelled in this exercise are found in the Word List, Sections 355, 358.

Exercise 18.—Place er after families ending in a single consonant preceded by a single vowel, and spell derivatives ending in *er*, as in the previous exercise. Words that may be spelled in this exercise are found in the Word List, Sections 356, 359.

Exercise 19.—Review the phonic drill given in Seventh Month (see pages 91, 92) from the blackboard and Phonic Charts. Present letter square ing. Indicate the families upon Phonic Chart No. 3 that contain final *e*. Direct the pupil to place the ending after any one of these families, and spell the word he thinks of. Each pupil covers or displaces the *e* of the stem by the vowel of the ending. Example:—

aking oking aving idging

from which he spells: making, smoking, saving, bridging, fiddling, struggling, whistling, etc.

Exercise 20.—Present ed and drill as in Exercise 19.

Exercise 21.—Present er and drill as in Exercise 19.

Words that may be spelled in these exercises are found in the Word List, Sections 357, 358, 359.

Exercise 22.—Place all the vowel letter squares accessible to the pupils. Use the last column of endings on Phonic Chart No. 3. Each child in turn takes the vowel that he needs to form aby, ady, icy, uly, etc. Words that may be spelled are: baby, lady, icy, truly, etc.

Exercise 23.—Direct the pupils to place the letter square slightly apart from the ending and to spell words in which the vowel does not tell its name, as uny, eny, ary, idy. Words: funny, penny, Harry, bidly.

SPELLING GAMES

1. Teacher says, "I am thinking of a word like make."

Child says, "Is it r-a-k-e, rake?"

Teacher. — "No."

Next child. — "Is it t-a-k-e, take?"

Continue till the word is spelled.

Include exceptions in these exercises.

2. Teacher. — "I am thinking of a word with a-t-c-h in it."

Child. — "Is it m-a-t-c-h, match?"

Teacher. — "No."

Next child. — "Is it h-a-t-c-h, hatch?"

Teacher. — "No."

Third child. — "Is it w-a-t-c-h, watch?"

Teacher. — "Yes."

Exceptions that may be included in this game are: what, put, push, bush, pint, key, most, post, both, doth, etc.

3. Teacher says, "I am thinking of a word that contains a double letter." The first time this game is played she indicates on the charts the families containing double letters, as, ss, ll, ff, oo, bb, dd, gg, pp, zz, tt, etc. Proceed as in previous exercise. The short vowel words spelled in Chart Spelling, Exercises 16, 17, 18, and 23, should be included in this game.

4. Teacher says, "Letters in the word I am thinking of sometimes say *ow*."

Pupils spell now, crow, croup, pout, cough, trough, dough, bough, enough, etc., until they spell the word, or the teacher tells.

Never prolong a game until the pupils are weary.

5. Review the fact that *ite* and *ight* have the same sound. Ask pupils to tell words that they have seen spelled with *ite*. Write these words upon the blackboard. Extend the list to five words: bite, kite, white, write, quite.

The words site, mite, smite, spite, sprite, etc., do not usually appear in a child's vocabulary. They need not, *at this time*, be included in the exercise.

Review the written words, spell them; use them in sentences; let each child write them from memory. Tell the pupils that other words taking this sound are spelled with *ight*. Play a game of sharp eyes: the teacher holds the entire pack of letter squares. She shuffles the cards rapidly in order to present initials used in both *ight* and *ite* words. The pupils spell in turn or in concert, as the initials are shown: bright, slight, night, kite, sight, fight, white, etc. Words that may be spelled in this exercise are in the Word List, Sections 61, 253. The only words to be carried in memory are the five *ite* words. All others with this sound fall into the list spelled with *ight*.

6. Review the fact that *ay* and *igh* have the same sound. Present for drill, as with the *ite* words: sleigh, neigh, weigh, they, prey. Tell pupils that other words ending in the sound of *a* are spelled with *ay*. Drill with letter squares, as in the previous exercise. Pupils spell as the initials are shown: bay, play, say, dray, neigh, play, etc. Words that may be spelled in this exercise are in the Word List, Sections 245, 249.

7. Review the fact that *ote* and *oat* have the same sound. The pupils learn that note, wrote, vote, are spelled with *ote*; that other words ending with this sound are spelled with *oat*: boat, coat, float, etc. Present initials in rapid succession. See Word List, Sections 63, 260, for words that may be spelled. Review the fact that no, so, go, end in the sound of *o*. Other words that end in this sound are spelled with *ow*. See Word List, Section 232, for words that may be spelled. Present initial letter squares for rapid spelling as in Exercise 5.

BOOK THREE

Through the steady progression of the phonic drill, the child has been made familiar with many language facts. He has learned that *e*, *r*, and *w* are the three powerful letters of the alphabet, and he is prepared to modify vowel and consonant sounds when he sees these letters in certain positions with regard to the other letters of a word. He has learned that derivatives are not formed by adding *d* or *r* to the primitive word, but by adding *ed* or *er*; and he knows that the ending vowel of the derivative covers or displaces final *e* of the primitive. He knows that he must double a single consonant after a single vowel if he is to retain the short vowel in the derivative, etc. By far the greater number of these language facts he uses unconsciously. We might say that he has absorbed the idea through the repetition of the drill rather than that he has consciously stored the fact in memory. In order to obtain lasting impressions of all these facts, they should be kept in constant review by means of daily phonic drill throughout the second and third years of school.

VOWELS AND CONSONANTS

In the second year, the distinction between vowels and consonants should be made. This knowledge can be used to give variety to the seat work. The pupils should copy words from their readers containing two vowels, three vowels, ending in a vowel, beginning with a consonant, etc.

The rule illustrated in the Fifth Month, first year (see page 85), should be extended to "Two or more consonants tend to make a preceding vowel short." The pupils should be trained to inspect polysyllables in the light of this rule. It is a general rule, and there are many exceptions. If, because of

accent or for any other reason, a word does not follow the rule, the teacher should give instant help by telling the correct pronunciation. But the child should be led to form the habit of inspection, and he should be required to help himself in the solving of word problems whenever it is in his power to do so.

For example, the word *independence* is to be sounded. The child hesitates over the sound of the second vowel.

The teacher says, "What can we do that will help us to know the sound of *e*?"

Child. — "We must look at the two letters that stand after it. They are *p* and *e*."

Teacher. — "What is *p*? What is *e*?"

Child. — "*P* is a consonant, *e* is a vowel."

Teacher. — "How many consonants follow *e*?"

Child. — "One."

Teacher. — "What does *e* say when there is but one consonant after it?"

Child. — "It tells its name; it says *ē*."

The sound of the third vowel in the word is decided to be *ǝ* because it is followed by two consonants.

NEW PHONIC FACTS

Our language is a growth. In appearance and sound it has changed with its growth. Many words in common use have become more abbreviated in sound than in spelling; among these are words beginning with or containing *kn*, *gn*, *gu*, *bu*, *wr*, *mn*, silent initial *h*, *ch* like *k*, *ou* like *ō* before *l*, or *r*. The first letter is silent in *kn*, *gn*, *wr*; the second letter is silent in *gu*, *bu*, *mn*. Many words illustrating these phonograms are in the child's spoken vocabulary. These words have been included in the text of Book Three.

The phonic scheme at the head of each lesson instructs when to teach these facts. Drill should be given upon these, and

upon the other facts of the lessons by sounding words of the Word List, from the sections indicated in the schemes.

SPELLING

Review the spelling exercises of the First Year.

Exercises 5, 6, 7, 8. Written spelling, page 106.

Exercises 3, 4, 8, 9, 10, 11. Chart spelling, pages 110, 111, 112.

Exercises 1, 2, 3, 4. Seat-work spelling, page 107.

Exercises 4, 5, 6. Spelling games, pages 115, 116.

SEAT WORK

Review and extend the seat work exercises of the First Year to include writing of original sentences. Use the exercises under Seat Work Spelling, page 107.

BOOK FOUR

The facts that have been selected for illustration are in the accepted reading vocabulary of the child who is to use the book. They are: short *i* in endings ice, ile, ine, ise, ite, ive; *y* like short *i*; *y* like long *i*; *i* like *ee*; *i* like consonant *y*; two vowels coming together but in different syllables. Drill upon these is to be given by sounding words of the Word List from the sections indicated in the phonic scheme. The phonic facts previously developed should be kept in constant review by frequent chart drills, spelling exercises, and games. These should be brisk and animated.

The child should be required to apply his knowledge of phonics to the solving of all word problems that appear in the text. He should look for familiar elements in exceptions in order to sound them, in part at least. Frequently the context will help him to the pronunciation of these words. The teacher

should assist when the child is unable to help himself, but she should never tell him a word that he is capable of finding out.

SPELLING

Exercises 6, 7, 8. Written spelling, page 106.

Exercises 1 to 23. Chart spelling, pages 108 to 115.

Exercises 1, 2, 3, 4. Seat work spelling, page 107.

All spelling games. Pages 115, 116.

WORD LIST

The sections of the following list contain words illustrating every family and phonogram upon the phonic charts. They also contain words illustrating the rules that are developed in the phonic drill. They include: —

1. The vocabulary of over thirty readers of primary grade.
2. Words of the child's vocabulary not included in these school readers.

3. Words, illustrating the value, in the drill, of word forms.

The list is used as follows: —

1. Words to supplement or emphasize the chart drill upon a given fact may be selected and written upon the board for sounding. For this purpose words illustrating a certain phonogram are grouped under that phonogram; words illustrating a phonic rule are grouped under that rule.

2. Words may be selected from the list for use in spelling drills. It will be seen that the lists are not arranged by grades or according to the year of school in which they are to be used. No definite arrangement of this nature seems practicable in view of the fact that many words are used over and over in each grade, and that the intermediate or grammar grade pupil frequently needs to have his attention called to the spelling of short words as well as to that of longer ones. The teacher should select from each section words suited for her grade. She will use only those words that are actually in the child's spoken vocabulary at the time of spelling.

WORD LIST

1. ab as in *blab*

cab	grab	Rabbi	tablet	dabble
dab	scab	fabric	clabber	gabble
Mab	slab	rabbit	sabbath	drabble
nab	stab	flabby	scabbard	rabble
gab	habit	shabby	baboon	scrabble
crab	cabin	Tabby	cabbage	cabinet
drab	rabid	jabber	babble	laboratory

2. ab as in *Abe, babe*

ab as in

babel	Mabel	cable	gable	labor
label	saber	table	fable	Tabor

3. eb as in *ebb*

web	treble	ebony	February	celebrity
rebel	pebble	debit	nebula	

4. eb as in

glebe grebe

eb as in

zebra Quebec Hebrew

5. ib as in *bib*

fib	glib	Thibet	tribune	fribble
jib	squib	exhibit	nibble	liberty
rib	ribbon	dribble	quibble	contribute
crib	Gibbon	giblets	scribble	

6. **ib** as in

jibe	bribe	tribe	scribe
------	-------	-------	--------

ib as in

fiber	bible
-------	-------

7. **ob** as in *Bob*

cob	sob	bobbin	cobbler	cobbler
fob	knob	Dobbin	lobster	gobble
hob	snob	goblin	slobber	hobble
job	blob	Bobby	Robbie	probable
mob	throb	hobby	Robert	bobolink
rob	robin	lobby	problem	globule

8. **ob** as in

lobe	globe	probe	robe
------	-------	-------	------

ob as in

sober	noble	October
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9. **ub** as in *blubber*

bub	tub	shrub	public	sublime
cub	club	drub	rubber	subtract
dub	grub	cubby	lubber	Hubbard
hub	snub	chubby	bubble	stubble
nub	stub	rubbish	rubble	cherub
rub	scrub	hubbub	rub-a-dub	blubber

10. **ub** as in

cube	tube	tuber
------	------	-------

ub as in

Cuba	cubic	cubit	jubilee
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11. **ad** as in *add*

bad	sad	sadly	bladder	Braddock
fad	brad	caddice	ladder	Madison

gad	clad	admire	madder	Aladdin
had	glad	tadpole	straddle	tradition
lad	shad	radish	saddle	radical
mad	caddy	shadow	haddock	graduate
pad	daddy	Chaddock	padlock	madam

12. ad as in *jade*

fade	blade	shade	lade	barricade
made	glade	spade	stockade	parade
wade	grade	trade	blockade	evade

ad as in

lady	ladle	cradle	cadence
------	-------	--------	---------

13. ed as in *bed*

fed	bled	sled	pedal	impediment
led	bred	sped	pedlar	medicine
Ned	Dred	shred	peddle	sediment
red	fled	Edna	federal	Jedariah
Ted	Fred	credit	dedicate	
wed	shed	medal	predicate	

14. ed as in

cede	Swede	Eden
------	-------	------

15. ed as in *creed*

deed	need	weed	greed	tweed
feed	reed	bleed	speed	treed
heed	seed	breed	steed	

16. id as in *bid*

Cid	chid	fidget	fiddle	gridiron
did	slid	hidden	middle	holiday
hid	skid	liquid	riddle	pyramid
kid	midst	Sidney	griddle	president

lid	squid	solid	nid-nod	stridulous
mid	biddy	widow	tid-bit	
rid	giddy	Florida	Gideon	

17. id as in *bide*

hide	wide	slide	beside	provide
ride	bride	stride	decide	
side	chide	pride	divide	
tide	glide	abide	inside	

id as in

Ida	Fido	trident	spider
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18. od as in *cod*

God	sod	shod	dodder	shoddy
hod	nod	Todd	fodder	toddle
odd	clod	trod	plodder	Nimrod
pod	plod	body	bodkin	
rod	prod	model	modest	

19. od as in *ode*

node	mode	rode	Rhode
bode	code	lode	

od as in

Zodiac

20. ud as in *bud*

cud	scud	gudgeon	Hudson	sudden
mud	spud	bludgeon	Scudder	
duds	stud	huddle	rudder	
suds	cudgel	puddle	shudder	

21. ud as in

nude	dude	elude	exude
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ud as in

student

22. am as in *am*

dam	cram	damage	scramble	vampire
ham	dram	hammock	gambol	camera
jam	sham	mammoth	clamber	family
ram	slam	pampas	scamper	Amazon
Sam	tram	ambush	grammar	Abraham
yam	lamb	bamboo	stammer	tamarack
clam	camel	bramble	rampart	namby- pamby

23. am as in *came*

dame	lame	tame	flame	became
fame	name	James	frame	
game	same	blame	shame	

am as in

Lama stamens

24. em as in *gem*

hem	lemon	Flemish	clematis	November
Shem	emblem	blemish	democrat	September
stem	solemn	temper	assemble	December
them	cement	temple	memory	remember
ember	Bremen	tremble	feminine	resemblance
poem	premise	remedy	penmican	tremulous

25. em as in

theme scheme extreme supreme

26. eem as in

deem seem teem

27. *im* as in *him*

Jim	swim	pilgrim	dimple	scrimmage
rim	trim	gimlet	simple	stimulate
vim	whim	fimsy	wimple	eliminate
brim	scrim	timber	nimble	scimitar
grim	timid	simmer	thimble	dimity
prim	limit	shimmer	limpet	primitive
skim	kimbo	glimmer	crimson	chimpanzee
slim	mimic	glimpse	chinney	

28. *im* as in *chime*

dime	rime	clime	prime	slime
lime	time	crime	grime	chime

29. *om* as in *bom*

Tom	comet	homage	somber	domino
from	comic	pompon	Thompson	hominy
romp	vomit	promise	trombone	Lombardy

30. *om* as in *home*

dome	tome	Rome	chrome	Nokomis
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31. *om* as in *come*

some	blossom	kingdom	wisdom
become	compass	stomach	company

32. *um* as in *hum*

rum	scum	plumb	clumsy	summer
mum	slum	thumb	dummy	cucumber
sum	strum	bumble	lumber	flummery
gum	thrum	fumble	slumber	umbrella
chum	jump	jumble	number	cerebrum
drum	dump	stumble	Nahum	columbine
glum	crumb	tumble	autumn	
plum	numb	grumble	rummage	

33. **um** as in

fume	flume	plume	spume	exhume
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34. **ap** as in *cap*

gap	yap	scrap	vapid	capture
map	chap	strap	captain	happen
lap	clap	wrap	chapter	Lapland
nap	flap	apple	napkin	papoose
rap	slap	dapple	baptist	perhaps
sap	snap	grapple	baptism	shrapnel
tap	trap	rapid	capitol	Japanese

35. **ap** as in *ape*

cape	tape	drape	shape	escape
nape	crape	grape	scrape	

ap as in

staple	maple	caper	paper	taper
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36. **ep** as in *rep*

step	slept	leper	Beppo	heptagon
kept	swept	pepper	pepsin	September
wept	depth	scepter	tepid	perception
crept	adept	shepherd	Neptune	preparation

37. **eep** as in *deep*

keep	weep	sleep	creep	sweep
peep	cheep	sheep	steep	

eep as in

steeple

38. **ip** as in *dip*

hip	tip	ship	scrip	skipper
Jip	Zip	slip	script	slipper

lip	chip	skip	tulip	cripple
nip	clip	snip	turnip	stipple
pip	drip	trip	catnip	stipule
rip	flip	whip	Philip	kipper
sip	grip	strip	Scipio	

39. ip as in *stipe*

pipe	wipe	snipe	stripe
ripe	gripe	tripe	

ip as in

pi-per	vi-per	bi-ped
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40. op as in *optic*

cop	pop	drop	stop	copper
fop	sop	flop	strop	hopper
hop	top	prop	tropic	proper
lop	chop	shop	poplar	stopper
mop	erop	slop	cyclops	adopted

41. op as in *ope*

cope	lope	pope	grope	slope
hope	mope	rope	scope	elope

op as in

to-per

42. up as in *cup*

pup	up	abrupt	crupper	upper
sup	sirup	supper	scupper	Tupper

43. up as in

dupe

up as in

pupil

44. an as in *van*

can	Hans	canteen	transfer	chancel
Dan	plan	hansom	lantern	channel
fan	scan	answer	banish	flannel
man	span	banner	vanish	bantam
Nan	than	gander	Fannie	Spanish
pan	Anna	glander	Francis	January
ran	Santa	handle	frantic	cranberry
tan	stanza	pansies	granite	mandarin
bran	began	prancer	cranny	Canada
clan	anvil	shanty	slander	Pandora

45. an as in *Dane*

bane	Jane	pane	wane	thane
cane	lane	sane	plane	
fane	mane	vane	crane	

46. en as in *Ben*

den	lens	kitchen	slender	general
fen	then	children	Spencer	benefit
hen	when	blenny	kennel	strenuous
men	enter	frenzy	pencil	valentine
pen	census	Jennie	stencil	venison
ten	Genoa	plenty	prentice	grenadier
wen	lentil	twenty	rennet	
glen	chicken	fender	senator	

47. en as in

scene

48. een as in *thirteen*

keen	green	sheen	spleen	canteen
seen	queen	screen	between	sixteen

49. in as in *bin*

fin	thin	minute	spindle	violin
gin	twin	dinner	swindle	vinegar
kin	whin	winner	fringy	principal
pin	begin	ginger	ninny	sentinel
sin	linen	hinder	quinsy	opinion
tin	linden	finish	stringent	Virginia
win	sinew	linnet	window	crinoline
chin	Ninoo	instant	destine	scintillate
grin	rinse	tinsel	chlorine	sleep-sin-by
shin	quince	brindle	Minnie	trinity
skin	clinic	dwindle	minister	infinite
spin	engine	kindle	Hamelin	indeed

50. in as in *opine*

dine	mine	wine	shine	spine
fine	nine	sine	twine	swine
kine	pine	tine	thine	decline
line	vine	brine	whine	

in as in
Chinese

51. on as in *con*

Don	bronze	chronic	sonnet	bonfire
fond	tonic	Donald	confess	responsive
John	honor	honest	jonquil	Wisconsin
frond	bonnet	monster	tonsils	nonsense
blonde	concert	pongee	gondola	bronchial
scone	content	Ronald	yonder	

52. on as in *alone*

bone	lone	crone	prone	zone
cone	pone	drone	shone	telephone
hone	tone	Jones	stone	

53. on as in *ton*

son	button	lemon	Monday	talons
won	cannon	Leon	money	Ericson
once	cotton	lion	prison	Marion
none	lesson	Lisbon	reason	cushion
month	heron	London	reckon	onion
apron	honey	melon	ribbon	wagon

54. un as in *begun*

bun	pun	crunch	bundle	begun
dun	run	lunch	trundle	funny
fūn	sun	munch	tunnel	cunning
gun	shun	dunce	blunder	Sunday
Hun	spun	grunt	plunder	sunset
nun	stun	until	hundred	Brunswick

55. un as in *union*

dune	tune	immune
June	fortune	tribune

56. at as in *cat*

bat	flat	batter	spatter	gatling
fat	scat	chatter	splatter	platform
mat	slat	clatter	blatter	natural
Nat	that	flatter	Brattle	battery
pat	sprat	matter	prattle	gratitude
rat	Latin	platter	rattle	satisfied
sat	catkin	scatter	attract	stratify
vat	catnip	shatter	lattice	caterpillar
chat	statue	smatter	tattoo	

57. as in *ate*

date	late	hate	crate	celebrate
fate	mate	prate	plate	delicate

gate	rate	slate	state	playmate
Kate	bate	grate	skate	vibrate

58. et as in *bet*

get	wet	better	quiet	Fletcher
jet	yet	letter	secret	Juliet
let	debt	Betty	market	floweret
met	fret	Hetty	basket	coverlet
net	whet	kettle	closet	violet
pet	poet	mettle	garret	metal
set	suet	petal	brooklet	

59. eet as in *beet*

feet	greet	sheet	street	tweet
fleet	meet	sleet	sweet	

60. it as in *bit*

bit	lit	twit	critic	twitter
fit	mit	whit	brittle	Whittier
flit	pit	writ	little	pitiful
grit	sit	split	whittle	ritual
hit	wit	quit	kitten	spirit
kit	slit	ditto	mitten	Italy
knit	spit	ditty	written	irritate

61. it as in *cite*

bite	site	sprite	write	polite
quite	mite	trite	smite	excite
rite	spite	white	invite	incite

62. ot as in *cot*

blot	lot	Scott	cotton	throttle
clot	not	shot	grotto	totter
dot	plot	slot	motto	bottle

got	pot	spot	forgot	blotter
hot	rot	tot	glottis	bottom
jot	sot	knot	Scotland	flotsam

63. ot as in *rote*

note	smote	tote	vote	wrote
	t as in			
	hotel			

64. ut as in *but*

cut	strut	cuttle	butter	gutter
hut	button	scuttle	cutter	mutter
jut	Dutton	shuttle	clutter	putter
nut	mutton	Tuttle	flutter	catgut
rut	glutton	butler	stutter	nutmeg
shut	putty	cutler	shutter	butterfly
smut	walnut	sutler	sputter	buttercup

65. ut as in *chute*

cute	jute	mute	flute
lute	dispute	astute	

ut as in

beauty	duty	gluten	beautiful
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66. ag as in *crag*

bag	flag	rag	haggle	dagger
brag	jag	sag	straggle	swagger
drag	lag	slag	scraggy	stagger
fag	Mag	snag	shaggy	spaghetti
stag	swag	wag	magpie	fragment

67 ag as in *age*

cage	page	rage	wage	assuage
gage	sage	stage	image	enrage

68. eg as in *beg*

dregs	keg	Gregory	segment	megaphone
egg	leg	Peggy	neglect	negative
peg	legume	regular	beggar	Pegasus

69. ig as in *big*

dig	wig	whig	bigger	lignite
fig	brig	sprig	dignity	niggard
gig	grig	stigma	frigate	signal
jig	prig	trigger	Higgins	Quigley
pig	trig	giggle	spigot	indigo
rig	twig	wigwam	ligament	whirligig

70. og as in *clog*

bog	fog	nog	frog	progress
cog	hog	jog	togs	soggy
dog	log	flog	grog	

71. og as in

doge gamboge

72. ug as in *thug*

bug	jug	rug	slug	muggy
drug	lug	drug	snug	nugget
hug	pug	plug	shrug	struggle

73. ug as in

huge

74. and as in *and*

band	hand	strand	Standish	chandler
bland	Rand	grandma	handsome	England
brand	sand	grandpa	sandstone	Greenland
gland	Shand	handle	sandy	expand
grand	stand	handy	standard	

and as in

candle	Flanders	landau	Anderson	Pandora
dandle	gander	mandarin	Androcles	tandem
scandal	slander	mandolin	dandelion	candor
vandal	candy	mandrake	fandango	

75. end as in *end*

bend	rend	trend	depend	tender
blend	fend	wend	pretend	vender
lend	send	vend	fender	pendant
mend	tend	defend	lender	descend

end as in *gender*

slender	Endicott	Kendal	splendid	surrender
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76. ind as in *behind*

bind	find	hind	mind	rind
blind	grind	kind	wind	kindest

77. ind as in *window*

brindle	swindle	flinders	Hindoo	index
kindle	dwindle	cylinder	Indian	kindlings
spindle	cinder	linden	India	indigo

78. ond as in

blonde	bond	fond	pond
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79. ond as in

seconds	diamonds
---------	----------

ond as in

wonderful	wonder	Monday	London
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80. und as in *Fundy*

blunder	sunder	bundle	hundred	Bundy
plunder	thunder	trundle	under	

81. ash as in *ashes*

cash	mash	clash	plash	thrash
dash	rash	crash	slash	bashful
hash	sash	flash	smash	fashion
lash	brash	gnash	trash	eyelash

82. esh as in

flesh	fresh	mesh	thresh
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83. ish as in *dish*

fish	childish	foolish	reddish	tarnish
wish	dervish	furnish	selfish	varnish
bluish	English	Irish	vanish	jinrikisha
cherish	finish	punish	brownish	

84. osh as in

Joshua	mackintosh
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85. ush as in *gush*

hush	blush	crush	plush	slush
mush	brush	flush	rush	thrush

86. ush as in *rosebush*.

bush	bushel	bushy	push	cushion
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87. ack as in *alack*.

back	sack	smack	bracket	package
hack	tack	snack	jacket	unpack
Jack	clack	stack	placket	brackish
lack	crack	track	cackle	jackdaw
Mack	knack	thwack	grackle	mackintosh
pack	quack	whack	shackle	mackerel
rack	slack	attack	tackle	

88. eck as in *reck*

Breck	deck	speck	reckon	woodpecker
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check	neck	wreck	freckle	speckle
fleck	peck	beckon		

89. ick as in *chick*

brick	nick	tick	trickle	hickory
click	pick	trick	bicker	dickory
crick	prick	thick	flicker	Pickering
Dick	quick	Vick	snicker	Frederick
flick	sick	wick	cricket	chick-a-dee
kick	slick	fickle	thicket	chicken
lick	stick	tickle	hayrick	chicken- licken

90. ock as in *haycock*

block	dock	lock	stock	tick-tock
Brock	flock	mock	hockey	Murdock
cock	frock	rock	jockey	cockle
clock	hock	sock	pocket	hollyhock
crock	knock	shock	sprocket	rock-a-bye

91. uck as in *buck*

duck	suck	stuck	buckle	cuckoo
huck	tuck	shuck	knuckle	duckling
luck	chuck	pluck	pucker	bucket
muck	cluck	truck	sucker	Kentucky
Puck	Gluck	struck	tucker	Pawtucket

92. act as in *fact*

tact	abstract	compact	extract
tract	attract	contact	exact

act as in

actor	factor	factory	character
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93. ect as in *sect*

affect	direct	effect	object	suspect
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collect	deflect	expect	perfect	respect
correct	elect	infect	select	lecture
detect	erect	insect	subject	rectangle

94. **ict** as in *Picts*

evict	afflict	convict	predict	derelict
edict	addict	depict	verdict	contradict
strict	conflict	infect	friction	

95. **oct** as in

concoct

oct as in

doctor

96. **uct** as in *duct*

abduct	induct	construct	obstruct
conduct	deduct	instruct	structure

uct as in

suction fluctuate ductile

97. **ank** as in *Frank*

bank	rank	clank	plank	thank
dank	sank	crank	prank	shrank
hank	tank	drank	shank	blanket
lank	blank	flank	spank	Franklin

98. **ink** as in *link*

ink	pink	clink	spink	crinkle
kink	rink	prink	think	sprinkle
mink	blink	drink	shrink	twinkle
sink	brink	slink	tinker	wrinkle
wink	chink	stink	trinket	bobolink

99. **onk** as in

honk donkey

100. onk as in

monk monkey

101. unk as in *chipmunk*

hunk	chunk	flunk	spunk	shrunk
junk	drunk	plunk	skunk	
sunk	bunk	slunk	trunk	

102. ask as in

cask mask task flask basket

103. esk as in

desk eskimo

104. isk as *frisk*

brisk disk Fisk whisk whiskers

105. usk as in

dusk rusk husk tusk dusky

106. amp as in *camp*

damp	clamp	tramp	samp	stamp
lamp	cramp	Hampton	champ	scamp

amp as in

ample	hamper	tamper	grampus	stampede
trample	pamper	pampas	lamprey	

107. emp as in

hemp empty

emp as in

temper temple templar tempest

108. emp as in

attempt tempt unkempt

109. **imp** as in *crimp*

gimp	limp	glimpse	scrimp	Simpson
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imp as in *dimple*

	pimple	rimple	whimper	simply
	simple	wimple	simper	

110. **omp** as in

pomp	romp	Thompson
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111. **omp** as in *prompt*112. **ump** as in *bump*

chump	jump	plump	trump	gumption
clump	lump	slump	crumpet	pumpkin
dump	mumps	stump	trumpet	
hump	pump	thump	sumpter	

ump as in

crumple	rumple
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113. **ang** as in *bang*

clang	pang	sang	gang	Whang
fang	Prang	tang	twang	Langdon
hang	rang	slang	sprang	Wolfgang

ang as in *language*

dangle	mangle	tangle	kangaroo
jangle	spangle	strangle	entangled

114. **ang** as in

change	grange	mange	range	strange
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ang as in

angel	danger	manger	ranger	stranger
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115. **ing** as in *bring*

cling	ping	spring	string	gosling
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ding	ring	sting	wing	nothing
fling	sing	swing	lying	Witling
king	sling	thing	viking	kingdom

ing as in *single*

dingle	kringle	shingle	Domingo
jingle	mingle	tingle	finger

116. ing as in *tinge*

cringe	fringe	hinge	singe	twinge
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117. ong as in *along*

dong	prong	tongs	belong	Hongkong
gong	song	thong	oblong	ping pong
long	strong	throng	prolong	

ong as in

Congress	Mongol
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118. ong as in

among	mongrel	tongue
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119. ung as in *clung*

flung	lung	slung	strung	young
hung	rung	stung	swung	
sung	bung	pung	sprung	

ung as in

hungry	hunger	bungle	jungle
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120. ung as in

lunge	plunge
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121. atch as in *batch*

catch	latch	patch	snatch	satchel
hatch	match	scratch	thatch	ratchet

122. etch as in *retch*

fetch	sketch	stretch
ketch	vetch	Gretchen

123. itch as in *fitch*

ditch	pitch	witch	Pritchard
hitch	stitch	kitchen	

124. ich as in

rich	which
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125. otch as in

botch	blotch	crotch	notch	Scotch
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126. utch as in *Dutch*

clutch	crutch	hutch	smutch	escutcheon
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127. uch as in

much	such
------	------

128. anch as in *Blanche*

blanch	branch	cranch	lanch	stanch
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129. anch as in

hanch	planch	ranch
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anch as in

franchise	stanchion
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130. ance as in *lance*

chance	dance	glance	prance	trance
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131. ance as in *cancer*

cancel	chancel	fancy	Nancy	lancet
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132. ench as in *bench*

blench	drench	quench	trench
clench	French	tench	stench

133. ence as in *fence*

hence	pence	whence	presence	excellence
absence	silence	Spence	essence	innocence
sentence	thence	Florence	commence	prominence

independence

134. inch as in *winch*

clinch	finch	flinch	Linch	pinch
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135. ince as in

mince	prince	quince	since	wince
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ince as in

pincers	sincere
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136. onch as in

conch

onch as in

broncho	bronchitis	bronchial
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137. once as in

once

138. unch as in *clunch*

bunch	hunch	munch	scrunch
crunch	lunch	punch	

139. unce as in

dunce

140. **ass** as in *brass*

bass	glass	lass	pass
class	grass	mass	trass

ass as in

molasses

141. **ass** as in *lasso*

Hassan	passage	sassafras	tassel	vassal
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142. **ase** as in

base	case	chase	vase
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143. **ase** as in

rase

144. **ess** as in *Bess*

bless	less	business	goodness	unless
chess	mess	careless	lesson	lioness
cress	press	confess	message	faithfulness
dress	stress	darkness	progress	happiness
guess	Tess	express	princess	helpfulness
Hess	tress	harness	recess	wilderness
jess	address	helpless	spotless	professor

ess as in

Jessie	sessile	vessel	messenger	necessity
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145. **ese** as in

these

146. **iss** as in *bliss*

hiss	miss	Swiss	criss-cross
kiss	sis	Twiss	

iss as in *missal*

missile	missive	Mississippi	dissect	lissome
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147. **iss** as in
 dissolve scissors
148. **ise** as in *rise*
 wise advise advertise surmise
 arise chastise exercise surprise
149. **oss** as in *across*
 boss floss loss Foss
 cross fosse moss bossy
 dross gloss Ross joss-stick
- oss** as in
 blossom Flossie fossil possess possible
150. **ose** as in *brose*
 chose hose pose rose
 close nose prose those
151. **ose** as in
 dose close morose
152. **ose** as in
 lose whose
153. **uss** as in
 Huss fuss muss truss
- uss** as in
 russet brussels
154. **uss** as in
 puss
155. **use** as in
 fuse muse amuse refuse

156. use as in

useful	useless	refuse	obtuse
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157. ant as in

ant	chant	grant	pant	slant
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158. ant as in *antlers*

brant	cant	Kant
plant	rant	scant

ant as in *bantam*

frantic	lantern	mantel
Santa	shanty	Scranton

159. ant as in

elephant	merchant	pleasant	truant
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160. ent as in *bent*

blent	pent	tent	moment	invent
cent	rent	vent	present	prevent
dent	sent	went	prevent	president
Kent	lent	content	silent	regiment
Brent	spent	consent	extent	independent

ent as in *enter*

carpenter	gentile	Quentin	valentine
central	gentle	twenty	

161. int as in *dint*

chintz	hint	print	sprint
flint	lint	squint	stint
glint	mint	splint	tint

int as in

winter	vintage	Clinton	scintillate
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162. ont as in
font Montcalm
ont as in
contain content Montana pontiff Pocahontas
163. ont as in
front wont
164. unt as in *blunt*
brunt hunt punt shunt bunting
grunt Lunt runt stunt
unt as in
until Gunter junto
165. ast as in *cast*
blast last past caster
fast mast vast pasture
ast as in
master pastor plaster
166. ast as in
bast hast plastic chastise Erastus
167. aste as in
baste haste taste waste chaste
168. est as in *best*
jest crest safest deepest steepest
nest quest spryest fairest warmest
pest arrest chestnut wisest tiniest
rest bluest gesture nestlings prettiest
test forest western greenest gladdest
vest honest biggest harvest reddest

zest	nicest	cleanest	highest	strongest
blest	longest	earnest	shortest	happiest
chest	ripest	dearest	sourest	pleasantest

est as in

Hester	Kestrel	prestige	Lester	yesterday
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169. ist as in *hist*

fist	mist	twist	wrist	wistful
list	grist	whist	schist	

ist as in *blister*

cistern	Bristol	mistress	sister
distant	distance	mistake	vista
distress	history	pristine	

170. ost as in

cost	frost	lost
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ost as in *Boston*

foster	nostril	rostrum
hostage	prostrate	ostrich

171. ost as in *ghost*

almost	host	most	post	postal
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172. ost as in

dost

173. ust as in *bust*

crust	gust	must	thrust	August
dust	just	rust	trust	lust

ust as in *bluster*

accustom	luster	mustard	sustain	illustrate
cluster	muster	musty	trustee	lustily
fluster	justice	rustic	frustrate	

174. **asp** as in *asp*
 clasp gasp grasp hasp rasp
 asp as in
 Casper jasper
175. **esp** as in
 trespass vesper
176. **isp** as in
 lisp wisp
 isp as in
 whisper
177. **osp** as in
 hospital hospice prosper
178. **usp** as in
 cusp
179. **aft** as in *after*
 abaft daft graft raft Taft
 craft draft haft shaft waft
180. **eft** as in *weft*
 cleft deft heft
 left reft theft
181. **ift** as in *drift*
 gift lift sift
 shift swift thrift
 ift as in
 fifty Clifton fifteen

182. oft as in

croft loft oft soft

oft as in

softly softer lofty

183. uft as in

tuft

184. ath as in

bath lath path father Hiawatha

185. ath as in *Athens*

athlete aftermath Catherine catholic mathematics

ath as in

Mathers fathom gather lather rather

186. ath as in

bathe lathe spathe swathe

187. eth as in *Beth*Seth loveth laugheth Elizabeth lethargy
method burneth prayeth Bethlehem Methodist
giveth droopeth worketh comforteth

eth as in

nether brethren whether together Netherlands

188. ith as in *lith*frith pith zither litharge arithmetic
kith smith Edith cithernith as in *with*

hither wither thither without whither

189. **ith** as in
 lithe blithe tithe withe writhe
190. **ilth** as in
 filth tilth
191. **oth** as in *cloth*
 moth froth moth sloth wroth
 broth Goth Roth troth
192. **oth** as in
 both loth
oth as in
 clothe clothing
193. **oth** as in
 doth nothing
oth as in
 other brother mother smother another
194. **uth** as in
 Luther
195. **uth** as in
 Cuthbert Guthrie
uth as in
 Rutherford Sutherland Cruthers
196. **aff** as in
 chaff quaff staff
197. **aff** as in
 gaff giraffe chaff

aff as in *affable*

baffle	daffodil	raffle	scaffold	taffy
Caffre	Kaffir	saffron	snaffle	traffic

198. afe as in
chafe

safe

199. eff as in
Effie

effect

Jefferson

200. iff as in

cliff	sniff	stiff	whiff	riff-raff
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iff as in

different	difficult	Gifford	griffin	jiffy
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201. ife as in

fife
knife

life
rife

strife
wife

202. off as in

doff

scoff

off as in

offer	coffee	coffer	officer	proffer
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203. uff as in *buff*

bluff	gruff	muff	ruff	stuff
cuff	huff	puff	snuff	duff
fluff	luff			

uff as in *buffalo*

guffaw	muffin	suffer	fluffy
Muffet	shuffle	suffix	

204. alp as in

alp

palp

scalp

205. **elp** as in
 help kelp whelp yelp
206. **ulp** as in
 gulp sculptor
207. **ald** as in
 bald scald
- ald** as in *Alden*
 alder Aldrich Spalding Waldo
 caldron Malden thralldom
208. **eld** as in
 held weld
- eld** as in
 elder eldest Eldred seldom sheldrake
209. **ild** as in
 mild child wild
210. **ild** as in
 gild build
- ild** as in
 Hilda children Matilda mildew Mildred
211. **old** as in *behold*
 bold fold mold scold golden
 cold gold sold told Harold
 Dold hold
212. **uld** as in
 Hulda
213. **all** as in *all*
 ball gall pall stall wall

call	hall	squall	tall	thrall
fall	mall	small		

214. all as in *alley*

callow	tallow	sally	ballad	gallant
fallow	dally	tally	pallid	gallon
hallow	rally	valley	challenge	gallop
mallow				

215. ale as in *ale*

bale	kale	sale	stale	vale
dale	male	scale	swale	wale
gale	pale	shale	tale	whale
hale				

216. ell as in *bell*

cell	Nell	yell	shell	swell
dell	sell	dwell	smell	Lowell
ell	tell	quell	spell	pell-mell
fell	well			

ell as in *Ella*

bellow	mellow	jelly	Arabella	umbrella
fellow	hello	cellar	Isabella	McClellan

217. eel as in *creel*

feel	keel	reel	wheel
heel	peel	steel	

218. ill as in *ill*

bill	mill	chill	spill	shrill
fill	pill	drill	still	thrill
gill	rill	frill	swill	million
hill	sill	grill	thill	brilliant
Jill	till	quill	trill	miller
kill	will	skill	twill	windmill

ill as in *billet*

billy	Willie	pillar	billet	Murillo
silly	pillow	millet	willow	milliner

219. ile as in *mile*

file	smile	stile	vile	while
pile	spile	tile	wile	

220. oll as in

doll	loll	Moll	Noll	poll
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oll as in *folly*

jolly	follow	dollie	dollar	Holland
collar	hollow	college	pollen	

221. oll as in *boll*

poll	toll	knoll	scroll
roll	droll	troll	

222. ole as in *bole*

Cole	hole	pole	sole	whole
dole	mole	role	stole	oriole

223. ull as in *cull*

dull	hull	mull	scull
gull	lull	null	skull

ull as in

sullen	Sully	crullers	mullet
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224. ull as in

bull	full	pull	
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225. ule as in

mule

226. alt as in

malt	Galt	halt	salt	waltz
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alt as in *alter*

falter	Dalton	Baltic
Walter	paltry	Baltimore

227. elt as in *felt*

belt	melt	welt	spelt
celt	pelt	knelt	dwelt

elt as in *helter*

delta	seltzer	shelter	helter
Felton	Skelton	swelter	skelter

228. ilt as in *kilt*

gilt	lilt	tilt	guilt	quilt
hilt	silt	wilt	stilt	built
jilt				

ilt as in

Milton	filter	kilter
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229. olt as in *bolt*

colt	Holt	molt
dolt	jolt	volt

230. ult as in *adult*

culture	consult	insult	vulture	exult
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ult as in

sultry	multiply	cultivate
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231. ow as in *vow*

bow	prow	drown	crowd	coward
cow	scow	frown	bower	cowslip
how	trow	fowl	flower	downy

now	down	growl	power	drowsy
row	gown	howl	powder	chow-chow
sow	town	scowl	shower	bow-wow
brow	clown	towel	tower	
meow	crown	vowel	chowder	
plow	brown	browse	brownie	

232. ow as in *arrow*

bow	grow	flown	hallow	lower
low	know	grown	tallow	mower
mow	show	known	hollow	minnow
row	slow	mown	pillow	shadow
sow	snow	bowl	willow	window
tow	stow	growth	below	rainbow
blow	throw	bellow	borrow	snowy
crow	owe	fellow	harrow	toward
flow	own	yellow	marrow	Bowdoin
glow	blown	fallow	narrow	to-morrow

233. ou as in *out*

our	scout	cloud	mound	arouse
hour	shout	proud	pound	thousand
sour	snout	loud	round	blouse
flour	spout	louder	sound	house
scour	sprout	abound	wound	mouse
about	stout	bound	count	crouch
doubt	trout	found	counter	pounce
gout	mouth	ground	fountain	bough
pout	south	hound	mountain	plough

234. ou as in *you*

croup	soup	Louis	bouquet	Louisa
group	troupe	your	through	cantaloupe

235. ou as in *soul*

four	though	course	mourned	mould
pour	fourth	shoulder	although	smoulder
dough	fourteen			

236. ou as in *young*

rough	enough	country	courage
tough	trouble	cousin	double

237. ou as in *thought*

bought	ought	sought	trough
brought	fought	cough	

238. ou as in

journey	tourney	scourge	adjourn	journal
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239. oy as in *Roy*

boy	Moy	Troy	enjoy	destroy
coy	toy	Joyce	loyal	employ
Foy	cloy	sloyd	royal	oyster
joy	Floy	ahoy	annoy	voyage

240. oi as in *oil*

boil	voile	joint	poise	adjoin
coil	broil	point	voice	exploit
foil	spoil	choice	avoid	anoint
soil	coin	moist	poison	ointment
toil	loin	noise	rejoice	Illinois

241. oi as in

tortoise	Bowdoin
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242. oo as in *foot*

good	book	rook	nook	woolen
hood	cook	took	shook	wooden

stood	hook	brook	wool	Woodega
wood	look	crook	soot	

243. oo as in *too*

coo	spool	coon	droop	coot
goo	stool	croon	scoop	hoot
food	school	loon	sloop	Moot
mood	boom	moon	stoop	root
rood	doom	noon	swoop	scot
brood	loom	soon	troop	Smoot
hoof	room	spoon	whoop	toot
roof	broom	swoon	choose	aloof
cool	bloom	coop	loose	balloon
fool	gloom	Goop	moose	schooner
pool	groom	hoop	noose	cooper
tool	boon	loop	boot	goose

244. oo as in

brooch	door	floor
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245. ay as in *away*

bay	lay	way	play	spray
day	may	bray	pray	Hayes
fay	nay	clay	slay	always
gay	pay	dray	stay	crayon
hay	ray	fray	sway	display
jay	say	gray	tray	Lafayette

246. ai as in *raid*

braid	pail	lain	bait	daily
laid	quail	main	strait	gaily
maid	sail	plain	wait	sailor
paid	snail	rain	air	maiden
raid	tail	slain	chair	complain

staid	trail	Spain	fair	complaint
ail	vail	sprain	hair	explain
fail	wail	stain	lair	dainty
flail	Bain	strain	pair	gaiter
frail	brain	train	stair	fairy
grail	Cain	twain	waist	fairies
hail	chain	vain	maize	prairies
jail	drain	faint	praise	daisy
mail	grain	paint	raise	daisies
nail	gain	quaint	straight	raisin
rail	pain	saint	afraid	entertain

247. ey as in

Bey	hey	prey
they	why	obey

248. ey as in *honey*

cosey	Goosey-loosey	trolley	Betsey
money	Turkey-lurkey	chimney	

249. eigh as in *eight*

neigh	weigh	freight	eighteen
sleigh	weight	eighty	neighbor

250. ei as in *rein*

skein	vein	deign	veil	reindeer
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251. ei as in *seize*

seized	ceiling	either	receipts
receive	deceive	neither	

252. ie as in *wield*

brief	shield	piece	priest	relief
chief	yield	shriek	grief	believe
thief	niece	fierce	belief	field

253. igh as in *high*

sigh	might	tight	fright	highest
nigh	night	blight	knight	almighty
fight	right	bright	plight	brighter
light	sight	flight	slight	sprightly

254. ea as in *sea*

beach	leaf	heap	crease	treat
peach	sheaf	leap	grease	wheat
reach	deal	neap	ease	breathe
teach	leal	reap	pease	sheathe
bleach	meal	cheap	please	sheath
preach	peal	beard	tease	wreath
bead	seal	ear	beast	eaves
lead	Teal	dear	east	leave
mead	squeal	fear	feast	sheaves
read	beam	gear	yeast	weave
plead	cream	hear	least	beaver
beak	dream	Lear	feast	beneath
leak	gleam	near	heat	eaten
peak	scream	rear	meat	creature
teak	steam	tear	neat	season
weak	stream	year	peat	reason
bleak	bean	clear	seat	disease
creak	dean	drear	bleat	nearly
sneak	Jean	shear	cheat	dearest
speak	mean	smear	cleat	appear
squeak	clean	spear	pleat	teapot
streak	glean	lease	beat	steamer

255. ea as in *tread*

dead	death	ready	heaven	pleasant
head	health	steady	heavy	pleasantest
lead	breast	instead	measure	dreadful

read	breath	feather	pleasure	meadow
bread	thread	leather	treasure	breakfast
spread	healthy	weather	wealthy	redbreast

256. ea as in

break	great	steak
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257. ea as in

swear	bear	pear	tear	wear
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258. ea as in *earn*

earl	heard	earnest	pearl
earth	hearse	learned	pearly
early	learn	searched	yearn

259. ea as in

heart	hearken	hearth
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260. oa as in *whoa*

load	soak	moan	roast	oats
road	coal	soap	toast	throat
toad	goal	Hoar	boat	loaves
loaf	shoal	roar	coat	coax
cloak	foam	soar	Choate	cocoa
croak	loam	coarse	float	aboard
oak	roam	hoarse	goat	afloat

261. ew as in *jew*

dew	mew	flew	view	Newport
few	new	knew	whew	sinews
hew	pew	slew	Lewis	skewer
Kew	blew	stew	jewel	

262. ui as in

suit	juice	juicy
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263. aw as in *caw*

jaw	flaw	crawl	fawn	crawfish
law	gnaw	shawl	lawn	hawthorn
paw	slaw	trawl	pawn	awkward
raw	squaw	scrawl	drawn	tomahawk
saw	straw	sprawl	prawn	brawny
claw	thaw	hawk	spawn	tawny
draw	bawl	dawn	lawyer	

264. au as in *August*

cause	Gaul	Saul	because	Maurice
clause	gauze	taut	Caudle	Naumkeag
Claude	haul	vault	caucus	saucer
daub	Maud	vaunt	faucet	sausage
fault	Paul	autumn	gaudy	Austrian
fraud	pause	author	Laura	sauce

265. au as in *aunt*

craunch	flaunt	jaunt	saunter	laughter
daunt	gaunt	launch	taunt	laundry

266. augh as in *slaughter*

caught	daughter	haughty	naught
taught	fraught	naughty	

267. alk as in

balk	calk	chalk	stalk	talk
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268. elk as in

elk	whelk	yelk
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269. ilk as in

milk	silk
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270. **olk** as in

folk	yolk
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271. **ulk** as in

bulk	hulk	sulk
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272. **ar** as in *are*

bar	guard	arm	tart	charcoal
car	hard	charm	starve	scarlet
far	lard	farm	artist	feldspar
gar	yard	harm	cargo	Margaret
jar	scarf	barn	Carlo	sparkle
mar	large	darn	army	barley
scar	ark	harp	parlor	Charlie
spar	bark	sharp	harbor	harness
star	Clark	parse	farmer	sharpen
tar	dark	harsh	partner	Mozart
barb	hark	marsh	marble	particle
garb	lark	art	garden	Arthur
farce	park	cart	hardest	farther
arch	shark	chart	pardon	harvest
larch	spark	dart	target	tardy
march	Carl	hart	market	
bard	marl	part	carpet	
card	snarl	start	martin	

273. **ar** as in *carry*

carriage	barrel	Harry	parry	marrow
carries	barren	Barry	tarry	sparrow
carrot	harrow	marry	parrot	yarrow

274. **ar** as in *war*

ward	warp	warmth	quartz
warm	wart	warble	quarter
warn	quart	wharf	dwarf

275. are as in *care*

bare	mare	share	tare	stare
dare	pare	snare	ware	scare
fare	rare	spare	square	careful
			hare	

276. er as in *her*

pert	serve	Bernard	kernel	servants
clerk	ferns	German	merchants	dessert
perch	verse	herding	person	were

277. er as in *Albert*

alder	chamber	finger	flower	under
aster	water	cipher	grocer	carrier
caper	iceberg	hither	monster	together
paper	eager	river	other	yesterday
taper	ever	shiver	over	cylinder
father	never	sister	powder	different
falter	shelter	silver	power	remember
gander	whether	spider	shower	carpenter
gather	feather	whither	wonder	December
farther	leather	winter	yonder	September
lantern	leader	cover	jumper	November

278. er as in *merry*

berries	cherries	errand	Merrill	terrier
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279. er as in

here	mere	sere	sphere	cere
	er as in			
	hero	cereal		

280. er as in

ere	there	where
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281. *ir* as in *fir*

bird	flirt	first	third	thirteen
chirp	shirt	girl	thirst	birthday
dirt	skirt	stir	whirl	squirrel

282. *ire* as in *dire*

fire	mire	tire	squire	iron
hire	spire	wire	require	

283. *or* as in *for*

or	storm	Morse	fortune	orchard
nor	born	George	fortress	normal
cord	corn	sort	orders	mortar
lord	horn	short	organ	forward
cork	morn	snort	acorn	Norway
fork	scorn	north	corner	California
York	thorn	scorch	forty	ornaments
stork	worn	torch	mortal	Norsemen
form	horse	forlorn	Concord	tortoise

284. *or* as in *ore*

bore	Ora	score	forth	Flora
core	wore	shore	store	glorious
sore	more	fort	before	oriole
tore	chore	port	implore	memorial
shorn	pork	porch	borne	Portland
torn	sport	sword	report	Portugal

285. *or* as in *word*

work	worse	worry	worship	doctor
world	worth	worthy	color	labor
worm				

286. *or* as in

sorry	borrow	morrow	sorrow	sorrel
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287. ur as in *fur*

cur	churn	purl	furnish	surface
blur	curl	spur	further	Turkey
burn	fur	surf	murmur	Thursday
burr	hurt	Arthur	purple	Saturday
burst	nurse	burden	purpose	surprise
burnt	purse	curtain	pursue	urchin
church	purr	disturb	sturdy	return

288. ur as in *cure*

pure	endure	measure	nature	picture
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ur as in

Puritan	purity	purify
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289. ur as in

hurry	flurry	furrow
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290. a as in *babble*

dabble	paddle	haggle	dazzle	tattle
drabble	saddle	straggle	battle	bramble
gabble	straddle	waggle	Brattle	candle
rabble	baffle	apple	cattle	handle
scrabble	raffle	dapple	prattle	angle
addle	draggle	grapple	rattle	scramble
daddle				

291. a as in *able*

cable	gable	stable	cradle	maple
fable	sable	table	ladle	staple

292. e as in *pebble*

heddle	peddle	kettle	nettle	tremble
meddle	embezzle	mettle	settle	gentle

293. ee as in

feeble	needle	wheedle	steeple	beetle
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ea as in

eagle

294. i as in *quibble*

dribble	twiddle	ripple	spittle	mingle
nibble	whiffle	stipple	whittle	shingle
scribble	giggle	whipple	nimble	single
diddle	higgle	frizzle	thimble	tingle
fiddle	jiggle	fizzle	dwindle	dimple
griddle	wriggle	grizzle	spindle	simple
middle	cripple	brittle	dingle	tinkle
riddle	nipple	little	jingle	twinkle

295. i as in *bible*

idle	bridle	sidle	rifle	title
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296. o as in *cobble*

gobble	noddle	goggle	bottle	throttle
hobble	toddle	stopple	Cottle	nozzle
coddle	boggle	topple	mottle	

297. o as in

noble	ogle
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298. u as in *bubble*

rubble	ruffle	struggle	bumble	stumble
stubble	scuffle	cuttle	crumble	tumble
cuddle	shuffle	scuttle	fumble	bundle
huddle	juggle	shuttle	grumble	trundle
muddle	Ruggles	Tuttle	humble	crumple
puddle	smuggle	muzzle	jumble	
muffle	snuggle	puzzle	mumble	

299. u as in

bugle

300. ake as in *awake*

bake	make	wake	quake	partake
cake	Pake	Blake	shake	mistake
fake	rake	brake	slake	
Jake	sake	drake	snake	
lake	take	flake	stake	

301. eek as in *cheek*

creek	leek	peek	seek	sleek
Greek	meek	reek	week	

302. e as in

be	ye	fee	skee	spree
he	she	see	knee	three
me	the	tee	glee	Dee
we	bee	wee	free	flee

303. ike as in

dike	Mike	spike
like	pike	strike

304. oke as in *smoke*

broke	cloke	smoke	woke
coke	joke	spoke	yoke
choke	poke	stroke	stoke

o as in

token stoker

305. o as in

go	so	doe	Joe	toe
lo	fro	foe	Poe	sloe
no	Coe	hoe	roe	woe

306. o as in

to do

307. uke as in

fluke Duke Luke

308. u as in

cue	hue	blue	flue	spue
due	sue	clue	glue	

309. adge as in

badge Madge

adge as in

badger

310. edge as in *dredge*

edge	hedge	pledge	sledge	knowledge
fledge	ledge	sedge	wedge	

311. idge as in *bridge*

midge ridge porridge Cambridge

idge as in

fidget

312. odge as in *dodge*

lodge dislodge hodge-podge

odge as in

lodger lodger Blodgett /

313. udge as in *budge*

drudge	grudge	nudge	trudge
fudge	judge	smudge	

udge as in

cudgel

314. **av** as in *cave*

gave	rave	crave	knave	stave
lave	save	Dave	shave	behave
nave	wave	grave	slave	behavior
pave	brave			

av as in

Davis	flavor	quaver
navy	favor	favorite

315. **av** as in *have*

gravel	gavel	ravel	travel	unravel
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316. **ev** as in

breve

ev as in

Eva	Revere	evening	Stevenson
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317. **ev** as in *ever*

eleven	forever	seven
every	never	several

318. **iv** as in *alive*

dive	live	shrive	wives	contrive
five	chives	strive	arrive	derive
hive	drive	thrive	lively	revive
I've	knives			

iv as in

ivory	private
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319. **iv** as in *give*

live	given	forgive	deliver	Oliver
river	driven	quiver	attentive	shiver

320. ov as in *cove*

hove	clove	stove	wove	throve
wove	drove	strove	grove	

ov as in

over	clover	Dover	rover	Nova Scotia
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321. ov as in

move	remove	prove	improve	improvement
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322. ov as in *discover*

above	love	cover	hover	shove
dove	oven	lover	plover	shovel
glove	sloven	covert	Glover	govern

323. ax as in *axe*

lax	wax	Faxon	flaxen
Max	flax	Saxon	Fairfax
tax	Caxton	Paxton	beeswax

324. ex as in *Rex*

sex	exchange	excel	hexagon	explore
vex	expanse	express	lexicon	explode
next	explain	expect	extreme	extort
exit	expel	expense	excite	exploit
extra	extend	expert	exile	export
expand	excess	sexton	exercise	excuse
extract	except	perplex	extinct	extrude

325. ex as in *exact*

exalt	exactly	exhaust	exert	exude
exhale	example	exempt	exist	exult
examine	exertion	exhibit	exhort	

326. **ix** as in *six*

Dix	mix	sixth
fix	sixteen	sixty

327. **ox** as in *ox*

box	pox	oxen	Oxford	foxglove
Cox	Knox	moxie	Fox-lox	

328. **tion** as in *mention*

(a)	action	attention	addition	adoption
	fraction	intention	condition	suction
	attraction	direction	friction	introduction
	contraction	collection	position	instruction
	subtraction	affectionate	option	production
(b)	nation	vexation	decoration	motion
	ration	plantation	declaration	notion
	station	invitation	solution	multiplication
	vocation	foundation	secretion	revolution
	relation	education	emotion	promotion

tion as in

question

329. **sion** as in *tension*

mansion	session	expression	dismission	excursion
passion	confession	mission	permission	compulsion
compassion	possession			

330. **sion** as in *infusion*

abrasion	adhesion	division	corrosion	conclusion
invasion	cohesion	precision	explosion	confusion
occasion	collision	vision	allusion	delusion

331. **ous** as in *nervous*

famous	porous	glorious	mischievous	victorious
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joyous	wondrous	hideous	generous	industrious
jealous	beauteous			

332. tious as in *ambitious*

(a) fictitious	nutritious	ambitious	fractious
(b) cautious	vexatious		

333. cious as in *luscious*

(a) delicious	suspicious	auspicious	precious
(b) spacious	capacious	sagacious	rapacious
ferocious	gracious	tenacious	voracious

334. cial as in *commercial*

(a) official	provincial	financial	especial
beneficial	artificial		
(b) social	racial	crucial	

335. tial as in *nuptial*

martial	initial	reverential	providential
partial	essential	prudential	substantial

336. tian as in

fustian	Christian	Sebastian
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337. cian as in

optician	politician	physician	magician	mathematician
logician	patrician	musician		

338. tien as in

patient	quotient	patience
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339. cien as in

sufficient	proficient	efficient	deficient	conscience
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340. **sien** as in
transient

341. **ften** as in
often soften

342. **sten** as in
fasten christen glisten listen
moisten chasten hasten

343. **stle** as in *castle*
nestle bristle mistletoe apostle bustle
pestle epistle thistle jostle hustle
trestle gristle whistle throstle rustle
wrestle

344. **mb** as in *jamb*
lamb comb dumb plumb Thumbkin
climb tomb numb thumb lambkin
limb crumb

mb as in *number*
limber slumber grumbler stumbling
timber tumbler mumbled crumbling

345. **eau** as in
beau chateau bureau plateau tableau

346. **ph** as in *Ralph*
phase pamphlet Christopher lymph prophet
phrase sphere siphon hyphen trophy
caliph zephyr Philip physics phoenix
phalanx seraph cipher orphan photograph
graphic pheasant sphinx phonics sulphate
camphor elephant sylph gopher sulphur
phantom nephew nymph dolphin triumph

347. *The sound of a after w is like that of ǒ in*

wad	wand	wallet	wanton	swap
wast	what	wallow	walnut	swan
wash	wasp	waffle	walrus	swamp
watch	wabble	twaddle	Walter	swallow
wan	waddle	wander	swab	swaddle

348. *The sound of a after qu is like that of ǒ in*

squab	squash	squander	quantity	quarry
squad	squabble	quandary	quarrel	quadrant

349. *U and ew after r, sh, and y take the sound of ū*

(a) rue	ruble	cruise	gruel	prune
rude	ruin	cruse	extrude	fruit
rule	rumor	bruit	construe	imbue
Ruth	rural	brute	abstruse	scruple
rune	recruit	bruin	accrue	true
ruby	cruel	bruise	prude	truth
rubric	crude	drupe		

(b) shute sure yule

(c) crew grew strew shrew chew
 brew screw threw shrewd yew
 drew

u as in

sugar

350. *Ing added, no change in the primitive word*

(a) handing	grinding	funding	threshing	crushing
standing	blinding	crashing	meshing	rushing
mending	winding	smashing	fishing	tacking
bending	bonding	lashing	wishing	tracking

(b)	pecking checking kicking clicking	rocking knocking plucking ducking	thanking ranking winking blinking	honking bunking chunking basking	camping stamping limping crimping
(c)	romping pumping stumping bumping	clanging hanging slinging flinging	longing thronging watching catching	etching sketching witching stitching	botching notching clutching smutching
(d)	branching blanching quenching drenching	pinching flinching lunching crunching	classing passing dressing pressing	kissing missing crossing tossing	fussing mussing panting granting
(e)	denting renting hinting minting	fronting bunting grunting casting	nesting jesting misting twisting	frosting costing crusting rusting	grafting wafting hefting clefting
(f)	sifting drifting tufting lathing	smithing frothing lothing chaffing	quaffing sniffing whiffing scoffing	bluffing fluffing scalding welding	folding molding calling falling
(g)	telling spelling filling willing	rolling tolling pulling hulling	salting malting melting belting	wilting quilting bolting jolting	acting feeling frisking husking
(h)	snowing blowing pouting outing	clouding pounding grouping pouring	toying cloying boiling spoiling	coining joining cooking hooking	grooming booming playing staying
(i)	failing railing	neighing sighing	talking walking	sewing chewing	hearing threading

preying	clawing	feasting	peeking	laughing
weighing	pawing	roaring	fearing	flooring

351. Ed added after t or d, syllable added to primitive word

(a)	landed	blinded	planted	hinted	blasted
	banded	minded	dented	fronted	lasted
	mended	bonded	rented	stunted	jested
	blended	granted	glinted	shunted	tested
(b)	fisted	dusted	hefted	scalded	salted
	misted	trusted	lifted	welded	maltd
	frosted	grafted	shifted	gilded	belted
	posted	wafted	tufted	folded	felted
(c)	bolted	clouded	fainted	sighted	floated
	molted	sounded	weighted	treated	carted
	pouted	feasted	freighted	heated	darted
	sprouted	baited	righted	toasted	thirsted
(d)	jointed	suitd	acted	attracted	effected
	hoisted	fruited	respected	corrected	exacted
	yielded	sorted	restricted	erected	vaulted
	shielded	blurted	selected	rewarded	conducted

352. Ed added after any consonant, no change in primitive word

(a)	crashed	dished	packed	tricked	clucked
	smashed	wished	tacked	clicked	ducked
	meshed	pushed	pecked	clocked	thanked
	threshed	crushed	decked	rocked	spanked
(b)	winked	limped	watched	botched	grassed
	linked	crimped	hatched	branched	blessed
	bunked	romped	etched	pinched	mixed
	stamped	pumped	switched	lunched	boxed
(c)	buzzed	frothed	balled	thrilled	pulled
	lathed	chaffed	called	skilled	mulled

	writhed	scoffed	felled	lolloped	crowed
	whiffed	stuffed	smelled	tolled	snowed
(d)	grouped	boiled	looked	played	failed
	crowped	soiled	booked	stayed	sighed
	enjoyed	coined	groomed	strayed	clawed
	destroyed	joined	loomed	bailed	talked
(e)	roared	parched	reined	weighed	numbed
	chewed	marched	veined	neighed	thumbed
	feared	covered	warned	laughed	clasped
	reared	colored	warned	touched	grasped

353. Er added, no change in the primitive word

(a)	grander	kinder	dasher	fresher	cracker
	blender	blinder	lasher	thresher	packer
	mender	fonder	fisher	blusher	checker
	fender	washer	wisher	crusher	pecker
(b)	clicker	sucker	pinker	frisker	cramper
	ticker	tucker	thinker	brisker	tramper
	locker	banker	bunker	husker	limper
	mocker	ranker	flunker	maker	scrimper
(c)	romper	banger	longer	pitcher	trencher
	jumper	hanger	catcher	stitcher	pincher
	pumper	ringer	scratcher	botcher	muncher
	thumper	singer	sketcher	rancher	passer
(d)	presser	chanter	grunter	jester	crafter
	dresser	planter	hunter	twister	defter
	crosser	renter	caster	poster	swifter
	fusser	printer	faster	duster	softer
(e)	stiffer	caller	miller	rower	cooker
	puffer	seller	halter	spouter	brooder
	milder	dweller	melter	rougher	player
	folder	feeler	tilter	toiler	brighter

354. Ing added, final consonant of primitive word doubled

(a)	crabbing	cribbing	rubbing	wadding	bidding
	grabbing	robbing	drubbing	bedding	sodding
	webbing	mobbing	clubbing	wedding	plodding
	ribbing	sobbing	padding	ridding	nodding
(b)	budding	clamming	brimming	clapping	tipping
	scudding	hemming	drumming	stepping	dropping
	slamming	stemming	gumming	nipping	lopping
	cramming	trimming	strapping	ripping	slopping
(c)	supping	penning	donning	matting	netting
	cupping	winning	conning	patting	fitting
	canning	tinning	running	petting	splitting
	planning	spinning	dunning	letting	twitting
(d)	plotting	dragging	digging	hugging	warring
	spotting	lagging	rigging	bugging	marring
	nutting	begging	logging	starring	stirring
	shutting	legging	flogging	charring	blurring

355. Ed added, final consonant of primitive doubled

(a)	added	wedded	nodded	budded	fatted
	padded	shredded	sodded	scudded	matted
	wadded	sledged	plodded	studded	patted
	bedded	podded	prodded	batted	chatted
(b)	slatted	wetted	gritted	twitted	rotted
	betted	fretted	knitted	blotted	plotted
	jetted	whetted	mitted	clotted	potted
	netted	fitted	witted	dotted	spotted
	petted	flitted	slitted	jotted	
(c)	juted	stabbed	mobbed	dubbed	scrubbed
	smuted	webbed	robbed	rubbed	crammed
	struted	fibbed	sobbed	tubbed	jammed

	crabbed	ribbed	knobbed	clubbed	clammed
	grabbed	cribbed	throbbled		
(d)	slammed	brimmed	drummed	snapped	stripped
	hemmed	skimmed	capped	slapped	sipped
	stemmed	summed	gapped	stepped	dripped
	rimmed	gummed	rapped	nipped	whipped
(e)	hopped	canned	skinned	barred	furred
	chopped	fanned	dunned	jarred	blurred
	mopped	penned	shunned	starred	spurred
	supped	pinned	stunned	scarred	drugged

356. Er added, final consonant of primitive doubled

(a)	grabber	rubber	madder	shredder	scudder
	fibber	grubber	padder	bidder	rammer
	robber	scrubber	gladder	sodder	shammer
	sobber	sadder	redder	plodder	swabber
(b)	hemmer	swimmer	strummer	clapper	chipper
	stemmer	trimmer	rapper	wrapper	clipper
	brimmer	hummer	sapper	nipper	dripper
	skimmer	drummer	tapper	dipper	
(c)	slipper	supper	tanner	runner	hatter
	shopper	upper	pinner	gunner	chatter
	hopper	canner	winner	fatter	netter
	popper	planner	spinner	ratter	wetter
(d)	fitter	sitter	plotter	shutter	plugger
	flitter	blotter	cutter	digger	snugger
	knitter	hotter	nutter	clogger	shrugger
	twitter				

357. Ing added, final e of primitive dropped

(a)	bribing	tubing	shading	riding	sliding
	probing	fading	spading	siding	striding

	robing	wading	trading	chiding	abiding
	cubing	grading	hiding	gliding	deciding
(b)	gaming	blaming	scheming	homing	draping
	laming	flaming	chiming	fuming	shaping
	naming	framing	timing	pluming	scrapping
	taming	shaming	priming	aping	escaping
(c)	piping	coping	groping	caning	dining
	wiping	hoping	sloping	waning	lining
	gripping	loping	roping	planing	mining
	striping	moping	duping	craning	pinning
(d)	shining	toning	mating	grating	caging
	twining	droning	rating	biting	raging
	whining	stoning	hating	writing	staging
	boning	tuning	slating	voting	dancing
(e)	glancing	rising	striving	daring	baking
	fencing	closing	scaling	sparing	liking
	wincing	losing	smiling	hiring	smoking
	chasing	basting	tiling	curing	saving

358. *Ed added, final e of primitive dropped*

(a)	faded	spaded	glided	mated	grated
	waded	traded	prided	rated	crated
	bladed	ceded	boded	hated	plated
	graded	sided	dated	prated	skated
	shaded	chided	fated	slated	
(b)	invited	bribed	cubed	named	limed
	toted	lobed	tubed	tamed	timed
	voted	probed	famed	schemed	primed
	fluted	robed	lamed	chimed	grimed
(c)	chimed	taped	piped	moped	caned
	domed	draped	wiped	roped	paned

	fumed	scraped	striped	sloped	waned
	plumed	shaped	hoped	duped	planed
(d)	caged	cringed	danced	dived	stared
	paged	fringed	pranced	closed	fired
	staged	singed	minced	fused	saved
	waged	twinged	chased	chafed	moved
(e)	filed	baked	smoked	edged	lodged
	piled	raked	liked	sedged	nudged
	smiled	staked	spiked	bridged	grudged
	eyed	waked	bagged	dodged	gabbled

359. Er added, final e of primitive dropped

(a)	briber	spader	wider	framer	comer
	fader	trader	slider	schemer	fumer
	wader	hider	gamer	timer	draper
	grader	rider	namer	primer	shaper
(b)	piper	caner	finer	later	biter
	riper	saner	miner	mater	writer
	wiper	waner	stoner	slater	whiter
	hoper	diner	tuner	skater	voter
(c)	cuter	dancer	baser	proser	baster
	stager	prancer	riser	closer	waster
	wager	wincer	wiser	loser	taster
	huger	chaser	poser	muser	bather
(d)	safer	filer	barer	wirer	scorer
	paler	smiler	rarer	borer	purser
	scaler	tiler	sharer	corer	saver
	whaler	fifer	sparer	sorer	mover

360. Es adds a syllable to primitive word

(a)	ashes	slashes	meshes	vanishes	blushes
	dashes	flashes	threshes	punishes	flushes

	hashes	splashes	fishes	varnishes	brushes
	mashes	smashes	dishes	pushes	crushes
	sashes	washes	wishes	bushes	thrushes
	crashes	marshes	finishes	hushes	rushes
(b)	faces	braces	dances	fences	offices
	laces	graces	glances	nieces	pieces
	paces	traces	chances	ices	voices
	races	cases	fancies	spices	juices
	places	traces	fleeces	princes	spruces
(c)	ages	pages	changes	cringes	bridges
	cages	stages	charges	fringes	ridges
	rages	engages	oranges	singes	dodges
	sages	villages	edges	hinges	judges
	wages	ranges	sedges	twinges	plunges
(d)	passes	cases	cesses	mosses	chooses
	lasses	vases	blessees	tosses	papooses
	masses	raises	presses	crosses	houses
	grasses	praises	tresses	losses	muses
	glasses	cheeses	rises	noses	fuses
	brasses	dressess	kisses	roses	uses
	classes	guesses	misses	closes	nurses
	gases	messes	blisses	loses	purses
(e)	axes	vexes	mixes	sixes	foxes
	taxes	sexes	fixes	boxes	coaxes
(f)	gazes	hazes	mazes	blazes	glazes

361. *Es does not add a syllable to the primitive word*

tubes	likes	flames	hopes	motes
fades	smokes	times	dupes	lutes
rides	jokes	lanes	cares	staves
safes	dukes	wines	fires	graves

clothes	males	stones	stores	hives
writhes	miles	tunes	cures	lives
bathes	moles	capes	mates	stoves
bakes	mules	types	bites	loves

362. qu as in

quack	quality	equip	quiver	squeak
quail	Quentin	quince	quiz	squeal
quaint	quench	quit	quire	squeeze
quart	quest	quick	squash	squib
quake	quell	quill	squall	squirt
quartz	question	quilt	square	squire
quarry	queer	quiet	squad	squint
quarrel	queen	quite	squaw	squirrel

qu as in

conquer	mosquito	mosque	etiquette	masquerade
lacquer	paroquet	quadrille	antique	opaque
liquor	piquant	coquette	grotesque	unique

363. Short words containing ie

die	vie	ties	lied	pied
lie	dries	tries	tied	dried
fie	lies	cries	tried	died
pie	flies	cried	fried	replied
tie	skies			

364. Longer words containing ie in the last syllable

Annie	Jessie	Robbie	fairies	goodies
Fannie	Nellie	froggie	daisies	cookies
Carrie	Minnie	doggie	berries	puppies
Blackie	Jimmie	dollie	cherries	pussies
Laddie	Winkie	nursie	pennies	countries
Gracie	Willie	brownie	enemies	carried

Jamie	birdie	dearie	bodies	worried
Charlie	collie	Peasie	glories	buried
Auntie	Spottie	Beansie	posies	studied
Jennie	Flossie	babies	stories	hurried

365. Short words ending in y

by	my	spy	why	July
cry	shy	sly	pry	reply
dry	sky	spry	Bly	deny
fly	sty	try	buy	firefly
fry				

366. Longer words ending in y

(a) baby	shabby	Libby	Toby	lobby
tabby	flabby	Trilby	hobby	ruby
(b) fancy	mercy	Lucy	agency	vacancy
racy	fleecy	juicy	piracy	secrecy
saucy	icy	policy	infaney	currency
(c) shady	sandy	greedy	tidy	woody
lady	hardy	eddy	giddy	sturdy
caddy	tardy	remedy	body	cloudy
handy	needy	ready	shoddy	muddy
candy	weedy	steady	melody	
(d) shaggy	Peggy	piggy	foggy	buggy
(e) clergy	apology	geology	zoology	astrology
energy	doxology	theology	prodigy	mythology
effigy	analogy	biology	liturgy	mineralogy
(f) safely	jelly	really	lightly	truly
scaly	cheerily	pearly	tightly	ugly
gayly	merrily	Billy	dolly	lustily
bravely	presently	chilly	jolly	suddenly

	gravely	extremely	silly	Polly	curly
	family	sweetly	lily	holy	fully
	happily	terribly	quickly	homely	busily
	shapely	dearly	swiftly	lonely	roughly
	strangely	easily	friendly	lovely	slowly
	hardily	early	strictly	only	proudly
	falsely	earnestly	quietly	woolly	patiently
	sharply	cheaply	kindly	softly	cheerfully
	freely	heavenly	brightly	cruelly	beautifully
	gently	nearly	tightly	surely	wonderfully
(g)	Amy	dreamy	slimy	gloomy	stormy
	creamy	enemy	grimy	Tommy	gummy
(h)	any	Anthony	blenny	whinny	company
	many	brawny	colony	Johnny	sunny
	canny	rainy	tiny	pony	funny
	Nanny	penny	shiny	stony	bunny
	Fanny	weeny	finny	downy	
(i)	happy	sleepy	crispy	poppy	puppy
	nappy	creepy	copy	sloppy	croupy
(j)	carry	ferry	library	flurry	bakery
	marry	merry	victory	furry	silvery
	Harry	cherry	history	every	powery
	starry	cheery	hickory	grocery	angry
	Mary	memory	ivory	nursery	pantry
	dairy	February	worry	fairy	country
	factory	Henry	story	airy	wintry
	canary	weary	glory	cheery	hungry
	cavalry	mulberry	sorry	very	sultry
	berry	primary	hurry	dreary	fiery
(k)	lazy	hazy	breezy	dizzy	bronzy
	crazy	mazy	frenzy	cozy	fuzzy

(l)	dainty safety party cavity charity	pretty beauty empty twenty plenty	Betty seventy eternity heartly city	pity dirty kitty mighty sixty	thirty frosty forty duty liberty
(m)	gravy navy	wavy envy	bevy heavy	levy ivy	dewy
(n)	tansy pansy daisy	palsy easy phrensy	greasy quinsy flimsy	rosy prosy drowsy	clumsy gypsy
(o)	money honey	jockey abbey	hackney Jersey	Kersey journey	monkey donkey

367. *Consonant sound of y*

yam	yarn	year	yell	youth
yap	yacht	yield	yoke	young
yank	yawn	yet	yew	yellow
yard	yeast	yes	Yule	yonder

368. *Sound of c before e, i, and y*

(a)	ace	race	farce	prance	chancel
	dace	brace	chance	trance	cancer
	face	Grace	dance	palace	lancet
	lace	place	France	surface	lancer
	mace	space	glance	lattice	Alice
	pace	trace	lance	cancel	fragrance
(b)	cent	fleece	cere	presence	receive
	fence	piece	center	cellar	deceive
	hence	niece	central	excel	ceiling
	thence	fierce	descent	preface	Cecilia
	whence	scene	crescent	discern	Cecil
	pence	cede	silence		

(c)	ice dice mice	nice rice vice	spice twice thrice	price icicle suffice	since prince quince
(d)	once force voice	Joyce choice ounce	pounce notice police	office province rejoice	pronounce poultice cowardice
(e)	Bruce spruce truce	juice dunce truce	reduce produce justice	succeed precede exceed	prejudice prudence introduce
(f)	scent scene	scepter	science	abscess	scenery
(g)	cite city civil civet acid cities	eider circus excite cipher circle viscid	citron rancid pencil decide docile scissors	pacify decisive cinder Pacific council Priscilla	principle discipline cinnamon Cinderella proboscis
(h)	Nancy fancy	fleecy mercy	Lucy bicycle	secrecy vacancy	constancy currency

369. *Sound of g before e, i, and y*

(a)	age cage gage sage page rage wage stage	aged image adage usage manage passage message voyage	plumage package courage cottage cabbage baggage carriage marriage	mange range change strange charge large barge angel	language exchange orange danger discharge Margery challenge
(b)	gem germ verge	gender genius gentle	siege liege oblige	German genuine general	gesture gelatine Geoffrey

(c)	doke forge	college Roger	pigeon oxygen	George gorgeous	sponge scourge
(d)	bulge purge	huge plunge	deluge courage	surgeon sturgeon	dungeon
(e)	gill gin gibe	giant agile magic	rigid fragile engine	region gentile legion	gipsy fugitive ginger
(f)	gypsum	gypsy	gyrate	Egypt	geology

370. *Short vowel before two consonants*

(a)	cabbage rabbits tobacco gladdest daffodil allow balloon	gallop hallow Anna Annie cannon Fanny Fannie	Hannah appear happen happy happily happiest pappoose	arrow arrives barrel carry Harry carriage carrot	harrow marrow narrow sparrow tassel attic attract
(b)	effect bellow Ella hello fellow mellow	yellow yellower yellowest Jessie jelly	Jennie penny pennies berry berries	cherry cherries errand merry merrily	Betty rosette Freddie umbrella beginning
(c)	ribbon hidden difference biggest	Billy hilltop million pillar	silly village Willie willow	Jimmie dinner Minnie minnow	kitty kitten mitten pitter
(d)	Dobbin Robbie office doggie	collect collar dollar dollie	follow hollow jolly Polly	trolley bonnet sonnet Johnny	sorry across Flossie moccasin

(e) succeed	muffet	funny	butter	furrow
cuddled	summer	puppy	mutter	buzzed
muddy	cunning	russet	hurried	
sudden	sunny	button	hurry	

371. *Long vowel before one consonant*

fatal	vacant	cedar	omen	stupid
halo	elect	final	oral	pupil
label	era	idol	polar	tuber
naval	erect	mica	total	unit
naked	evil	pilot	potent	cubit
natal	arena	rival	stolen	lucid
pagan	regal	vital	hotel	mucus
favor	erase	polite	token	lurid

372. **kn** like *n* as in

knap	knelt	knit	knot	knurl
knave	knell	knob	knout	knapsack
knead	knife	knobby	know	knowledge
knee	knives	knock	knew	knuckle
kneel	knight	knoll	knub	knurly

373. **wr** like *r* as in

wrap	wreathe	wright	writh	awry
wrack	wreck	wring	wrong	wrangle
wraith	wren	wrist	wroth	wrestle
wrath	wrench	writ	wrung	wretched
wreak	wrest	write	wrought	wriggle
wreath	wretch	wrote	wry	

374. **bu** like *b* as in

build	builder	busy	buyer	buy
built	building	business		

375. mn like *m* as in

autumn	hymn	condemn	limn
column	solemn	contemn	

ln like *l* as in

kilm

376. gu like *g* as in

guard	guilt	guerdon	league	fatigue
guess	guise	guerilla	plague	intrigue
guest	guilty	guardian	rogue	catalogue
guide	guinea	guillotine	tongue	dialogue
guild	guitar	brogue	vague	pedagogue
guile	guidon	fugue	vogue	synagogue

377. gu like *gw* as in

guano	anguish	languor	persuade	distinguish
guava	languish	linguist	sanguine	extinguish
Guelph	languid	penguin	unguent	language

378. gn like *n* as in

gnarl	gneiss	feign	sign	condign
gnash	gnome	reign	assign	ensign
gnat	gnu	campaign	benign	resign
gnaw	deign	foreign		

379. h silent as in

hour	herb	honest	honesty	herbage
heir	honor			

380. ch like *k* as in

Christ	chasm	chemist	chlorine	chromatic
chrism	ache	mehlin	cholera	chronicle
choir	school	scholar	Chaldee	chrysalid

chord	echo	schooner	Christian	chrysalis
chrome	scheme	chronic	Christmas	character
conch	chyme	trochee	drachma	chloroform
Chloe	chyle	stomach	mechanic	chronometer
chorus	anchor	monarch	chimera	strychnine
choral	orchid	christen	chemistry	catechism
chaos	orchis	sumach	technical	

381. **w** silent as in

sword	whole	whom	whoop
answer	who	whose	

382. **lm** as in *alm*

balm	palm	psalm	qualm
calm	palmer	psalmist	

lm as in

salmon

383. **lm** as in *elm*

film	holm	culm	helm
------	------	------	------

384. **lf** as in

calf	half
------	------

385. **lf** as in *elf*

delf	shelf	golf
self	pelf	gulf

386. **lve** as in

calve	halve	salve
-------	-------	-------

387. **lve** as in *valve*

elves	helve	shelves	involve
delve	selves	twelve	

388. **y = i** as in *myth*

crystal	bicycle	system	cylinder	rhythm
nymph	Phyllis	Lydia	sylvan	Blynken
lynx	amethyst	pyramid	Evelyn	syntax
symbol	Brooklyn	Egypt	mysterious	

389. **y = i** as in

cypress	scythe	thyme	hyphen
rhyme	Lyle	hyena	hydra

390. **y final = i** in the ending **fy**

satisfy	falsify	justify	terrify	signify
beautify	fortify	stupefy	rarefy	notify
magnify	gratify			

391. **y final = i** in *ply* and *py*

apply	multiply	occupy
reply	supply	espy

392. **i = ee** as in

machine	Lucille	magazine	fatigue	caprice
marine	police	mandarin	pique	Clarice
ravine	valise			

393. **i = y** as in

valiant	peculiar	Italian	genial	civilian
brilliant	familiar	cordial	filial	
behavior	minion	pillion	pavilion	battalion
warrior	opinion	bastion	rebellion	digestion
billion	onion	mullion	medallion	dominion
trillion	scallion	bullion	companion	exhaustion
million	scullion	pinion	union	warrior
anxious	noxious	bilious		

394. i as in *promise*

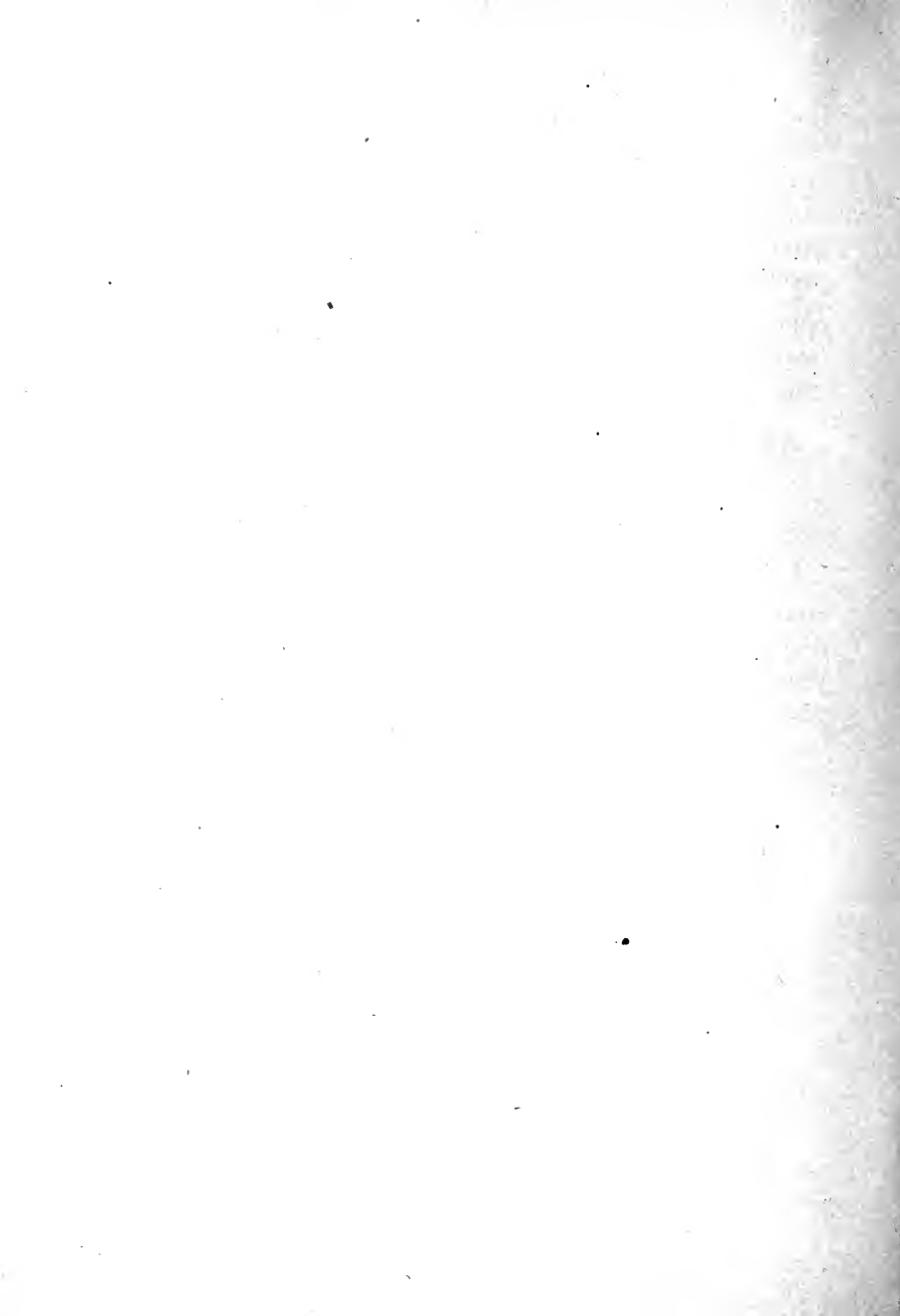
ermine	crevice	imagine	determine	hostile
examine	notice	office	medicine	fertile
genuine	heroine	lattice	Peregrine	fragile
practice	engine	justice	reptile	missile
opposite	plaintive	native	missive	massive
favorite	active	sportive	restive	talkative
granite	captive	olive	passive	positive

395. et final = \bar{a} as in

bouquet	crochet	ballet
croquet	valet	chalet

396. *Two vowels not united in sound as in digraphs*

trial	pliant	gruel	diet	idea
dial	truant	poet	quiet	real
phial	fuel	suet	poem	science
giant	cruel	cruet	Samuel	beatitude



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ē

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ë

276 er	277 er
--------	--------

e = ā

280 ere

ī

5 ib	16 id	27 im	38 ip	49 in	60 it
69 ig	77 ind	83 ish	89 ick	94 ict	98 ink
104 isk	109 imp	115 ing	116 inge	123 itch	124 ich
134 inch	135 ince	146 iss	174 iss	161 int	169 ist
176 isp	181 ift	188 ith	190 ilth	200 iff	210 ild
218 ill	228 ilt	269 ilk	311 idge	319. iv	326 ix
383 ilm	294 and 370 <i>c</i> before two or more consonants.				
394 ise, ine, ice, ile, ite, ive.					

ī

6 ibe	17 ide	28 ime	39 ipe	50 ine	61 ite
76 ind	148 ise	189 ithe	201 ife	209 ild	219 ile
282 ire	303 ike	318 ive	363 ie	295 before ble, etc.	

ĩ

281 ir

i = ee

392 ine, ile, ice, ise, in, igue, ique

i = y

393 iant, iar, ian, ial, ior, ion, ious

ø

7 ob	18 od	29 om	40 op	51 on	62 ot
70 og	78 ond	84 osh	90 ock	95 oct	99 onk
110 omp	111 ompt	117 ong	125 otch	136 onch	149 oss
162 ont	170 ost	177 osp	182 oft	191 oth	202 off
220 oll	286 orr	312 odge	327 ox	383 olm	385 olf

296 and 370*d* before two or more consonants.

ō

8 obe	19 ode	30 ome	41 ope	52 one	63 ote
71 oge	150 ose	151 ose	171 ost	192 oth	211 old
221 oll	222 ole	229 olt	270 olk	284 ore	304 oke
305 oe	320 ove	386 olm	297 before ble, etc.		

ö

31 ome	53 on	79 ond	100 onk	118 ong	137 once
163 ont	173 ost	193 oth	322 ove		

ô

283 or

o = \overline{oo}

152 ose	306 do	321 ove
---------	--------	---------

o = $\overset{\sim}{oo}$

or = ur

285 wor

ū

9 ub	20 ud	32 um	42 up	54 un	64 ut
72 ug	80 und	85 ush	91 uck	96 uct	101 unk
105 usk	112 ump	119 ung	120 unge	126 utch	127 uch
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183 uft	195 uth	203 uff	206 ulp	212 uld	223 ull
230 ult	271 ulk	289 urr	313 udge	383 ulm	385 ulf

298 and 370*e* before two or more consonants.

ū

10 ube	21 ude	33 ume	43 upe	55 ume	65 une
73 uge	155 use	156 use	194 uth	225 ule	288 ure
307 uke	308 ue	299 before gle, etc.			

û

287 ur

u̇ = ōō

349

u̇ = ōō

86 ush

154 uss

224 ull

ow 231

ou 233

ou = aw 237

oy 239

ōō 242

ou = ōō 234

our = ur 238

oi 240

ōō 243

ou = ō 235

oi = i 241

ou = ŭ 236

Equivalents of a

245 ay

246 ai

247 ey

249 eigh

250 ei

256 ea

257 ea = â

259 ear = ar

Equivalents of e

15 eed

26 eem

37 eep

48 een

59 eet

27 eel

301 eek

302 ee

293 ee before ble, etc.

254 ea = ē

255 ea = ě

258 ear = er

251 ei

252 ie

Equivalents of i

253 igh

365 y = ĭ

366 y = i

Equivalents of o

260 oa

244 oo

232 ōw

235 ou

Equivalents of u

261 ew

262 ui

tion 328

tious 332

tian 336

sien 340

mb 344

qu 348

sion 329

cions 333

cian 337

ften 341

eau 345

y initial 367

sion 330

cial 334

tien 338

sten 342

ph 346

ous 331

tial 335

cien 339

stle 343

qu 362

e

131 ance	130 ance	133 ence	135 ince	137 once	139 unce
368a-b-c-d-e-f		368g cy	368h ci		

ë

67 age	71 oge	73 uge	114 ange	116 inge	120 unge
309 adge	310 edge	311 idge	312 odge	313 udge	
369a-b-c-d ge		369e gi	369f gy		

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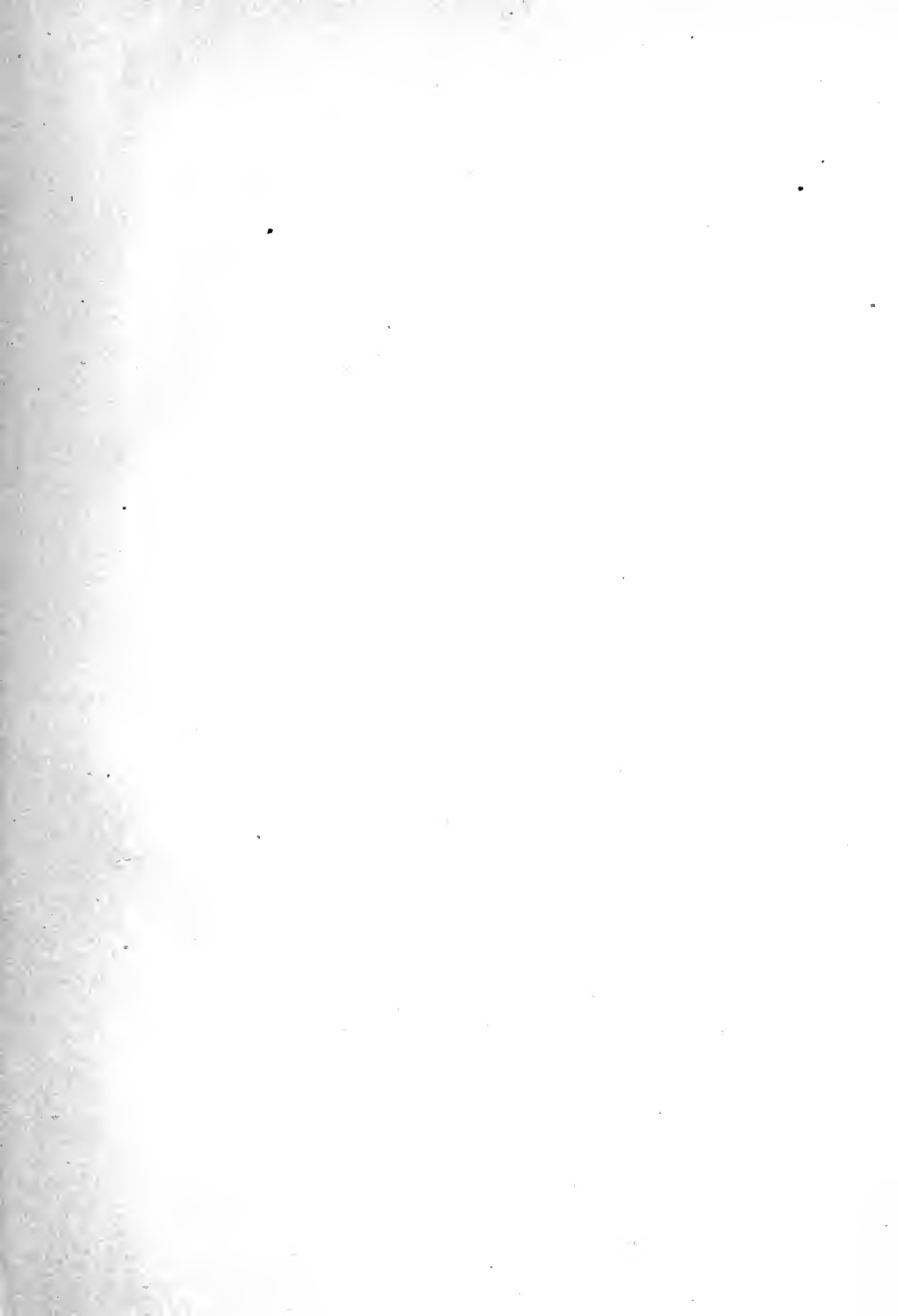
gn 378

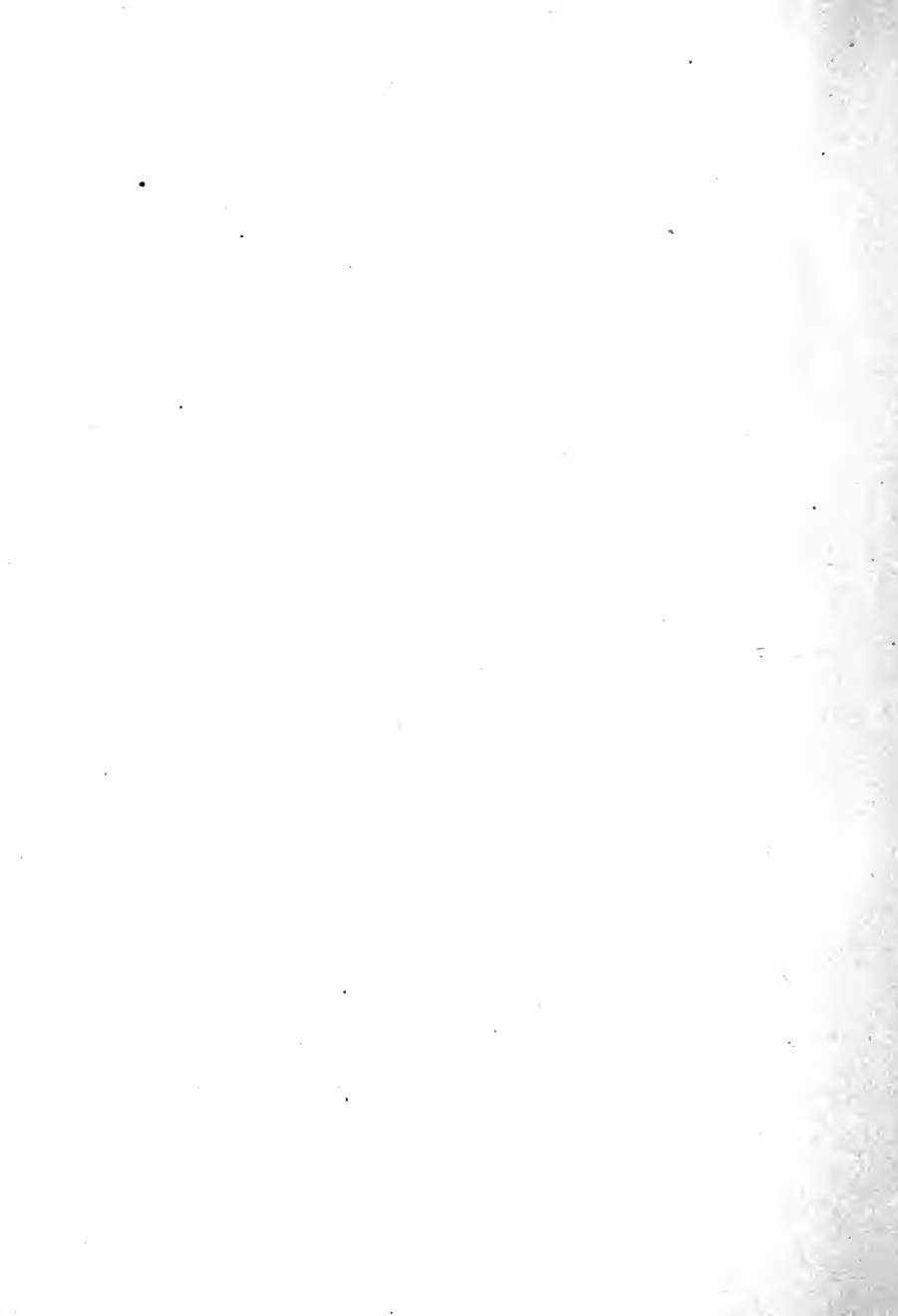
h initial 379

- | | |
|--|--|
| 350 <i>ing</i> added, no change in primitive word. | 359 <i>er</i> added, final <i>e</i> dropped. |
| 351 <i>ed</i> added after <i>t</i> or <i>d</i> . | 360 <i>es</i> added, syllable added. |
| 352 <i>ed</i> added after any consonant. | 361 <i>es</i> added, syllable not added. |
| 353 <i>er</i> added, no change in primitive word. | 363 Short words ending in <i>ie</i> . |
| 354 <i>ing</i> added, final consonant doubled. | 364 Longer words ending in <i>ie</i> . |
| 355 <i>ed</i> added, final consonant doubled. | 365 Short words ending in <i>y</i> . |
| 356 <i>er</i> added, final consonant doubled. | 366 Longer words ending in <i>y</i> . |
| 357 <i>ing</i> added, final <i>e</i> dropped. | 388 <i>y</i> = <i>ī</i> . |
| 358 <i>ed</i> added, final <i>e</i> dropped. | 389 <i>y</i> = <i>ī</i> . |
| | 390 <i>y</i> in ending <i>fy</i> = <i>ī</i> . |
| | 391 <i>y</i> in ending <i>ply</i> and <i>py</i> = <i>ī</i> . |
| | 395 <i>et</i> final = <i>a</i> . |
| | 396 Two words, not digraphs. |











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