

ABOUT PHONICS PATHWAYS

Phonics Pathways is organized by sounds and spelling patterns. They are introduced one at a time and slowly built into words, syllables, phrases, and sentences. Each new step builds upon previously learned skills for continuous review and reinforcement. Learning in small, incremental steps is easier for everyone, especially students with learning disabilities or very short attention spans. A multisensory method is used to address all learning styles.

Short-vowel sounds are presented first—they are the basic foundation that is needed to build good reading and spelling skills. They are best learned in isolation. In the beginning, many children are unable to hear these sounds *within* a word—accordingly, every letter introduced has multiple illustrations of objects *beginning* with its sound. Listening for and identifying these sounds develop phonemic awareness, which is the important first step in learning how to read. Multiple pictures more accurately illustrate the subtle range of sounds that make up each letter—similar in effect to a 3-D hologram.

These sounds and syllables are learned in the same way that we learn math—by pattern, and in order of complexity. Only the simplest and most regular spelling of each sound is presented at first. Spelling variations and sight words are not introduced until basic reading skills are well established. “Red,” for example, is learned with other short-vowel, three-letter words on page 41, but “blue” is not introduced until page 169, with other “ue” vowel digraph words, such as “true.” This strategy makes learning and assimilation much easier, especially for bilingual students whose primary languages may have only one sound per letter.

Graduated blending exercises are incorporated as part of the teaching technique in this book. These blending exercises (“eyerobics”) begin with 17 pages of two-letter blends to establish smooth, strong left-to-right eye-tracking skills. Blending practice is critical to the reading process, and it helps prevent or correct reversals. It also smooths out choppy reading, such as “kuh-a-t” for “cat.”

Two-letter blends are integrated into meaningful words as soon as possible, beginning with three-letter words. They are not taught first as a separate set of disconnected skills to memorize before being applied. Memory experts have long known that it is much easier to remember something new if we are able to connect it to something else that is already known. Blending sounds into words we already know also helps prevent the “reading-without-understanding” syndrome sometimes seen when phonograms are learned in isolation. ★

Two-word phrases build into three-word sentences, etc.—gradually increasing in length and complexity. Many children have difficulty moving directly from words into whole sentences, and they need this gradual transition. Eye span increases as eye tracking strengthens. ★

Reading and spelling are taught as an integrated unit—teaching them together reinforces and enhances each skill. Accuracy in reading and spelling is taught from the very first lesson.



Phonics Pathways contains all of the spelling rules and is a complete spelling reference. While it is not necessary to know all of these rules in order to read, this knowledge is a real shortcut to spelling accuracy. For example, some words are spelled “-able” and others “-ible,” as in “appeasable, visible, taxable, edible”—*why*? Learning one rule for many words is much easier than learning each word individually. An index to these spelling rules is on page 244.

All examples and practice readings are included, which are *100% decodable*—comprising *only* letters, sounds, and rules already learned. This reinforces and cements newly learned skills, as well as developing accuracy and fluency. Using a piano analogy, just because children know the keyboard notes does not mean they are ready to play a lovely sonata! Similarly, just because children know letters and sounds does not mean they are ready to read good literature.

Large, 24-point letters are used for the text. Even with proper glasses students often struggle with smaller letters when learning. Once reading is established, it’s easier to read finer print.

The diacritical markings used are consistent with those found in commonly used dictionaries. This knowledge is very handy for dictionary work later on. Using other notation systems would require relearning the dictionary’s markings eventually. Why not learn them correctly first?

There is no guessing, and there is no choosing. Guessing is not the same as reading, and even considering a wrong answer takes unnecessary time and energy. What if a music teacher tried to teach you how to play the piano by having you choose the correct note from a list?

Younger children will enjoy Dewey the Bookworm as he guides them through these lessons. Older students and adults will find inspiration in the wise and humorous proverbs sprinkled throughout the book, encouraging virtues such as self-discipline, patience, perseverance, kindness, and personal integrity.

Phonics Pathways is approved for legal compliance with the California Department of Education, enabling school districts to purchase it with Instructional Materials Fund monies. It is an ideal complement to today’s literature-based reading programs, providing the tools and teaching skills needed to unlock and decode these wonderful, classic old stories.

William Blake once said:

*There are things that are known
and things that are unknown ...
and in between are only doors.*

Phonics Pathways is the key that will open the door to literacy for *everyone*!



2 Phonics Pathways: Clear Steps to Easy Reading and Perfect Spelling



GETTING STARTED

Find a time and place that is quiet and satisfactory for teachers and students. Go slowly, and genuinely praise their efforts. Be gently persistent in working every day—daily practice is essential!

However, do not hurry or pressure your students. There may even be times when it's best to put lessons aside for a while. Many things affect children's receptiveness to learning, such as maturity, attention span, health, hyperactivity, etc. Attention span can vary greatly with each child, and even from day to day with the same child.

Read all of the directions in each lesson before you begin, and *always* do these lessons in sequence. This is important because one skill builds upon another, and each practice reading reflects knowledge of all the letter sounds learned up to that point.

At first, work only a few minutes a day. It is the *habit* of sitting together for a lesson that is important to establish—you will gradually find yourselves spending more time with these lessons. Success breeds confidence and enthusiasm on the students' parts, and a desire to do more. However, lessons never need to be longer than 10 or 15 minutes to show real progress.

Keep studying one lesson until your children know it thoroughly. The goal is not just to impart knowledge, but to make it *automatic* in recall. Reading these letter sounds should not be a conscious effort; it should be as effort-*less* and automatic as saying their own names. Your students should move ahead when they are completely ready—*never* according to “age or page.” They might complete several pages in one day, or need many days to complete one page.

Following is a sample lesson plan for teaching the short-vowel sounds. It has proven to be an effective, seven-step strategy for many students, but can be modified or changed in any way.

1. Complete the first lesson on page 10, following the step-by-step directions.
2. Play *Memory*. Find a box with a cover, and let students help you collect things to put into it, such as a pin, ball, eraser, sock, envelope, paper clip, etc. Have them choose one item, feel it, and put it in the box. Close the cover and ask them what is inside. Keep repeating this process, adding one item at a time, until they can no longer name the objects in the same order. This game develops their concentration, memory, and ability to recall images sequentially.
3. Re-read the lesson. Think of words that rhyme with each sound, including nonsense words.
4. Get a book of jokes or riddles, and tell them one—they will enjoy sharing it with friends!
5. Play the *Short-Vowel Shuffle*. (See page 5.) Also, make them a *Short-Vowel Stick* (page 4).
6. Read to them. There are excellent guides available suggesting wonderful books for every age level. Choose books for the beauty of the language, even though they will be beyond their current reading capability—after all, it is good music that inspires us, not piano drills!

7. Reward them. Here are two possibilities to consider:

- (a) Give them each a coin to put in a special jar, but do not let them keep their coins until some agreed-upon time (end of year, birthday, etc.). They may hold and count the coins only at the end of the lesson, while you are reading to them. Remind them that each coin represents a lesson they have had, and that their “bank” of skills is growing along with their “bank” of money.
- (b) Give them each a sticker to put on a 3 × 5 card. Let each student keep the card when it is full and/or trade it in for a prize.

Teaching Tips for Remedial Students:

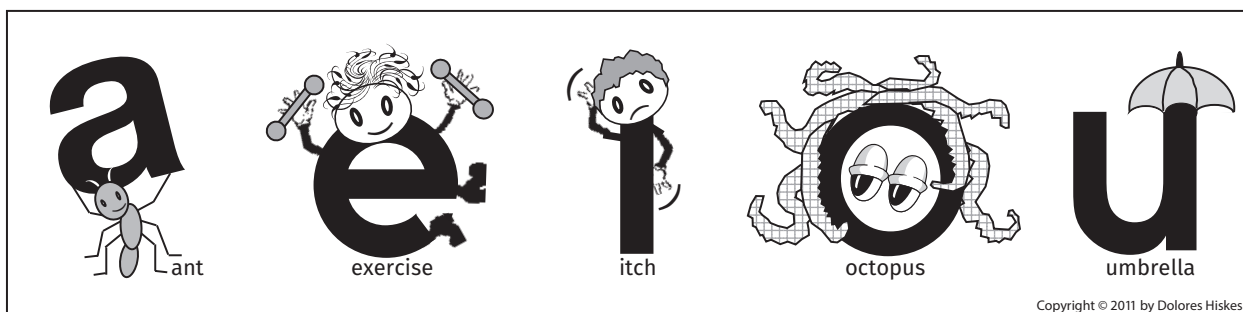
Use the review pages in the back of each lesson as a pre-test, in order to find out exactly where to begin these lessons. The starting point should be at the place where they are able to work comfortably and accurately, from the very first day. Frequently students do not know the short-vowel sounds or have difficulty blending sounds together. You will determine this when pre-testing.

Tell them everyone needs help with something, and that many famous people had a lot of difficulty learning how to read and write. Explain that it *always* takes more time to unlearn something and re-learn it another way. Understanding these things will help them be a little more patient with themselves.

Use imagery in creative ways. Many of the proverbs in *Phonics Pathways* were chosen especially to be encouraging and meaningful to remedial students—read proverbs to them. Find out the things they enjoy doing, and talk about them. Remedial students need a lot of encouragement!

More Beginning Strategies:

1. Using an overhead projector, have the whole class do the first two steps on page 10 together. Then call on individual students to say the name and beginning sound of the picture you point to—vary the picture, but always include the short sound of “a” as well.
2. Next, write a large “Aa” on the chalkboard. Trace each letter three times, naming its short sound out loud with the class each time. Repeat this exercise, this time having the students trace large letters on their desktops with their fingertips as you trace these letters on the board. Complete the remaining steps on page 10, and repeat with the rest of the vowels.
3. Write all vowels in large letters in a horizontal line on the chalkboard and draw vertical lines between them. Dictate a vowel sound to your students and have them write it under the correct column, name it, and repeat the short sound of that vowel. (See also number 2 on page 255.)



4. Make copies of the master “Short Sheet of Vowels” on page 256, and give a copy to each student. Dictate a sound, and ask students to write the letter in the correct column. Continue doing this exercise with blends and short-vowel words—it’s great reinforcement.
5. Make a master sheet of the *Short-Vowel Stick* shown on the previous page. Run off enough copies for every student, laminate, and cut them out. Each student should keep a *Short-Vowel Stick* on the desk at all times during reading lessons as a quick reference. It is an indispensable teaching tool!
6. Students enjoy using this *Short-Vowel Stick* as a bookmark as well, and also find it very handy to put underneath the word or sentence they are reading to help guide them across the page.
7. Be sure to check out all the tips, charts, activities, and games beginning on page 255! These reproducibles are invaluable strategies that will greatly enhance your teaching in many different ways. The record-keeping sheets will prove extremely useful as well.

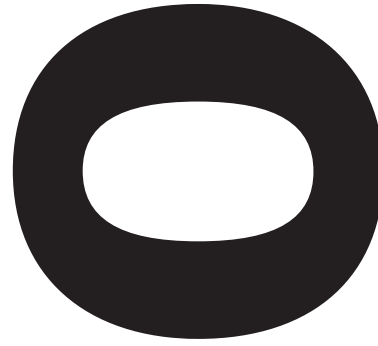
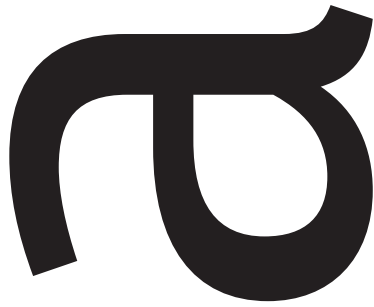
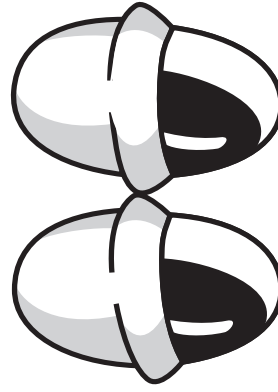
The **SHORT-VOWEL SHUFFLE** (shown on the next page) is played one-on-one with the teacher, in small groups, or with a whole class. This card game reviews and reinforces the short-vowel sounds, and is especially appropriate for younger students. Older students and adults will find these cards quite useful as flash cards to reinforce learning and speed up the recognition-response time. Either way, they are *very* helpful!

Copy the next page, and run off four or more copies on colored cardstock. Laminate and cut them apart. Begin with the “a” cards, and add more short-vowel cards as they are learned. Use all of the “eyes” cards. Shuffle the cards and place them facedown on the middle of the table. Use several or many sets of cards, depending upon the number of vowels being played and how much time there is for playing.

1. Take turns drawing a card from the top of the stack. Students trace it with their fingertips (on the card or on their desktops), read the sound out loud, and lay each card face up on the table.
2. Whenever an “eyes” card is turned over, one of the following things happens:
 - (a) students “shuffle” once around their desks and sit down again (show them how to shuffle!),
 - (b) the teacher holds his or her nose and says, “**HONK**,”
 - (c) students jump up and down like a jack-in-the-box, or
 - (d) whatever else was agreed upon beforehand—use your own imagination!
3. Continue playing the game until all of the cards have been drawn and read.

Miscellaneous:

Exactly *how much* of this book must students learn in order to read, and *how long* will it take? Some students begin reading on their own very early in the book, while others need to learn many more rules and spelling patterns (*especially* students with learning disabilities) before being able to read with ease. It varies greatly.



This can be dramatically illustrated by looking at the results of a two-year pilot study using *Phonics Pathways* as an in-school tutoring program. Forty to 60 remedial students ranging from first to fourth grade participated. Parent volunteers tutored each student about three times a week, in 20-minute sessions. These students required from 7 to 184 tutoring sessions in order to read at or near grade level. The following chart summarizes this activity:

GRADE LEVEL OF STUDENTS	SKILL LEVEL MASTERED RESULTING IN READING AT OR CLOSE TO GRADE LEVEL	PAGE	AVERAGE NO. OF TUTORING SESSIONS
1st Grade	Two-Consonant Endings Review	69	50
2nd Grade	Long-Vowel Review	105	77
3rd & 4th Grade	Two-Consonant Beginnings Review	147	94

However, long after your students are reading, they should continue using this book for ongoing development and fluency in reading and spelling. Knowing these spelling rules, shortcuts, tips, and diacritical marks for dictionary work will give them a real “educational edge”!

While most students enjoy the humorous and encouraging proverbs, some of these sayings may be too sophisticated for the youngest to appreciate. You will be able to determine this as you work through the book.

Are any of your children clumsy, tired a lot, impulsive, and/or hyperactive? Do they have short attention spans and/or poor coordination? These children frequently have learning problems. Among the many causes of these symptoms *may* be allergies and sensitivities, which some specialists feel can take a systemic form instead of a more common, localized form, such as hay fever. Experts disagree whether this can be a factor. But you might consider asking your doctor for a safe elimination diet for these students to try, and see if it makes a difference. At the very *least* you can try to avoid junk foods, or those with a lot of chemical additives. It makes a real difference with many children, and just might be worth trying!

Could your students have vision problems, even though they may not need glasses? Some experts feel that if children are clumsy and have poor coordination and/or reverse letters, they could also benefit from exercises designed to help eyes move together from left to right, and to improve motor coordination skills. The premise is that developing these skills is very helpful to the reading process. Experts disagree, but in my experience it has been beneficial to many students. Pages 251 and 252 contain some excellent and effective vision and motor coordination training exercises that are frequently prescribed by specialists when treating dyslexia. And, of course, left-to-right eye tracking is part of the teaching technique used throughout this book.

There will be many more teaching tips as you work through the book. Good luck, have fun, and remember—these times together should be an *enjoyable* learning experience for *all of you!*

ABOUT DEWEY

Dewey first made his appearance many years ago, in a secret note passed to my best friend Mary Lou in a third-grade classroom. At that time he was called “The Burp,” and he underwent many exciting adventures during the next few years before being retired for more worldly pursuits, such as roller skating, fishing with Dad, reading fairy tales and Greek myths with Mom, and dressing up and parading around in my aunt’s beautiful, sparkling, colorful old Ziegfeld Follies costumes found hidden in an old steamer trunk in a dusty corner of the attic.

The Burp was resurrected a few years ago when I was requested to design and create a large bookworm, to be submitted to the citywide Harvest Festival doll competition representing the Livermore Public Library. He was carefully redesigned, receiving form and substance as a six-foot-tall, pink and green fuzzy striped bookworm. Dewey D. System, *Bookwormus Giganticus*, was thrilled (and yes, a bit pompous!) when he won first prize.

For a brief but glorious time, Dewey reigned supreme on a bookcase in the Friend’s Corner of the Livermore library, holding court with large throngs of admiring fans. He loved everyone, but *especially* the children. He tended to dissect and categorize when feeling playful, but pun terribly when feeling peevish. He fed late at night, long after the library had closed. He devoured books primarily, but was able to digest almost any variety of food for thought. Mostly he loved chewing on tasty, meaty things such as great big fat cookbooks, but confessed to nibbling spicy tidbits



Dewey and Kiwi

on the odd occasion. However, Dewey choked on political items of *any* flavor. For dessert he relished consuming dense, nutty but half-baked trifles, filled with dates.

Unfortunately, Dewey then began crunching Apples. He gobbled bits and bytes out of the mouse, RAM, and any tasty cookie chips he found on the menu. Sad to say, he also sipped the port. He finally crashed with a system virus, and was politely requested to leave the library.

Dewey came back home to live, having earned a much-deserved and honorable retirement. He adores munching snacks and taking long naps with Kiwi, regaling her with tall tales about his glory days as a blue-ribbon-prize winner. But sometimes—every once in a while—he gets a faraway look in his eyes, and seems a little sad and wistful. I wonder if, at those times, he might be dimly recalling those long-ago days when he was just a little Burp, sharing so many rousing adventures with two small, shy third-grade girls. I wonder ...

... what do **YOU** think?

—Dolores

The background of the page is a black and white illustration. At the top, a sunburst with many rays emanates from behind a mountain range. Below the mountains, a path leads from the bottom towards the horizon. On the right side of the path, a rainbow is visible. In the foreground, a small, spiky-haired character with a large nose and a determined expression is lying on its back on a checkered path. The character is wearing a striped shirt and pants. To the left of the character is a large, fluffy cloud. To the right is a large, leafy bush. There are also several butterflies flying around the scene. The entire illustration is enclosed in a decorative, ornate border.

And now ...

Whatever you CAN do or DREAM
you can ...

BEGIN IT!

-Goethe

SHORT-VOWEL SOUNDS

We shall begin by learning the *short sounds* of the five vowels in the English language. We shall learn them one at a time, beginning with the letter “a.” Try to spend just a few minutes, once or twice a day, learning these sounds.

1. *Listen carefully* while your teacher reads the name and beginning sound of each picture on the next page, including the letter **a**. *Especially* notice the beginning sound. (The *name* of the letter is **a**, and the *sound* of the letter is shown as /ă/.) Try closing your eyes for better concentration:

“Atom /ă/, apple /ă/, ant /ă/, A /ă/.
/Ă/ is the short sound of the letter A.”

2. If you closed your eyes, now open them while your teacher reads these pictures and sounds again. This time *you* say these pictures and sounds along *with* her:

“Atom /ă/, apple /ă/, ant /ă/, A /ă/.”

3. Read the name and short sound of “a” and trace each letter with your fingertip. Make sure you start at the correct place and move in the correct direction. Various writing pads or workbooks can show you how to do this.
4. Now *write* the letter and say this sound again. (If writing is too difficult, trace a big letter on the tabletop or in the air with your fingertip, or just point. See page 252 for exercises that will help develop writing dexterity.)
5. Read the review in the window box at the bottom, then write it from dictation.
6. Play the *Short-Vowel Shuffle* on page 5. It helps you learn and is fun to play!
7. Repeat these instructions with each of the four remaining vowels.

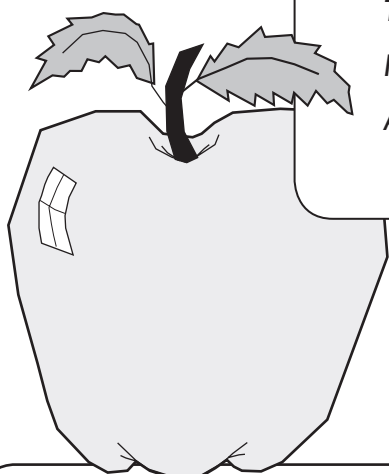
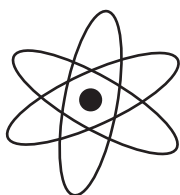
And now—let us meet **Dewey**, a truly wise bookworm who will be your personal guide throughout this book. He adds his own inspiration and special thoughts to encourage you along the way.



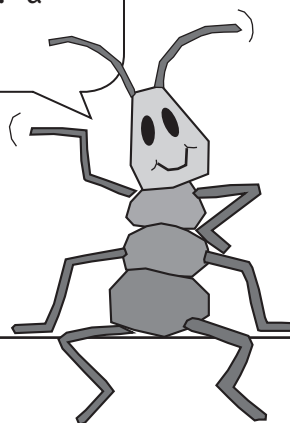
Have you ever met a lot of people at the same time? It was very DIFFICULT to remember all of their names, wasn't it? Perhaps you couldn't. But when you meet people just ONE AT A TIME, it is so much easier.

It is the same thing when learning how to read, or when learning to do almost ANYTHING, for that matter. Just learn one small thing at a time, then another, and just keep on going. And before you know it, YOU will know it!

Aă Aă



There are TWO WAYS of writing "a."
Here is how we READ it: "a"
And here is how we WRITE it: "a"



"Atom /ă/, apple /ă/, ant /ă/, A /ă/."

The little mark you see above each of these letters is called a DIACRITICAL mark. This is the diacritical mark for a short-vowel sound. There are different marks for different sounds.

These marks tell you exactly how to pronounce letters and syllables. They are the *key* that shows you how to sound out a word when you look it up in the dictionary.

Knowing this code is *very handy*!

a

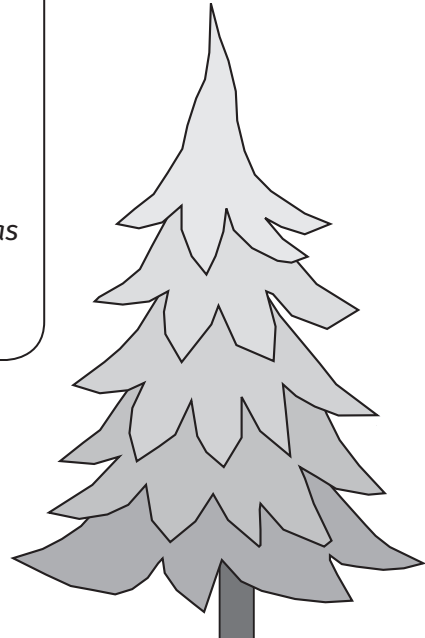
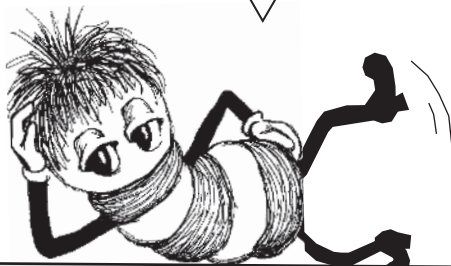
a

Eě

... Hello!

If it's TOO HARD for you to hear these sounds clearly from dictation, try saying the sound out loud yourself, after hearing it. It may be helpful. Do this for as long as you need to.

Play the Short-Vowel Shuffle (page 5) with the “a” and “e” cards, and keep adding more letter cards as you learn them. It’s a lot of FUN!



“Echo /ě/, exercise /ě/, evergreen /ě/, edge /ě/, E /ě/.”

Educators such as Maria Montessori have long known that when we use *all* of our senses to learn something, it's easier to learn and remember. That is why we *see, hear, say, feel,* and *write* each letter that we are learning. This is called a MULTISENSORY method of learning, and it makes things so much easier. It's really amazing, when you stop to think about it!

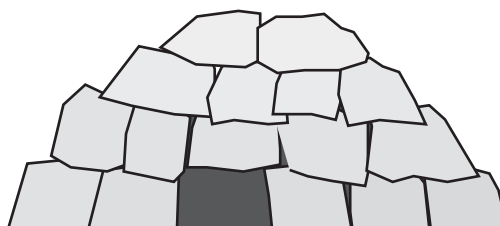
a

e

a

Ii

It can be really difficult to tell these sounds apart at first.
Here's a neat trick that many people find very helpful (as well as fun to do!):
Let's suppose that you are having trouble telling **i** from **e**.
Try saying the **e** pictures using the **i** sound: "icho, ixercise, ivergreen, idge."
Now say the **i** pictures with the **e** sound: "etch, egloo." See what I mean?
This little ~~ixercise~~ exercise is helpful because when you listen to both the **WRONG**
and **RIGHT** way of saying these sounds in a word, it's **EASIER** to hear the difference!



"Itch /ɪ/, igloo /i/, I /i/."

The *highest mountain*
in the whole world
is still climbed
by taking only
one small step at a time, and keeping on going ...
Just as we are learning how to read by taking only one
small step at a time, and keeping on going!

a

e

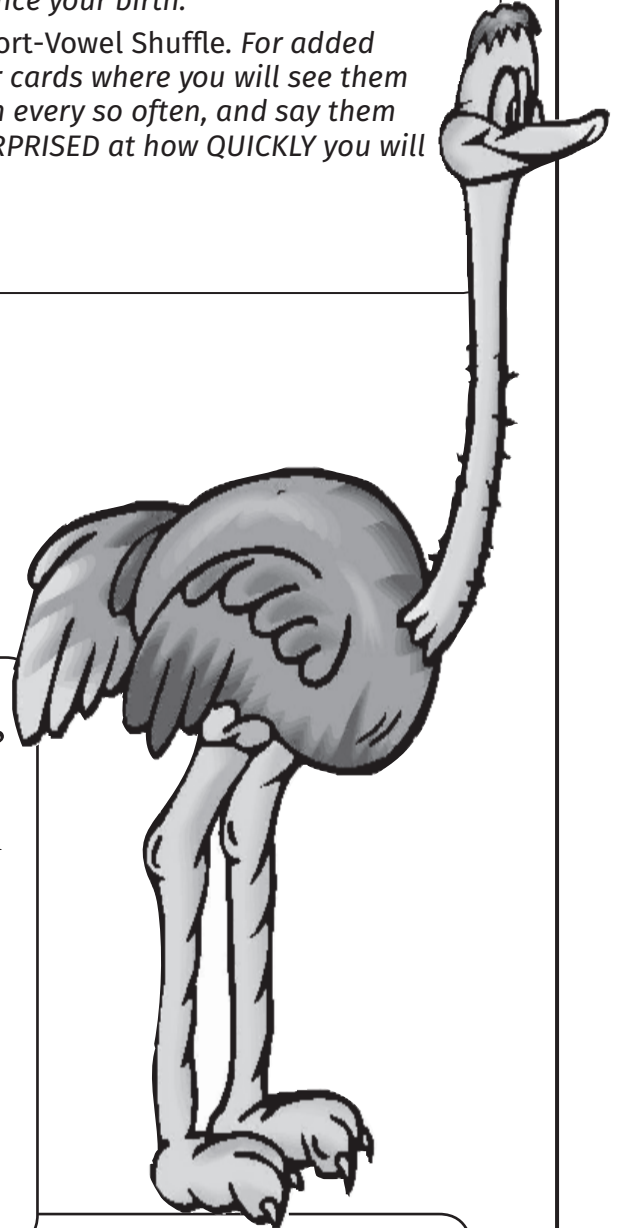
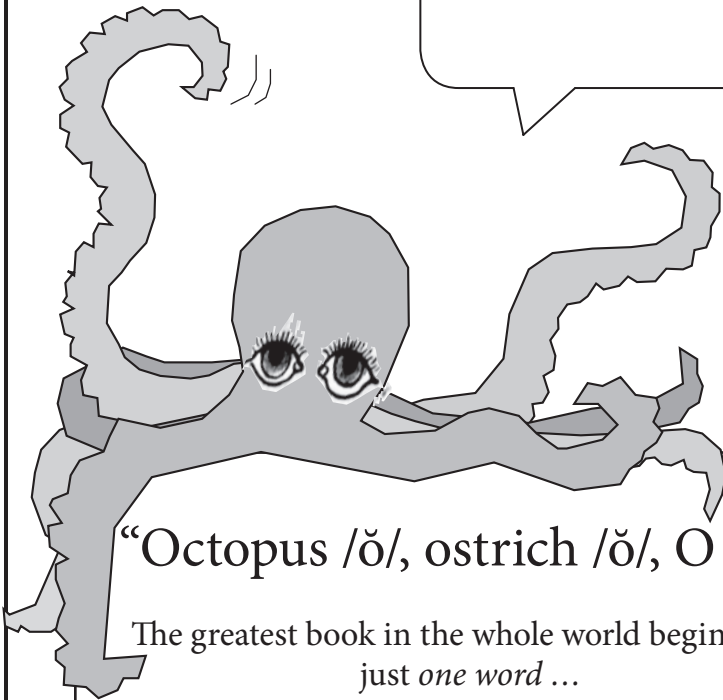
i

a

Oö

It's MUCH easier to look at these short-vowel sounds JUST for a MINUTE, several times a day, than it is to have LONG study periods. After all, did YOU have to STUDY HARD to learn YOUR OWN NAME? Of course not! You learned it EASILY because you heard people SAY it to you, many times, each day since your birth.

Continue playing the Short-Vowel Shuffle. For added practice, put these letter cards where you will see them alot. Take a look at them every so often, and say them out loud. You will be SURPRISED at how QUICKLY you will learn them!



*“Octopus /**ö**/, ostrich /**ö**/, O /**ö**/.”*

The greatest book in the whole world begins with just one word ...

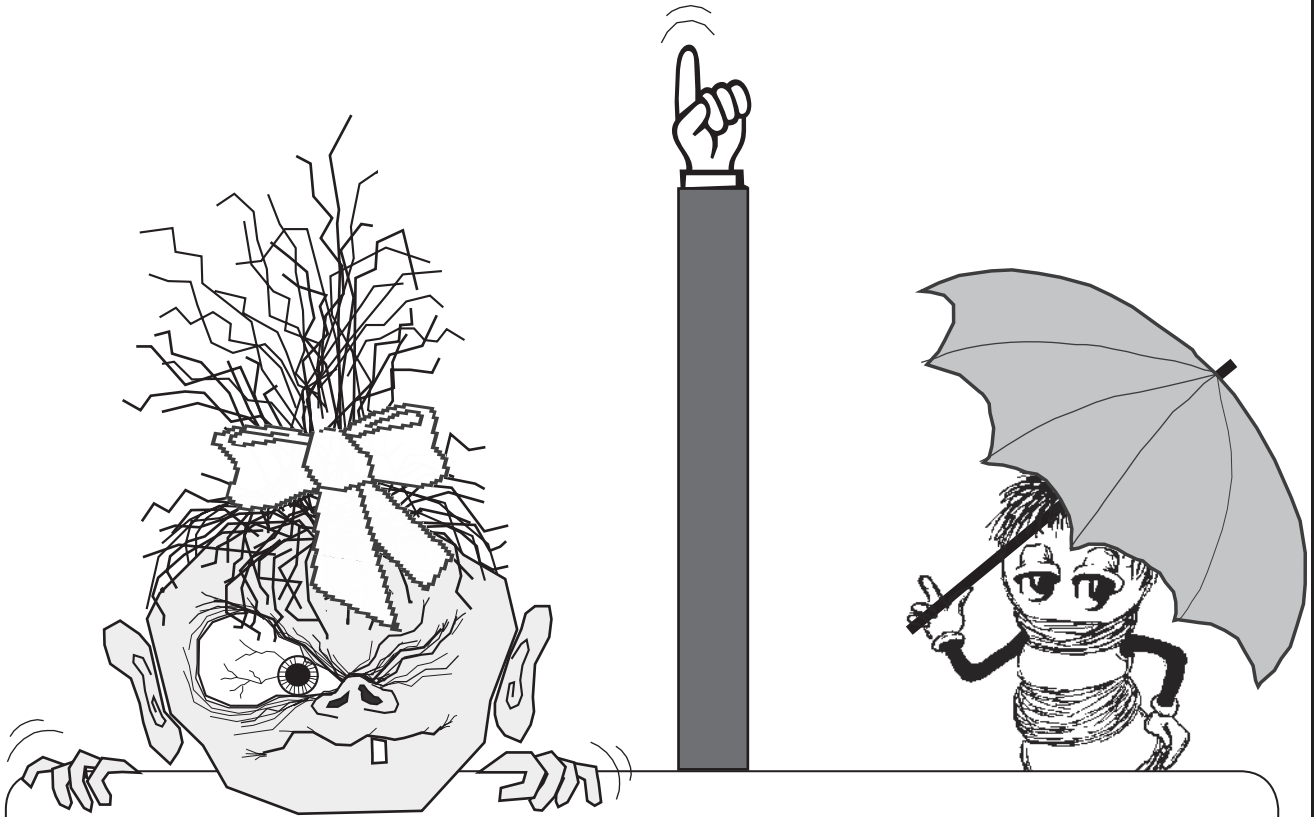
And that word begins with only one letter.

So did we begin with only one letter!

Easy does it ... slow but sure ... we'll just take one small step at a time.

a e i o a

Uü



“Ugly /ü/, up /ü/, umbrella /ü/, U /ü/.”

And that ends the vowels! On the next page is your first review. Remember one thing when reviewing: *don't ever guess!* A wrong answer leaves an imprint on your brain, which then takes *more* time and energy to *unlearn*.

Always look back at the letter pictures until you know these sounds well enough not to. It makes things easier—and in the long run, you will learn *faster!*

a e i o u

Short-Vowel Review (Bingo)

Read the letters and short sounds of these vowels once a day. Then write them from dictation under the correct vowel heading on the “Short Sheet of Vowels” (page 256). Also play number one (Echo) and two (All in a Row) on the Hot Tips page (250) to help develop phonemic awareness, or play *Bingo*:

SHORT-VOWEL BINGO: Make three copies of this page. Use one copy as a board, and cut the other two copies into letter squares. Place the squares in a pile upside down in the middle of the table. Pick a card, read the sound out loud, and place it over the correct letter on the board. The first one to fill in all the letters in a row wins. Or, play until *both* players win—it’s much less pressure. (Also—*heh heh*—it’s added practice. *Sneaky!*)

Look back at the letter pictures as often as necessary, but do not proceed until you know these sounds as well as you know your own name.

TEACHING TIPS: Mime a word for any sound your learners may have forgotten: bite an apple (/ă/), lift an arm up and down (/ě/ exercise), scratch yourself (/ĩ/ itch), wave your arms around (/ö/ octopus), or point upward (/ũ/ up).

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

Two-Letter Blends (Eyerobics)

Now we shall learn some CONSONANTS and combine them with vowels to make two-letter blends. A consonant is any letter that is not a vowel.

Being able to blend letters together smoothly is a *very important skill*! It will train your eye muscles to track (move) together effortlessly from left to right across the page, so that you will be able to read words and books easily, without having to struggle. Blending practice is good exercise—it is aerobics for the eyes. In fact, let's call it *eye-robics* because that's what it is—aerobics for the eyes!

Eyerobics begins with 17 pages of two-letter blends, gradually building up to long words made of many syllables. A syllable is the smallest part a word can be broken into that also contains a vowel—usually two- or three-letter blends. We build bricks to make *houses*, and syllables to make *words*.

Blending exercises must be practiced in order to become automatic, just like any other skill, such as riding a bicycle. For some students this will take longer than with others.

1. If blending is difficult:

Practice the blending game on page 20. This *Train Game* is extremely helpful to anyone needing help in learning this skill! There is also a master *Train Game* in the appendix on pages 258 and 259 that is blank, for those of you who wish to continue this exercise with other letters as well.

2. If blending is easy:

Skip the *Train Game* and continue the blending exercises until the end of this section of *Phonics Pathways*.

3. If blending is especially easy and effortless:

If blending is super-easy for you, *and* if you already know all the consonant sounds, you may skip the rest of the two-letter blending exercises and move on to the review on page 37. You can either read the blends as they are, or play *StarSearch* to review them for variety. It's good practice, and fun to play!

Did you know that sometimes very intelligent people can have real difficulty when learning how to blend letters together smoothly when reading?

Blending skills have nothing to do with intelligence, any more than wearing glasses does!



Directions

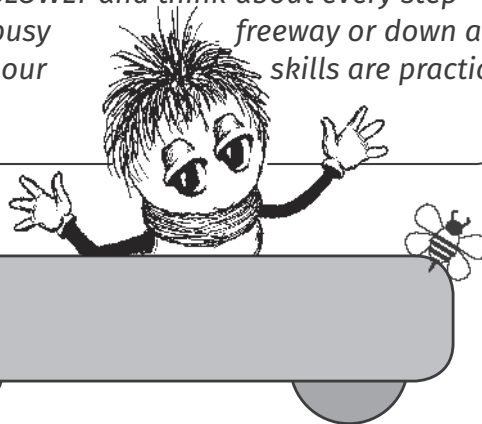
1. Name each picture on the page, and listen for its beginning sound. Each picture begins with the sound of the consonant introduced on that page. (The names of these pictures also contain many sounds you have not had yet, but you are to listen *only* for the *beginning sound* of each one.)
2. Now *blend* the consonant sound with the vowel sound. Begin at the top of the ladder, and read the short “a.” Then read the two sounds individually as you move across the page: “s—a.” Now blend the two sounds together. Take a *DEEP BREATH* and *STRETCH* the sounds out as you read them, smoothly blending the sound of one letter into the other:

“ssssaaaaa”

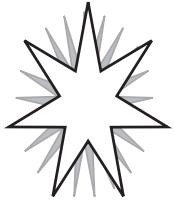
3. Link this blend with a real word, such as “sa” as in “sat, Sam, sad,” etc. Continue in this manner with the rest of the vowels, moving down the page.
4. Read the blends in the review window at the bottom. Keep your *Short-Vowel Stick* handy (page 4) as a quick reference to short-vowel sounds.
5. Write these blends from dictation on **THE SHORT SHEET OF VOWELS** (page 256), under the correct vowel heading. You will soon see which vowels need extra help. (Tip: say the blends to yourself first.) It’s *great* reinforcement!
6. Repeat these instructions with the rest of the consonants in this section.
7. If blending is too much of a challenge for you in the beginning, practice the *Train Game* on page 20. It’s a hands-on activity that’s sure to help!

Spend about 10 minutes a day with this section. You might complete several pages in one day, or you might spend several days on one page. It is how much *time* you spend that counts, not how many *pages* you do!

We review each step a LOT because we need to know this material at a deep level until it’s automatic in recall, just as we know our own names. It’s like learning how to ride a bicycle, or drive a car: at first, we need to go VERY SLOWLY and think about every step involved. We would NEVER think of going out on a busy freeway or down a steep hill our first time out. That comes later, when our skills are practiced enough to be automatic. THEN it’s FUN!



Ss



These exercises are excellent practice! But if this page is too DIFFICULT for you, play the Train Game on the next page first. Keep playing it until blending becomes easier for you.

(However, if these pages seem too EASY for you, and if you already know the consonant sounds, you may proceed directly to the review on page 37.)



a	s-a	sa
e	s-e	se
i	s-i	si
o	s-o	so
u	s-u	su



su so si se sa

se su sa so si

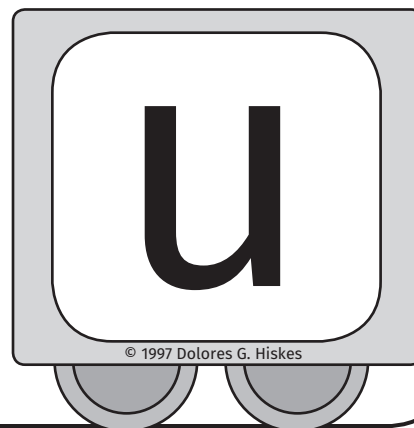
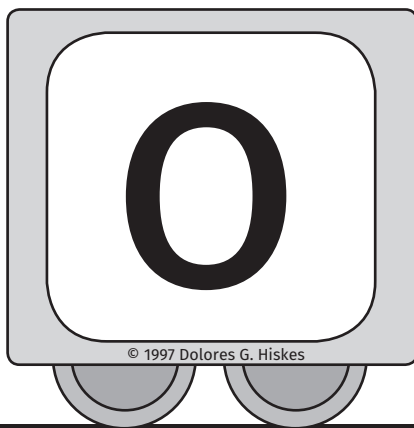
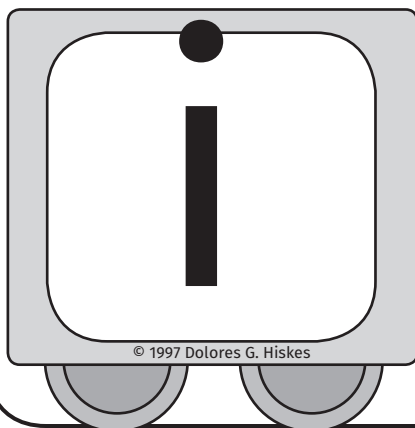
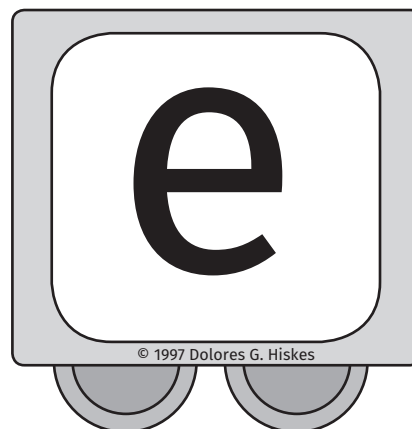
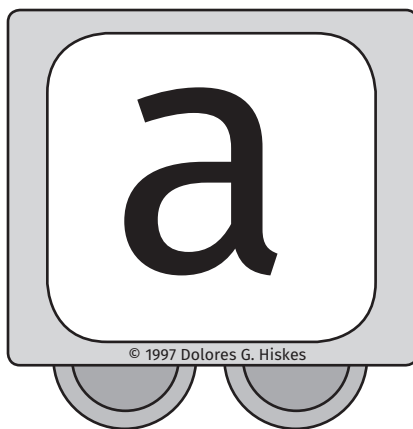
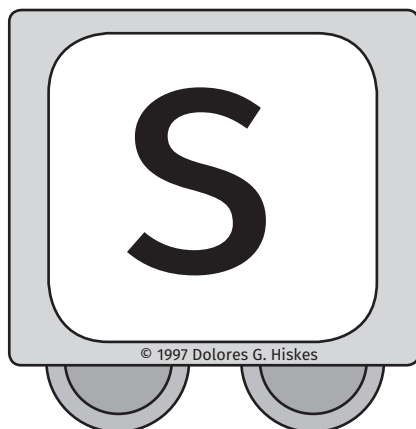
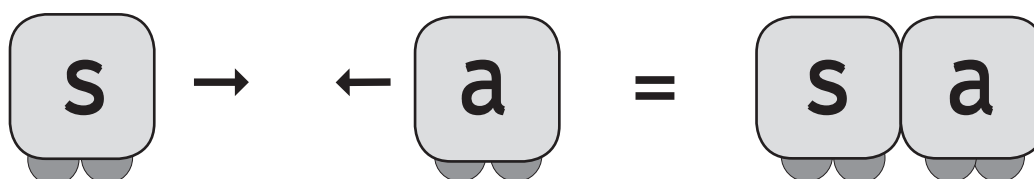


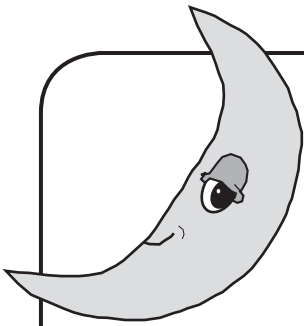


The *Train Game* game provides intensive kinesthetic eye-tracking practice, helping to prevent or correct reversals. Copy and laminate this page, and cut the letters apart.

1. Place the “s” and “a” cars on the table, with the “s” car on your left and the “a” car on your right, about one or two feet apart.
2. “Chug” the “s” car slightly toward the center with your left hand. Look at it while you slide it, and say its sound at the same time.
3. Now focus your attention on the “a” car. Look at it and chug it slightly toward the center, saying its short sound while you are watching it.
4. Keep going in this fashion, until the cars meet. When the cars “hitch” together, the sounds should hitch together also, in one smooth blend. Be sure that you always *look* at each letter or blend while you *say* it.

(There is a master *Train Game* on pages 258–259 to use with other letters if desired.)



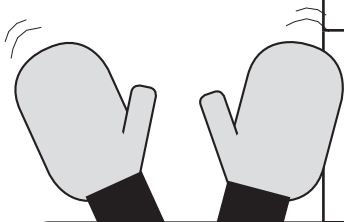


Mm

a	m-a	ma
e	m-e	me
i	m-i	mi
o	m-o	mo
u	m-u	mu



SHOOT
for the
MOON!
EVEN
if you
MISS,
you'll
eventu-
ally land
among
the
STARS!

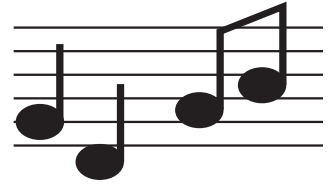


mu mo mi me ma

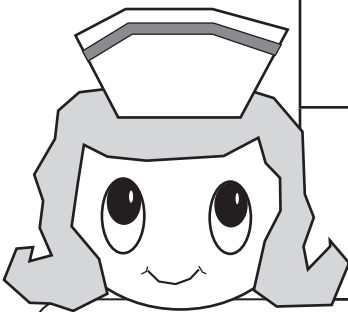
se sa su si

Moon, mouse, mittens

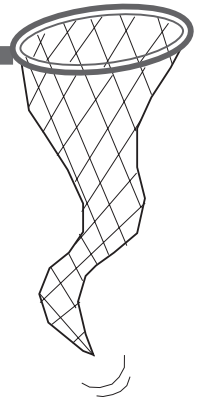
Nn



When
in
DOUBT,
do
the
FRIENDLIEST
thing!



a	n-a	na
e	n-e	ne
i	n-i	ni
o	n-o	no
u	n-u	nu



nu no ni ne na

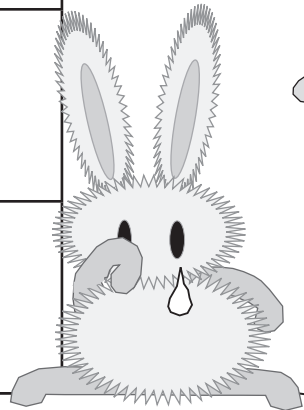
su mi sa se

Notes, net, nurse

Rr

a	r-a	ra
e	r-e	re
i	r-i	ri
o	r-o	ro
u	r-u	ru

EVERYONE
has
a
RAINY
CORNER
in
his
life!



ru ro ri re ra

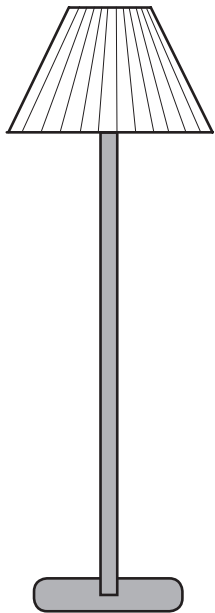
na se mu ni

ra ra-n ran

Rain, ring, rabbit



Ll



a	l-a	la
e	l-e	le
i	l-i	li
o	l-o	lo
u	l-u	lu



*Just take
ONE
LITTLE
STEP
at a
TIME ...
and then
ANOTHER,
and then
ANOTHER,
and
ANOTHER,
AND
ANOTHER,
AND
ANOTHER,
AND
ANOTHER,
and
another,
and ...*

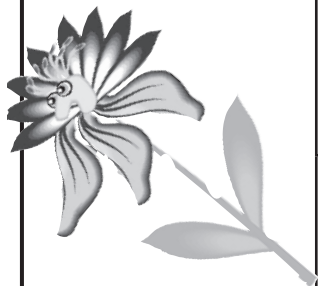
lu lo li le la

ni mu ra se

Le Le-s Les

Lips, lamp, legs

Ff

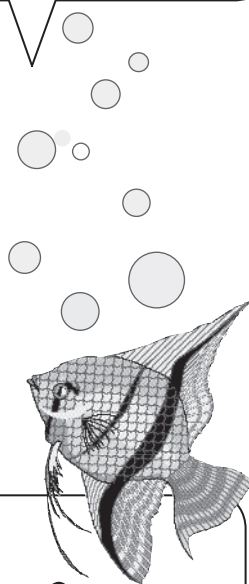


a	f-a	fa
e	f-e	fe
i	f-i	fi
o	f-o	fo
u	f-u	fu

Remember—
when reading these
blends also think
of some words
that
BEGIN with these
sounds:

/fu/ as in “fun,”
/fo/ as in “fox,”
/fi/ as in “fish,” etc.

(How many
different words
can
YOU
think of?)



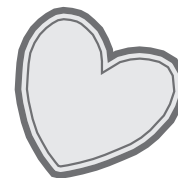
fu fo fi fe fa

ru se lo ni

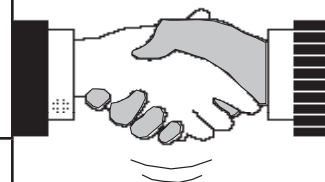
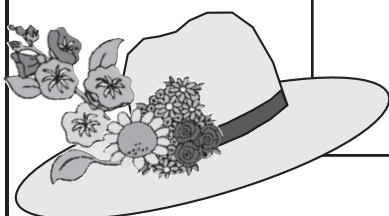
fu fu-n fun

Flower, finger, fish

Hh



We
ALL
have
UNEXPLORED
TERRITORY ...
it's
under
our
HATS!



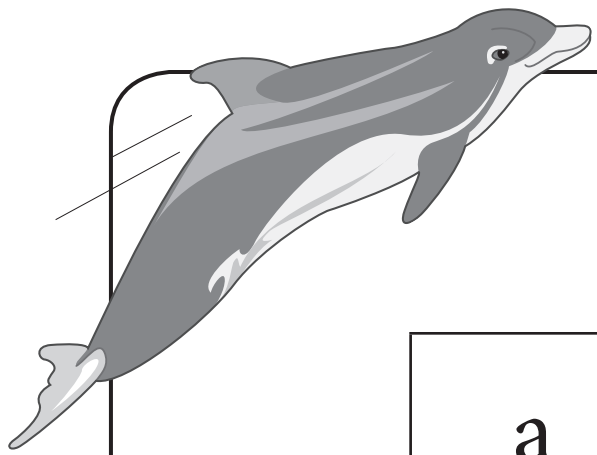
a	h-a	ha
e	h-e	he
i	h-i	hi
o	h-o	ho
u	h-u	hu

hu ho hi he ha

ra fe si mu

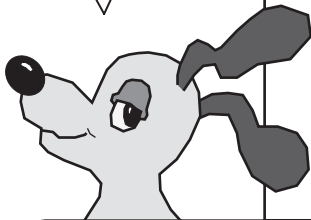
hi hi-m him

Heart, handshake, hat

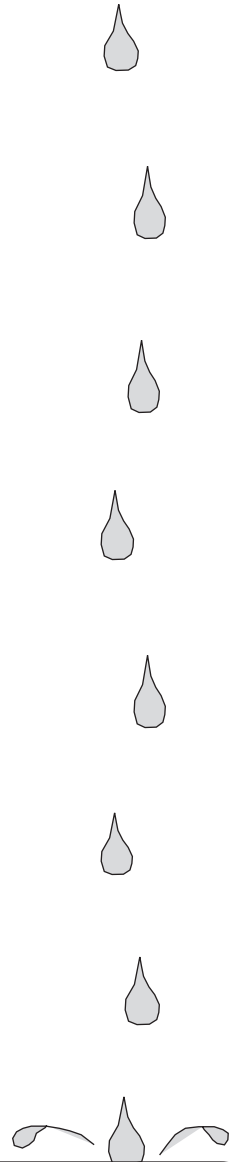


Dd

It's NICE
to be
IMPORTANT ...
But it's
MORE
IMPORTANT
to be
NICE!



a	d-a	da
e	d-e	de
i	d-i	di
o	d-o	do
u	d-u	du



du do di de da

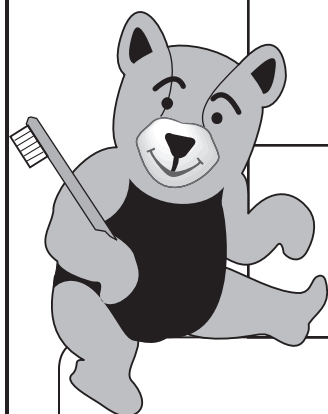
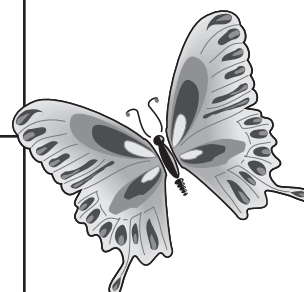
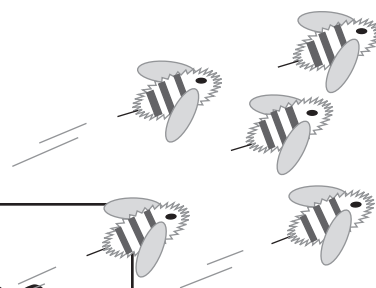
ne mi ho su

Da Da-n Dan

Dolphin, drops, dog

It's MUCH BETTER
to spend just a
FEW MINUTES
A DAY
with this book,
rather than
studying LONGER,
but only
SEVERAL TIMES
A WEEK.
It's like brushing
your teeth ...
They wouldn't look
NEARLY
as nice if you
brushed them only
TWICE A WEEK
but for LONGER,
would they?

Bb



a	b-a	ba
e	b-e	be
i	b-i	bi
o	b-o	bo
u	b-u	bu

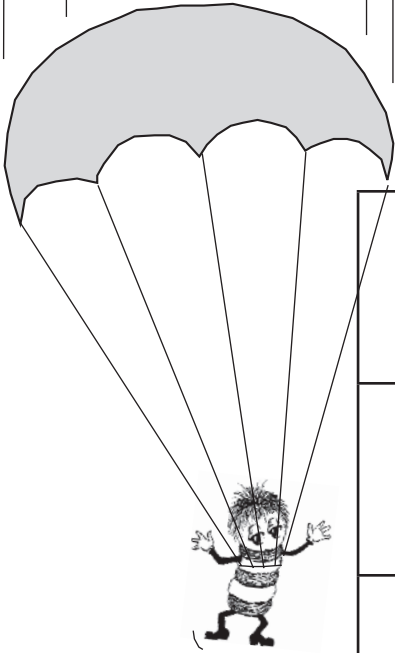
bu bo bi be ba

du ne mi fa

bu bu-n bun

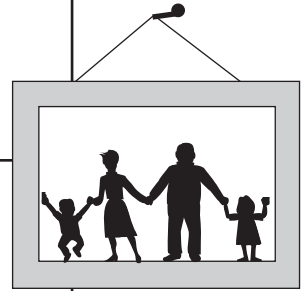
Bees, bear, butterfly

Pp



*Minds
are like
PARACHUTES.
They work
BEST
when they're
OPEN!*

a	p-a	pa
e	p-e	pe
i	p-i	pi
o	p-o	po
u	p-u	pu



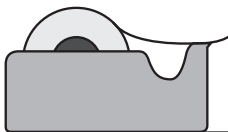
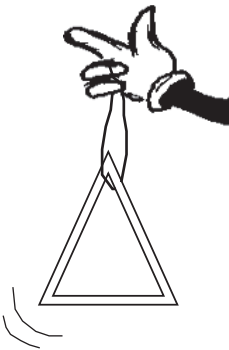
pu po pi pe pa

mu bi fe ra

pe pe-n pen

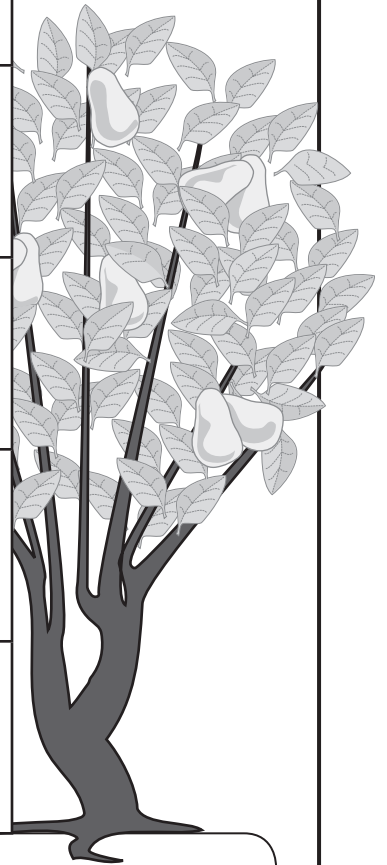
Parachute, picture, present

The
BEST
ANGLE
from
which
to
approach
ANY
PROBLEM
is
the
"TRY-ANGLE"!



Tt

a	t-a	ta
e	t-e	te
i	t-i	ti
o	t-o	to
u	t-u	tu



tu to ti te ta

bi da nu ho

ti ti-n tin

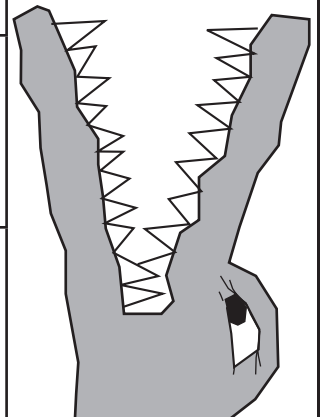
Triangle, tree, tape

A
GOOD
PLACE
to find
a
HELPING
HAND
is at
the
END
of your
ARM!

Jj



a	j-a	ja
e	j-e	je
i	j-i	ji
o	j-o	jo
u	j-u	ju



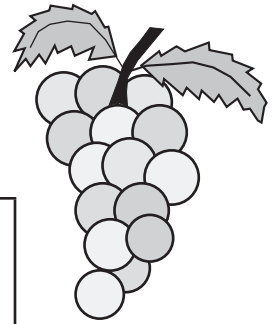
ju jo ji je ja

te bu po da

ja ja-m jam

Jet, juggle, jaws

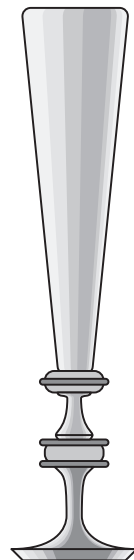
Gg Gg



We READ
the letter "g"
THIS way:
"g"
and we
WRITE it
THIS way:
"g"



a	g-a	ga
e	g-e	ge
i	g-i	gi
o	g-o	go
u	g-u	gu



gu go gi ge ga

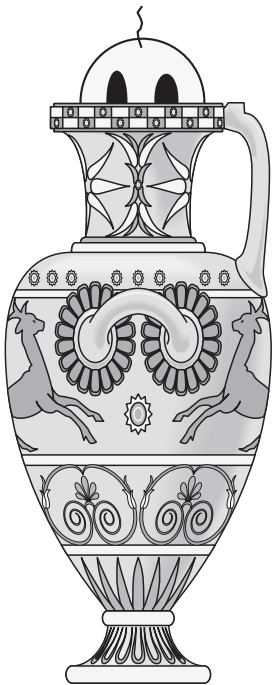
gu go gi ge ga

ga ga-s gas

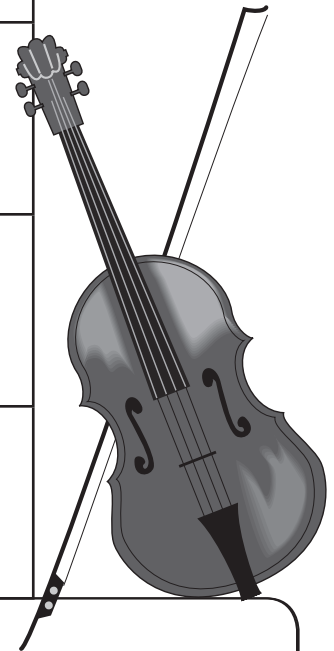
Grapes, glasses, goblet

EVERY
DIFFICULTY
is an
ANSWER
waiting
to be
BORN!

Vv



a	v-a	va
e	v-e	ve
i	v-i	vi
o	v-o	vo
u	v-u	vu



vu vo vi ve va

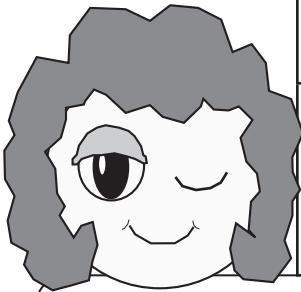
li fa je go

va va-n van

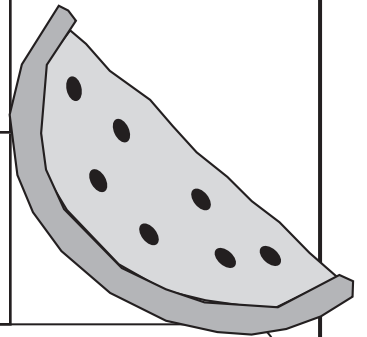
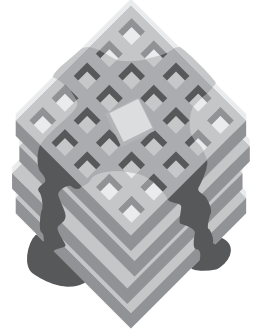
Vase, violin

Ww

You will never
get
AHEAD
of anyone
as long as
you are
trying
to get
EVEN
with them!



a	w-a	wa
e	w-e	we
i	w-i	wi
o	w-o	wo
u	w-u	wu



wu wo wi we wa

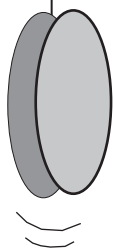
ga te bo su

wa wa-g wag

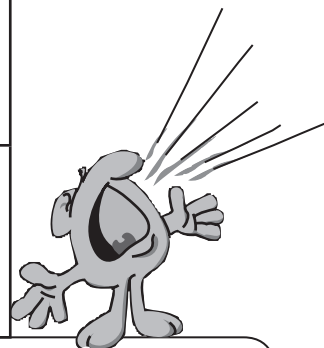
Waffles, wink, watermelon

Yy

The
BEST
THING
to
do
BEHIND
a
person's
BACK
is to
PAT
IT!



a	y-a	ya
e	y-e	ye
i	y-i	yi
o	y-o	yo
u	y-u	yu



yu yo yi ye ya

wi pa gu de

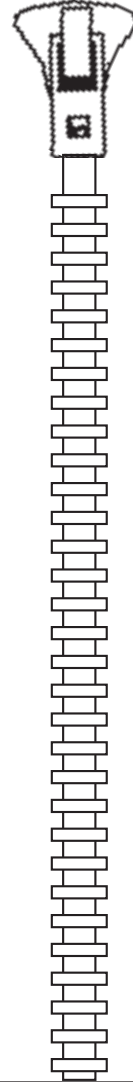
ya ya-p yap

Yo-yo, yell

There are
TWO WAYS
to get to the
TOP
of an
OAK TREE.
One is to
sit on an
ACORN
and WAIT ...
The other
is to
CLIMB
IT!



Zz



a	z-a	za
e	z-e	ze
i	z-i	zi
o	z-o	zo
u	z-u	zu

zu zo zi ze za

gi va su pe

za za-p zap

Zigzag, zipper

Two-Letter Blend Review

You may review these blends either by reading them directly or by playing *StarSearch* a starting on this page. (A *StarSearch* master copy is on page 261.)

Read and write these blends once a day until you can do so easily. Use the “Short Sheet of Vowels” exercise on page 256 for dictation (see page 5 for directions), or copy them after reading them if writing is too much of a challenge just yet.)

And remember: it isn’t enough just to sound out each letter individually, as in “s—a”, you must blend them both together into one smooth sound:

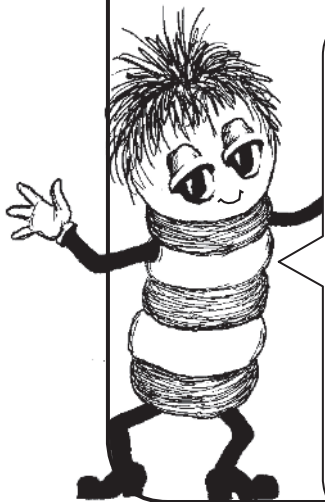
“sssssaaaaaaaaaaaaa”

Look back at the letter pictures as often as you need to, so that you are *thinking it through*, and *not guessing*!



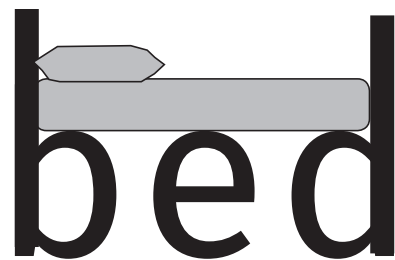
tarSearch

1. Make several copies of the *StarSearch* game pieces on the next page, on cardstock. Copy, laminate, and cut apart all of the cards.
2. Place as many letters and stars cards as you wish to play with on the middle of the table in a pile, upside down. Shuffle to mix them up.
3. Take turns drawing a card and reading it out loud, blending the letters together in one smooth blend.
4. Return all letter cards to the table, but keep the stars cards you pick up. The player with the most stars cards wins!



TEACHING TIPS:

1. When writing these lessons, try using a whiteboard with a dry-erase marking pen. It's easy to wipe clean and try again when first learning!
2. Having trouble telling “b” from “d”? Make a copy of this “bed” card, and keep it handy as a quick reference. The “b” MUST face to the RIGHT, and the “d” MUST face to the LEFT in order to hold the mattress up!



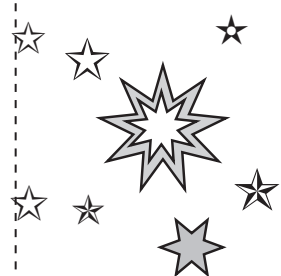
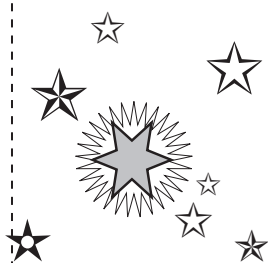
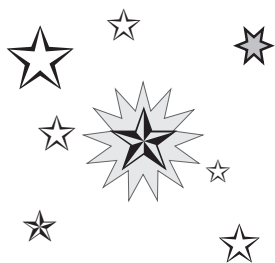
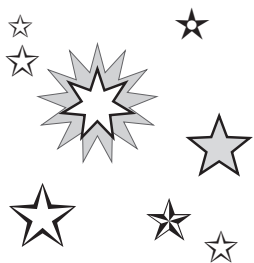
se fa ro hu

mi ta di bo

na pe gi ju

yu ba de zi

le vo wu po



Three-Letter Words

Eyeroberics continues by adding consonants to the ends of two-letter blends to build three-letter words, and then combining two words to make a phrase.

Read each sound and blend, working across the page. When these blends are written with a hyphen between them like this, “s-a,” read each sound separately. When they are written without a line between them, as in “sa,” you must *blend* the sounds together *smoothly*. It can help to take a deep breath first.

Take all the time you need in order to read each three-letter word *without* having to sound out individual letters first. The time this takes will vary; it depends upon how soon your eye muscles are strong enough to “track” across a word. It does *not* depend upon how *smart* you are!

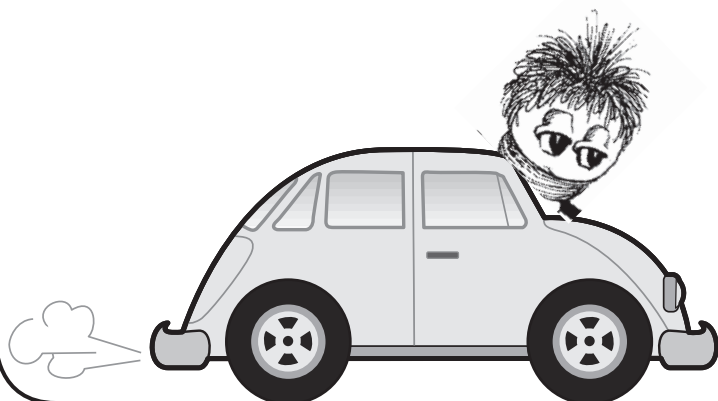
Now listen to these words and write them from dictation, using the “Short Sheet of Vowels” exercise on page 256. Make sure to write the words under the correct columns! If dictation is still difficult, then copy them from the page—just the actual word will do, not the two-letter blend.

Work about ten minutes a day with these lessons. Take all the time you need in order to read these words *without* having to sound out each letter first.

TEACHING TIPS: Do your eyes sometimes “skip” and “jump around” when reading? Put the *Short-Vowel Stick* or a sheet of paper underneath the *line* you are reading and move your finger underneath each *word* as you read it.

Still having trouble? Try this: cut out a rectangle in a plain sheet of paper, about 3/8 inches high by 6 inches wide. Lay it over the page, so that only the line you are trying to read is showing through the little “window.” These little tricks can make reading a *lot* easier! Use them as long as you find it helpful.

Can’t wait to read “real books”? Please finish these lessons at least through page 51 *before* trying to read books! Even the best of phonics readers have some sight words in them, and while some students have no trouble with this, many others do. Remedial readers especially need to have phonics skills firmly established prior to combining phonetically decodable words with sight words. It’s safe to say that most students should be able to read the *Pyramid* exercise on page 52 before moving on to real readers. Then students may begin with simple, highly decodable readers.



*Do you know
the definition of PATIENCE?*

*PATIENCE is being able to
IDLE YOUR MOTOR
when you REALLY feel like
STRIPPING YOUR GEARS!*

Reading across the page, slowly blend these letters into three-letter words. Then read the two-word phrases. (A phrase is just a part of a sentence.)

Now copy or write a few words from dictation, if you can—or you might even try writing a phrase! (If you find this page helpful, there are more exercises like this on page 253.)

If you still find blending a challenge, continue playing the Train Game on pages 258 and 259. It will help a lot, and make it much easier to acquire this skill!



a	s-a	sa	sa-t	sat
e	s-e	se	se-t	set
i	s-i	si	si-p	sip
o	s-o	so	so-b	sob
u	s-u	su	su-n	sun

sis sat

sun set

a

a j-a ja ja-m jam

e

e j-e je je-t jet

i

i J-i Ji Ji-m Jim

o

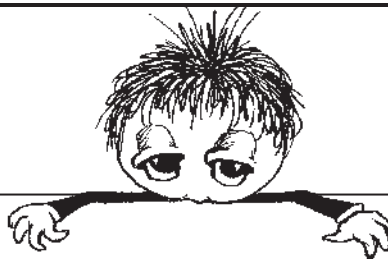
o j-o jo jo-g jog

u

u j-u ju ju-g jug

Jim jog

jam jug



*A HUG is the PERFECT GIFT! One size fits ALL,
and NOBODY MINDS if you GIVE it BACK.*

Ss

sa	sa-d	sad
se	se-t	set
si	si-t	sit
so	so-b	sob
su	su-n	sun

Ff

fa	fa-d	fad
fe	fe-d	fed
fi	fi-n	fin
fo	fo-p	fop
fu	fu-n	fun

Rr

ra	ra-p	rap
re	re-d	red
ri	ri-b	rib
ro	ro-t	rot
ru	ru-g	rug

Hh

ha	ha-t	hat
he	he-n	hen
hi	hi-d	hid
ho	ho-t	hot
hu	hu-g	hug

sun fun

red hat

Mm

ma ma-n man
me me-t met
mi mi-d mid
mo mo-p mop
mu mu-g mug

Nn

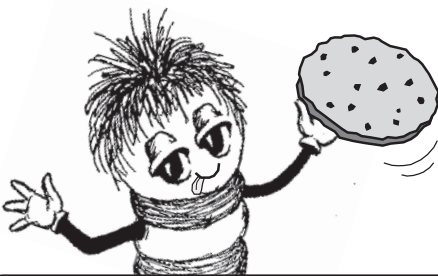
na na-g nag
ne ne-t net
ni ni-p nip
no no-d nod
nu nu-t nut

Dd

da da-d dad
de de-n den
di di-g dig
do do-t dot
du du-d dud

Bb

ba ba-d bad
be be-t bet
bi bi-g big
bo bo-p bop
bu bu-n bun



*You can't be a SMART COOKIE
with a CRUMMY ATTITUDE!*

big mug

dig nut



Be CAREFUL when you **STRETCH** the TRUTH ...
sometimes it can SNAP BACK like a RUBBER BAND!

Tt

ta	ta-p	tap
te	te-n	ten
ti	ti-n	tin
to	to-p	top
tu	tu-g	tug

Gg

ga	ga-p	gap
ge	ge-t	get
gi	gi-g	gig
go	go-t	got
gu	gu-m	gum

Pp

pa	pa-n	pan
pe	pe-n	pen
pi	pi-n	pin
po	po-t	pot
pu	pu-n	pun

Jj

ja	ja-m	jam
je	je-t	jet
Ji	Ji-m	Jim
jo	jo-g	jog
ju	ju-g	jug

jam pot

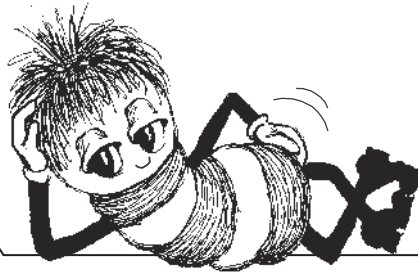
top jet

Ll

la	la-p	lap
le	le-g	leg
li	li-p	lip
lo	lo-t	lot
lu	lu-g	lug

Vv

va	va-n	van
va	va-t	vat
ve	ve-t	vet
vi	vi-m	vim



Our lives would run a lot more smoothly if SECOND THOUGHTS came FIRST!

Ww

wa	wa-g	wag
we	we-t	wet
we	we-b	web
wi	wi-n	win
wi	wi-g	wig

Yy

ya	ya-m	yam
ya	ya-p	yap
ye	ye-t	yet
yi	yi-p	yip
yu	yu-m	yum

win van

lug yam

Aa

da	da-d	dad
na	na-g	nag
sa	sa-p	sap
ra	ra-n	ran
ma	ma-d	mad



*JUMPING TO CONCLUSIONS is
not HALF as good an exercise as
DIGGING FOR FACTS!*

Oo

to	to-t	tot
mo	mo-p	mop
ro	ro-t	rot
ho	ho-t	hot
do	do-t	dot

Ee

pe	pe-p	pep
be	be-g	beg
te	te-n	ten
ge	ge-t	get
ne	ne-t	net

Ii

si	si-s	sis
di	di-p	dip
bi	bi-t	bit
wi	wi-n	win
fi	fi-g	fig

Uu

pu	pu-p	pup
fu	fu-n	fun
su	su-b	sub
ru	ru-n	run
du	du-g	dug

Once a day, read and write as many groups of words as you can read comfortably. First read *down* each group. Now read these words again, this time reading *across* the page. This is a bit more difficult, and you might find yourself reading more slowly. (Also: be *sure* to check out the activities and games beginning on page 255 for review!)

dad	bet	bin	hop	bug
had	get	din	mop	hug
mad	met	fin	top	dug
sad	pet	win	lop	mug
bag	bed	did	nod	fun
nag	fed	hid	rod	bun
tag	red	rid	sod	run
sag	led	lid	pod	sun
lap	beg	nip	dot	but
nap	leg	rip	hot	hut
map	peg	tip	not	gut
gap	Meg	sip	lot	nut

The person who FOLLOWS THE CROWD usually will get NO FURTHER!

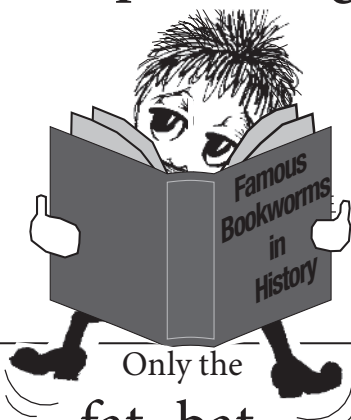


Read across the page:

tag	nag	get	pet	hug	bug
hid	lid	red	bed	hop	top
rip	tip	hot	lot	nap	lap
nut	hut	sad	dad	fun	run
beg	Meg	win	fin	nod	rod

Read down each group of words first, and then read them across the page. Try copying or writing some of these words from dictation also—perhaps about five to ten words. Writing words helps you remember them better!

bat	den	big	rum	hot
fat	hen	dig	gum	got
hat	men	pig	hum	lot
rat	pen	wig	sum	rot
Pat	ten	rig	mum	dot
dip	jug	him	ban	bet
hip	lug	Jim	fan	pet
lip	pug	dim	man	met
zip	rug	rim	pan	let
tip	tug	Tim	ran	set



*Becoming educated is getting to know
all of the things you DIDN'T KNOW
that you DIDN'T KNOW!*

Only the first letter in each phrase is different. Read across:

fat bat	ten men	big rig
hum sum	yam jam	lug jug
tan van	den pen	pig dig
tug rug	Pat hat	get jet
got hot	Sam ham	man ran

Three-Letter Words Review

You may review these words either by reading them directly from the next page, or by playing *Bag the Bugs* with the cards, as directed below. (There is a master *Bag the Bugs* in the appendix if you would like to continue playing this game with other lessons.)

First read the words, then write them from dictation, using The “Short Sheet of Vowels” on page 256. (See page 5 for directions.) Just copy them if dictation is too difficult at this time. If you still have trouble writing, just trace a few of these words on the desktop with your fingertip. Reading skills frequently develop faster than writing skills, and we don’t want to hold you back.

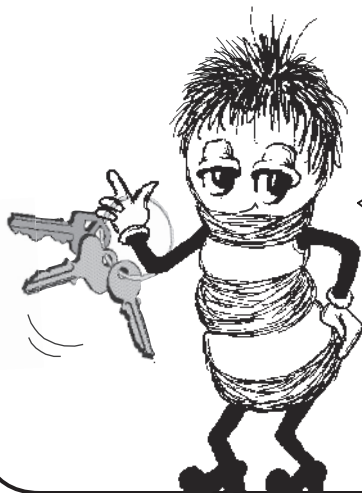
If you still need to sound out each letter individually, please read that word again. This time, blend all the letters together into *one smooth sound*. Blending skills are so important!

Bag the Bugs

(This game needs a box with a lid.)

1. Make several copies of the *Bag the Bugs* game on the opposite page on card-stock. Laminate and cut apart all of the cards.
2. Place cards facedown on the table. Students take turns drawing a card and reading the words. When a bug card turns up, a student quickly puts the card in the box and slams the top down so the bug won’t “sting” him! Play until cards are gone, and all players are “safe.”
3. Alternatively, students keep any bug cards that are drawn, and the player with the most bug cards after all the cards have been played is the winner.

(A master copy of *Bag the Bugs* is on page 262 if you wish to continue playing this game with other lessons.)



*Take your time, and don't worry about making a mistake.
It's not whether you stumble or fall that matters ...
What matters is that you just get up and keep on going.
Sometimes it's the last key in the bunch that opens the lock!*

bug
hop

Jim
hum

mad
Meg

wet
gum

sun
hat

big
man

mop
van

nip
Dan

fig
jam

Pat
run

zip
bag

hot
mug

beg
Nan

fat
pig

get
cat

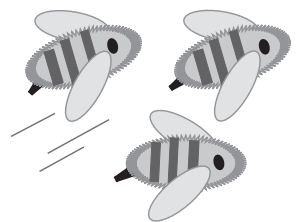
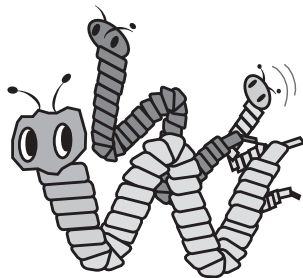
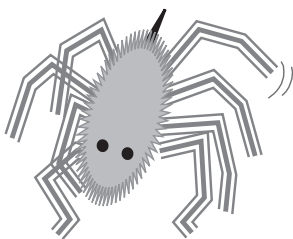
fed
Gus

Ned
jog

red
jug

tip
top

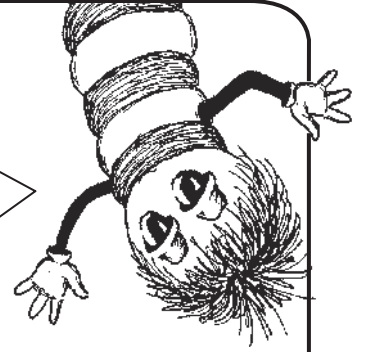
pup
hid



The TWO SHORTEST WORDS in the English language are **I** and **a**.
You simply name the letter, and THAT is the WORD!

Let's try reading "I" and "a," together with a few of the three-letter words you are now able to read. Read down each group.

By the way, "a" is what we use if the following word begins with a consonant, as in "a bug." But "an" is what we use if the next word begins with a vowel, as in "an ant," "an elf," "an igloo," "an octopus," or "an umbrella." "A" and "an" mean the same thing!



I get.

I get wet.

I bet.

I bet Dad.

I sip.

I sip pop.

I win.

I win a van.

I pop.

I pop a bag.

I dug.

I dug an ant.

I had.

I had fun.

I got.

I got jam.

I hug.

I hug Mom.

I pet.

I pet a pig.

I ran.

I ran a bit.

I sit.

I sit a lot.

hug pup
wet pup
big pup

I hug a pup.
I hug a wet pup.
I hug a big, wet pup!

fed pig
fat pig
big pig

I fed a pig.
I fed a fat pig.
I fed a big, fat pig!

met elf
sad elf
big elf

I met an elf.
I met a sad elf.
I met a big, sad elf!

jog bit
hop lot

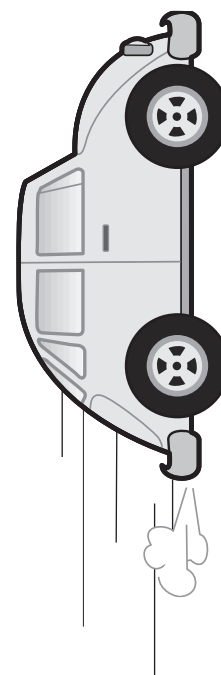
I jog a bit.
I hop a lot.
I jog a bit and hop a lot!

mop bit
run lot

I mop a bit.
I mop a bit and run a lot.

sip bit
sup lot

I sip a bit.
I sip a bit and sup a lot!



To
AVOID
that
RUN-
DOWN
feeling ...
CROSS
STREETS
CAREFULLY!
(Read across
the page.)

Pyramid (See also pages 253 and 254.)

Pyramid is an enjoyable game that will help you read sentences more easily. It bridges the gap between reading *whole words* and reading *longer sentences*. This is an excellent way to strengthen your eye tracking and increase your eye span, and besides, it is a lot of fun!

Read each line across the page, beginning with the very top word. At first, you are *not expected* to be able to read the longer sentences at the bottom of the page. In time, and with practice, you will be able to read these long sentences. (Remember to put a sheet of paper under the line you are reading, if this is helpful.)

Now try *writing* these phrases from dictation, beginning at the top, to see how many words you are able to remember at one time. Practicing this will develop your *auditory* ability to recall images sequentially, just as playing *Memory* will help develop your *visual* memory skills (see “Getting Started,” page 2).

Keep practicing with *Pyramid* to develop your eye-tracking skills. It will help you be able to read the sentences in these lessons much more easily. Sooner or later you will be able to read *anything*! It just takes time and practice. There is an additional *Pyramid* exercise in the back of the book, on pages 253 and 254. Read it, as well. Pyramids are excellent “warm-ups” for all of the lessons to come!

And nowhere is there a secret of how to
quickly enough to hold your interest
slowly enough to experience success
Everyone must find his or her

have a *really good* lesson: You must proceed
(otherwise you may become *bored*) but
(otherwise you may become *frustrated*).
very own pace ... *you find yours!*

sip

Sip pop.

Jan sips pop.

Jan sits and sips pop.

Jan sits in sun and sips pop.

Jan sits in sun and sips pop in a mug.

Jan sits in hot sun and sips pop in a big mug.

Jan sits in hot sun and sips hot pop in a big mug!

/K/ = c-, k-

"K" is how the letter looks, and /K/ is how the letter sounds.

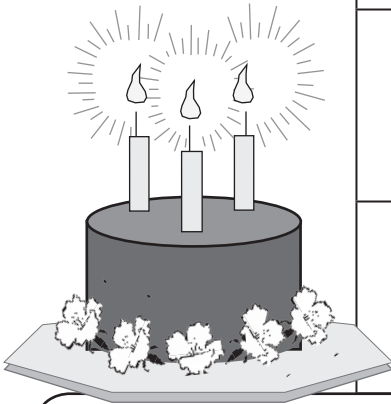
/K/ can be spelled in several different ways:

1. /K/ is usually spelled "k" if the following letter is "e" or "i," as in "kag" or "kid."
2. /K/ is usually spelled "c" if it is followed by any other vowel, as in "cat," "cot," or "cup."

/K/ = c-, k-

a	c-a	ca
e	k-e	ke
i	k-i	ki
o	c-o	co
u	c-u	cu

It's "k" and not "c" with an "i" or an "e"!



cu co ki ke ca
ki ca cu co

Cat, kite, cake, cup

Read down each set of words:

ca-t cat

ca-n can

ca-p cap

ca-d cad

ca-b cab

ca-m cam

co-p cop

co-t cot

co-d cod

ke-g keg

Ke-n Ken

ki-d kid

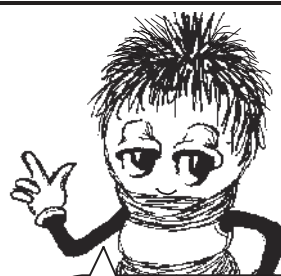
ki-ss kiss

ki-t kit

cu-p cup

cu-t cut

cu-b cub



*Each day is
MADE
SPECIAL
by what we can
GIVE
it ...
by how we
ACCEPT
it,
and how we
LIVE IN
it!*

Read across the page:

can

cat

cap

cab

Cass

keg

Ken

cad

cup

cop

kit

kiss

Kim

kid

kill

cod

cot

con

cob

cog

cub

cud

cup

cuff

cut

Ken cup

kid Cass

cab cut

Kit can

kiss cat

cop cap

/k/ = -ck

The /k/ sound at the *end* of a short-vowel, single-syllable word is usually spelled “-ck.” (See page 117 for a definition of “syllables.”) Read across the page:

so-ck	sock	sa-ck	sack
ti-ck	tick	to-ck	tock
du-ck	duck	su-ck	suck
bu-ck	buck	lu-ck	luck
Ri-ck	Rick	si-ck	sick
pi-ck	pick	Ni-ck	Nick
Ja-ck	Jack	pa-ck	pack
ra-ck	rack	ro-ck	rock

We are
NOT
here on
earth
to see
THROUGH
one
another,
but to
SEE
ONE
ANOTHER
THROUGH!



Read across the page (only the *beginning letters* of the words are different):

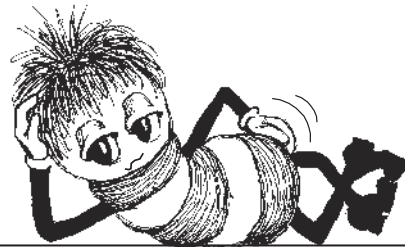
a	rack	Jack	back	sack	hack	lack
e	deck	beck	peck	neck	peck	deck
i	pick	sick	tick	Nick	kick	lick
o	rock	sock	dock	hock	lock	jock
u	suck	tuck	luck	muck	duck	buck

pick Rick	back pack	luck suck
tuck buck	kick Nick	lack sack
mock jock	Jack back	Rick sick
lock dock	peck neck	duck muck

These /k/ words are all spelled *differently*. Read across the page: (Remember to check out some of the great tips and fun games found from page 255 on!)

kiss cat	mock Rick	lick keg
pick lock	Jack can	Kip hock
duck peck	lack buck	cut sock
kick cot	pick sack	cap rack
back pack	lick cup	tick tock
lock deck	tuck neck	Kim luck
nick jock	Ken sick	suck rock

The only thing wrong with doing NOTHING is that you NEVER KNOW when you are FINISHED!

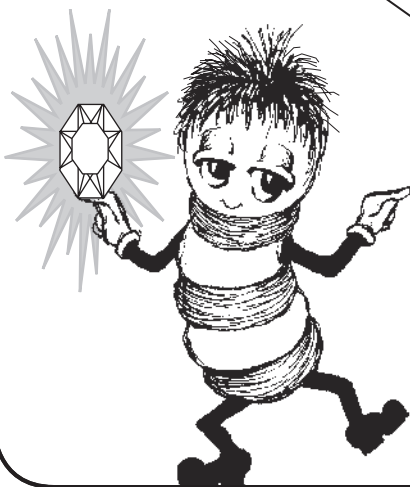


These words combine the “c-k-ck” sound with lessons previously learned:

miss Jack	get rock	kid Nan
pick fig	duck bit	fat sock
pack rug	cut sack	pig lick
tuck Don	Jack sat	lug rock
mop back	lack wig	bad luck
Kim ran	Rick hop	hug cat
kick bug	job back	tug pack
pug wag	lack nut	cup rack

/K/ = c-, k-, -ck Review

nick cup	I nick a hot cup.
lack sock	I lack a red sock.
duck peck	A duck can peck!
Ken back	Ken is back in bed.
pack sack	I can pack a big sack.
kiss sick	I kiss a sad, sick cat.
Jack back	Jack had a back deck.
kick rock	I can kick a big rock.



Review these words once a day. Read as many as you can. Now write some of them from dictation as well.

From now on copy or write about five or ten words, or three to six phrases and sentences, as an ongoing part of every lesson for the rest of this book. (At least try writing them, but if it slows you down too much, then just trace them with your fingertip for a while.)

Practice until you are able to read these words effortlessly and smoothly, and spell them correctly.

Try to do something every day, even though you may not always feel like it. Think of it this way:

A DIAMOND is nothing but a piece of COAL that MADE GOOD under PRESSURE!

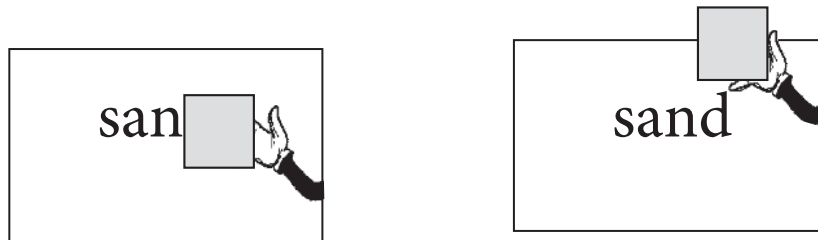
Two-Consonant Endings

Now you are ready for *four-letter* words! Working from left to right, read the two-letter blend, then the three-letter blend, and finally the four-letter word. To begin with, these words will be broken down as follows. Read across the page:

sa san san-d sand
fe fel fel-t felt

You should be able to read the three-letter blend *smoothly*, add the last letter, and then read the *whole word* in *one smooth blend*. Read (and then write if you can) as many words as you are able to each day.

TEACHING TIPS: After the next two pages, these words will not be broken down as above. If some of them should be difficult to read, it can be *very* helpful to cover up the last letter with a piece of paper, read the three-letter blend, uncover the letter, and then read the whole word:



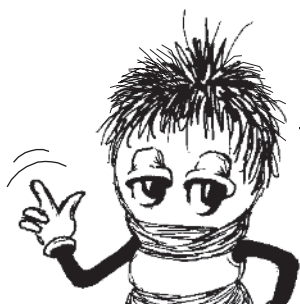
Do this as often as you need to in order to read these words smoothly. If these words continue to be difficult for you, just stay with the three-letter-word section of the book for a while to build up your reading skills until you are able to read these four-letter words a little bit more easily. Remember—there is *no hurry*!

Try reading the little “stories” in the window boxes. They contain only words made of letters that you have already learned, and are a good introduction to “real reading.” If this is easy for you, it might be a good time to try some beginning phonics readers.

However, if these stories are too difficult to read just yet, then read only the words to the left of each sentence, and try to follow along with your eyes as your teacher *slowly* reads these sentences and underlines each word with his or her finger.

REMEMBER: If your eyes “skip around” while reading, hold the *Short-Vowel Stick* or a piece of paper underneath the line you are reading, or cut out a rectangle from a plain piece of paper as described on page 39. Do this for as long as you find it helpful.

THINK ABOUT IT: After you read each little story, discuss it with your teacher. Who were the characters? What happened in the story? It’s important not only *to be able* to read, but *to understand* what you are reading!



There are *FOUR WORDS* in these stories in which the “s” sounds like “zzz”: “is,” “his,” “as,” and “has.” Let’s practice these words first, before we begin reading double-consonant endings. Read down each group:

is	his	is
is mad	his bed	jet is
is mad as	his bed has	his jet is
as	has	as
as hot	pup has	bad as
as hot as	his pup has	as bad as

Now let’s give some four-letter words a try! Read across the page:

fe	fel	fel-t	felt
sa	san	san-d	sand

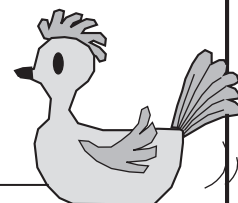
fel-t	Ben felt.
san-d	Ben felt sand.



ru	run	run-s	runs
fa	fas	fas-t	fast

run-s	Ben runs.
fas-t	Ben runs fast on sand.

ru	run	run-t	runt
he	hel	hel-d	held
te	ten	ten-t	tent



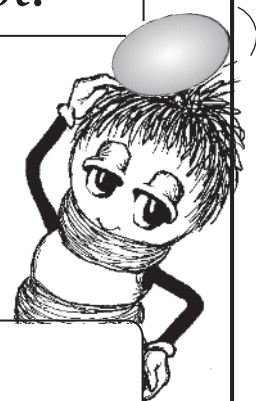
run-t	Ben has a runt pet pig.
hel-d	Ben held his pet pig, Gus.
ten-t	Gus is as fat as a big tent!

*There's
only
ONE
THING
that
SITS
its
way
to
success ...
a CHICKEN!*

ro	rom	rom-p	romp
ju	jum	jum-p	jump
re	res	res-t	rest

rom-p	Ben and Gus romp.
jum-p	Ben and Gus run and jump.
fas-t	Ben runs fast, but Gus puffs a lot!

mi	mil	mil-k	milk
lu	lum	lum-p	lump
fe	fel	fel-t	felt



mil-k	Ben and Gus sip hot milk.
lum-p	Gus has a lump in his milk.
min-t	His lump is a big, fat mint.
bes-t	Gus yells, "Mint milk is best!"

Ss

sa sap
se set
si sip
so sob
su sum
sa san
se sen

ATTITUDE
is
CONTA-
GIOUS. Make
yours
WORTH
CATCHING!



Mm

ma man
me met
mi mid
mo mop
mu mud
mi mis mist
mi mil milk

Ll

la lan land
le len lend
li lis list
lo lof loft
lu lum lump
li lim limp

Ff

fa fas fast
fe fen fend
fi fis fist
fo fon fond
fu fun fund
fe fel felt

Ben felt
his sand
runs fast

Ben felt sand.
His sand is hot.
Ben runs fast on hot sand.

Bb

ba ban band
be ben bend
bi bil bilk
bo bon bond
bu bus bust
be bes best

Dd

da dam damp
de des desk
di dis disk
du dum dump
de den dent
du dus dust

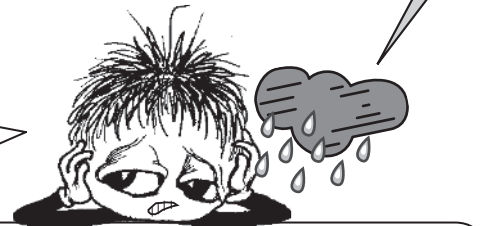
Rr

ra ram ramp
re res rest
ri rif rift
ro rom romp
ru rus rust
ra raf raft

Hh

ha han hand
he hel held
hi hin hint
hu hus husk
hu hun hunt
hu hul hulk

KEEP your TEMPER ... nobody ELSE wants it!



Ben kept	Ben kept a pet pig.
held Gus	Ben held Gus, his pet pig.
romp hunt	Gus and Ben romp and hunt.

Gg

ga gas gasp
gu gul gulp
gu gus gust

Tt

ta tas task
te ten tent
tu tus tusk

Pp

pe pes pest
pu pum pump
pe pen pent

Kk

ki kil kilt
ke kep kept
ke kel kelp

Jj

ju jus just
ju jum jump
je jes jest

Ww

we wep wept
wi wim wimp
wi win wind



Not everyone at this point will need to read the two-letter blends first. If you still tend to reverse letters or words, then it is best that you practice your EYEROBICS by reading each blend FIRST.

jump land
just tent
jogs pants

Ben and Gus jump on land.
Gus is just as fat as a big tent.
Ben jogs and Gus pants.

-mp

ca	cam	camp
du	dum	dump
ro	rom	romp
li	lim	limp
ju	jum	jump

-nd

fe	fen	fend
ha	han	hand
re	ren	rend
be	ben	bend
me	men	mend

-st

ru	rus	rust
be	bes	best
mi	mis	mist
la	las	last
ju	jus	just

-ft

le	lef	left
ra	raf	raft
li	lif	lift
tu	tuf	tuft
gi	gif	gift

*COOPERATION is spelled with TWO LETTERS: **W** and **E**!*



Ben left

just lump

ants milk

Ben left Gus on his raft.

Gus is just a big, fat lump!

Ben fed Gus ham, jam, ants,
figs, gum, and milk.

-nt

de	den	dent
re	ren	rent
mi	min	mint
ra	ran	rant
le	len	lent

-lk

si	sil	silk
mi	mil	milk
hu	hul	hulk
bu	bul	bulk
bi	bil	bilk

-lt

fe	fel	felt
be	bel	belt
me	mel	melt
hi	hil	hilt

-ld

gi	gil	gild
we	wel	weld
he	hel	held
me	mel	meld



If you point a finger at someone else, remember this ... three of your fingers are pointing back at YOURSELF!

jumps tub

Ben jumps in his hot tub.

went well

Gus went in his hot tub as well.

felt mad

Ben felt mad.

just jump

“Gus is just a pet pig. Pigs can not jump in hot tubs!”

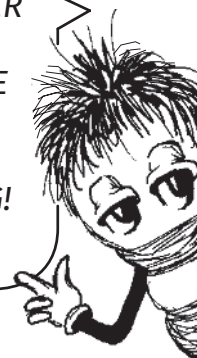
-lf

el elf
gul gulf
sel self

-lp

hel help
gul gulp
kel kelp

There is NEVER
a
WRONG TIME
to do
the
RIGHT THING!



-pt

op opt
rap rapt
wep wept
kep kept

-sk

cas cask
tas task
bas bask
tus tusk

-sp

lis lisp
gas gasp
ras rasp
wis wisp

red bug

tusks hump

wept help

leg bump

limp lump

must rest

A big, red bug bit Gus.

It had big tusks and a hump.

Gus wept, "Help! Help!"

His leg had a big, bad bump
on it.

Gus fell in a big, limp lump.

Gus must rest. His bump must
mend.

Read across the page:

rom romp

jum jump

pan pant

min mint

san sand

ben bend

run runt

hin hint

mil milk

res rest

hel help

rus rust

dam damp

gul gulp

san sand

sul sulk

fel felt

len lend

hel held

tas task

sel self

sen send

mis mist

*You can't climb the ladder of SUCCESS with
your HANDS in your POCKETS!*



held mints

Gus held ten big mints in his hand.

romps jumps

Gus romps and jumps on hot sand.

bends damp

Gus bends and gets a damp rock.

mints sand

His big mints fell on hot sand.

gulps mints

Gus gulps ten big sand mints!

felt sulks

Gus felt sick. Gus sulks a lot.



Read **DOWN** each group first, by word family. It's easier. Then read **ACROSS** the page.

(TEACHING TIP: When you read across, put a piece of paper underneath the line you are reading to help keep you on track. Also, try reading just part of the page at a time, and/or use these words with some of the games and activities beginning on page 255.)

damp
ramp
camp
lamp

mint
hint
lint
tint

silk
milk
bilk

lift
sift
gift
rift

sent
bent
lent
dent

help
yelp
kelp

rest
test
best
vest

bond
pond
fond

mask
task
cask

went
rent
tent

felt
belt
pelt
welt
melt

west
lest
nest
pest

band
hand
land
sand

pump
lump
bump
jump
dump
hump

wept
kept

fast
mast
past
last
vast
pant
rant

send
tend
mend
lend
bend
fend
weld
held

limp
wimp

runt
punt
hunt

list
fist
mist

bust
dust
must
rust
just

bulk
sulk

dusk
tusk

hilt
tilt
wilt
pulp
gulp

Two-Consonant Endings Review

Only the *beginning letter* is different in each of the following phrases:

went bent

sent lent

Kent sent

camp damp

lamp ramp

vamp camp

land sand

band hand

sand band

duck luck

buck suck

tuck muck

lump bump

dump jump

pump sump

fist list

mist fist

list mist

cask mask

bask task

ask mask

lift a gift

list in fist

rest is best

melt and felt

hunt his runt

yelp and help

hand in sand

*These are phrases, not sentences.
That's why they don't begin with a
capital letter and end with a period.*



dust and rust

duck has muck

jump on bump

bend and send

wept and kept

milk is silk

tusk at dusk

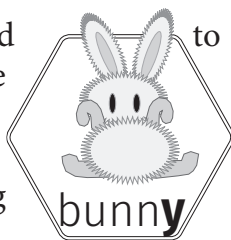
Once a day, read and then write a few words on this page. Do this until you are able to read and spell them EASILY. You should be able to read these words WITHOUT having to sound out every letter. For example, if you find yourself reading "s-a-n-d" for "sand," cover up the last letter and read the three-letter blend first, "san-d," just as you did on page 58.

Continue reading words in this way until you are able to read them by blends and syllables automatically. Soon you will be able to read whole words at a glance!

Reading these sentences can be difficult, and it takes time. The games and activities in the appendix can be of great assistance here to reinforce and cement learning.

-y

A SUFFIX is an ending that is added use or meaning. In this section we when we learned that there are is *another* letter that also can be “-y” is used as a suffix, it has a long



to an existing word, that changes its shall learn the “-y” suffix. Remember five short-vowel sounds? There a vowel. It is the letter “y.” When “e” sound, as in the word “bunny.”

NEW FEATURE: From now on, every new sound introduced for the first time will be illustrated with a sample picture and word, with the sound being learned highlighted in larger, bold print. Simply name the picture out loud, and you will hear *exactly* how to pronounce the new sound or letter. This feature will greatly ease learning how to read, and prove to be *enormously* helpful!

If a single-syllable word *already has* a double-consonant ending, just add “y”:

mist mist-y misty misty

However, if the word only has *one* consonant on the end, that consonant must be *doubled* before adding the “y” in order to keep the short-vowel sound:

bun bun-n-y bunny bunny

A single-syllable, short-vowel word must *always* have a double consonant at the end before adding any suffix beginning with a vowel. If the word does not end with a double consonant to begin with (as in “fun”), then the last consonant must be doubled before adding a suffix. Knowing these rules will really help your spelling! Read these words once a day, and then spell a few of them from dictation.

There is no secret to success except
HARD WORK!

There is only ONE PLACE where
SUCCESS comes before WORK ...
Can you guess where?

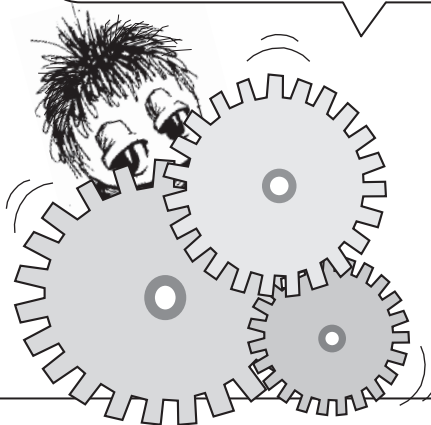


In the
DICTIONARY!

Here “y” is added to words with *two-consonant* endings.

and	And-y	Andy
dust	dust-y	dusty
hand	hand-y	handy
rust	rust-y	rusty
sand	sand-y	sandy
milk	milk-y	milky

*Be sure your MIND is running
before you put your
MOUTH in gear!*



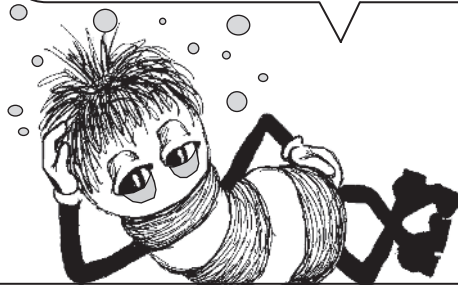
dusty and rusty	jumpy and bumpy
handy and dandy	candy is sandy
silky and milky	lumpy and dumpy
Andy is sandy	husky and dusky
ducky and lucky	dolly is jolly
hulky and bulky	pesty and testy

jumpy sick	Ben felt jumpy and sick.
pesty bug	Ben has a pesty bug.
bumpy bed	Ben rests on his bumpy bed.
Gus hid	Gus hid in Ben's bed.
lumpy bump	Gus is a fat, lumpy bump in Ben's bed!

On this page, “-y” is added to three-letter words with only *one* consonant at the end, and so we must *double* this consonant to keep the short-vowel sound:

run	run-n-y	runny
pen	pen-n-y	penny
sun	sun-n-y	sunny
Dan	Dan-n-y	Danny
fun	fun-n-y	funny
bun	bun-n-y	bunny

SEVEN DAYS without LAUGHTER
MAKE ONE WEAK!



More three-word phrases to practice!

kitty is bitty	bunny is funny
Buzzy is fuzzy	Paddy has daddy
Jenny has penny	Buddy is muddy
sunny and runny	Danny has nanny
Bobby has hobby	puppy and guppy
Kenny and Benny	Kimmy and Jimmy

Jimmy fuzzy	Jimmy has a fuzzy bunny.
bunny Sammy	Jimmy's bunny is Sammy.
misty pond	Fuzzy Sammy fell in a misty pond.
funny muddy	Funny Sammy is muddy and wet!

-y Suffix Review

These phrases are more difficult because they do not rhyme:

milky candy

silly Danny

rusty dolly

jazzy Sammy

sandy bunny

funny Penny

fuzzy kitty

dusty Bobby

muddy puppy

lucky Kenny

funny nanny

peppy Buddy

misty pond I fell in a misty pond.

funny muddy Gus is funny and muddy.

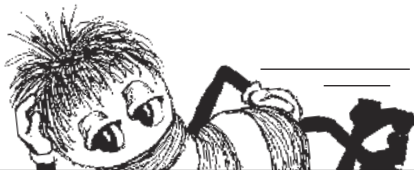
Jenny penny Jenny has a rusty penny.

Andy fuzzy Andy has a fuzzy kitty.

dusty windy It is dusty and windy.

lumpy rock His bed is lumpy.

His bed is as lumpy
as a big, fat rock!



*Review as many words as you can once a day. Read them first, and then write them.
Do this until you are able to read them SMOOTHLY and write them CORRECTLY ...
and just keep on going! Try to be like a DUCK ...
It's calm on the SURFACE, but it paddles like mad UNDERNEATH!*

Twin-Consonant Endings

Here's a *neat trick* to remember that will *really help* your *spelling*! When a short vowel in a one-syllable word is followed by a final "l," "f," "s," or "z," we usually *double* the letters in order to keep the short-vowel sound. Read across the page:

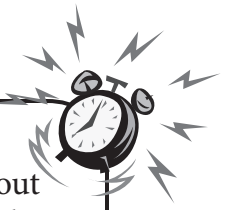
tell	fell	well	sell
will	hill	fill	dill
doll	loll	bell	dell
Biff	jiff	tiff	miff
buff	puff	huff	muff
bass	Cass	lass	mass
sass	Bess	mess	Tess
hiss	kiss	miss	fuss
jazz	buzz	fuzz	fizz

We
LOSE
GROUND
when
we
SLING
MUD ...



tell Bess	sell Puff	kiss Tess
mass mess	fell well	will tell
Jess huff	fizz hiss	puff hill
mass mess	buff doll	lass tiff
miss Puff	Cass will	Jeff fell
Bess fuss	bass jazz	sell doll

Fluency Reality Check: Real and Nonsense Words



Why on earth would anyone want to spend time reading nonsense words? It turns out that many children have strong sight memories and unconsciously memorize words, even when shown how to decode them. This habit can result in phonics skills falling by the wayside, without their even being aware of it.

Reading nonsense words is an excellent way to check whether or not phonics skills are truly embedded in your learners' strategy when reading. They should be able to read both real and nonsense words with approximately the same degree of ease, accuracy, and speed.

Below is a list of nonsense words to use as a test of phonics skills learned so far. Have your students read about six of these words out loud, and then choose six words from any previous lesson, such as those on page 68. Each group of words should be read with approximately the same ease, speed, and accuracy.

If there is a large discrepancy between the two, consider it a wake-up call! It might be wise to include nonsense words in these lessons for a few minutes each day, or go back to a particular phonics lesson that might be needed:

tas	boj	nes	pab	jid
waf	yut	gis	vem	foj
yim	pez	laj	kun	gox
heb	yaf	ses	mav	wep
ruck	pund	rab	pid	seffy
gond	belky	baft	semp	tast
rulp	hilf	vuz	tusty	jund
bock	kest	leck	ralk	rond
fosty	juck	himp	zendy	zeck

Consonant Digraph Endings

Now we are ready for something called CONSONANT DIGRAPHS.

So far, when we have had two consonants in a row, we have sounded out *each one*, as in “help.” Both the “l” and the “p” are read.

Sometimes, two consonants next to each other make only *one* sound, which is different from either one. We call this a *consonant digraph*.

For example, the letters **s** plus **h** sound like /sh/. We say “shhhhhhh” when we want someone to be quiet:

Shhhhhhhhhhhhhhhhhhhhhhhhhhhh ...



ru-sh rush ba-sh bash me-sh mesh

In this section, we shall practice reading these digraphs at the *ends* of words. (Every so often there is a “sneak preview” of what these digraphs sound like when put at the *beginning* of a word. More on beginnings later.)

TEACHING TIP: When reading the words in these lessons, keep a list of the ones that are especially difficult. There are always a few! After you have read the whole group of words, go back to the difficult ones and read them again, carefully. Be sure to include them in your spelling as well—writing them out will actually help make them easier to read!

Some of you may not be quite ready to read the sentences in these lessons. Or perhaps you are able to read them, but it is difficult. Unless you are able to read them fairly easily, here is a suggestion on how to proceed:

1. Read the two words to the left of the sentence. Have your teacher read the sentence to you while you move a finger slowly across the sentence, underneath each word. Follow the reading with your eyes, and when your teacher gets to each one of the two words you have just read, he or she will stop and let you read that word.
2. You and your teacher both read the same sentence TOGETHER.
3. Now you read the sentence YOURSELF! (If you are able to, that is. If not, do only steps one and two for a while, or even just step one.) Proceed in this manner for as many sentences in this book as you need to.

After you read a sentence, think about what happened. Can you describe it in your own words? Try doing this with a few practice sentences on every page from now on, to be sure that you understand what you are reading. Your teacher can tell you the meanings of any words that you may not know.



-sh

ba-sh

bash

ma-sh

mash

da-sh

dash

ha-sh

hash

fi-sh

fish

wi-sh

wish

hu-sh

hush

ca-sh

cash



ra-sh

rash

sa-sh

sash

ga-sh

gash

la-sh

lash

di-sh

dish

gu-sh

gush

ru-sh

rush

po-sh

posh

(sneak preview)

sh-ip ship

sh-op shop

dash cash

posh shop

rash gash

mash bash

fish dish

gush lush

lash sash

hush mush

wish fish

rush cash

fish hash

bash mash

fish rush

ship cash

lash ship



*To ease ANOTHER'S heartache is
to forget one's OWN!*

dash cash Let us dash and get cash. Hush!

shop ship We can rush and shop on a ship.

wish fish I wish I had a dish of fish hash.



-th

pa-th path
ba-th bath
ha-th hath
Se-th Seth
Ka-th Kath



wi-th with
ma-th math
pi-th pith
Be-th Beth
do-th doth

(sneak preview)

th-in thin th-ump thump

path bath
hath math
thin path
with math



with Seth
path thin
Beth thump
bath Beth

When your TEMPER gets the BEST of you, it reveals the WORST in you!

Seth bath

Seth has a fish in his bath!

Beth math

Beth has a big math test.

Beth with

Beth runs with Jenny.

thin path

Beth runs with Jenny on a thin path.

thumps thin

Gus thumps a thin, red bug.

-sh, -th Review

thin fish

with cash

dash shop

Beth wish

posh bath

Beth math

dash path

Seth wish

rush path

math ship

thump dish

bath gush

with hash

rush hush

fish mushy

fish mushy

His fish is mushy.

posh bath

Seth has a posh bath!

with math

Dad helps with math.

thin fish

Gus has a thin fish.

dash path

I dash with Jan up a path.

Seth wish

Seth has a wish.

rush path

Let us rush on a path.

wish Beth

I wish Beth had cash.



*Review as many of these words as you can, once a day.
Read them first, and then write them from dictation.
Continue doing this with every lesson in the book.
Take all the time you need. There is no hurry!
You are NOT running a race ...
you are learning how to READ!
And be SURE to check out the great games,
activities, and tips beginning on page 255!
(The Spelling Strategies on page 238 are also extremely
helpful if you are seriously teaching spelling at this point.)*

/ch/ = -ch, -tch

This digraph can be spelled in
nounced the same way. It is usu-
of a word or if it follows a



different ways, but they are all pro-
ally spelled “ch” at the beginning
consonant:

pun-ch punch
ran-ch ranch
pin-ch pinch
mun-ch munch

lun-ch lunch
bun-ch bunch
ben-ch bench
hun-ch hunch

When it follows a *vowel*, it still sounds the same but is usually spelled “tch”:

pi-tch pitch
ca-tch catch
no-tch notch
la-tch latch

fe-tch fetch
re-tch retch
ma-tch match
pa-tch patch

Exceptions to this rule are: rich such much

Read these “-ch” and “-tch” words *very carefully*! Read across the page:

much	lunch	such	lunch	rich	lunch
ranch	lunch	hunch	lunch	lunch	bunch
catch	latch	fetch	latch	hitch	latch
pitch	match	catch	match	fetch	match
Dutch	hutch	patch	hutch	latch	hutch



*Life is not about waiting for the STORM to PASS.
It's about learning to DANCE in the RAIN!*

/ch/ = -ch, -tch Review

Mitch pinch	Mitch can pinch and punch!
match catch	Can Ben match his fish catch?
fetch lunch	Mitch will fetch such a big lunch!
hunch Dutch	He has a hunch Pat is Dutch.
pitch catch	Mom can pitch and catch well.
catch fetch	Catch his cat and fetch it lunch.
fetch punch	Fetch Gus lunch and punch.
match bench	A match fell on his bench.
catch ditch	His cats catch rats in a ditch.
munch lunch	Gus and Ben munch such a rich lunch!

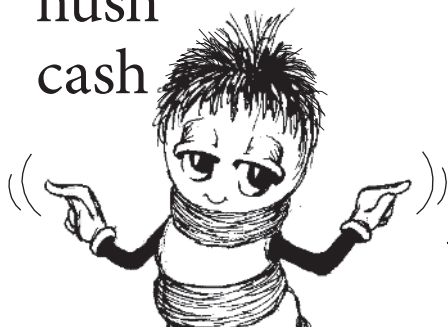
*There's a lot of
FREE CHEESE in mousetraps,
but you'll never find any
HAPPY MICE there ...*



Consonant Digraph Review

Read down first. All of the words in each column have the same *endings*. Now read across. All of the words have the same *beginnings*, but different *endings*! (TEACHING TIP: When you read across the page, put a sheet of paper underneath the line you are reading to help keep your place.)

mash	math	match	mask	Jack
bash	bath	batch	bask	back
wish	with			wick
	path	patch		pack
hash	hath	hatch		hack
dish		ditch	disk	Dick
mush		much	musk	muck
		Dutch	dusk	duck
hush		hutch	husk	
cash		catch	cask	



A WINNER says, "**Let's find out!**"
A LOSER says, "... nobody knows ..."

-ck	Jack is back	peck on deck
-sk	risk a disk	mask in cask
-sh	fish in dish	hush and rush
-th	Beth and Seth	math in bath
-ch	rich is much	such a lunch
-tch	hutch is Dutch	Mitch has itch

Fluency Reality Check: Consonant Digraph Nonsense Words



It's time for another phonics fluency reality check! These nonsense words comprise consonant digraphs and other four-letter words:

setch	sesch	nusk	betch
pench	fisk	jick	hesk
lutch	binch	pusk	canch
misk	hish	pench	resh
runch	setch	sench	bisk
finchy	lusk	banchy	futchy
mesty	metchy	mechy	mesk
vusty	vutchy	vuchy	vusk

And *here* are simple sentences combining real *and* nonsense words!
Do not hesitate to review the consonant digraph section as needed:

Munch a vutch.

Catch his jeth.

Ben is fenchy.

Mitch has panch.

Beth has fash.

Don is nutchy.

Jan has sunch.

Gus is pipsy.

Kitty is metchy.

Mack is lusky.

Bob has fushy.

Munch a bisky.

General Review: Short-Vowel Sounds

These phrases have mixed words, and may be difficult to read. *Take your time!*

bug is fuzzy
test is funny
Beth has hunch
pinch and itch
latch on rack
fetch a dish
Mitch is thin
Gus is fussy
dash in wind
pack his sack
Rick is sick
his buddy Jack
Andy is silly
ditch is sandy

candy is best
Pat has math
camp is sunny
penny is cash
shop on ship
jelly in lunch
kitty is silky
catch big fish
jog and jump
path is thin
such bad luck
cat can catch
catch his pitch
Jenny has milk



*Some people are like
WHEELBARROWS ...
They work only when PUSHED,
and are very easily UPSET!*

-ng Endings

-ing

s-ing sing
p-ing ping
k-ing king
d-ing ding



r-ing ring
w-ing wing
b-ing bing
l-ing ling

(sneak preview)

th-ing

thing

-ang

r-ang rang
b-ang bang
g-ang gang

h-ang hang
f-ang fang
s-ang sang

-ung

r-ung rung
h-ung hung

s-ung sung
m-ung mung

-ong

s-ong song

d-ong dong



BACKBONES are better

than WISHBONES!

-ng Endings Review

Read across the page:

sing	sang	song	sung
bing	bang	dong	dung
king	kong	bing	bong
long	ring	fang	hung

sing song	ding dong	King Kong
gang sang	hung rung	long song
ping pong	king sung	wing fang

EVERYONE who got where they ARE, FIRST started out from where they WERE!

ping pong	Ping pong is fun.
king sing	A king can sing well.
rung hung	I hung on a long rung.
tongs hung	His tongs hung on a rung.
King Kong	Kong Kong had long fangs.
gang wings	A bat gang has long wings.
rang sang	I rang, and I sang a long song.
Bing sang	Bing sang "Ding, Dong, Dell."



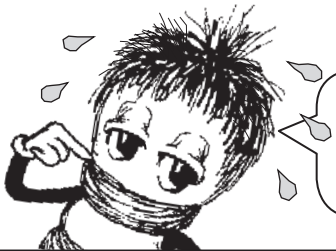
-ing Suffixes

On page 70 we learned that a suffix is an ending attached to an existing word that changes its meaning. Here is the “-ing” suffix:

fish-ing	fishing	help-ing	helping
wish-ing	wishing	dash-ing	dashing
bash-ing	bashing	limp-ing	limping
bend-ing	bending	send-ing	sending
sing-ing	singing	rush-ing	rushing

patching matching
packing sacking
sending bending
jumping bumping

ringing singing
helping yelping
itching ditching
dashing bashing



The GREATEST MISTAKE you can MAKE in life is to be CONTINUOUSLY FEARING you will MAKE ONE!

Andy rushing Andy is rushing and dashing.

Ben helping Ben is helping and packing.

Jan jumping Jan is jumping and itching.

Pat singing Pat is singing and fishing.

Gus gulping Gus is gulping and munching
a big, fat fish lunch!

-nk Endings

-ink

s-ink

sink



p-ink

pink

l-ink

link

k-ink

kink

r-ink

rink

w-ink

wink

f-ink

fink

m-ink

mink

(sneak preview)

th-ink

think

-ank

ank

sank

b-ank

bank

d-ank

dank

H-ank

Hank

r-ank

rank

t-ank

tank

y-ank

yank

l-ank

lank

(sneak preview)

th-ank

thank

-unk

s-unk

sunk

b-unk

bunk

d-unk

dunk

l-unk

lunk

h-unk

hunk

j-unk

junk

p-unk

punk

g-unk

gunk

(sneak preview)

ch-unk

chunk

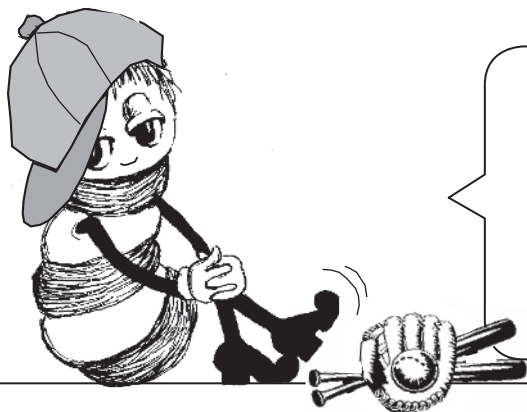


If
OBSTACLES
get in
your
way,
do as
the
WIND
does ...
WHISTLE
and
go
AROUND
THEM!

-nk Endings Review

Read across the page:

ink	sink	sinking	ink	link	linking
ank	bank	banking	ank	yank	yanking
unk	dunk	dunking	unk	bunk	bunking
ink	link	linking	ink	sink	sinking
ank	yank	yanking	ank	rank	ranking
unk	bunk	bunking	unk	junk	junking
ink	wink	winking	ink	kink	kinking



Read and write each of these words from dictation ... and then move on.

Just keep on going! Keep this in mind:

*ALL progress involves SOME risk
... You can't steal SECOND BASE and keep
your FOOT on FIRST!*

Hank sinking	Hank is sinking fast!
pink bunk	Hank has a pink bunk.
tank sank	His tank sank in a pond.
winking Hank	Jan is winking at Hank!
hunk dunking	He is dunking a hunk of ham in his pink sink.

Simple Long-Vowel Sounds

Up to this point, we have been building words using only short-vowel sounds. Now we are ready to learn some other vowel sounds.

In this section, we shall learn the *long* sound of each vowel. In a way, these are easiest to learn of all, because the long sound of each vowel is simply its *own name!*

The diacritical mark for a long-vowel sound is a straight line over the top of the vowel.

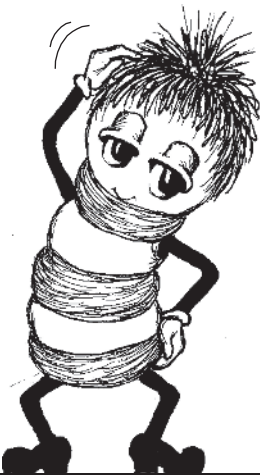
Ā ā Ē ē Ī ī Ō ō Ū ū

The way we most frequently make a word with a long vowel sound in it is to add the letter “e” to the end of a three-letter word. The “e” we have added stays silent, but it changes the *short* vowel sound in the word to a *long* vowel sound. It is often called the “MAGIC E.” Here is how it works:

că n can - e cā ne

The long-vowel diacritical mark is called a “macron,” and the short-vowel diacritical mark is called a “breve.” Strange but interesting names!

We shall spend the next several pages reading words with long-vowel sounds. As always, read the words first, then spell them from dictation. You probably know to do this by now without being reminded! Therefore, from now on we will not say it very often. Please remember to *read* and then *write* the words in *EACH LESSON FOR THE REST OF THIS BOOK!*



Are there ever times when you feel afraid to TRY?
You're not sure that you can DO it? Guess what ...
EVERYONE is!

It's ALL RIGHT to be afraid ... it's only necessary
that your courage be just a LITTLE BIT BIGGER
than your fear.

Courage is RESISTANCE to fear and OVERCOMING
it. It is NEVER LACK of fear.

Āā

Read down each set of words keep switching from short-vowel reading *across* each row first: all then the long-vowel words. Then once again. It's a lot easier now,



(can, cane, etc.) If it is too difficult to sounds to long-vowel sounds, try of the short-vowel words together, try reading down each set of words isn't it?

căn	hăt	căp	măd
cāne	hāte	cāpe	māde
pan	fat	tap	gap
pane	fate	tape	gape
Sam	fad	bass	man
same	fade	base	mane
Dan	Jan	bad	ban
Dane	Jane	bade	bane

Notice how the "ck" endings change to just "k" when "e" is added:

tack	Mack	back	lack
take	make	bake	lake
Jack	rack	sack	tack
Jake	rake	sake	take

Don't always FOLLOW where a path may lead ... Sometimes go where there IS no path, and leave a TRAIL for OTHERS to follow!

Long-A Review

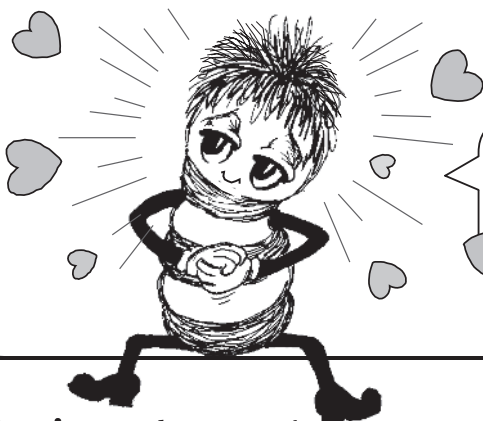
These words all have an /ā/ sound. Read across the page:

bake	cake	Jake	rake	safe	gate
late	date	take	game	same	lake
made	cape	rate	Jane	mate	wave
name	tape	ate	cake	fake	pane

These words combine the /ā/ sound with lessons previously learned:

best	sale	fish	sale	duck	sale
lock	gate	ranch	gate	cat	gate
wish	cake	rich	cake	pink	cake
bass	lake	muddy	lake	misty	lake
fussy	Jake	catch	Jake	pinch	Jake

Jane made	Jane and Jake made a date cake.
ate safe	Gus ate his cake at a safe lake.
Jake lake	Jake fell in a muddy, pale lake.
take fake	Take his fake cat and name it.
makes tapes	Jane makes tapes, canes, and rakes.



*Happiness does not come from what you HAVE ...
it comes from what you ARE!*

ī ī

Proceed as you did with /ā/ for this vowels. Remember: read *across* help. *Then* read down each group!



page and for the rest of the long each group first if you should need

rĭp

hĭd

dĭn

rĭd

rīpe

hīde

dīne

rīde

kit

pin

win

dim

kite

pine

wine

dime

bit

pill

fill

mill

bite

pile

file

mile

lick

pick

Mick

hick

like

pike

Mike

hike

PEOPLE are like TEA BAGS ...
They don't know their own STRENGTH
until they're in HOT WATER!



These words all have a long "i" sound. Read across:

dive tide

wide size

life mine

wine vine

pile tile

wife hike

bite lime

five limes

wire tire

hide pipe

fine dime

nine dimes

live hive

Mike files

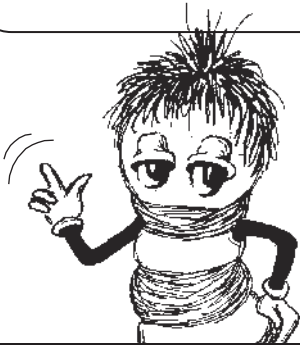
dine time

Long-I Review

These words combine /i/ with words previously learned. Read across the page:

bug bite	cat bite	duck bite
ride bike	take bike	with bike
dive tide	misty tide	pick tide
fine limes	bumpy limes	suck limes
mile hike	Jack hike	sang hike
live vine	yank vine	pinch vine
pile fish	pile sand	pile lunch
song time	dunking time	funny time
like Rick	like Hank	like jumping

time hike It is time to hike five miles.
hide five Hide five dimes on his bike.
Mike ride Mike will ride on a wide tire.
wife fine His wife likes a fine hike.
likes bite Gus likes to bite five limes.



*To treat your FACTS with IMAGINATION
is ONE THING ...
To IMAGINE your FACTS is ANOTHER!*

Oō

hōp

cōp



mōp

rōb

hōpe

cōpe

mōpe

rōbe

tot

not

cod

rod

tote

note

code

rode

doll

lop

pock

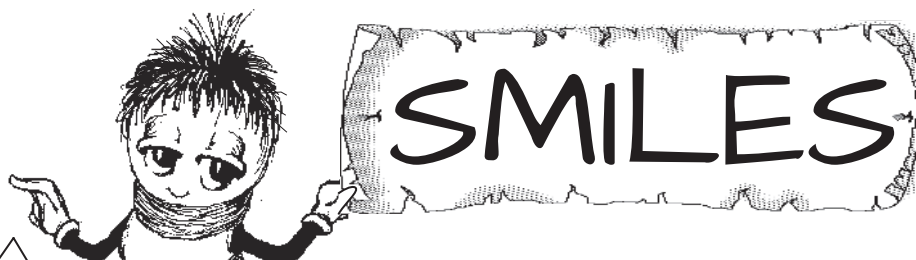
jock

dole

lope

poke

joke



Do you know what the LONGEST WORD in the English language REALLY IS?
It is "SMILES." Can you guess WHY? (The answer is upside down.)

Answer: because there is a "MILE" between the first and last letters!

These words all have a long "o" sound:

rode home

lone sole

mole hole

woke doze

hope rode

mope home

moles rove

note robe

woke joke

hope dome

hole rope

lope pole

tote bone

note vote

rove home

hope joke

poke robe

cope code

Long-O Review



Whenever you find yourself working TOO HARD over the SAME KIND of sound, go back and review that lesson. It is EXPECTED that this will happen from time to time. Some lessons need more reinforcement than others—and EACH PERSON IS DIFFERENT.

Reviewing what you have already learned is not only the BEST way to be sure you really know it well—it is the ONLY way!

These words combine /ō/ with words previously learned. Read across the page:

big rope	patch rope	hang rope
neck bone	yank bone	such bone
pink robe	long robe	fetch robe
poke bug	poke Jack	poke Hank
rode fast	rode wave	rode raft
made joke	big joke	nine jokes
Ann woke	Bob woke	Gus woke
Kate hoping	Jean hoping	Mike hoping

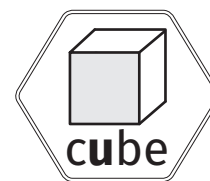
mole pokes	A mole pokes holes in his home.
notes robe	Jill notes Jan's long, pink robe.
woke rode	Mike woke up and rode home.
tote bone	Tote a long bone on a bulky rope.
woke mopes	Gus woke. He mopes in his robe.

Uū

There are *two ways* to pronounce the long “u” sound, with a different diacritical mark for each:

These words say “yoo”:

ū = /yoo/



cūt	mütt	ūs	cŭb
cūte	mūte	ūse	cūbe

cute mule	use mule	cure mule
pure mute	cure cube	use cube

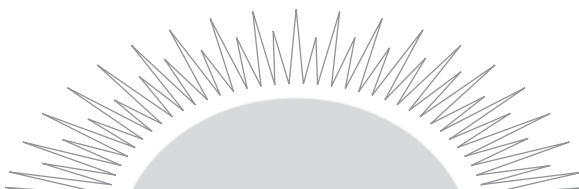
These words say “oo”:

ū = /oo/



tub	luck	duck	rub
tube	Luke	duke	Rube

rude June	rule Luke	tune lute
Luke duke	June rule	tube tune



*Try to do something every day, even if you're feeling LOW,
and only do a LITTLE BIT ...
Be like the SUN ... it has a SINKING SPELL
every night, but still comes back up SHINING
EVERY MORNING!*

Long-U Review

These words contain *both* types of long “u” sounds. When you *say* the word, you will *soon see which sound fits best!* Read across the page:

cute June	pure tune	rude mule
use tube	mute rule	cure June
pure cube	cute duke	duke lute
use lute	June mute	rude duke
cure Luke	duke use	cute mule
use tube	cute tunes	June rude



*He who KICKS CONTINUOUSLY
SOON LOSES his BALANCE!*

use June	Use June Lake; it is pure.
tune cute	I tune a cute red van.
June tunes	June and Luke sing tunes.
duke rules	A rude duke rules back home.
use mules	We use mules to hike up bumpy hills.
Luke uses	Luke uses pure cubes in his cup.

Eē

Guess what? There are multiple ways to spell /ē/, even though they have the same sound. In this section we shall learn the “ee” and “ea” spellings as well as the “magic e.” (“Ee” and “ea” are actually vowel digraphs later.) We’ll learn more about



ways to spell /ē/, even though they have the same sound. In this section we shall learn the “ee” and “ea” (“Ee” and “ea” are actually vowel digraphs later.)

Read down:

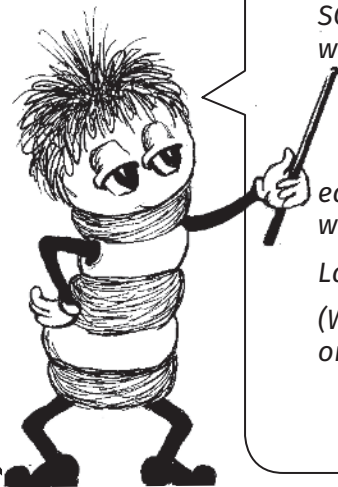
/ē/ = e—e

her	Ev	pet	ten
here	Eve	Pete	teen

Read across:

/ē/ = ee

see	seek	seen	seed
fee	feet	feed	feel
wee	weep	weed	week
bee	beet	beef	beep
Dee	deed	deep	peep
heed	heel	peek	peel



SOMETHING TO THINK ABOUT: From now on, there will often be more than one way to spell a sound, with no rules to go by at all! This shows how it would be difficult to learn how to SPELL these kinds of words at the same time that you are learning how to READ them!

In order to learn how to read as quickly as possible, it might be best to have each spelling group dictated SEPARATELY, by “family,” when you write these words; and then move on to the next lesson.

Later on, you can come back to these sections for more detailed spelling lessons.

(When you do decide to teach spelling, be sure to check out “Spelling Strategies” on page 243. It is a step-by-step guide on how to teach spelling with this book.)

/ē/ = ea

Read down each group:

sea

sea

seat

seam

ea

eat

east

each

tea

tea

team

teach

bea

beat

bead

beak

beam

beach

lea

leaf

lead

leap

leak

leach

rea

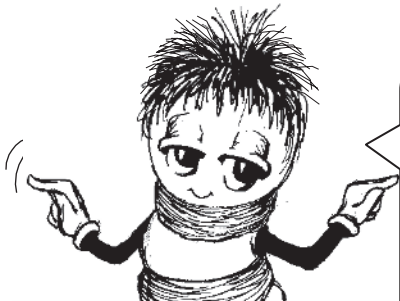
read

real

rear

reap

reach



There are three kinds of people in this world ...

1. those who **MAKE** things happen,
2. those who **WATCH** things happen,
3. and those who **WONDER** what's happening!

ear hear

team teach

seek peak

near Dee

reach leak

feel feet

see bead

week weed

real peach

each bee

peep cheep

deep peal

gear here

beast beak

east beach

When a two-letter word ends in “e,” it has a long sound:

me

be

he

we

she

feed me

she leaps

we see

be seen

be here

she eats

we reach

he means

near me

eat beets

she feeds

he seeks

treating me

teaching me

be weak

These words combine /ē/ words with lessons previously learned.

Take time to review any rules that are especially difficult. Read across:

be here

be home

be fast

see me

feed Nick

ring me

we treat

wake me

feed fish

lean beef

pure beef

rich beef

feed me

gulp treat

Dee leaps

kids leap

reach latch

reach bunk

sink beach

bunny leaps

misty beach

reach duck

fishing beach

gulping treats

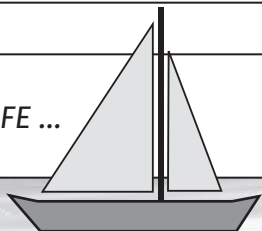
teaching me

teaching math

teaching Jack

A ship in a harbor is SAFE ...

but that's NOT what ships are BUILT FOR!



Long-E Review

feed neat

We feed each neat cat beef.

she eating

She is seen eating real meat.

seek mean

We seek each mean bee on Dee.

each peals

Each bell peals near and clear.

leaps peak

He leaps on a peak near a beach.

weak peach

Feed me weak tea and a peach.

leaping each

See Pete leaping on each leaf.

Dee teaching

Dee is team teaching reading.

peeks beast

She peeks and sees a big beast.

leap each

See Gus leap and eat each bee!

weeds peaches

Gus is eating weeds, bees,
peas, tea, beef, meat, and
a big peach.



*Always compare
progress YOU YOURSELF
yourself ONLY with the
have made ...
NEVER compare yourself with other people.
After all, if only the BEST BIRDS sang,
the WOODS would remain SILENT. . . .*

Read across:

ā

cake sale
fake lake

bake sale
name lake

bake cake
fake name

ē

see beast
Pete read

beach beast
teach read

see beach
Pete teach

ī

wide dive
like Mike

wife dive
bite Mike

wide wife
like bite

ō

mope home
tote note

mole home
code note

mole mope
tote code

ū

cute June
use tube

rule June
Luke tube

cute rule
use Luke

use rake

neat joke

we dive

poke cake

hide me

we vote

team teach

beast leaps

pure lake

cute deer

fake tune

make cube

five seeds

deep lake

rake weeds

ripe peach

he reads

she leaps

take bite

bake meat

cute Kate

There is a group of one-syllable words that has a long vowel sound, *without* having an “e” at the end. Read across the page:

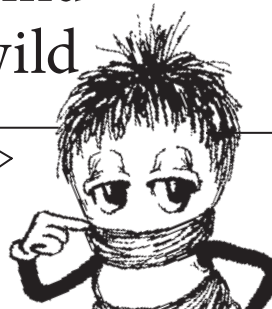
ō

old	sold	told	gold
bold	bolt	cold	mold
hold	fold	colt	jolt
post	host	most	both
so	no	go	roll

ī

find	rind	kind	mind
tiny	hind	wild	mild

*Ideas are FUNNY THINGS ...
THEY don't work unless YOU DO!*



These words all have long-vowel sounds:

hide me	old pine	cold jolt
told Luke	so cold	find gold
no bite	roll dime	sold bike
we joke	mile toll	wild beast
so kind	both kites	mind Jane
fine mind	go home	tiny colt
fold cane	Mike host	find robe
teach colt	told Mike	hold peach
tiny beach	pile gold	both kinds

Long-Vowel Review

she read	She can read as well as Jane.
Luke takes	Luke takes a rake and weeds.
bikes home	She bikes home five miles.
each cute	Each cute mole is peeking.
hopes time	Gus hopes it is time to eat.
five bees	Five bees hide in a safe hive.
Pete pokes	Pete pokes a hole in a dike.
bites pokes	Dee bites, pokes, and mopes.
June dive	See June dive in a deep lake!
hikes miles	He hikes five miles and takes Mike's fine mules.



*Speak not SOUR words, but SWEET ...
for someone may REPEAT 'em.
But EVEN WORSE, there MAY be times
when YOU will have to EAT 'EM!
(Crabs DIG and spiders BITE ...
so do HURTFUL WORDS ... **right?**)*

Short- and Long-Vowel Mixer

Take one group of phrases at a time. These words all contain the SAME VOWEL, but it is SHORT in the first word and LONG in the second. Read DOWN each column first: all of the short-vowel words, and then all of the long-vowel words. Now read these phrases ACROSS. (Reading short- and long-vowel words together may take more time!)



ă ā

băck	gāte	Dăn	dāte	făt	cāke
Sam	came	cat	lame	sad	fate
can	make	jam	fake	ham	bake
fan	game	cash	case	math	base
sad	Jake	dad	rake	ranch	lake
pack	tape	catch	Jane	map	sale
damp	cave	lamp	base	has	date

ĭ ĩ

fĭsh	bĭte	Kĭt	hĭde	sĭt	dĭke
kid	Mike	with	life	hid	dime
pick	lime	big	hike	pig	hide
his	bike	win	kite	fit	pipe
in	time	wig	mine	tin	mine
lift	tire	Rick	bite	big	tide
is	fine	fin	wide	Nick	dine

ö ō

löck	hōme	pöp	bōne	göt	mōle
Don	rode	on	dome	mob	woke
top	pole	job	hope	mock	vote
not	code	rock	cone	hop	cove
pot	hole	Tod	poke	cop	joke
hot	note	Bob	doze	mop	home

ů ū

hüg	Lūke	püp	cūte	büg	mūte
gulp	cube	duck	rude	lucky	June
fun	Yule	tug	mule	sun	cure

ě ē

wět	tēa	mět	mē	rěd	mēat
well	deep	set	bean	ten	bees
Beth	keep	pet	seek	Meg	dear
fed	meal	led	jeep	leg	weak
beg	Dee	get	deer	Les	weep

The **BROOK** would lose its **SONG**
if we **REMOVED THE ROCKS!**



Short Vowels/Long Vowels

The words in these phrases combine long-vowel words without the “-e” at the end with short-vowel words. Reading across, one word in each phrase is the same:

old socks

old fish

old song

mild mint

mild duck

mild lunch

so sick

so lucky

so much

sing most

catch most

kick most

wish gold

fetch gold

lend gold

wild kitty

wild hunch

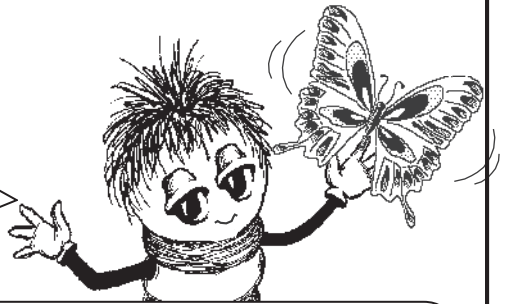
wild dash

cold bath

cold bench

cold mist

*HAPPINESS is like a BUTTERFLY ...
The more you CHASE it,
the more it will ELUDE you ...
But if you turn your attention to OTHER THINGS,
it comes and SOFTLY SITS on your SHOULDER!*



go find

Go and find a cute, tiny, old pine.

wild sold

A wild old man sold so much gold!

old cold

An old, cold lake is wild and deep.

kind mild

A kind, mild colt folds its tiny legs.

no both

No, both kids can go and find Jane.

find most

We find Luke most kind and bold.

Fluency Reality Check

Short- and Long-Vowel Nonsense Words



Here's another phonics fluency reality check using nonsense words made up of short and long vowels. Remember: short-vowel words need two consonants to keep the short-vowel sound in the word. Otherwise, it's a long-vowel sound.

feck	feek	nesk	putchy
bot	bole	papsy	dafe
motchy	fosy	fossy	leze
resk	meetch	tash	wike
dush	dake	yunch	rute
denk	goosh	lon	jate

It's fun reading sentences combining real and nonsense words! Let's try some:

metch pone	Jane hid a metch and a pone.
hesk tume	Bob had a hesk and a tume.
sug veatch	I like a veatch and five sug.
dosk seef	At dosk Gus naps in his seef.
mips jikes	Nan mips and jikes ten figs.
baffy nisy	Jill is baffy and nisy.
gutch heshy	Jane rests in the heshy gutch.

Suffixes: Short-Vowel Words

On page 70 we learned that endings added to words are called “suffixes,” and that when you add a “-y” suffix to a short-vowel word with only *one* consonant at the end, you must *double* that consonant first to keep the short-vowel sound:

fun

fun-n-y

funny

We also learned you don’t *have* to add an extra letter if the word *already ends* in two consonants:

mist

mist-y

misty

The *important thing to remember* is that short-vowel words must *always* end with a double consonant before adding *any* suffix beginning with a vowel. Let’s try “-ing” suffixes first. Read across the page:

-ing

sit

sit-t-ing

sitting

hop

hop-p-ing

hopping

hop-ping

hopping

run-ning

running

kid-ding

kidding

rot-ting

rotting

set-ting

setting

bug-ging

bugging

hug-ging

hugging

sip-ping

sipping

sun-ning

sunning

tan-ning

tanning

hit-ting

hitting

lag-ging

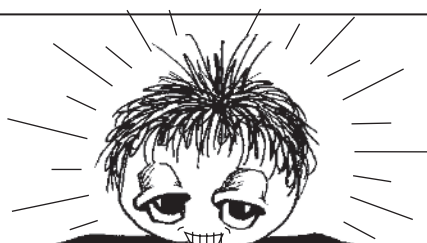
lagging

hum-ming

humming

tap-ping

tapping

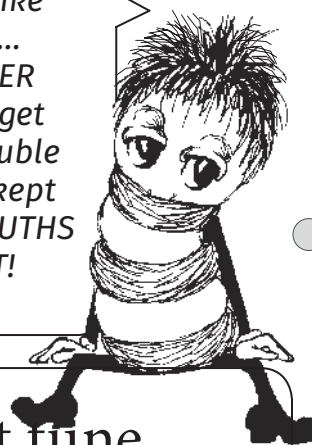


Of all the things you WEAR,
your EXPRESSION
is the most important!

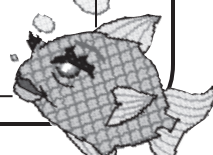
nap	napping	kid	kidding
hop	hopping	get	getting
jog	jogging	pat	patting
let	letting	pet	petting
hug	hugging	hit	hitting
run	running	hum	humming
win	winning	sip	sipping
tug	tugging	sit	sitting

running and humming
hopping and popping
tugging and bugging
bidding and kidding
bagging and sagging

PEOPLE are
much like
FISH ...
NEITHER
would get
into trouble
if they kept
their MOUTHS
SHUT!



Mom is humming and singing a hit tune.
Gus is panting and jogging up a big hill.
Jack is sitting and sipping his mint tea.
Jan is lifting and tugging a wet fish.
I am kidding and bugging my fat cat.



The “-ed” suffixes can be pronounced in *three different ways*:

-ed = /ed/ (It is always pronounced “ed” if a word ends in “d” or “t.”)

melt melted

end ended

rent rented

lift lifted

wind winded

land landed

-ed = /d/

nag nagged

hum hummed

pin pinned

jam jammed

tag tagged

rob robbed

-ed = /t/

jump jumped

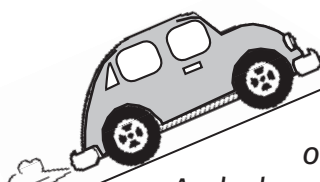
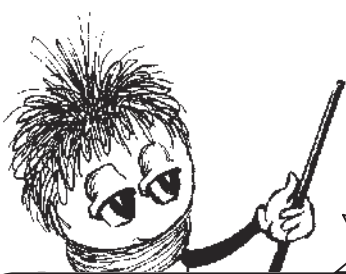
mop mopped

hop hopped

kiss kissed

back backed

kick kicked



People are a lot like CARS ...
Some are best racing UP a hill,
others work best going DOWN a hill ...
And when you hear one KNOCKING all the time,
it's a sure sign that something's wrong under the HOOD!

pin pinned

tug tugged

sob sobbed

bag bagged

nag nagged

jam jammed

tap tapped

rip ripped

cap capped

lift lifted

rent rented

dim dimmed

rented and dented

lifted and sifted

nagged and bagged

bugged and tugged

hopped and popped

sipped and dipped

Here are some “-er” suffixes:

-er

hug hugger

kid kidder

win winner

set setter

tan tanner

wet wetter

sip sipper

big bigger

job jogger

run runner

hot hotter

nag nagger

jogger is wetter

runner is tanner

tipper is bigger

winner is better

nagger is hotter

mopper is sadder

SHORT-VOWEL ENDINGS REVIEW

Short-vowel words with *double-consonant* endings: (Ending *already* doubled!)

kick

kicked

kicking

kicker

pack

packed

packing

packer

kiss

kissed

kissing

kisser

rent

rented

renting

renter

jump

jumped

jumping

jumper

Short-vowel words with *single-consonant* endings: (Must double ending *first*!)

mop

mopped

mopping

mopper

rob

robbed

robbing

robber

tug

tugged

tugging

tugger

pet

petted

petting

petter

tip

tipped

tipping

tipper

Suffixes: Long-Vowel Words



Note what happens when we add these suffixes to long-vowel “magic e” words. (These words, as you have already learned, end in silent “e.”) First we drop the silent “e,” and then we add the suffix:

bike = bike~~e~~ + ing = bik-ing = biking

bike = bike~~e~~ + ed = bik-ed = biked

bike = bike~~e~~ + er = bik-er = biker

We do *not* double the last consonant of the word because we need a *single-consonant ending* in order to keep the long-vowel sound:

poke

poking

poked

poker

doze

dozing

dozed

dozer

save

saving

saved

saver

rake

raking

raked

raker

The words in each of these phrases have the *same* long vowel:

baking and raking

baker raked

voting and hoping

voter hoped

taking and naming

taker named

joking and poking

joker poked

The words in *these* phrases each have *different* long vowels:

dining and saving

diner saved

raking and leaping

raker leaped

moping and hating

moper hated

riding and dozing

rider dozed

Suffix Spelling Chart

Short-vowel words must always have *two* consonants before adding a suffix beginning with a vowel, to keep the short-vowel sound. Long-vowel words need only *one*. Each pair of short- and long-vowel words listed below has almost the same spelling, except for double- or single-consonant endings before the suffix. This changes the *meaning* of the word as well as its *pronunciation*. (Reminder: spell short-vowel words “-ck” if they end with a /k/ sound.) Read across the page:

LONG VOWEL	SHORT VOWEL	LONG VOWEL	SHORT VOWEL
mōping	mōpping	rāking	rācking
riding	ridding	baking	backing
filing	filling	liking	licking
hoping	hopping	taking	tacking
taping	tapping	stoking	stocking
pined	pinned	liked	licked
taped	tapped	hoped	hopped
baked	backed	moped	mopped
poked	pocked	caned	canned
diner	dinner	baker	backer
hoper	hopper	taker	tacker
biker	bicker	taper	tapper
filer	filler	moper	mopper

-ing

-ed

-er

People who brag about their ancestors are like CARROTS ...
the BEST PART of them is UNDERGROUND!



Suffix Review: Short and Long Vowels

hoping diver We are hoping to see a diver.

jogging runner A jogging runner kicked a can.

baker liked His baker liked baking cakes.

saved tasting We saved lunch, tasting just a bit.

joker kidding See the joker kidding and poking.

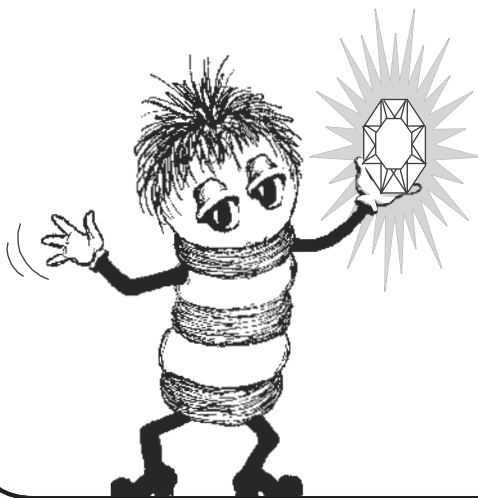
raked saved Jan raked and saved five dimes.

landed backed A jet landed fast and backed up.

hissed robber Kitty hissed and bit the robber!

jogged napped He jogged fast and then napped.

baked licked Gus baked, licked, gulped, and munched candy. He felt sick!



*Diamonds cannot be polished
without a lot of
RUBBING and FRICTION ...
And PEOPLE cannot be PERFECTED
without a lot of
TRIALS and CHALLENGES!*

Multisyllable Words

SYLLABLES are small parts into which long words can be divided. Each syllable contains *one* vowel sound, and *that's* how you can tell how many syllables there are in a word! When we divide long words into syllables, we *hyphenate* them—that is, we put a dash between each syllable. We *accent* the syllable that gets the most emphasis when read by putting a slanted line after it. The longest word in the world is easily read once it is broken up into syllables! First, read each syllable below:

tic

tas

fan

Now read these syllables in a *DIFFERENT ORDER*, and see what happens.
(It is something that *YOU* are for having come *SO FAR* in this book!)

fan

tas'

tic

FAN-TAS-TIC!



lim'-it

limit

ex'-it

exit

vis'-it

visit

un-til'

until

tid'-bit

tidbit

tab'-let

tablet

rob'-in

robin

wag'-on

wagon

cab'-in

cabin

sub-mit'

submit

rab'-bit

rabbit

pig'-pen

pigpen

pen'-cil

pencil

him-self'

himself

in-tend'

intend

cab'-i-net

cabinet

Here is the longest word in the dictionary! Count the number of vowels, and then count the number of syllables. Are these numbers both the same?

an'-ti-dis'-es-tab'-lish-men-tar'-i-an-ism'

/k/ = -ic, -ick

We have learned that the /k/ sound at the end of single-syllable, short-vowel words is spelled “-ck.” However, the /k/ sound at the end of *multisyllable*, short-vowel words is spelled with a “-c.” Read across the page:

/k/ = -ic

col'-ic	colic	frol'-ic	frolic
ton'-ic	tonic	son'-ic	sonic
fran'-tic	frantic	pan'-ic	panic
man'-ic	manic	an'-tic	antic
tar'-mac	tarmac	com'-ic	comic
fan-tas'-tic	fantastic	ter-rif'-ic	terrific

Whew ...

When a suffix beginning with a vowel is added to these words, the “-c” ending is changed to “-ck.” (Remember what we learned on page 53? It's 'k' and not 'c' followed by 'i' or an 'e.' Sigh ... why is spelling SO COMPLICATED?)

/k/ = -ick

frol-ic	frol-ick-ed	frol-ick-ing
mim-ic	mim-ick-ed	mim-ick-ing
pic-nic	pic-nick-ed	pic-nick-ing
pan-ic	pan-ick-ed	pan-ick-ing

frol'-ic at pic'-nic

frolic at picnic

mim'-ic a com'-ic

mimic a comic

wit'-ness is fran'-tic

witness is frantic

Gus ate terrific, fantastic tidbits at his picnic!

Dividing Multisyllable Words

Are there special rules to use when dividing multisyllable words into syllables? **YES!**
There certainly are. Here are a few of the main rules:

SHORT-VOWEL WORDS are divided *after* the consonant. This is called a “*closed*” division:

prof-it	cab-in	lim-it	wag-on
ex-it	rob-in	mim-ic	prod-uct

LONG-VOWEL WORDS are divided *before* the consonant. This is called an “*open*” division:

o-pen	ru-by	e-vil	ho-ly
ra-ven	pro-gram	ha-zy	mo-ment

PREFIXES are added to the *beginnings* of words and change the meaning of them. Prefixes are always kept together:

pre-pare	pre-heat	re-do	re-fresh
dis-able	dis-pose	sub-way	sub-tract

SUFFIXES are always kept together as well:

pok-ing	cur-ing	price-less	harm-less
bik-er	rid-er	play-ful	use-ful

COMPOUND WORDS (two words put together) are divided *between* the words:

base-ball	help-mate	hill-side	sun-rise
free-way	path-way	foot-step	date-book

DOUBLE CONSONANTS are hyphenated *between* two consonants:

rud-dy	fuz-zy	rab-bit	pen-cil
don-key	mud-dy	hop-ping	Hol-land

CONSONANT DIGRAPHS, however, are *always* kept together!

lunch-es	pinch-es	fish-ing	wish-ing
pitch-ing	ranch-es	bench-es	match-ing

"-LE" ENDINGS are divided one letter *before* the "-le" ending:

gob-ble	ap-ple	muf-fle	Bi-ble
nib-ble	can-dle	hob-ble	cra-dle

VOWEL COMBINATIONS are usually kept together:

seem-ed	beam-ing	steam-ing	feel-ing
fool-ish	mov-ie	bee-tle	mean-ie

VOWEL COMBINATIONS are divided *if* they are pronounced separately:

di-et	ri-ot	cru-el	ra-di-o
fu-el	du-el	ru-in	Maf-i-a



Now you know everything you've always wanted to know about dividing multisyllable words but were afraid to ask, right?

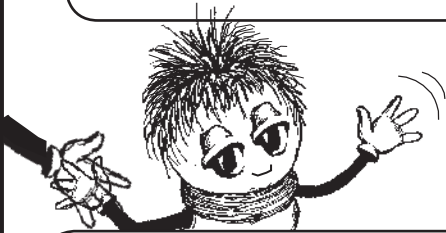
Plural, Possessive, and X

“Plural” means *more than one*. Most of the time we just add “s” to the word:

top	tops	duck	ducks
sing	sings	cat	cats
peg	pegs	hum	hums

With words ending in “-sh,” “-ch,” “-tch,” “-z,” and “-s” (also “-x,” which we shall learn on the next page), the plural is formed by adding “-es.” (The “es” plurals actually sound more like “ez” when spoken!)

batch	batch-es	gush	gush-es
fish	fish-es	fizz	fizz-es
inch	inch-es	kiss	kiss-es



Don't point a FINGER ... lend a HAND!

Read across the page:

cans	dishes	pan	matches
jugs	wishes	mugs	batches
kicks	bashes	licks	catches
tops	rushes	mops	fizzes
pegs	fishes	kegs	rings
racks	sacks	packs	backs
bells	quizzes	gushes	inches
kisses	catches	matches	patches
munches	bunches	pinches	punches

When we add “-s” to show *ownership* of something, we must first put an *apostrophe* at the end of the word before adding the “-s”:

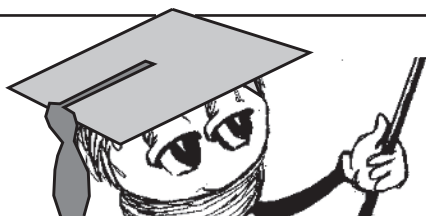
Jan has a cat.	It is Jan’s cat.
Robin has lunch.	It is Robin’s lunch.
Ben has a fish.	It is Ben’s fish.

However, to show ownership in words ending with “-s,” “-x,” or “-z,” we only need to add an apostrophe. We *pronounce* the second “s,” but do not have to *write* it:

Gus has candy.	It is Gus’ candy.
Max has a duck.	It is Max’ duck.
Buzz has a wig.	It is Buzz’ wig.

The letter “x” sounds exactly like “cks.” Read across the page:

tacks	tax	lacks	lax
Bix	box	lox	fox
Max	mix	fax	Rex
ex-it	exit	ex-ist	exist



NO person is ever BORN wise or learned!

Jan’s box	Bess’ wig	Bill’s fox
Ben’s pig	Robin’s chick	Kate’s home
Beth’s wish	ship’s exit	Gus’ lunch
Buzz’ van	Mom’s tax	Andy’s bunny

Consonant Digraph Beginnings

Now we shall try putting some of the consonant digraphs we have learned at the *beginning* of a word. The vowel sounds in these lessons will be both short *and* long, so you *may* find yourself working a bit harder to read them! If you find you are working *too hard* over a sound (vowel or ending), go back and review a few words on that page to refresh your memory.

Sh-, sh-

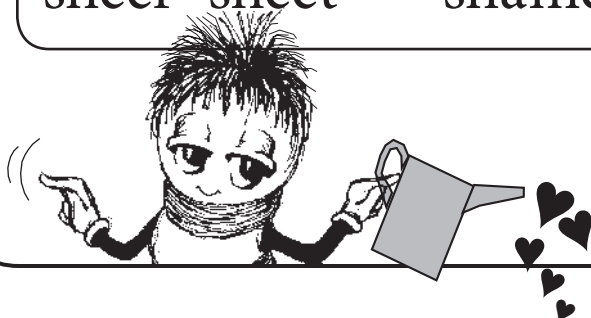
Read across:

sh-am	sham	sh-ut	shut
sh-in	shin	sh-ed	shed
sh-ell	shell	sh-op	shop
sh-un	shun	sh-ank	shank
sh-ock	shock	Sh-elly	Shelly

shăll shĭp	shŭn shĕd	shŏp shŭt
shock shin	shun Shelly	shot shin
shift shank	shag shall	shift shell
shut shack	sham shaft	shell sham
shāve shēep	shāle shīne	shēet shāde
shade sheen	Shane shave	sheaf shake
sheer sheet	shame Shane	shape shone

**SHORT
VOWEL**

**LONG
VOWEL**



Kindness is the OIL
that takes the
FRICTION out of life!

sh- Review

hush shop Hush, let us rush and shop!

shot shin Dan shot his shin bone.

shame shock Shelly felt shame and shock.

shall shank Gus shall munch a sheep shank.

Shane shaky Shane is in his shaky shed.

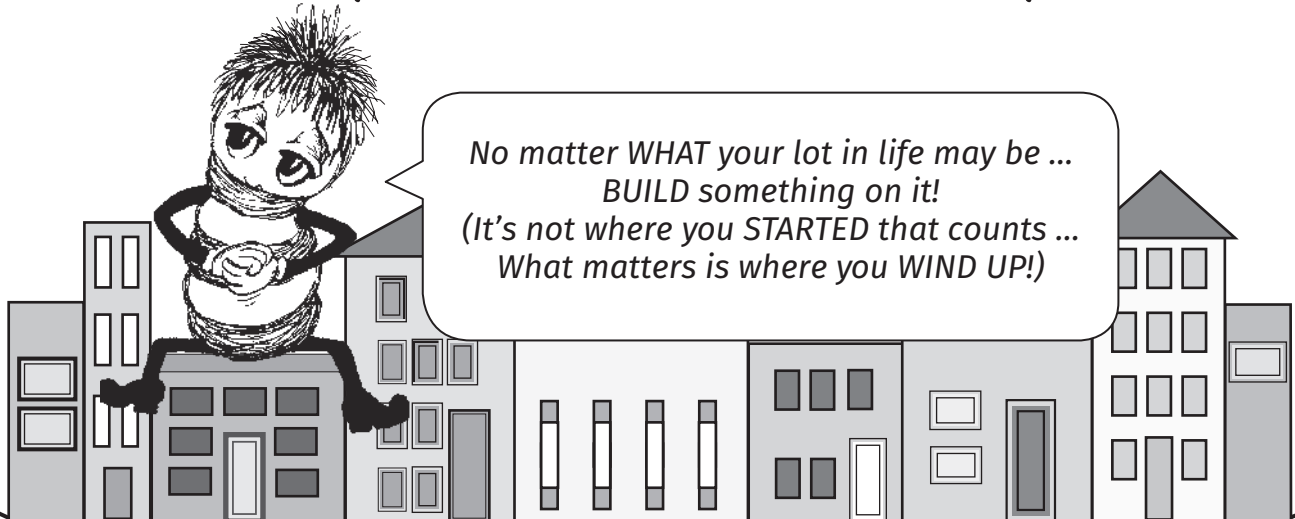
shift shine Golden fish shift and shine.

shall shape Shall we run and get in shape?

shift shake Muddy land can shift and shake.

shiny shells I shall get shiny shells to sell.

shine Shelly's Sun will shine on Shelly's shack.



Ch-, ch-

Read across:

ch-ip

chip

ch-at

chat

ch-in

chin

ch-um

chum

ch-eck

check

Ch-uck

Chuck

ch-amp

champ

ch-ill

chill

ch-eek

cheek

ch-oke

choke

ch-ime

chime

ch-ase

chase

ch-ild

child

ch-eer

cheer

ch-eese

cheese

ch-eat

cheat

**SHORT
VOWEL**

**LONG
VOWEL**

chămp chip

chăt chŭm

chill chŏp

chump chug

check chunk

chip chin

Chuck check

chop chink

check chess

chēap pēach

chāse chēese

chōke chēek

chase chime

chide peach

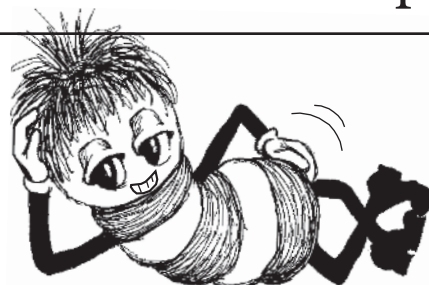
cheat child

cheery child

chimes cheer

chases peach

Speak well of your enemies ...
YOU MADE 'EM!



ch- Review

Chuck chunk Chuck chops a peach chunk.

chill chugs Chad got a chill and chugs home.

chip chunk Chuck's gold chip is a big chunk!

chomps chops Gus chomps on chips and chops.

check cheery Check the cheery, chiming bells.

chess cheap Chuck's chess set is not cheap.

chubby chum Gus is a chubby, cheery chum.

cheer chum Cheer up a sad chum, and chat.

Chet chugs Chet chugs and chases Gus.

chip-munk A wee chipmunk chits and chats.



*Take your time! Do something each day,
but don't be in a hurry ...*

*Sometimes the most BEAUTIFUL FLOWERS
in the garden are the ones that take
the LONGEST to GROW!*

Wh-, wh-

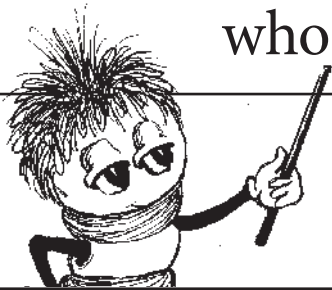
Here's a *new* digraph blend! We haven't seen this digraph before because it is used only at the *beginnings* of words. Read across:



wh-en	when	wh-ip	whip
wh-eel	wheel	wh-ale	whale
wh-eat	wheat	wh-ich	which
wh-ile	while	wh-ite	white

whip	whim	when	whiz
which	whisk	wheel	while
wheat	whale	white	whine

There are three words beginning with "wh-" that we must learn by sight:



who

whose

what

*There are no HOPELESS SITUATIONS ...
only PEOPLE who are hopeless ABOUT them!*

whine	while	which	wheel	white	whale
whose	whip	who	whisks	when	whip
when	whale	what	whiz	while	whale
whisk	wheat	who	whines	what	whim

wh- Review

whose white Whose white wheel is chipped?

which whiz Which kid is a whiz?

who white Who chases a white whale?

whose whip Whose kid has a white whip?

which wheel Which white wheel is rusty?

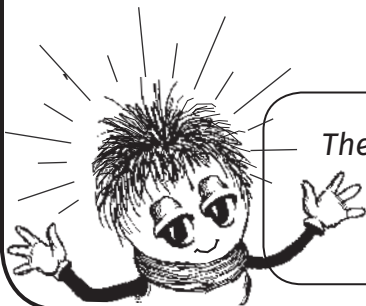
whine while Ann and Dot whine while eating.

which whale Which whale is big and white?

whose what Whose cat is whining, and what
is its name?

wheat when Gus munches white wheat when
he jogs.

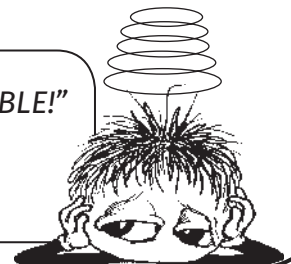
while white While we had a nap, Gus ate five
white cakes.



The WINNER says, "It may be difficult, but it's POSSIBLE!"

The LOSER says, "It may be possible, but it's

TOO DIFFICULT!"



Th-, th-

The digraph “th” has two sounds.

This is the “soft” sound: **/th/ = th**

th-in	thin	th-ank	thank
th-ump	thump	th-ick	thick

This is the “hard” sound: **/t~~h~~/ = th**

th-is	this	th-at	that
th-em	them	th-ose	those

Here are two sight words beginning with this sound:

the they

~~TH~~-, TH- REVIEW

the thing	think thin	thus this
this that	than thud	thus these
they thank	thank them	this thatch
the thump	thick thatch	they think
then these	they thump	those thumps



*There are TWO WAYS of showing one's strength:
One is pushing people DOWN.
The other is pulling them UP!*

th-, th- Review

those thin I think those thin cats need fish.

thing thumps That thing thumps in the thatch.

thinks thick Beth thinks this mud is thick.

Cathy the Cathy takes the thick cake.

thuds thumps Gus thuds and thumps when
he jogs.

then thing Then the thick thing went thud.

they thank They thank Cathy for the help
with math.

thinks these Gus thinks he can eat these big,
thick, white cakes.

this they This time they thank those
thin kids.



*NEVER be afraid to stand up for what
YOU think is RIGHT ...
People who don't take a stand on SOMETHING
often fall for ANYTHING!*

Qu-, qu-

In the English language, “q” is always followed by “u.” It sounds like “k” with a “w” added to it:



qu-iz quiz

qu-it quit

qu-een queen

qu-ote quote

qu-ack quack

qu-ick quick

qu-ite quite

qu-ake quake

quick quake

quit quiz

quote quest

quick quote

queer quilt

queen quit

queen quacks

quest quill

queer quack

quickly quake Run quickly, it is quite a quake!

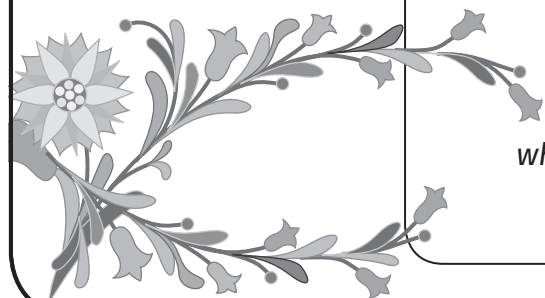
quacks queerly The queen duck quacks queerly.

quite quick Dee makes quite a quick quilt.

quite queer Gus thinks he feels quite queer.

quotes quite He quotes quite a quick quiz.

*As we grow older,
we are a lot like PLANTS ...
Some of us go to SEED,
while others keep on GROWING
and BLOOMING!*



Consonant Digraph Beginnings Review

The words in each phrase begin with the *same* consonant digraph:

quick quake	think thin	which wheel
this thing	chit chat	shaky shack
they think	queen quits	Chuck chats
whose whip	cheer chum	ship shines

The words in these phrases begin with *different* consonant digraphs:

that quilt	check shop	quit whine
cheap wheat	they quack	shake Chet
which shop	white quilt	thank who
quick chill	what cheer	wheel chugs

those shaky Those shaky shacks shift in a quake.
when queen When shall the thin queen see them?
queer whale That queer whale chased this ship!
shall grade Chuck shall grade Chad's chess quiz.
whose chat Whose chums chat while shopping?
quit chubby Gus thinks he will quit chasing those
quick, chubby, white sheep.



We can't go back and change our *BEGINNING*,
but we can begin to change our *ENDING* ...
Everybody has a *FUTURE* as well as a *PAST*!

Two-Consonant Beginnings:

bl-, fl-, pl-, cl-, gl-, sl-

Now we shall learn double-consonant *beginnings*. You will not need to read all of the vowels and blends first, unless double-consonant beginnings prove difficult. Then read *all* of the blends—*DO YOUR EYEROBICS!* Read across:

bl-

a	la	bla	black
e	le	ble	bled
i	li	bli	bliss
o	lo	blo	block
u	lu	blu	blush

Always *THINK*
for *YOURSELF* ...
or *SOMEONE*
ELSE will do it
FOR you!

less bless

led bled

lush blush

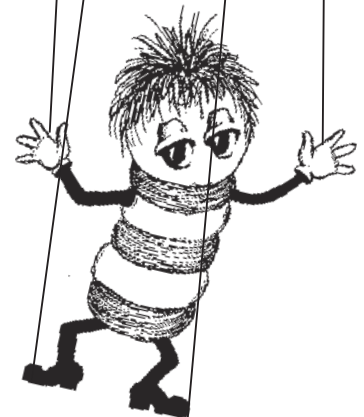
lend blend

lock block

lack black

fl-

a	la	fla	flag
e	le	fle	fled
i	li	fli	flip
o	lo	flo	flop
u	lu	flu	flung



lag flag

lip flip

led fled

lop flop

lash flash

lap flap

log flog

lush flush

lung flung

Practicing your eyerobics will make your eyes so much stronger, and better able to move *smoothly* and *easily* across the page, just as aerobics will make your *body* muscles a lot stronger, so that you can *run* faster!

pl-

a	la	pla	plan
e	le	ple	plenty
i	li	pli	plink
o	lo	plo	plot
u	lu	plu	plush

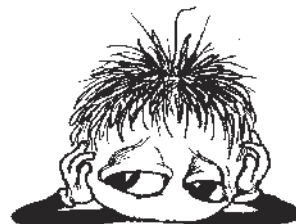
SOME
MINDS
are
like
CONCRETE ...
ALL
MIXED
UP

lug plug	lot plot	lush plush
lank plank	luck pluck	lent plenty
link plink	lane plane	lump plump

cl-

a	la	cla	clap
e	le	cle	clef
i	li	cli	cliff
o	lo	clo	clock
u	lu	clu	club

and
PERMANENTLY
SET!



lass class	lip clip	lap clap
lamp clamp	lock clock	lick click
luck cluck	lank clank	lump clump



We
CAN'T

gl-

a	la	gla	glad
e	le	gle	glen
i	li	gli	glint
o	lo	glo	glob
u	lu	glu	glum

lad glad

Len glen

lint glint

lop glop

land gland

lob glob

lass glass

laze glaze

lean glean

turn
BACK
the
clock ...
but
we
CAN
wind
it
UP
again!

sl-

a	la	sla	slam
e	le	sle	sled
i	li	sli	slid
o	lo	slo	slot
u	lu	slu	slug

lot slot

lip slip

lid slid

link slink

led sled

lap slap

lash slash

lug slug

lick slick

lime slime

lump slump

lush slush

The beginning double consonants in each phrase are *different*. Read across:


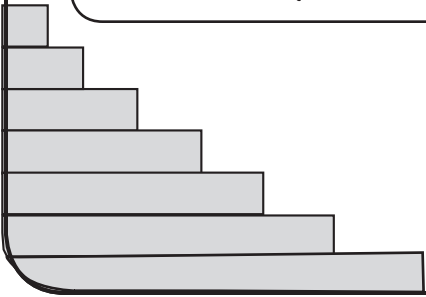
blot clot	plush slush	clap flap
flip clip	flop plop	flip slip
fling sling	flint glint	bled fled
blush flush	blink slink	clan plan
plunk clunk	glass class	slap flap
block clock	black slacks	flash slash

The long-vowel sounds in each phrase are the *same*. Read across:

blame flame	glide slide	plead sleep
gleam clean	bleak sleet	glaze plate
pleat sleeve	glade blaze	sleek fleet

The beginning double consonants in each phrase are the *same*. Read across:

blink blush	flash flag	slip slush
flip flop	plan plot	flung fleck
clip club	sled slide	clasp clock
glass glob	clung cliff	black blaze
plush plum	plump pleat	Blake bluff
slump sleep	fled flame	glum Glen
plenty plants	plush plane	slimy slug



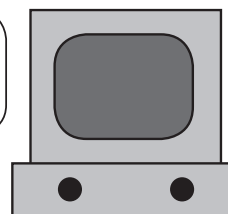
Success is not a DOORWAY ...
it's a STAIRWAY!

bl-, fl-, pl-, cl-, gl-, sl- Review

flips flings	She flips and flings glass blocks.
slipped black	We slipped on black, slick slush.
please blot	Please blot that black ink fleck.
sled slips	His sled slips as it glides in sleet.
glad flunk	He is glad not to flunk this class.
fled flashy	Glen fled with his flashy clock.
clink clank	"Clink, clank, clunk," slid the car.
gladly plucks	Glen gladly plucks plump plums.
slip slide	I slip and slide in the slick glen.
slugs plop	Big black slugs plop on his plants.
sleepy slumps	Sleepy Gus plops and slumps into his plush, black bed.



Sometimes a good educational channel is found by clicking "OFF"!



Fun and Games

Now let's have some *fun*! You've been working hard and deserve a break. First, read these words. They *seem* to be very different but have one thing in common—they are all *palindromes*. Can you guess what that is? (Turn upside down.)

pup

eve

dad

did

sees

noon

deed

peep

toot

level

refer

madam

A palindrome is a word that reads the same *backward* or *forward*!

What is the very *longest* one-syllable word in the English language? (Answer upside down.)

Actually, there are TWO: "strengths" and "screeched."

What is the shortest word that contains *all* the vowels—a, e, i, o, u?

Sequoia!

And now, here is a sentence that *sounds like* single letters and numbers. Can you decode this "secret sentence?" (The answer is upside down.)

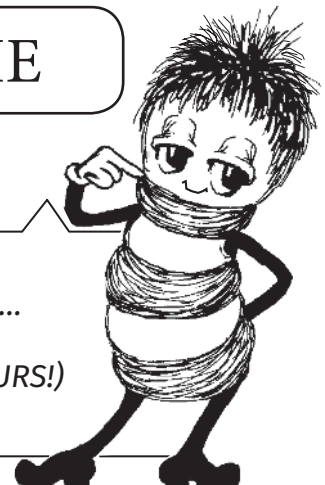
KT, I C U R Y Y 4 LC.

"Katie, I see you are too wise for Elsie."

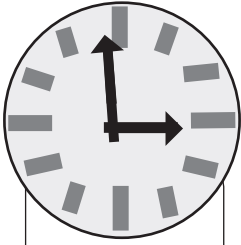
Last, read the sentence below. Hold it upside down and look at its reflection in a mirror. Read it again. *Surprise!*

BECKIE KIDDED DIXIE

It takes **72** muscles to **FROWN** and only **14** to **SMILE** ...
and besides, smiling adds to your "FACE" VALUE!
(If you see people without a smile, give them one of YOURS!)



Two-Consonant Beginnings: sm-, sn-, st-, sp-, sc-, sk-



*The
DARKEST
HOUR
is
STILL
only
SIXTY
MINUTES
LONG!*

sm-

a	ma	sma	smash
e	me	sme	smell
i	mi	smi	Smith
o	mo	smo	smock
u	mu	smu	smug

mile smile

mock smock

mug smug

mash smash

Mack smack

mite smite

sn-



a	na	sna	snap
e	ne	sne	snell
i	ni	sni	snip
o	no	sno	snob
u	nu	snu	snuff

nap snap

nub snub

nip snip

nag snag

Nell snell

nob snob

SPECIAL NOTE to students still reversing letters, or finding it hard to read: please begin every lesson from now on by going back to one of the pages in this section and reading across one group of words, from the vowel to the whole word. It will be a GREAT eyerobic warm up!

st-



a	ta	sta	stack
e	te	ste	stem
i	ti	sti	stick
o	to	sto	stop
u	tu	stu	stuck

tab stab

tiff stiff

top stop

tack stack

tan Stan

take stake

tuck stuck

tick stick

tock stock

sp-

a	pa	spa	span
e	pe	spe	spell
i	pi	spi	spill
o	po	spo	spot
u	pu	spu	spun

pat spat

pit spit

pot spot

pill spill

pan span

pine spine

pun spun

poke spoke

peak speak

sc-, sk-

Do you remember when we learned (on page 53) that the /k/ sound is spelled with a “k” when it comes before “e” or “i,” and with a “c” when it comes before an “a,” “o,” or “u”?

The same thing usually happens when you put an “s” before the “k”:

a	ca	sca	scat
e	ke	ske	sketch
i	ki	ski	skip
o	co	sco	Scotch
u	cu	scu	scum



*The most BEAUTIFUL TREES in the world
FIRST began covered with DIRT,
but they ROSE ABOVE it ...
GROW where you are PLANTED!*



cat scat	kin skin	kit skit
kid skid	Kip skip	cab scab
can scan	Kate skate	kill skill
cope scope	cone scone	cuff scuff

smug Smith
smoky smell

smell smoke
smear smock

smash smock
Smith smile

sm-

sneaky snake
sniff snack

snake sneeze
snatch sneak

snip snag
snob snubs

sn-

stiff stems
stove steams

stick stuck
stone stack

stand still
steel stake

st-

spill spot
spade spike

speed spin
speak spell

spank spine
spoke spend

sp-

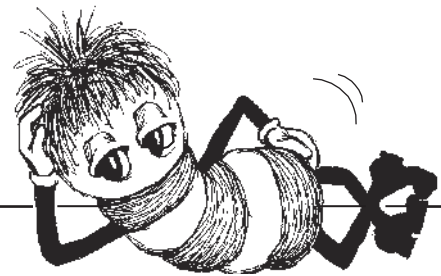
scab skin
scale scope

skunk skids
skate skids

scuff scalp
skip skim

**sc-,
sk-**

*I do reveal the WAY that I FEEL
by the things that I SAY and DO ...
By CHANGING the things that I SAY and DO
I can CHANGE the way that I FEEL!*



stiff spine

smell stale

skate skids

snatch snack

skid stone

snake slides

sneaky snob

skip stack

smug smile

sneeze smoke

stove spills

Scott sniffs

Smith speaks

stand speech

smelly skunk

sm-, sn-, st-, sp-, sc-, sk- Review

sneeze smell

I sneeze when I smell smoke.

smug fleas

Smug fleas sneak and stab
Skip.

sneaky snakes

Sneaky snakes skid and stop.

stiff snobs

The stiff snobs sniff and
snuff.

spilled stink

Spilled eggs stink and smell.

Spot snoops

Spot snoops, sniffs, and
snuffs.

snatch stack

Snatch that stack of stiff
sticks.

sticky spill

The sticky spill left a black
spot.

step spin

We step, spin, skip, and skid!

stop smug

Stop that smug sneak. Scat!

spunky stands

Spunky Spot stands still.

stacks sticky

Gus smells stacks and stacks
of sticky scones. Snack time!



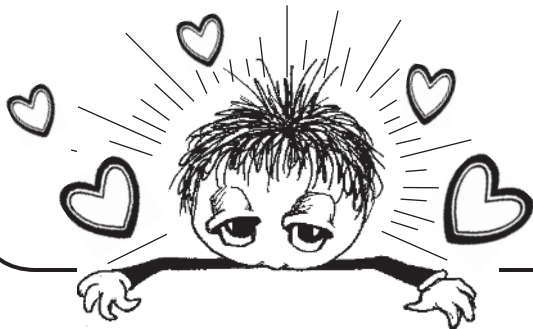
*In LIFE, as in RESTAURANTS, we must
sometimes swallow things we DON'T LIKE ...
just because it COMES ON THE PLATE!*



br-, cr-, dr-, fr-, gr-, pr-, tr-

Read down each column:

br-	cr-	dr-	fr-	gr-	pr-	tr-
ra	ra	ra	ra	ra	ra	ra
bra	cra	dra	fra	gra	pra	tra
brat	crab	drag	Fran	Grant	pram	tram
re	re	re	re	re	re	re
bre	cre	dre	fre	gre	pre	tre
Brett	crest	dress	fresh	Greg	press	trend
ri	ri	ri	ri	ri	ri	ri
bri	cri	dri	fri	gri	pri	tri
brick	crib	drip	frisk	grip	print	trim
ro	ro	ro	ro	ro	ro	ro
bro	cro	dro	fro	gro	pro	tro
Bron	crop	drop	frock	groggy	prop	trot
ru	ru	ru	ru	ru	ru	ru
bru	cru	dru	fru	gru	pru	tru
brush	crush	drum	frump	grump	prune	truck



*FORGIVENESS is like MAGIC ...
It COOLS the hurt, but it WARMS the heart!*

The words in each phrase have the *same* vowel sound. Read across:

drag pram

grip slip

brush crust

press dress

trick stick

trade crate

Fred frets

crank prank

grab crab

drop slop

free cream

green creek

drop crock

crush truck

cram tram

Fran tracks

frame grate

bride pride

The words in these phrases have *different* vowel sounds. Read across:

pram slips

crabby Greg

Fran drops

Trudy grabs

fresh crock

cliff cracks

trade drinks

green grape

crate broke

frisky Grant

Trixie drags

crank crib

cranky Brad

crunch brick

drop crutch

crave brunch

dream bride

prime grade

Fred trips

trim brush

trick Frank

grassy crest

prop truck

grim brink

brave Grant

free prune

creek froze



I hope you're remembering to review the words in each lesson until you are able to read and write them easily. If you make a mistake, try again and just keep going ... Remember ... NOBODY'S PERFECT. (That's why PENCILS have ERASERS!)

The words in each phrase have the *same* short vowel and ending. Read across:

truck stuck
flop plop
cramp clamp
track crack
smug slug
smash flash

grab crab
trip grip
flap trap
slick trick
fled sled
snip drip

fling sling
black snack
press dress
stock clock
slink plink
flick brick

The words in these phrases have different short vowels and endings:

sled spins
scuff slacks
Grant frets

crush bricks
pluck crop
skip class

smack slug
grumpy Fred
black flash

The words in each phrase have the *same* long vowel and ending:

grope slope
steam cream
blame frame
drapes grapes

grime slime
Clive drive
clone stone
blaze glaze

steer clear
troll stole
dream cream
bride glide

The words in these phrases have *different* vowels and endings:

smug bride
crunch stone
trust Jane

glass clean
speed skate
brush frame

fresh cream
Grant sleepy
blame trick



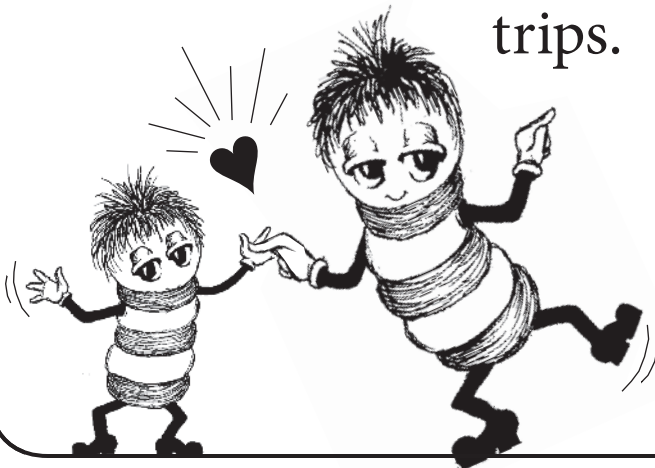
Beware the TONGUE ... it's very WET and likely to SLIP!

Two-Consonant Beginning Review

Here are *two* pages of review! Notice that the sentences on the next page are longer. Take it easy—you don't have to read them quickly. These sentences are more complicated, so don't get discouraged if you do slow down a bit when reading them. Everyone does. However, if you are having *too* difficult a time reading them, go back to reading them as suggested on page 76. It is important that you always feel *challenged*—but never *frustrated*!

(Remember to check out the games and activities beginning on page 255—they're a great way to reinforce learning and make it fun at the same time!)

crabby Greg	Crabby Greg drags and frets.
Brent drinks	Brent drinks milk in the grass.
trucks crunch	Trucks drop and crunch bricks.
fresh frock	A fresh frock is a dream dress.
Frank grumpy	Frank is grumpy and groggy.
Grant crave	Grant and Fred crave brunch.
Fran crutches	Fran drops the broken crutches.
Trixie frisky	Trixie is frisky and trots, but trips.



The BEST VITAMIN
for MAKING FRIENDS
is

B-1.

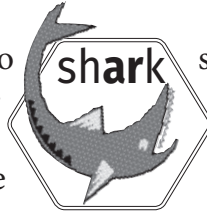
snake glides	The sneaky snake slides and glides on the slick path.
trip grab	I trip and grab the brink of the grim cliff.
sticky slinky	Smash this sticky, slinky, green slug. It clings!
grabs Grant's	Fred grabs Grant's frisky, tricky, black ducks.
crabby groggy	Frank is crabby and groggy, and slumps into bed.
flung branch	Greg flung the branch in a clump of green grass.
glide swift	We glide, slip, and slide with these swift skates.
sniffs brunch	Gus sniffs brunch and drops his glass of fresh milk.
grumpy cranky	Brent and Trudy trick grumpy, cranky Brad. He frets.



WHEW ... glad THAT's done!

r-Modified Vowels: /är/

So far, we have learned about the two the short sound, as in “rat,” and the a vowel is followed by the letter “r,” it has been modified, or changed, by the



sounds vowels usually make: long sound, as in “rate.” When makes *another* sound, which letter “r.”

/är/ = ar

This is the diacritical mark for an “r-” modified “a” sound. It is called an “umlaut.” Read down:

ark	art	card	are
bark	cart	hard	arm
dark	part	yard	harm
lark	tart	lard	charm
mark	dart	chard	yarn
park	mart	carp	barn
spark	start	harp	parch
shark	chart	tarp	farm
Clark	smart	sharp	farm-yard

yarn art	arms are	part lard
hard part	dark park	barn farm
smart carp	start harp	mark tarp
card shark	Mark bark	chard tart
lark charm	chart dart	cart spark
Clark's ark	shark harm	sharp yard

FORGIVE and FORGET! SOUR GRAPES make BAD WINE.



/ôr/ = or, ar, oor, ore, our, oar

The diacritical mark for an r-modified
There are *six different spellings* of this

4
four

“o” sound is called a “circumflex.”
sound! Read down the page:

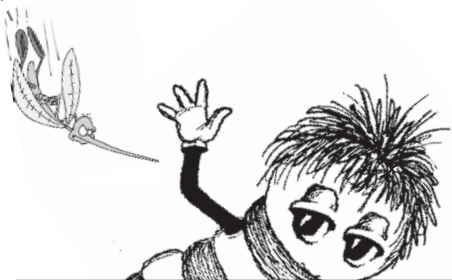
/ôr/ = or

or	cord	sort	worn
for	corn	sport	torn
fork	scorn	short	horn
pork	porch	snort	born
cork	torch	form	morn
stork	north	storm	doc-tor

/ôr/ = ar

(“Ar” sounds like “ôr” when it follows a “w.”)

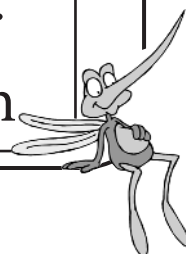
war	ward	wart	warm
award	warn	warp	warm-up



Take a lesson from MOSQUITOS ...
They never sit around WAITING
for an opening ...
THEY MAKE ONE!



worn horn	fork pork	torn cork
short stork	warm sport	war story
sort award	short war	born morn
storm north	snort forth	warn dorm
warp form	scorn glory	wart doctor
short warm-up	torch scorch	warm porch



/ôr/ = oor

floor floor-ing door in-door

/ôr/ = ore

core tore store score

more lore shore bore

/ôr/ = our

four pour course fourth

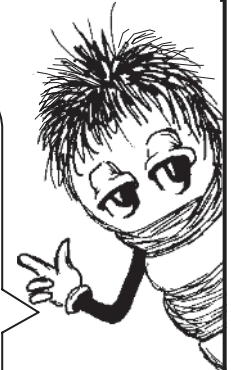
/ôr/ = oar

oar board roar soar

Here is a sentence using ALL SIX spelling patterns for the /ôr/ sound:

Four more warm storks soar indoors.

*Copy this sentence on paper, and circle each spelling pattern.
Check to be sure you found them all. (It might also be fun to try writing
your OWN sentence, choosing your words from each spelling pattern!)*



door horn

pour more

four doors

soar shore

floor board

coarse pork

warm storm

court Dor

north lore

worn floor

roar snort

tore board

wore more

porch floor

for store

short oar

corn core

store door

dorm floor

fourth torch

short course

/är/ and /ôr/ Review

warm for	Gus eats chard, carp, pork, corn, and warm shark for lunch.
more chores	Robin has four more hard chores she must start.
horns awards	The four horns are for Mark, and more awards are for Clark.
doctor snores	The old doctor sits on his warm porch and snores and snores.
doors warped	The four doors in the dark barn are warped and torn.
course start	Of course she can take four more courses and start sports.
horse snorts	His horse snorts and roars at the short stork in the yard.
warn sharks	Warn Clark that four smart sharks tore his floor board.



*To really appreciate the dignity and beauty
of an OLD FACE,
you have to READ BETWEEN THE LINES!*

/ʊr/ = er, ir, ur, or, ear

Here are all of the spellings for the cal mark for this sound is “ʊr.” If for example, it shows the pronun-



“r-” modified “u” sound. The diacriti- you look up “her” in the dictionary, ciation as “hur.” Read down:

/ʊr/ = er

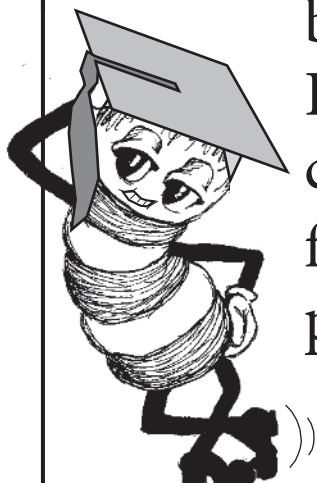
her
herd
pert
Bert
jerk
term
berth
Herb
clerk
fern
perch

/ʊr/ = ir

sir
stir
fir
bird
birth
mirth
girl
dirt
firm
first
thirst-y

/ʊr/ = ur

urn
turn
burn
hurt
fur
cur
curl
curb
purr
lurk
murk-y



It's what you learn AFTER you KNOW IT ALL that COUNTS!

curb dirt
fur herd
Sir Herb
first birth
Bert purr
thirsty girl

her turn
hurt fern
turn berth
murky fir
bird perch
firm mirth

burn fir
jerk urn
pert cur
Bert lurk
firm curl
girl clerk

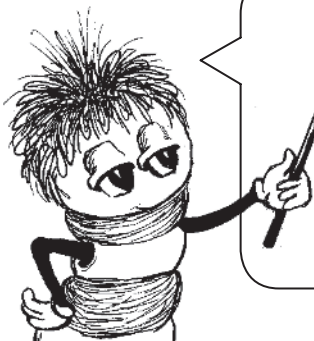
Here are two more spelling patterns for this sound. “Or” sounds like /ʊr/ whenever it has a “w” in front of it. Read across the page:

/ʊr/ = or

work	word	worm
worst	worth	wor-ship
world	worse	wors-en
worm-y	worth-y	wor-sted

/ʊr/ = ear

earn	learn	yearn
heard	search	earth



Here is a sentence using all five of the /ʊr/ spelling patterns:

Bert's earth-worms stir and turn.

Copy this sentence, and circle each one of the /ʊr/ spelling patterns. Now try writing a different sentence, choosing your own words from as many of these groups as you can think of.

ER, IR, UR, OR, EAR = /ʊr/ REVIEW

her work	Herb hurt	earn fur
girl turn	her word	Gert purr
early bird	dirty worm	first work
earth first	learn work	girl heard
worst burn	worthy urn	jerk perch
search world	thirsty fern	worm curl
worthy search	perfect pearl	burn worsen

Here is a review of all the /ʊr/ spelling patterns. They can be tricky to learn, and it's good to take time to know them. Read down each spelling group:

er

her
herd
pert
Bert
jerk
term
fern
Herb
clerk
per-fect

ir

sir
stir
fir
bird
birth
first
girl
dirt
firm
birth-day

ur

urn
turn
burn
hurt
fur
cur
curl
curb
purr
pur-ple

or

work
worth
worm
world
word
worst
worth
wor-ry
worth-y
work-er

ear

earn
learn
earth
heard
pearl
ear-ly
search
searched
search-er
learn-er

her turn

world search

hurt cur

first birth

worst herd

earthworm

jerk urn

clerk learn

firm dirt

earn pearl

perfect fern

early bird

firm earth

girl worry

curb dirt

worker heard

girl learn

pert Herb

Bert purr

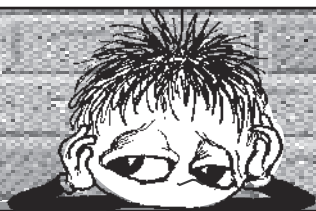
worthy fir

Herb clerk

heard bird

worm curl

searcher burn



Sometimes people are lonely because they build WALLS instead of BRIDGES.

Let's try reading some multisyllable words again, just as we did on page 117. We'll also incorporate some of the r-modified vowels we have just learned. It's fun to "build" words from "blocks" of syllables! Read down each group:

hard	sharp	art
hard-en	sharp-en	ar-tist
hard'-en-er	sharp'-en-er	ar-tis'-tic
car	form	su
car-pen	per-form	su-per
car'-pen-ter	per-form'-er	su'-per-man
or	croc	al
or-na	croc-o	al-li
or'-na-ment	croc'-o-dile	al'-li-ga-tor

hardener	sharpener	artistic
carpenter	performer	superman
ornament	crocodile	alligator

See you later, alligator ...
after a while, crocodile!

If you find it difficult to read the longer words, try covering up most of each word first, and then SLOWLY move the paper over while you read each syllable. Some people find this helpful. What do YOU think? ... And, by the way, don't just WAIT for your ship to come in ... SWIM OUT TO IT!



/ʊr/ = er, ir, ur, or, ear Review

search stirs We search for our pert kitty,
Pearl. She stirs and purrs.

heard perfect I heard that her work is
perfect. She learns and earns
a lot.

yearns world The girl yearns and searches for
peace in her world.

earth-worms Bert heard that Herb will search
early for his earthworms.

thirsty berth Thirsty Gert curls and turns in
her firm berth.

first learns First, Gus learns to stir and
turn his beef. It burns!

Fern's dirty We must first clean Fern's dirty
but pert bird.



*FEAR less, HOPE more ...
EAT less, CHEW more ...
WHINE less, BREATHE more ...
TALK less, SAY more ...
HATE less, LOVE more ...
AND ALL GOOD THINGS ARE YOURS!*

r-Modified Vowels Review

The words in each phrase have the *same* r-modified vowel sound:

Mark park	Bert purr	born morn
girl earn	hard part	larks are
worst dirt	more corn	farm yard
learn work	start harp	horn worn
award store	firm perch	four forks
worm curl	chart shark	thirsty fern

The words in these phrases have *different* r-modified vowel sounds:

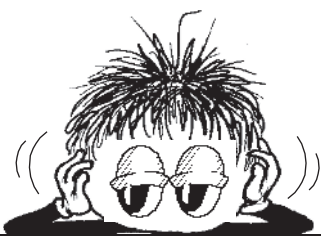
Bert roar	arm hurt	sort pearls
torch burn	pork tart	Gert charm
smart bird	girl born	store pearls
worst dorm	shark curl	more chard
Clark learn	north star	warm perch
search park	dark porch	murky morn

learned four

Pearl learned that four ferns in the yard got torn in the storm.

part morning

Part of the burn on Herb's arm turned worse in the morning.



You have TWO EARS and only ONE MOUTH ...
LISTEN TWICE as much as you TALK!

Long-Vowel Digraphs

This section of the book will introduce some other ways to spell long-vowel sounds. We will be learning the *long-vowel digraphs*.

A digraph, as you remember, is two letters that make one sound. We have studied consonant digraphs, such as /sh/ and /th/, and we have also learned two long-vowel digraphs: /ee/ and /ea/. Now we shall learn the *rest* of them!

It may take a while to learn how to read and spell these digraphs, so remember to take *all the time you need* with each one. Also remember that when there are so many different ways to spell a sound, at first it might be best to dictate these words by *family*, as presented on page 66. They will be easier to read and spell this way.

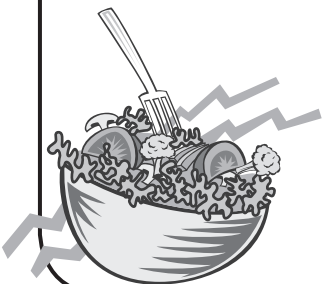
Eventually you must be able to read and write these words randomly, in any sentence. Being able to *read* these words is the most important thing for now—you can come back to this book for more detailed spelling lessons later. (When you *are* ready to teach spelling, however, do check out “Spelling Strategies” on page 243. It’s an easy, step-by-step guide on exactly how to teach spelling with *Phonics Pathways*.)

As in the last section, the review sentences are longer and use more multisyllable words. It is quite *natural* if you temporarily slow down a little bit when you read them. You are stretching and expanding your reading skills!

There *is one thing* you should watch for. If you find yourself really stumbling over the *same kind* of sounds, then you need to go back to that section of the book and take time out to review it. It is common for this to happen, and it is the *true test* of whether or not you know these rules well enough for them to be automatic when reading them. It does not matter if you are just *slowed down*—speed comes with practice—but you should not have to *struggle* with each individual word. It’s very important to work at a *challenging* but *comfortable* pace!

TEACHING TIPS: Those who are still struggling with eye tracking might prefer to continue reading these sentences using the method shown on page 75. And *please* remember to do your eyerobic warm-ups if it *is* difficult for you! (You didn’t forget what they *are*, did you? See page 133!)

Remember to incorporate the activities and games in the appendix (from page 255). They will reinforce learning and make it *so much more enjoyable* at the same time!



Why not start a **NEW DIET?**
No more **EATING** your own words,
SWALLOWING your pride,
or putting your **FOOT** in your mouth!



/ā/ = ai

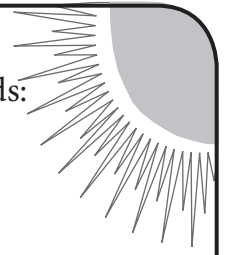
The long-vowel “ai” and “ay” digraphs sound like /ā/. Here are some “ai” words:

aid	rain	ail	wait
maid	main	bail	bait
paid	gain	jail	trait
raid	vain	sail	faint
laid	pain	nail	saint
braid	Spain	pail	paint
aim	brain	Gail	taint
maim	drain	fail	stain
claim	train	frail	chain
plain	strain	trail	com-plaint

wait jail	laid rail	aid raid
paid maid	maim nail	pain strain
aim bait	stain rain	vain Gail
Gail braid	plain chain	sail Spain
saint faint	brain drain	frail trail
paint pail	main train	claim gain



Keep your FACE to the SUNSHINE, and you will NEVER SEE the SHADOWS!



/ā/ = ay

/ā/ is spelled "ay" when it appears at the *end* of a word. Read down:

Jay	lay	way	ray
may	play	sway	pray
say	clay	a-way	gray
stay	slay	way-side	tray
tray	flay	mid-way	fray
stray	de-lay	day	bray
to-day	lay-er	day-time	hay
cray-fish	lay-a-way	hol-i-day	hay-stack



Test your STRENGTH by lifting a HEAVY WEIGHT off someone's shoulders!

gray day	Kay may	play clay
pay today	Ray betray	tray sway
spray hay	stray crayfish	May holiday

/Ā/ = AI, AY REVIEW

pray	rain	mail	train	hay	grain
play	clay	pay	maid	frail	Kay
slay	tail	pail	sway	say	Spain
main	trail	spray	paint	gray	day
aid	crayfish	wait	haystack	stay	holiday

/ā/ = ai, ay Review

Gail frail	Gail is frail and must not play on a rainy day.
mail train	The mail train is running late. Shall we wait at the gate?
tray crayfish	Gus laid his tray with crayfish on the main table today.
pay plain	Say, who can I pay for this plain, gray cake tray?
Kay lays	Kay lays chains and nails in the pail on the clay trail.
paint gray	Please paint this ship plain gray. We will wait and sail later.
Gail stay	Gail can stay late. May we play with clay while waiting?
trail freeway	Wait! I see the main trail faintly near the freeway.



*LAUGHTER is a tranquilizer
with NO SIDE EFFECTS!*

/ē/ = ie, i, -ies

Sometimes the “ie” digraph sounds like /ē/. (We have already had the “ee” and “ea” digraphs.) “i” and “y” are not digraphs, but are included here because they both have this sound. Read down the page:

/ē/ = ie

thief

chief

grief

brief

fiend

fierce

pierce

pier

tier

grieve

re-lieve

be-lieve

re-trieve

a-chieve

field

yield

shield

Ka-tie

Las-sie

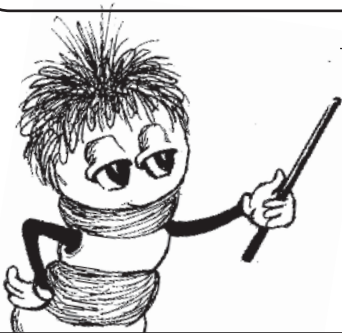
Con-nie

Deb-bie

/ē/ = i

marine

machine



We have already had “-y” endings on page 73. When we make a word with a “-y” ending plural (more than one), we must first change the “y” to “i,” and then add “-es.”

/ē/ = -ies

pan-sy

ru-by

par-ty

car-ry

pup-py

pan-sies

ru-bies

par-ties

car-ries

pup-pies

du-ty

pen-ny

ba-by

hur-ry

kit-ty

du-ties

pen-nies

ba-bies

hur-ries

kit-ties

/ē/ = ie, i; /-y/ = -ies Review

thief quickly

chief armies

shield puppy

carry pansies

believe priest

Connie parties

marine achieves

grieve kitty

relieve Katie

achieve duty

fiend hurries

Debbie slowly

Lassie's babies

pennies machine

Katie briefly

Katie and Debbie run briefly
in the field of pansies.

puppies shield

Ten puppies hurry and shield
baby Jackie.

believe marine

I believe the chief marine will
be funny and brief.

carries tiers

Gus carries a party cake with
cherries and ten tiers.

hand-ker-chief

Katie forgot her handkerchief.
She quickly retrieved it.



*The person who makes NO MISTAKES
usually does not make ANYTHING!*

Here “ie,” “ui,” and “uy” have an /ī/ sound. “y” is not a digraph but is included here because it has the /ī/ sound. Read across the page:

/ī/ = ie, y

try tries
fly flies

dry dries
cry cries

fry fries
sky skies

lie
my
why
type
ty-coon
dy-nam-ic

pie
by
rye
typ-ist
ty-rant

tie
spy
eye
style
ply

die
shy
Clyde
styl-ish
ply-wood
dy-na-mo

/ī/ = uy

guy buy
buyer

/ī/ = ui

guile beguile
guise guide disguise

To handle YOURSELF, use your HEAD ... To handle OTHERS, use your HEART!

try pie
tie die
spy tries
by typist
disguise eyes

shy guy
my eye
buyer lies
my typing
stylish guy

rye pies
fly skies
guide Clyde
spies crying
buy plywood

/ī/ = ie, y, uy, ui Review

why Clyde

Why did Clyde cry? He tried lying.

tried eyes

She tried flying the kite by my eyes.

guide flies

Guide my fine jet as it flies with style in the wild sky.

cried pies

Gus cried and cried while his fried rye pies dried.

try disguise

Why did Clyde try buying my spy disguise?

sly guy

The sly guy tried spying by my vine.

typist buys

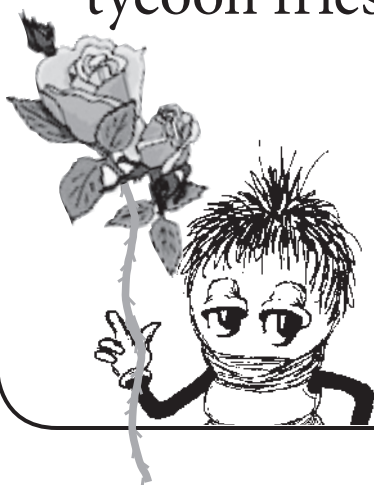
My shy typist buys stylish ties.

die crying

Why did Clyde's fine, shy kitten die? He is crying.

tycoon fries

The shy tycoon cried as he spilled French fries on his tie-dyed pants.



*TWO PEOPLE looked at a rose bush:
One was ANGRY because the ROSES had THORNS,
the other was HAPPY because the THORNS had ROSES!*

These vowel digraphs all sound like /ō/. Read down each column:

/ō/ = oa

oat

boat

goat

load

loaf

road

roast

/ō/ = oe

toe

hoe

foe

Joe

goes

hoes

Joe's

/ō/ = ow

own

bow

bowl

low

slow

flow

grow

hol-low

yel-low

pil-low

win-dow

fol-low

fel-low

wil-low

shad-ow

toast loaf

Joe's goat

crow goes

soap floats

toad croaks

low shadow

hollow float

Joan follows

willow blows

row boat

roast oats

coast road

load bowl

yellow hoe

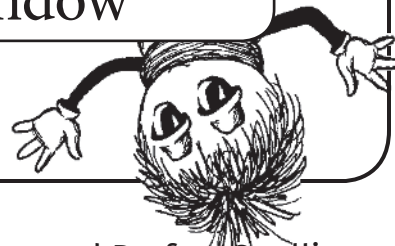
fellow goes

foam pillow

bowl slowly

show window

FAITH is what helps us live between the TRAPEZES!



/ō/ = oa, oe, ow Review

boasts shows Joan boasts and shows her load
of yellow bows.

loaf float We like to loaf, float, and lie
low in Joe's hollow boat.

flows slowly This low river flows slowly
until it goes by the coast road.

willow blow These willow trees blow in the
snow and grow slowly.

follows grown Joan follows Joe's grown goat.
It goes most slowly.

show toad Show Moe the old toad croak-
ing on my yellow pillow!

roast loaf Gus likes roast meat loaf, toast,
and oats in a bowl for lunch.



*Sometimes we change, not because
we see the LIGHT,
but because we feel the HEAT!*

There are *eight different ways* to spell /ū/ digraphs! Read down each column:

/ōō/ = oo

too (Means “also”
or “extremely.”)

soon

spoon

tooth

goof

stoop

moose

moon

fool

food

choose

proof

smooth

zoom

/ōō/ = oe

canoe

shoe

/ōō/ = ew

new

dew

grew

drew

stew

strew

Lew

flew

blew

news

chew

/yōō/ = ew

few

mew

new

skew

/ōō/ = ue

true

glue

blue

flue

Sue

due

/ōō/ = ui

Sometimes /ū/ is
spelled “ui”:

fruit

fruit-cake

juice

bruise

cruise

suit

suit-able

suit-case

/ōō/ = ou

Here are a few /ū/ words that are spelled “ou.”
Read across the page:

you

youth

your

un-couth

soup

pouf

group

mousse

/ōō/ = o

And finally, sometimes “o” can sound like /ū/:

do

to (Indicates “action” or “direction.”)

two* (Indicates “number.” “W” is silent.)

prove

im-prove

whom

move

movie

move-ment

*Note special spelling of the number “two.”

Here is a sentence using *all eight* of the spelling patterns for /ōō/:

Your two moose soon chew fruit in the blue canoe.

Copy this sentence and circle each one of these spelling patterns. Now write your own sentence, using as many /ōō/ spelling patterns as you can think of.

The words in each phrase have the same /ōō/ spelling. Read across:

soon moon

Sue due

youth group

blue shoe

to prove

fool drool

Lew grew

news flew

fruit juice

loose tooth

goof proof

smooth soup

chew stew

cruise suits

do im-prove

tooth drool

Lew flew

do move-ment

moose stoop

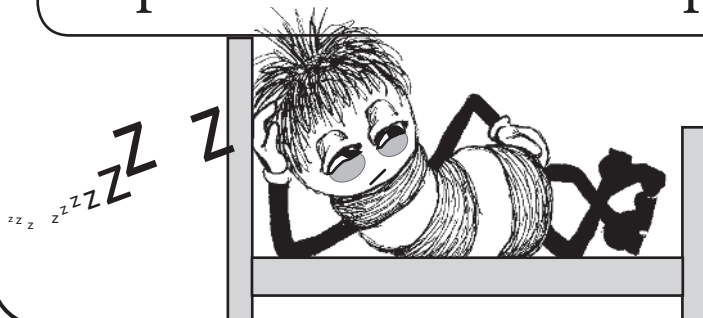
zoom canoe

bruise suit-case

improve movie

choose spoon

suit-able cruise



NO dream comes true until you
WAKE UP and GO TO WORK!

/ōō/ = oo, ew, ue, ui, oe, ou, o; /yōō/ = ew Review

two suits	fool Lew	too few
goof proof	new suit	to cruise
two moose	to movie	Lew drew
chew fruit	do choose	new tooth
bruise fruit	crew flew	blue moon
choose shoe	soon stew	brew juice
few moose	Luke drew	blue spoon
youth group	Sue prove	drool soup
smooth food	move stool	bruise two

two moose	Two big moose soon grew blue under the new moon.
Sue drools	Baby Sue drools soup and soon has goo on her new shoe.
snoop blue	A goose stooped to snoop by the blue canoe and then flew.
smooth fruit	The smooth fruit juice is too cool on Lew's loose tooth.
chooses cruise	Gus chooses a cruise with food to chew and a movie, too.

*Sometimes we HAVE to take a big step ...
We can't cross a chasm in TWO SMALL JUMPS!*



Long-Vowel Digraph Review

The long-vowel digraphs in each group of words have the same sound. Read across:

wait train

play clay

rain today

spray grain

paint tray

gray trail

frail Kay

plain pail

bait snail

shield penny

carry babies

marine yield

believe Lassie

Debbie's grief

kitty hurries

Connie carries

shield puppies

Katie's party

buy pies

tried typing

guide Clyde

spies lied

rye dries

tried fries

why cry

my plywood

flying skies

follow goat

tow boat

hold toe

yellow pillow

willow grow

soak road

Joe's shadow

flow slowly

load boat

blue moon

chew fruit

move soup

smooth juice

moose soup

Sue prove

youth snoop

group cruise

grew tooth

a

e

i

o

u

These words contain a *variety* of long-vowel digraphs. Read across the page:

fool spies

juice stain

Joe flew

Lassie tried

chief typist

buy pail

babies grow

choose paint

rain today

marine guide

frail puppies

blue moose

pansies blow

disguise Debbie

show movie

/s/ = ce, ci, cy; /ē/ = ei

On page 53 we learned that /k/ is spelled with a “c” when it is followed by “a,” “o,” or “u,” and with a “k” when it is followed by “e” or “i.” What happens if we *do* put “c” before “e” or “i”? It has an “s” sound!

/s/ = ce

cent

cell

cel-e-brate

cer-ti-fy

cen-ter

cel-er-y

cease

celebrate

ce-ment

Whenever a word ends with “-ce,” the “e” is silent. Read down:

ace

prince

ice

twice

pace

prance

rice

spice

lace

Grace

lice

price

face

trace

nice

slice

mace

brace

mice

mince

face

space

dance

since

fleece

place

dunce

choice



*You may find the WORST ENEMY
or BEST FRIEND within YOURSELF!*

mince ice

nice face

since race

place cent

spice rice

center lace

pace twice

trace Grace

price celery

cement cell

certify dunce

Grace dance

cease dance

prince prance

ace celebrate

“ci” usually has a short “i” sound, but it *can* have a long “i” sound as well:

/s/ = ci, cy

civ-il	cin-der	cin-e-ma	ci-der (long “i”)
cir-cus	cir-cle	cit-y	cinema

The “y” in “cy” is usually pronounced /ī/:

cy-cle cy-clone cy-press

civil cinema	cycle cinema	cypress city
cyclone circle	cinder cider	circle circus

This brings us to *another* long-vowel digraph. When the /ē/ digraph “ie” has a “c” in front of it, the spelling usually changes. It becomes “ei.” Knowing this rule will *really help* your spelling!



There is an easy way to remember this:
“I” BEFORE “E” EXCEPT AFTER “C.”

/ē/ = ei

re-ceive	re-ceipt (The “p” is silent.)	ceil-ing
con-ceive	de-ceive	con-ceit

receive ceiling	conceive deceit
conceiving deceit	receiving conceit
received receipt	deceiving ceiling

/s/ = ce, ci, cy; /e/ = ei Review

To BREAK a bad habit ...

... **DROP IT!**



Grace receive

Grace will receive a price of ten cents for that nice lace.

horse prances

The black horse prances and dances in his center cell.

racers receive

Gus races to receive his cider, rice, celery, and mince pie.

cycle cinema

Let us cycle to the cinema and see a circus film twice!

cyclone ceiling

Since the cyclone hit, it left a center space in the ceiling.

prince circled

The prince circled the dance twice to be with Grace.

cypress circle

Big, old cypress trees circle that nice place in the city.

cel-e-brate spiced

Shall we celebrate with spiced cider at a fancy dance?

BAD

HABIT

Vowel Diphthongs

So far we have learned about Now we shall learn about vowels that make *two* sounds, ously and are treated as one, ing patterns for the /oi/ diph- for /oi/ is “oi.” Read down each

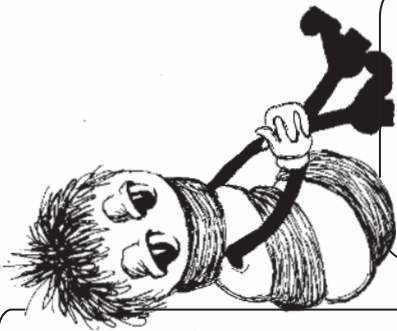


digraphs—two letters that make one sound. DIPHTHONGS. A diphthong is two which blend and slide together continu- in the same syllable. There are two spell- thong: “oi” and “oy.” The diacritical mark column:

/oi/ = oi

(/oi/ is usually spelled “oi” when it is in the middle of a word.)

oil	void	moist	coin
boil	avoid	hoist	loin
toil	noise	foist	join
foil	noisy	poise	joint
soil	broil	voice	point
coil	spoil	choice	oint-ment
poi-son	tin-foil	re-joice	ap-point-ment



Remember to read the longer words by syllables, covering up part of the word first if you need to (see page 58). Or, simply put your finger under each syllable as you read it!

(Lessons are a little bit harder now, aren't they? Think of this: EVERYTHING is difficult before it is EASY!)

moist soil	boil oil	noise spoil
boil ointment	avoid poison	join tabloid
choice coin	voice rejoice	point coil
appointment	broil tinfoil	noisy voice
rejoice toil	spoil loin	point choice

oy = /oi/

(Sometimes this sound is spelled “oy” in the middle of a word, but it is *always* spelled “-oy” at the *end* of a word.)

boy

soy

en-joy

Roy

Joyce

de-stroy

con-voy

an-noy

toy

oys-ter

joy-ful

em-ploy

enjoy soy

joyful Roy

boy enjoys

toy oyster

annoy Joyce

employ Joy

boys annoy

destroy convoy

enjoy oyster

OI = OI, OY REVIEW

moist tinfoil

The boy broils his moist fish in tinfoil and enjoys it.

Joyce joining

Joyce enjoys joining Roy to play with his toy coins.

noisy annoys

The boy’s noisy voice annoys Joyce and spoils her nap.

spoiled oyster

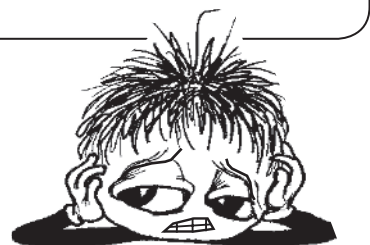
Roy’s spoiled, green oyster is poison. Avoid it!

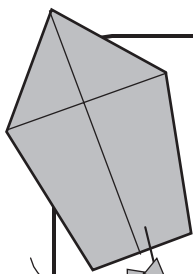
enjoy boiled

Gus and Joy enjoy boiled eggs in soy oil.



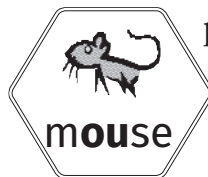
Never FLY into a RAGE unless you are prepared for a ROUGH LANDING ...





/ou/ = ou

There are also two spelling "ow." The diacritical mark for spelled "ou" at the beginning down each column:



patterns for the /ou/ sound: "ou" and this sound is "ou." (/ou/ is usually or in the middle of a word.) Read

out	ouch	bound	house
scout	couch	a-bound	mouse
trout	pouch	pound	douse
shout	crouch	sound	blouse
spout	grouch	found	our
loud	proud	mound	sour
cloud	hound	round	flour
slouch	mount	a-round	foul
mouth	count	ground	bout
boun-ty	ac-count	as-tound	a-bout



*Failure is not defeat unless you STOP TRYING ...
Kites rise AGAINST the wind, not WITH it!*

Read across:

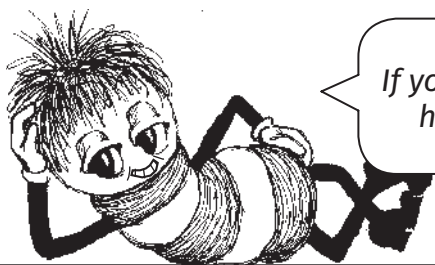
shout ouch	our hound	loud sound
round ground	sour flour	scout about
hound crouch	lout slouch	found pouch
proud mount	douse trout	cloud wound
mouth sound	mouse house	around mound

/ou/ = OW

(This sound is always spelled “-ow” when it occurs at the end of a word. It is also found in the middle of words that have multiple syllables, or end in “l” or “n.”)

Read down each column:

how	town	tow-er	owl
cow	gown	pow-er	fowl
now	down	cow-er	howl
vow	frown	flow-er	jowl
wow	crown	show-er	growl
pow	drown	glow-er	yowl
bow	brown	chow-der	scowl
vow-el	clown	pow-der	prowl
tow-el	crowd	browse	how-dy



If you don't learn to laugh at trouble NOW, you won't have ANYTHING to laugh at when you grow OLD!

owl frown	bow down	down tower
prowl town	growl yowl	power vowel
how brown	fowl drown	flower power
brown gown	cower down	howdy crowd
clown howl	brown crown	shower towel
yowl scowl	crowd browse	cow chowder

Vowel Diphthong Review

found tower

proud scout

town house

mouse growl

joyful choice

found towel

brown trout

moist oyster

round flower

avoid boy

noisy crowd

hound howl

frown ouch

shout howdy

annoy Joyce

oysters boiled

Gus found moist oysters and
boiled them in brown oil.

ointment joint

Rub ointment on the cow's
sore joint to avoid a boil.

joyful hound

The joyful hound found a toy
mouse in Roy's house.

count brown

Did you count the brown,
round trout in our lake?

proud scouts

How proud our Roy is now at
joining Boy Scouts!

frown-ing

growl-ing

Avoid that noisy, shouting,
frowning, growling crowd!



Many a man's TONGUE broke his NOSE!

/j/ = ge, gi, gy

The /j/ sound at the end of a word usually is spelled “-ge.” It is spelled “gi,” “ge,” or “gy” in the beginning or middle of a word.

age	rage	cage	page
sage	wage	stage	huge
range	hinge	lunge	large
change	germ	plunge	giant
gin-ger	gen-er-al	gy-rate	gentle
frig-id	dan-ger	o-rig-i-nal	Marge

lunge cage	fringe stage	huge wage
Marge rage	hinge barge	large range
danger change	plunge stage	original page

change original Please change the old, original
hinge on Marge’s range.

plunge danger The huge cats plunge and
gyrate in rage. They smell
danger!

Marge wage Marge, please change my
wage, and make it large.

lunge frigid They lunge in rage in the
huge cage on the frigid barge.



*The only GOOD LUCK that many great people had
was the determination to overcome BAD LUCK!*

/j/ = -dge

To make the /j/ sound at the end of some *short-vowel* words we must add a “d” before the “-ge.” We need a double consonant in order to keep the short-vowel sound.

edge	fudge	Madge	lodge
hedge	pudg-y	badge	dodge
ledge	budge	badg-er	sludge
wedge	judge	ridge	trudge
pledge	nudge	ledg-er	smudge

edge ledge	Madge budge	judge lodge
pledge badge	smudge fudge	dodge ledge
hodge-podge	pudgy Madge	hedge wedge

edge ledge They trudge to the edge of the ledge on the ridge.

Madge dodges Madge dodges the huge badger by the edge of the hedge.

pudgy fudge Pudgy Gus gobbles huge wedges of ginger fudge in the lodge.

hodge-podge His room is a hodgepodge of sludge. He pledges to clean it.



A winner LISTENS ... a loser just waits until it is HIS turn to TALK!



/j/ = ge, gi, gy, -dge Review

Madge charge Madge and Marge charge up
the edge of the ridge.

plunges large Madge plunges off the large
bridge near the lodge.

trudges lodge Pudgy Gus trudges to the
lodge for a huge plate of fudge.

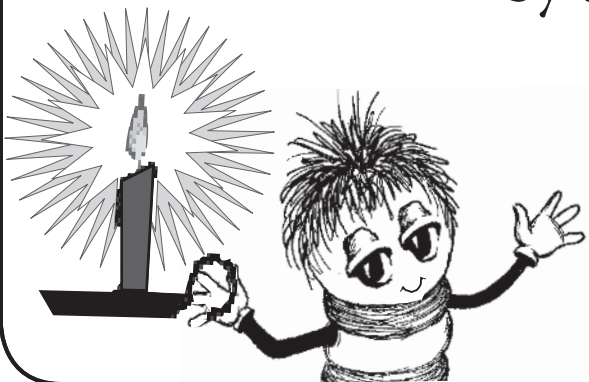
badger gyrates The badger gyrates and wedges
himself under the stage.

Marge pledges Marge pledges that she will not
judge the change in Madge.

dodges ridge Sage dodges the ridge and
edges away from the barge.

huge smudge There is a huge smudge of
fudge on the edge of Gus' page.

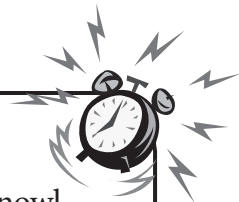
danger edge The large badgers smell danger
by the edge of the hedge.



*Make your life a LIGHT TO OTHERS ...
A candle loses nothing of its light
by lighting another candle.
Brighten the corner where YOU are!*

Fluency Reality Check

-ge, gi-, & -dge Nonsense Words



Here is another list of nonsense words with “-ge” and “-dge” endings to check your knowledge of this phonics rule. Have your students read about six of these words out loud, and then choose six “real” words from the left-hand column on the previous page. Each group of words should be read with approximately the same ease, speed, and accuracy. (Remember: to keep the short-vowel sound there must be two consonants after the vowel. Otherwise, it’s a long-vowel sound.)

Here are some short-vowel nonsense words:

senge	modge	runge	lenge	wirge
bidge	dudge	ginge	frunge	kirge

Here are a few long-vowel nonsense words:

vuge	bage	lige	stege	pluge
hege	slage	pruge	chige	wege

... And *here* are short- *and* long-vowel nonsense words mixed together!

rudge	ruge	penge	pege	frunge
fruge	linge	lige	credge	moge
bidge	nige	denge	dage	dradge
gide	modge	kange	pedge	nege
duge	dudge	fedge	fage	menge
slange	crige	crudge	suge	brenge

-y, -ie Plus Suffixes

When we add a suffix beginning with a vowel (such as -es, -ed, -er, or -est) to a word ending in “-y,” we must first change the “y” to “i,” and then add the suffix. Exception: we *keep* the “y” before adding “-ing.” Read across:

try	tries	tried	try-ing
dry	dries	dried	dry-ing
spy	spies	spied	spy-ing
cry	cries	cried	cry-ing
re-ply	re-plies	re-plied	re-ply-ing
de-ny	de-nies	de-nied	de-ny-ing
stud-y	stud-ies	stud-ied	stud-y-ing
car-ry	car-ries	car-ried	car-ry-ing

silly	silli-er	silli-est
funny	funni-er	funni-est
misty	misti-er	misti-est
bumpy	bumpi-er	bumpi-est
early	earli-er	earli-est



When a word *ENDS* with “-ie,” we drop the final “e,” and then add the suffix. Exception: we change the “ie” to “y” before adding “-ing.”

lie	lies	lied	ly-ing
tie	ties	tied	ty-ing
die	dies	died	dy-ing

-f = -ves

To make words ending in “-f” plural, we must first change the “f” to a “v,” and then add “-es.” Read across the page:

loaf	loaves	wife	wives
leaf	leaves	elf	elves
life	lives	shelf	shelves
thief	thieves	wolf	wolves
be-lief	be-lieves	re-lief	re-lieves

-Y, -IE PLUS SUFFIXES, AND -F = -VES REVIEW

funny crying

drying babies

earliest leaf

wife crying

wolf carries

reply believing

denied reply

trying study

elf believes

wolf dying

loaf drying

thief lying

funniest cry

dried baby

early leaves

wives cried

wolves carry

replying belief

denying replies

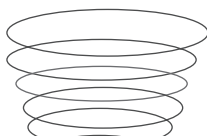
tried studying

elves believed

wolves died

loaves dried

thieves lied



FEAR is the darkroom where

NEGATIVES are developed ...

-y, -ie Plus Suffixes, and -f = ves Review

wolves carried The huge wolves carried the five crying cubs down the hill.

wives believe The wives believe that the tiniest babies are lying asleep.

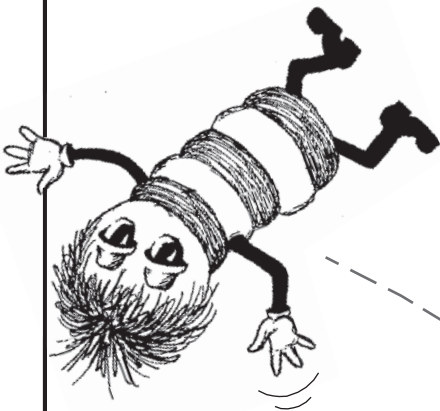
replied loaves He replied, "Gus denied eating ten loaves of fried cake."

tried spying Gus tried spying on elves flying in the earliest, mistiest leaves.

cried studying They cried and tried studying for the earliest test.

believe funnier I tried to believe that the old joke can get funnier and funnier.

tried replying He tried replying that his shelves seemed the bumpiest.



It's NOT
how hard
you
FALL ...
it's how
HIGH
you
BOUNCE!

New Vowel Sounds

So far, we have learned some vowel sounds, such as /ōō/ in “food,” page 169). There is *another* sound Read across the page. (Consider ties that begin on page 255 to rein-



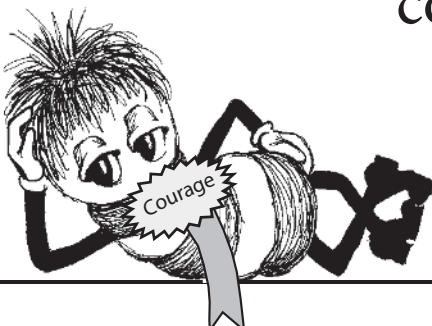
digraphs that have *long-vowel* which has a long “u” sound (see that “oo” makes: /ōō/ as in “book.” using some of the games and activities force the lessons. They’re *fun*!)

/ōō/ = oo

look	cook	cook-ie	cook-ies
good	wood-en	hood	stood
book	brook	took	nook
shook	soot	wool	hook
woof	roof	foot	foot-step

sooty cookie	good book	took hood
stood brook	wood foot	woof woof
wool hook	footstep	shook hoof
crooked book	hook foot	look cookies

look sooty Look at that sooty, wooden roof!
 stood brook We stood in the brook and shook.
 good cookies Look, Gus took ten good cookies!
 cookbooks Good cooks look at good cookie cookbooks.



We **CAN'T** LEARN how to be **BRAVE** if we've only had **WONDERFUL THINGS** happen to us!

/oo/ = oul

“oul” is not really a digraph, but it has the same sound as the digraph we have just learned, /oo/. There are only a few words with this combination:

could would should

/oo/ = u

There is a small group of words in which “u” has this sound as well. When reading books later, if you are not sure what sound the “u” makes in a word, try reading it with both /ü/ and /oo/. You will soon see which sound fits! Read across the page:

pull	full	bull	bul-let
push	push-y	bush	bush-y
put	put-ting	pud-ding	pul-ling

/oo/ = oo, oul, u REVIEW

could put	should push	full bush
bushy hoof	would pull	put pudding
would push	bull could	bullet could
full bush	pushy bull	pulling bull
could push	should put	full pudding
would look	brook could	should cook
bullet shook	foot would	roof should

If you AIM HIGH, you can't SHOOT yourself in the FOOT!



/oo/ = oo, oul, u Review

would cook	He would cook if he could just find a good cookbook.
stood putting	I stood and shook, putting one foot in the brook near the woods.
should look	I should look at that good book. Would you put it down?
took pudding	Gus took a good cookbook and cooked a pot full of pudding.
could push	We could put a hook on the hood, and push and pull it.
stood wooden	The good pup stood in the bushes on a wooden box. Woof!
pushed sooty	He pushed the sooty bull's hoof. It stood and looked mad.
look wool	Look, this wool is full of hooks!



SAY what you MEAN,
and MEAN what you SAY ...
but **DON'T** say it **MEAN!**

/ô/ = au, aw, al, all, o

The diacritical mark for this sound is called a circumflex. Try looking up one of these words in the dictionary. "Haul," for example, is shown as "hôi." Read down each group of words:

/ô/ = au

Paul
haul

pause
cause



sauce
fault

Maude
clause

Paul pause

haul sauce

cause Maude

Maude fault

pause clause

Paul sauce

/ô/ = aw

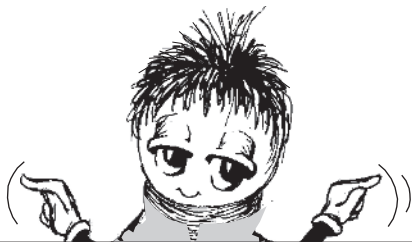
(This sound is spelled "aw" when it occurs at the *end* of a word.)

saw
law
hawk

jaw
paw
draw

dawn
yawn
lawn

thaw
crawl
shawl



*People who just WAIT for something to TURN UP
might BEGIN with their OWN SHIRTSLEEVES!*

/ô/ = AU, AW REVIEW

draw jaw

paw claw

Paul's jaw

cause law

saw dawn

draw claw

haul lawn

crawl lawn

hawk pause

thaw sauce

Maude yawn

fault clause

hawk crawl

Maude's shawl

pause dawn

/ô/ = al

When the letter “a” is followed by “l” it usually sounds like /ô/. Read across:

halt	hal-ter	false	fal-ter
al-so	al-most	al-ways	salt
al-ter	al-ter-nate	bald	scald

alter salt	almost bald	also scald
also halt	almost halt	always halt
always falter	false halter	also alternate

/ô/ = all

(This sound is spelled
“-all” at the *end* of a word.)

all	wall	mall	fall
tall	stall	call	call-ing
hall	ball	small	small-er

/ô/ = AL, ALL REVIEW

tall hall	all bald	alter ball
also fall	small wall	false salt
scald ball	falter stall	also small
almost tall	always halt	small halter



*It's nice to know
that when you
HELP someone up a HILL
you're a little nearer to the top YOURSELF!*

/ô/ = o

“o” is not a digraph, but in a number of words the “o” has the “ô” sound instead of “ö.” The sounds are very similar, but the name of something to eat will quickly show you the difference:

hôt dôg

When reading books, if you are not sure which sound the word has, try both. *One* will fit! Read across the page:

dog	hog	fog	log
clog	smog	frog	lost
boss	cost	off	of-fer
soft	loft	floss	cross
moss	loss	toss	frost

/ô/ = AU, AW, AL, ALL, O REVIEW

salt hog	dog paw	Paul tall
crawl fog	hog sauce	call dog
tall hawk	lawn cost	call boss
also offer	cross lawn	all sauce
frog yawn	frost thaw	crawl loft
dog halter	false dawn	lost shawl
toss floss	almost clog	saw smog
soft dawn	Maude cross	moss lawn
small frog	always yawn	small fault



*Hardening of the HEART ages people more quickly
than hardening of the ARTERIES ...*

/ô/ = au, aw, al, all, o Review



Please, PLEASE continue to TAKE YOUR TIME with each lesson. You are reading VERY WELL by now, but these lessons are more complicated and take more time to read with ease. Remember this: professional football players or dancers are not good just because they already KNOW the game or the dance. They perform so well because they spend a LOT OF TIME practicing the things they ALREADY KNOW!

small yawns	His small pup yawns and crawls on his paws to the ball.
hawk almost	We saw the small hawk almost fall on the frosty lawn.
cross offered	Gus felt cross when he saw all the roast hog offered for dinner.
all halted	They all halted and saw the soft, pink dawn cross the sky.
frog draw	I saw a small frog I could almost draw, and also a dog.
always halts	Paul always halts and crawls on the tall, mossy log in the fog.
Maude soft	Maude offers almost all her cash for the small, soft dog.
Paul floss	Paul did not always floss, and he lost almost all his teeth.

Three-Consonant Beginnings

So far we have had words with double-consonant beginnings, as in “trip.” Now let’s read words with *three-letter* consonant beginnings. Read down each group:

rip	ray	ream	ice
trip	pray	cream	rice
strip	spray	scream	thrice
rain	rap	lat-ter	ash
train	trap	plat-ter	rash
strain	strap	splat-ter	thrash
ripe	ray	ram	roll
tripe	tray	cram	troll
stripe	stray	scram	stroll

The *first* word is also part of the *second* word in each phrase below. (Note, however, that they have different meanings.) Read across the page:

at splat	rap scrap	lit split
ill thrill	raw straw	rub scrub
lint splint	lash splash	rice thrice
ape scrape	row throw	retch stretch
ink sprinkle	ring string	lend splendid
ream stream	rush thrush	ram scramble



We make a **LIVING** by what we **GET** ...
but we make a **LIFE** by what we **GIVE**!

Practice a group of these words at a time, reading down. Then read them *across*. (It's fun to use these words with one of the activities or games beginning on page 255!)

thr-

thrill
threw
three
throat
thrash
thrush
thrown
throw
thrice
thread

str-

strip
straw
street
string
strap
stream
strong
stroke
stretch
strange

scr-

scrap
scratch
scream
scrub
scrape
screen
scruff
scram-ble
scruf-fy
Scrooge

spl-

split
splat
splash
splint
splin-ter
splat-ter
sprin-kle
splen-did
splay
splut-ter

All of these words contain *short vowels*. Read down, then across:

strap

scrap

thrash

splat

strip

scrub

throb

split

struck

scratch

thrill

splen-did

All of these words contain *long vowels*. Read down, then across:

stray

scrape

three

thrice

street

screen

throw

spray

strike

scream

three

stroke

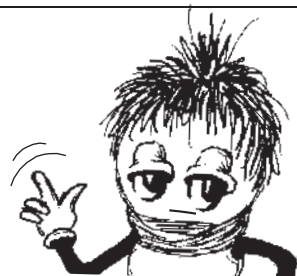
The words in each phrase begin with the *same* three-letter consonant blend:

three thrush	strip string	straw strap
throat thrill	threw three	split spleen
split splinter	stroll street	spring sprint
throw thrash	strain strap	scrimp scrap
strong stroke	stripe strife	stream stretch
splatter splint	scrub scrape	splendid splash
scratch scream	scruffy screen	scramble scream

The words in these phrases begin with *different* three-letter blends:

scrub strip	throw splat	three strikes
straw splinter	spray street	thrash Scrooge
stroke throat	three splints	stretch thread
thrush splash	threw screen	splendid street
splatter stream	splendid stroll	scratchy throat
sprinkle splatter	strong splinter	scruffy spread
strip sprinkler	strain scramble	spring thrush
strange script	throw strike	thrifty scrap

The GREATEST IGNORANCE is to reject something
you know NOTHING ABOUT!



Three-Consonant Beginnings Review

Read as many of these sentences as you can. It may take several efforts to read them all—just read what you can, and save the rest for another day.

(And remember: try to incorporate some of the activities and games beginning on page 256 when doing these lessons. These words can be difficult to read, and making a game out of it helps take the pressure off and makes it more fun as well!)

splashes splatters The rain splashes and splatters
as it strikes the strong screen.

scrapes splendid Gus scrapes and scrubs the
splendid cream on his plate.

three strange Three strange flies thrash and
strain in the strong bug strip.

stream splashes The stream splashes and sprays
my three backpack straps.

splendid thrush We scramble and strain to stroke
the splendid spring thrush.

thrashed strikes The boy screamed and thrashed
as he threw three strikes!

scratched scraped She scratched and scraped her
splinter, and it throbbed.

scrambles strains Gus scrambles and strains as he
strolls up the scruffy street.



Life is more FUN when you DON'T KEEP SCORE!

Short-Vowel Spelling Patterns

/ĕ/ = ea

On page 99 we learned that the digraph “ea” sounds like /ĕ/. Sometimes it sounds like /ē/ as well.
Read across the page:

dead
breath
heav-y
weath-er
heav-en
wealth

read
deaf
stead-y
leath-er
leav-en
health

bread
head
read-y
feath-er
sweat-er
in-stead

/ĕ/ = a, ai

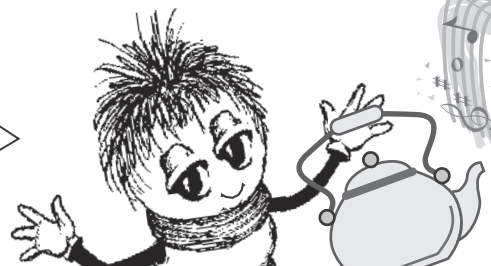
In a few words, /ĕ/ is spelled “a” or even “ai”!
Read down the page:

any
many

a-gain
said

foun-tain
moun-tain

*OPTIMISM is that cheerful frame of mind
that enables a TEA KETTLE to SING
even though it's in HOT WATER up to its NOSE!*



ready again
breath said
wealth again
leather instead
against mountain
heav-en-ly weather

said deaf
health bread
feather head
heavy sweater
steady fountain
any mountain

We have already learned that added to the end of a word. sounds like /i/. Read across

/ĭ/ = y

“-y” sounds like /ē/ when it is In the *middle* of a word, “y” the page:

myth

gym

sym-bol

lyr-ic

crys-tal

cyn-ic

syr-up

typ-i-cal

sys-tem

Lynn

hymn (The “n” is silent.)

mys-ter-y

Flynn

hys-ter-ic-al

Syl-vi-a

syn-thet-ic

hyp-no-sis

sym-pa-thy

/ĭ/ = ui

In a few words “ui” can sound like /i/ also. Read across the page:

build

built

builder

guild

guilt

guilty

guilty Lynn

typical builder

Flynn builds

Sylvia’s guild

lyr-i-cal hymn

build-ing gym

crystal building

built cyl-in-der

synthetic syrup

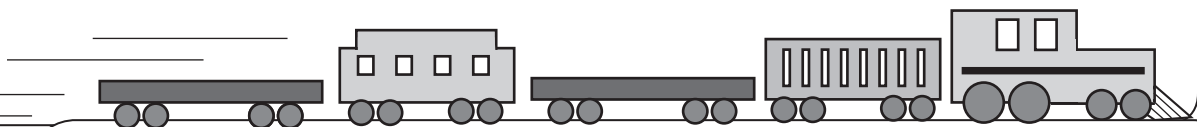
sym-bol-ic myth

gym-nast guilty

hypnosis system

sym-pa-thet-ic Lynn

hys-ter-i-cal cynic



Even if you’re on the RIGHT TRACK, you’ll get RUN OVER if you just SIT there!

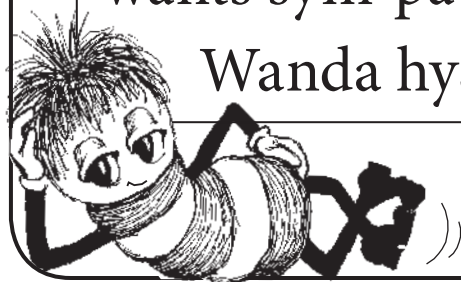
/ŏ/ = a A few “a” words sound like /ŏ/.
Read across the page:

wand	wander	wasp
want	wanted	wanting
father	wanton	Wanda

Wanda wants father wanders

/Ė/ = EA, AI; /Ĭ/ = Y, UI; AND /Ŏ/ = A REVIEW

Wanda read	deaf wasp
health system	Lynn wants
wants syrup	father builds
already guilty	Flynn read
heavy crystal	want leather
read mystery	crystal wand
steady fountain	wanton cynic
heav-en-ly hymn	symbol wealth
gymnast wanders	Cyril's sweater
mountain weather	typical builder
wants sym-pa-thy	Sylvia's feather
Wanda hys-ter-i-cal	wander mountain



More people RUST OUT than WEAR OUT ...

/ŭ/ = o

At times “o” is pronounced /ŭ/. These letters frequently have “m” or “n” next to them. Read across the page:

won	son	from	done
none	ton	mon-ey	some
lov-er	cov-er	a-bove	a-mong
shove	glove	com-fort	hon-ey
oth-er	moth-er	broth-er	a-noth-er
mon-key	don-key	noth-ing	Mon-day

one (wŭn) once (wŭns) of (ŭv)

/ŭ/ = ou

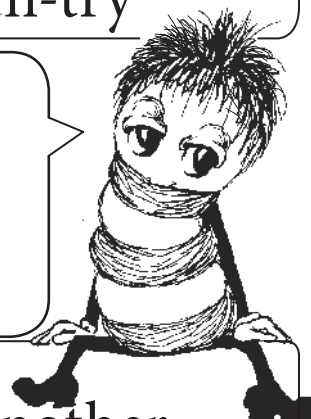
In a few words, “ou” sounds like /ŭ/:

touch	young	cous-in
couple	double	coun-try

Sometimes even “oo” and “a” sound like /ŭ/!

/ŭ/ = oo, /ŭ/ = a

flood blood was (wŭz)



was from	one glove	of another
love honey	once flood	above cover
of country	among some	once mother
from cousin	nothing done	donkey was
comfort son	touch monkey	ton of blood
double money	young couple	brother shove

Schwa /ǘ/ = ə

In multisyllable words, the unaccented vowel sounds (including vowel digraphs) often resemble /ǘ/. The diacritical mark for this sound is “ə.” It is called a “schwa,” a German word that means silence instead of a vowel sound. It isn’t really silent, but is indefinite and neutral in sound. It certainly makes spelling a lot more complicated, since the schwa sound can represent *any one* of the vowels! You may prefer to just read these words for now, and learn to spell them later. (**Note:** The schwa sounds on this page are all highlighted.)

so'-fa	(a = ə)	so'-fǘ
spo'-ken	(e = ə)	spo'-kǘn
san'-i-ty	(i = ə)	san'-ǘ-ty
gal'-lop	(o = ə)	gal'-lǘp
fo'-cus	(u = ə)	fo'-cǘs

Many words beginning or ending with an unaccented “a” have the schwa sound:

a-rise'	a-woke'	a-lone'	a-way'
a-while'	a-void'	a-round'	a-cross'
at-tack'	at-tain'	at-tend'	at-tach'
tu'-ba	dra'-ma	ex'-tra	so'-fa
so'-da	chi'-na	ze'-bra	del'-ta
for'-mu-la	ba-nan'-a	um-brel'-la	va-nil'-la

We see it frequently with ending syllables, but the schwa can occur *anywhere*:

se'-cond	spi'-nal	dir-ect'	lem'-on
se'-rum	lov'-a-ble	les'-son	man'-age
cho'-sen	meth'-od	ve-loc'-i-ty	de-vel'-op



An APOLOGY is a GOOD WAY to have the LAST WORD ...

/ŭ/ = o, ou, oo, a, ə Review

glove another	Bud lost his glove but got another one from Mom.
double banana	Gus just loves to munch a double banana nut soda.
nothing done	Nothing was done to stop the flood from coming.
monkey shoved	One month a young monkey shoved my brother.
once blood	Once some blood was taken from my other son.
loved touch	Mother loved to touch the fat, young, fluffy puppy.



Problems can be OBSTACLES or STEPPING STONES, depending upon how we see them ... (Obstacles are those depressing things we see whenever we stop looking at our GOALS.)

All of the vowels in the following sentence have the same sound: /ŭ/. Copy it, and circle all the different spelling patterns of this sound. Then write your *own* sentence, using as many of these spelling patterns as you can think of:

Once Bud's young pup was running from a flood.

Short-Vowel Spelling Patterns Review

The words in each phrase have the *same* short-vowel sound. Read across:

one ton

built gym

want father

double cover

won money

young couple

steady head

another flood

comfort son

country cousin

The words in each phrase have *different* short-vowel sounds. Read across:

once again

father ready

cover syrup

Lynn's cousin

build above

another hymn

steady couple

Monday again

touch crystal

wants mystery

typical father

wander mountain

father crystal Lynn's father built another heavy
crystal fountain in the country.

steady builds Steady rain builds another flood
in typical mountain weather.

again cover Once again, it comforts Gus to
cover banana nut bread with
tons and tons and tons of honey
syrup!



LEARN from the mistakes of OTHERS ...
for none of us can ever LIVE long enough to make them all OURSELVES!

Contractions

A CONTRACTION is what happens when *two words* are run together to make *one word*, and *one or more letters* are removed from the second word.

An APOSTROPHE is substituted for the missing letter(s). We use contractions as *short-cuts* when reading or speaking. Here is an example:

I am = Iam = Iam = I'm

is = 's

she is = she's

he is = he's

it is = it's

are = 're

we are = we're

they are = they're

you are = you're

will = 'll

I will = I'll

he will = he'll

she will = she'll

we will = we'll

it will = it'll

you will = you'll

they will = they'll

not = n't

is not = isn't

are not = aren't

do not = don't

(düz) does not = doesn't

did not = didn't

can not = can't

could not = couldn't

was not = wasn't

were not = weren't

(häv) have not = haven't

has not = hasn't

had not = hadn't

should not = shouldn't

would not = wouldn't

Contractions Review

Read and write each sentence. Then name the *original words* in each contraction:

It's raining.

They'll come soon.

You haven't eaten.

They're running.

You're limping.

He's running very fast!

She'll eat later.

We aren't afraid.

I wasn't kidding.

They weren't asleep.

Isn't Gus funny?

She doesn't think so.

I don't have it.

I wouldn't trust him.

He can't swim yet.

They couldn't sleep.

Shouldn't we go?

We'll move soon.

He didn't sing well.

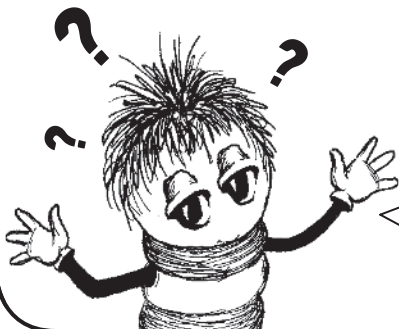
It'll be fine.

We're eating lunch.

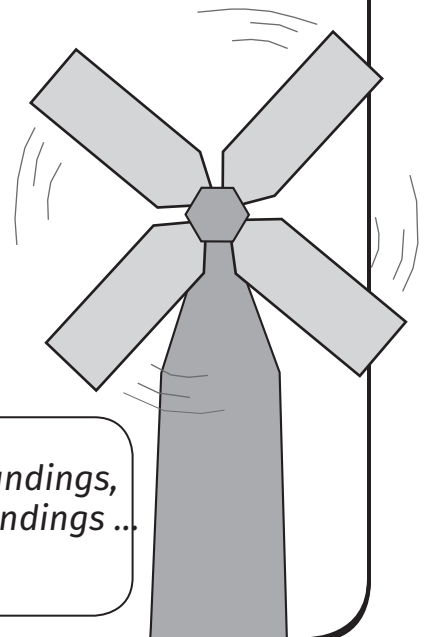
She's sick.

He'll be careful.

I'm going.



The windmill is moved *BY* its surroundings,
but the electric fan *MOVES* its surroundings ...
WHICH ONE ARE **YOU**?



Silent Letters: -le

We have had a few silent letters so far, like the “magic e,” the “e” in “-ce,” and the “l” in “-ould.” Here are some more. When a multisyllable word ends in unaccented “-le,” the “e” is silent. On page 110 we learned that consonant endings on short-vowel words must be doubled before adding other endings. This is true for “-le” endings as well. Also, note how “-le” words are divided: except for “-ckle,” the letter *before* the “-le” ending is kept *with* the “-le.” Read down each group:

-ckle

tick-le
pick-le
cack-le
crack-le

-ple

sim-ple
sam-ple
dim-ple
pim-ple
top-ple
ap-ple

-fle

raf-fle
ruf-fle
muf-fle
shuf-fle

-gle

an-ple
tan-ple
bun-ple
jun-ple
jan-ple
jin-ple
tin-ple
sin-ple

-dle

sad-dle
pad-dle
han-dle
can-dle
mid-dle
mud-dle
noo-dle
poo-dle

-ble

gob-ble
hob-ble
bab-ble
dab-ble
bum-ble
rum-ble
tum-ble
crum-ble
grum-ble
a-ble
ta-ble
ca-ble
fee-ble
bub-ble
dou-ble
trou-ble
ter-ri-ble
hor-ri-ble

-tle

tat-tle
cat-tle
lit-tle
brit-tle
ket-tle

-zle

siz-zle
fiz-zle
raz-zle
daz-zle
nuz-zle
puz-zle
ouz-zle



The
LESS
you talk,
the
MORE
you are
listened to!



Silent -le Review

The words in each phrase mostly are the *same* except for the beginning letters:

razzle dazzle	tickle pickle	huddle cuddle
apple dapple	cattle tattle	simple dimple
feeble steeple	jingle jangle	middle riddle
sizzle fizzle	poodle noodle	double trouble
snuffle truffle	muddle puddle	mumble grumble

The words in these phrases are mostly *different*, and have different beginning letters:

shuffle table	gobble apple	humble Mable
kettle jingle	cattle hobble	little apple
double ruffle	tickle poodle	nibble truffle
puzzle tangle	jungle muddle	sample pickle
terrible trouble	horrible rumble	poodle puddle

tickle cuddle Gus likes to tickle and cuddle his simple, little poodle.

middle muddle I'm in the middle of a muddle as I fumble with this puzzle!

snuffles truffles Gus snuffles truffles, and his poodle nibbles noodles.

kettle sizzles The little kettle sizzles, fizzes, and bubbles on the table.

NOBODY ever left footprints in the sands of time by SITTING DOWN!

Silent Letters: k, w, l, b, t, h

Silent letters can be complicated to learn. This section also may be more difficult because the vowel sounds are quite varied. Therefore, some of the more difficult words are written with diacritical marks for those of you who might find them helpful.

k



Read across the page:

knot

knob

knelt

knit

knit-ted

knit-ting

knock

knack

knuck-le

knife

know

known

knee

kneel

kneel-ing

w

wrist

wrap

wreck

wring

wrong

wrung

write

wreath

wrote

l

talk (tôk)

walk (wôk)

stalk (stôk)

half (hăf)

calf (kăf)

chalk (chôk)

knock wrist

knee kneel

stalk calf

wrong knee

knock chalk

write half

half wrong

wrote talk

calf kneel

wrap knife

knelt wreck

know walk

knitted wrap

know knack

wrong knob

wring knuckle

wrap wreath

known knot

People who are all wrapped up in themselves
are OVERDRESSED!



b

dumb
lamb
climb
comb

numb
limb
climb-ing
plumb-er

crumb
bomb
climb-er
thumb-ing

t

of-ten (ôfən)
nes-tle (nēsəl)
lis-ten-ing
has-ten (hāsən)

sof-ten (sôfən)
wres-tle (rēsəl)
glis-ten (glīsən)
chas-ten (chāsən)

lis-ten (līsən)
wres-ting
cas-tle (kāsəl)
whis-tle (wīsəl)

h

hour (our)
honest (ônəst)
ghost (gōst)

hour-ly
hon-est-ly
ghast-ly (găstlē)

ghet-to (gětō)
honor (ônər)
ghoul (gool)

listen often

castle nestle

climb limb

lamb glisten

ghastly climb

listen ghetto

wrestle crumb

numb thumb

lamb nestle

often wrestle

dumb ghost

hourly climb

soften thumb

listen whistle

honest honor

plumber hasten

climbing limb

ghastly bomb

Silent k, w, l, b, t, h Review

dumb lamb The dumb lamb knows
how to climb in my lap and
nestle.

often talk They often talk and whistle
as they hasten up the peaks.

thumb knife Gus cut his thumb with a
knife when he ate half of the
calf.

plumber knows The plumber knows our sink
well. Honestly, it is a wreck!

walk castle We often walk to the castle
and listen to the hourly talk.

kneels knocks She kneels and knocks half of
the knitting from her wrist.

knows knees She knows how to walk on
her knees and her thumbs.

honestly wrong Honestly, this is the wrong
walk. We must hasten home.



*A mind stretched to a **NEW IDEA**
never goes back to its original dimensions!*

Silent gh

There are three main patterns to silent “gh”: “igh,” “ough,” and “augh.” (Remember to put a piece of paper underneath the line you are reading if it makes it easier for you, or just move your finger underneath each word.) Read across the page:

/ī/ = igh

sigh

sight

plight

fight

flight

fright

tight

right

might

light

slight

bright

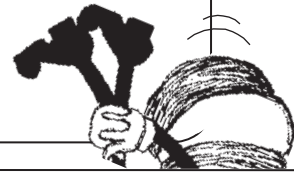
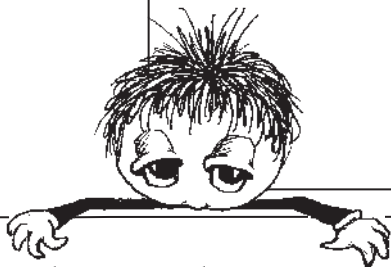
night

high

thigh

*Each of us is born with TWO ENDS ...
one to SIT ON, and one to THINK WITH.
SUCCESS depends upon which
one we use more ...*

HEADS we **WIN** ...
TAILS we **LOSE**!



light night

right flight

thigh high

might sigh

night fright

tight fight

right thigh

night light

slight sigh

might light

high flight

right sight

slight fight

bright light

sigh plight

fright sight

night flight

sight light

/ô/ = ough, augh

ought

thought

caught

slaugh-ter

naugh-ty

fought

sought

taught

haugh-ty

naugh-ti-er

bought

brought

daugh-ter

fraught

naugh-ti-est

/ô/ = ough

though

dough

al-though

thor-ough

/ou/ = ough

bough



*Some people are a lot like BOATS ...
They TOOT LOUDEST when they're in a FOG!*

crawl caught

fought cause

brought salt

bought sauce

halt slaughter

sought dough

although naughty

Paul ought

caught paw

taught Paul

brought halter

small daughter

almost thought

Maude thorough

Silent gh Review

might though

Gus might take a night flight,
though he fights his fright.

brought right

Paul brought the right game.
He thought it might be
taught.

ought thought

She ought to have thought of
her bright daughter.

small daughter

His small daughter might put
bright lights on her high tree.

although caught

The thief fought, although he
got caught in the night light.

sighed thought

I sighed as I thought of how I
sought the right dog.

fight fright-ful

The fight was a frightful
sight, and was brought to a
halt. Maude was naughty!



*A smile is a CURVE
that can set
a lot of things STRAIGHT!*



/ā/ Spelling Patterns

Sometimes “ei” and “eigh” sound like /ā/. Read across the page:

/ā/ = ei

vein

veil

skein

feign (silent “g”)

rein

rein-deer

/ā/ = eigh

Here is a new verse to the poem we learned on page 170:

*“I” before “e” except after “c,”
or when sounding like /ā/
as in “neighbor” and “weigh.”*

eight

eighth

sleigh

weigh

weight

freight

neigh

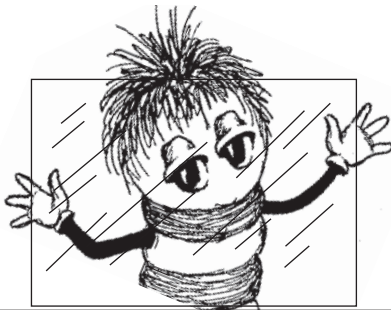
neigh-ing

weigh-ing

neigh-bor

neigh-bor-ly

neigh-bor-hood



*Keep yourself clean and bright ...
YOU are the window through which
you must see the WORLD!*

eight veils

neighbor

weigh veil

weigh freight

feign vein

weigh skein

vein weight

weigh sleigh

eight sleighs

reindeer neigh

eighth sleigh

neighborhood

There are two more spelling patterns for /ā/.
Read down the page:

/ā/ = ey

hey

prey

o-bey

they

grey

sur-vey

/ā/ = ea

steak

break

great

rump-steak break-in

great-ness

*The FRIENDS we choose are like ELEVATORS ...
They can help us RISE to the TOP,
or they can drag us DOWN to the BOTTOM!*



/Ā/= EI, EIGH, EY, EA REVIEW

they feign

veil great

they prey

steak neigh

great veil

neighborly

sleigh rein

they obey

obey survey

they weigh

grey sleigh

weigh freight

great steak

sleigh straight

ate rump steak

eighth break

break survey

obey neighbor

weigh steak

rump steak

survey break-in

/ā/ Spelling Patterns Review

obeyed eighth They obeyed and grabbed the eighth rein on the sleigh.

they survey They survey their prey and think, "Great rumpsteak!"

neighborhood They wore their great veils in the grey neighborhood.

eight gained Gus ate eight great steaks, and he gained a lot of weight.

great break They pray the great doctor will not break eight veins.

they sleigh They played on a great sleigh pulled by eight tiny reindeer.

neighbors Eight great neighbors stay to help weigh the freight.

eighteen They had eighteen grey days of rain in Spain!



*Don't just WAIT for opportunity to come knocking at your door ...
Go out and FIND it!
If you're looking for a BIG OPPORTUNITY, seek out a BIG PROBLEM ...
PROBLEMS are nothing but OPPORTUNITIES IN WORK CLOTHES!*

s = /z/, /zh/, /sh/

On page 59 we learned four words in which “s” sounds like /z/: “is,” “his,” “as,” and “has.” Words ending in “-se” can also sound like /z/. Read across the page:

rose

pose

nose

rise

a-rise

wise

ease

tease

please

chose

choose

cheese

use

fuse

re-fuse

pause

clause

be-cause

Here are some words where “s” sounds like /zh/:

a-zure

plea-sure

mea-sure

trea-sure

And here are two “s” words that sound like /sh/!

sure

sugar

please pose

please rise

sugar nose

use treasure

measure nose

sure please

choose sugar

sure-ly please

tease Rose

azure treasure

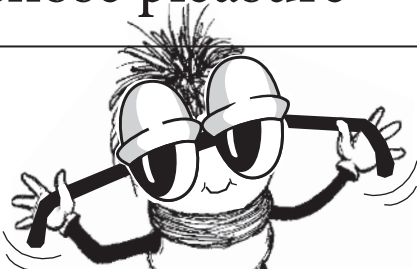
measure fuse

wise because

chose pleasure

wise pleasure

refuse cheese



*The real voyage of discovery consists
not of seeking NEW LANDSCAPES,
but of having NEW EYES!*

s = /z/, /zh/, /sh/ Review

pleased treasure I am pleased beyond measure
to win the azure treasure.

surely measure It's surely not easy to measure
the alligator's long nose.

pleasure because Gus gets pleasure because his
nose is in sugar and cheese.

pauses refuses Rose pauses and wisely refuses
to choose the easy path.

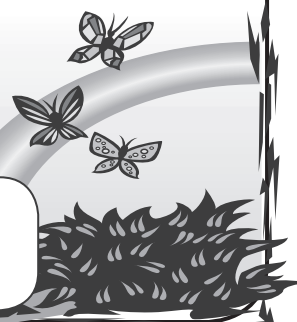
chose because She chose to pause because
the azure rose was thorny.

arises pauses He arises, pauses, and blows
his nose. He surely has a cold!

refuses teasing He refuses to stop teasing
Gus. Rose pauses, rises, and
says: "Please do not tease Gus
any more!"



Happiness is not the ABSENCE of conflict, but the ability to COPE with it ...
It takes both sunshine AND rain to make a LOVELY RAINBOW!



/f/ = ph

Read across the page:

phone

phys-ics

pam-phlet

phon-ics

phase

pho-ny

phys-i-cal

el-e-phant

or-phan

phrase

tel-e-phone

Phil-ip

phan-tom

pho-to-graph

pho-no-graph

phony phantom

telephone orphan

physics pamphlet

phantom photograph

Philip's phonograph

elephant photo

orphan elephant

physical phase

phonics phrase

Phil's telephone

/f/ = gh

rough (rŭf)

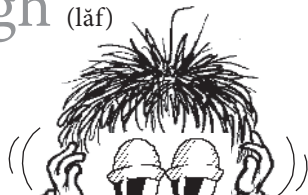
laugh (lăf)

e-nough (enŭf)

laugh-ing

tough (tŭf)

cough (kôf)



FREEDOM begins between your EARS!

tough

cough

laugh

enough

rough

laugh

enough

coughing

enough

laughing

tough

enough

/f/ = ph, gh Review

Read across:

tough physical
elephant cough
telephone Phil
Philip laugh
enough phonics
laughing orphan

tough phrase
rough cough
phony telephone
Philip photograph
enough laughter
laughing elephant

laugh phantom They laugh and laugh at the
phony phantom.

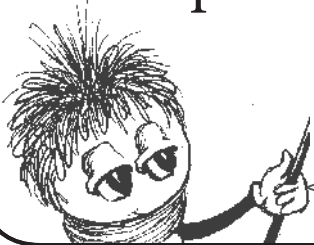
telephone rough Telephone Phil. He has a
rough cough and is in bed.

elephant tough Be careful! That elephant is
tough and rough.

orphan enough That orphan has had enough
rough times. Let's help!

photograph Phil Photograph Phil and his
fancy physics pamphlet.

Phil phonics Both Phil and Gus have had
enough phonics for today.



TRYING TIMES are NOT the times to
STOP TRYING!



/k/ = ch

Sometimes “ch” can sound like /k/! Read across the page:

chord

chor-us

ache

chron-ic

chron-i-cle

chem-ist

school

schol-ar

schol-as-tic

Chris-tie

chris-ten

Christ-mas (The “t” is silent.)

scheme

sched-ule

Chris-to-pher

christen Chris

school chronicle

chronic chord

chemist scheme

Christmas chorus

Christie scholar

Christopher ache

scholastic schedule

schedule Christie

Shall we schedule a day to
christen baby Christie?

chemist scheme

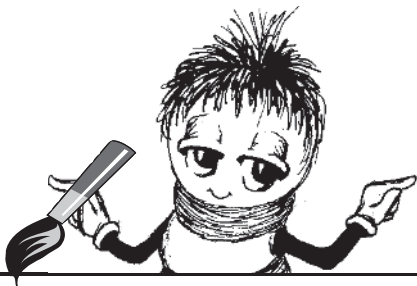
The chemist has a scheme
that cures a chronic cough.

Christopher aches

Christopher aches to sing
in the Christmas chorus.

school schedule

Chris has a very long
school schedule this year.



ATTITUDE is the mind's PAINTBRUSH ...
It can COLOR any situation!



Another r-Modified Vowel Sound

When “e” is added to a word *ending* in “-ar,” it makes an *entirely new* r-modified vowel sound, which sounds like “air.” There are several ways to spell this sound. Read across the page:



/âr/ = -are

fare	care	bare	dare
share	stare	glare	rare
spare	scare	snare	mare
ware	blare	flare	pare

/âr/ = -air

air	fair	pair	hair
lair	stair	flair	chair

/âr/ = -ear

bear	tear	wear	pear
------	------	------	------

/âr/ = -ere

there (refers to “direction”) where



ONE MORE word has this sound. It sounds exactly like “there,” but is spelled differently and has a completely different meaning:

their (means “belonging to them”)

Where are their cakes? Over there?

/âr/ = -are, -air, -ear, -ere, -eir Review

dare bear	fare there	their pair
flair wear	rare pear	snare lair
bare chair	bear stare	stair there
scare bear	share flare	fair Claire
their mare	Mary cares	where hare

share chair Mary, please share that fair
chair over there with Claire.

where hairy Where is their rare pair of black
hairy bears?

stare tear They dare to stare at the tear in
my spare pair of pants.

scary bears The scary bears glare and stare
in their lair under the stairs.

Blair pears Mary and Blair stare at their
fair share of rare pears.

dares wear Mary dares Gus to wear his pair
of rare boots to the fair.



*The GREATEST OAK was once a LITTLE NUT
that HELD ITS GROUND!*

A Spelling Grab Bag

This section deals with some spelling rules that are really useful to know. Just look them over for now. You can learn them more thoroughly at a later date:

Homonyms

Strictly speaking, true *homonyms* have the *same* sound and spelling, but *different meanings*. The meaning needed is determined by the context of the word within the sentence:

I **can** read well. We **can** apples in the fall.

I cannot **bear** snakes. He saw big **bear** tracks.

That **rose** is very red. I **rose** from my chair.

Homophones

On pages 169 and 170 we learned about words that *sound* the same, as homonyms do, but have different *spellings* as well as meanings, such as “too,” “to,” and “two.” (See also “their” and “there” on page 224.) These words are called *homophones*.

Homophones certainly make life complicated when it comes to spelling! The more you read, however, the better you will be able to select the correct spelling when you need to write any of these words.

Write a simple sentence using each of the words listed below. Use the dictionary to find out the meaning of any word you are unsure of:

here hear

do due

shoo shoe

break brake

no know

shone shown

raise rays

cheep cheap

to two too

blue blew

pane pain

steak stake

great grate

there their

steel steal

choose chews

If you can't
get people
to listen
any other
way,
tell them
it's a
SECRET!

(Ssshhhhhhhhh)



There are many more. I'll bet *you* can think of some that are not listed here! It's fun to keep a list and see how many you can come up with.

Homographs

Homographs, like homonyms, are words that are spelled the same way and have different meanings. But homographs usually have different *pronunciations* also! As with homonyms, it's easy to determine which meaning we need, just by reading the sentence. This "context clue" will tell us exactly which word fits.

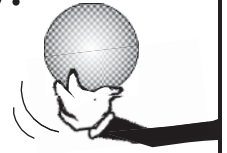
Ben likes to read books.

Ben read a book today.

*Learn from the OYSTER ... with a
LITTLE GRIT it can produce a PEARL!*

The actor took a bow at the end of the play.

Katie had a big, fat, pink bow in her hair.



We live in a small, wooden house.

I like to hear a live band best of all!

Gus got a big tear in his best pants.

Jan felt sad, and a tear rolled down her cheek.

The dove sang and sang in the big pine tree.

Jan dove in the water, but bumped her head.

Gus will lead us to the table with cream cakes.

Gus' tummy feels as heavy as a lump of lead.

Homonym, Homophone, & Homograph Chart

	SOUND	SPELLING	MEANING
HOMONYMS	Same	Same	Different
HOMOPHONES	Same	Different	Different
HOMOGRAPHS	Different	Same	Different

Multisyllable Words with Suffixes

On page 70 we learned that when we add a suffix beginning with a vowel to a single-syllable, short-vowel word ending with only *one* consonant, we *double* that consonant before adding the suffix. In a *multisyllable*, short-vowel word, if the accent is on the *last syllable*, we *also* double the last consonant before adding these suffixes, in order to keep the short-vowel sound. Read across the page

sub-mit'

sub-mit'-ted

sub-mit'-ting

ad-mit

ad-mit-ted

ad-mit-ting

per-mit

per-mit-ted

per-mit-ting

com-pel

com-pel-led

com-pel-ling

If the accent is *not* on the last syllable, we *do not* double the final consonant before adding these suffixes:

mar'-ket

mar'-ket-ed

mar'-ket-ing

vis-it

vis-it-ed

vis-it-ing

trum-pet

trum-pet-ed

trum-pet-ing

hap-pen

hap-pen-ed

hap-pen-ing



It's FUN to mix these words up and try to spell them, because you can figure out the correct spelling by listening VERY CAREFULLY to hear which syllable is ACCENTED. It's like solving a PUZZLE! Try it.

admitted

visited

permitted

submitting

trumpeting

visiting

happened

compelled

marketed

permitting

happening

admitting

submitted

trumpeted

submitting

compelling

marketing

permitting

-ce, -ge

When a word ends in “-ce” or “-ge,” we keep the “e” before adding “-ous” or “-able.” This keeps the “j” sound of “g” and the “s” sound of “c”:

out-ra-geous

gor-geous

cou-ra-geous

peace-able

change-able

trace-able

no-tice-able

re-place-able

dam-age-able

-able, -ible

If a word is complete in itself *without* the ending, we usually spell it “-able.” If not, most of the time (but not always!) we spell it “-ible”:

read-able

tax-able

crush-able

suit-able

pack-able

pre-fer-able

bend-able

mend-able

pre-vent-able

cred-ible

vis-ible

ed-ible

pos-sible

ter-rible

com-pat-ible



*People are like stained glass windows ...
They SPARKLE and SHINE
when the sun is out,
but when the darkness sets in
their TRUE BEAUTY is revealed
ONLY if there is LIGHT WITHIN!*

Prefixes

A PREFIX is a syllable that is attached to the front of a word. Usually this changes the word's meaning. There are many prefixes, but we shall try just a few:

pre- (means "before," or "in front of")

pre-mix

pre-cool

pre-heat

pre-judge

pre-ma-ture

pre-pay

sub- (means "under," or "beneath")

sub-way

sub-let

sub-ma-rine

sub-di-vide

sub-mit

sub-tract

sub-con-tract

sub-arc-tic

sub-merge

re- (usually means "again," or "back")

re-act

re-do

re-copy

re-cov-er

re-place

re-paint

re-heat

re-fresh

re-turn

auto- (means "by oneself," or "by itself")

auto-mat

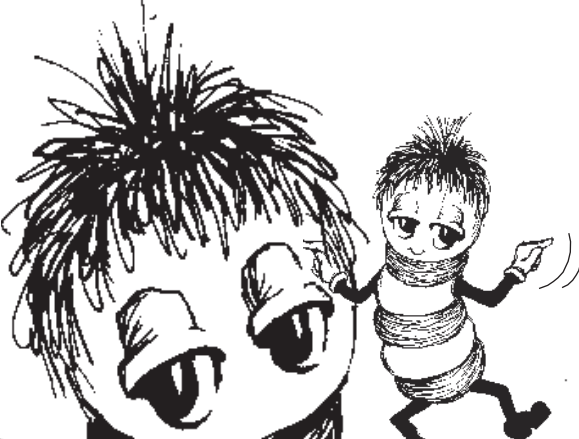
auto-mo-bile

auto-bus

auto-mat-ic

auto-mo-tive

auto-graph



*A DWARF standing on the shoulders
of a GIANT
can see FARTHER
than the
GIANT HIMSELF!*

un- (means “the reverse of”)

un-zip

un-like

un-kind

un-able

un-seen

un-cov-er

un-done

un-hap-py

un-luck-y

dis- (means “the reverse of”)

dis-able

dis-a-gree

dis-col-or

dis-pose

dis-o-bey

dis-cov-er

inter- (means “between two things”)

inter-act

inter-com

inter-lock

inter-mix

inter-change

inter-view

super- (means “extra,” or “above”)

super-mom

super-heat

super-son-ic

super-vise

super-vi-sor

super-no-va

super-hu-man

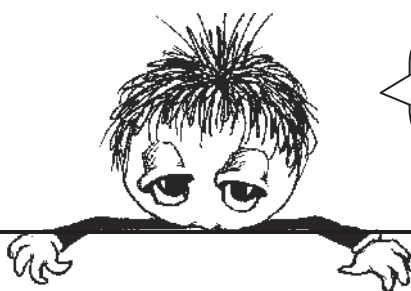
super-pow-er

super-sen-si-tive

super-mar-ket

super-in-ten-dent

super-im-pose



*The DIFFICULTIES in life are meant to
make us BETTER, not BITTER!*

Prefix Review

re-dis-cov-er super-no-va
rediscover supernova

inter-view super-mom
interview supermom

un-hap-py super-vi-sor
unhappy supervisor

inter-view super-pow-er
interview superpower

sub-merge sub-ma-rine
submerge submarine

pre-judge super-in-ten-dent
prejudge superintendent

sub-arc-tic super-mar-ke-t
subarctic supermarket

super-sen-si-tive auto-mo-bile
supersensitive automobile



*The best and most beautiful things in the world cannot be
SEEN or TOUCHED but are FELT in the HEART!*

More Suffixes

You have been introduced to suffixes in previous lessons—here are some more. (The “-tion” or “-sion” suffix is pronounced “/shun/.”)

/shun/ = -tion

sta-tion

na-tion

por-tion

sec-tion

va-ca-tion

pro-mo-tion

ed-u-ca-tion

ac-tion

ad-di-tion

ad-dic-tion

at-ten-tion

af-fec-tion

in-vi-ta-tion

foun-da-tion

/shun/ = -sion

vi-sion

mis-sion

ex-ten-sion

ex-plo-sion

ex-pres-sion

im-pres-sion

tel-e-vi-sion

-able

dur-able

de-sir-able

a-dor-able

rea-son-able

for-mi-dable

pre-sent-able

pre-vent-able

in-es-cap-able

en-able

ca-pable

val-u-able

pass-able

in-ca-pable

per-ish-able

im-prob-able

in-com-pa-rable

dis-able

no-table

port-able

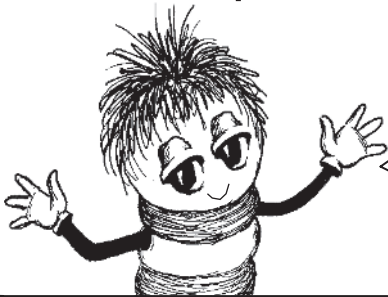
print-able

prob-able

de-lec-table

con-sid-er-able

in-dis-pen-sable



*When you were born, YOU cried and the WORLD rejoiced.
Live your life in such a way that when you come to die,
the WORLD cries, and YOU rejoice!*

-ness

good-ness	thick-ness	ill-ness
kind-ness	weak-ness	dark-ness
mad-ness	soft-ness	well-ness
nice-ness	bad-ness	wil-der-ness

-ful (means “full of”)

arm-ful	hope-ful	fear-ful
faith-ful	care-ful	pain-ful
play-ful	harm-ful	use-ful
won-der-ful	for-get-ful	thank-ful

-less (means “without”)

rest-less	reck-less	need-less
shift-less	help-less	end-less
worth-less	price-less	time-less
hope-less	point-less	home-less

-ment

place-ment	move-ment	treat-ment
state-ment	base-ment	a-bate-ment
pun-ish-ment	re-place-ment	re-fresh-ment
pave-ment	en-gage-ment	gov-ern-ment



WHO is right is never so important as WHAT is right!

Suffix Review

won-der-ful in-vi-ta-tion
wonderful invitation

pre-sent-able gov-ern-ment
presentable government

in-com-pa-rable va-ca-tion
incomparable vacation

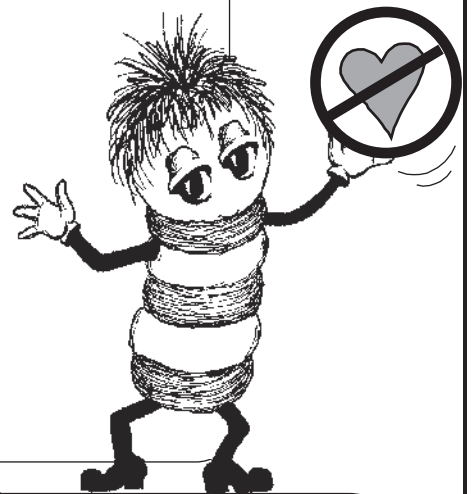
in-dis-pen-sable foun-da-tion
indispensable foundation

for-mi-dable mis-sion
formidable mission

de-sir-able pro-mo-tion
desirable promotion

a-dor-able ex-pres-sion
adorable expression

price-less wil-der-ness
priceless wilderness



The WORST PRISON of all is the one inside a CLOSED HEART.

Compound Words

A COMPOUND WORD is made by joining two complete words together to make a new word. It's fun to read the list below and determine which two words each one is made of! Compound words are *always* divided into the smaller words from which they are composed.

any-thing

hill-side

under-stand

classroom

without

bedroom

somebody

freeway

downtown

paycheck

clipboard

homework

sunrise

brainwash

earthquake

outdoors

supermarket

workout

datebook

overcome

pathways

superman

buckskin

footbridge

daybreak

hunchback

something

crackdown

tablecloth

underworld

playground

ballgame

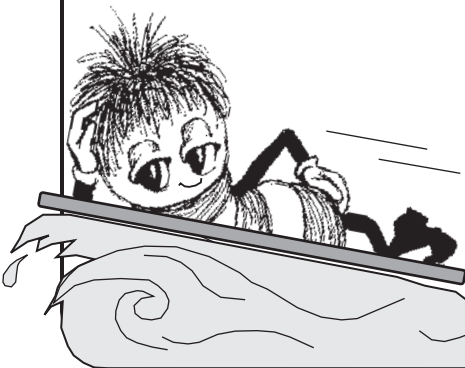
homesick

roommate

rosewood

underground

footsteps



We can't stop the WAVES, but we can learn to SURF!

Building Blocks

In each group of words, the top word is a part of every word listed below it. You will be *building words* from *blocks of syllables*. Try it ... it's *fun*!

board

board-ing

key-board

clip-board

rage

en-rage

en-rag-ing

out-ra-geous

back

back-ing

back-ward

out-back

press

ex-press

in-ex-press-ible

com-press-ing

check

check-er

re-check

pay-check

pass

under-pass

sur-pass-ing

un-sur-pass-able

front

front-ward

con-front

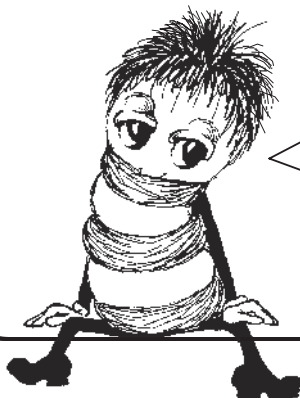
con-fron-ta-tion

cover

un-cover

un-re-cover-able

dis-cover-ing



May we have the grace
to ACCEPT the things we cannot change ...
the courage to CHANGE the things we can ...
and the WISDOM to know the DIFFERENCE!

mark
re-mark
re-mark-able
un-re-mark-able

come
wel-come
wel-com-ing
over-com-ing

see
fore-see
fore-see-able
un-fore-see-able

fort
com-fort
ef-fort
for-tress
ef-fort-less
com-fort-able
com-fort-ing-ly

sense
non-sense
sens-i-tive
super-sens-i-tive

force
en-force
force-ful-ness
re-in-force-ment

give
for-give
for-giv-able
un-for-giv-able

agree
agree-able
agree-ment
agree-ing
dis-agree
dis-agree-able
dis-agree-ment



*WINNERS never QUIT ...
and QUITTERS never WIN!*

tend

in-tend

in-tend-ing

super-in-ten-dent

under

under-stand

mis-under-stand

mis-under-stand-ing

mark

mar-ket

mar-ket-ing

mar-ket-able

mar-ket-a-bil-i-ty

sent

pre-sent

pre-sent-ed

pre-sent-able

un-pre-sent-able

tract

sub-tract

sub-tract-able

un-sub-tract-able

land

land-mark

play-land

out-land-ish

pen

play-pen

pen-cil

in-dis-pen-sa-ble

car-pen-ter

press

im-press

im-pres-sion

im-pres-sion-able

im-pres-sion-is-tic



His won-der-ful, re-mark-able auto-mo-bile
has a super-sen-si-tive inter-com.

A super-no-va is a fan-tas-tic star that can
sud-den-ly shine a bil-lion times bright-er!

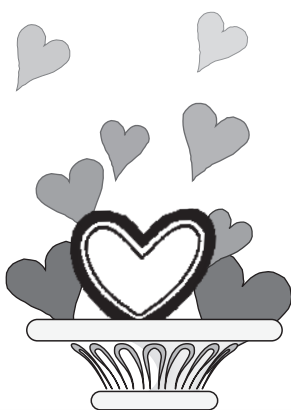
He seems to have a hope-less ad-dic-tion to
worth-less tel-e-vi-sion pro-grams.

She went to con-sid-er-able length to be
help-ful af-ter that dev-as-tat-ing earth-quake

I have the im-pres-sion that Gus loves end-less
por-tions of de-lec-table re-fresh-ments.

It is im-prob-able that we will dis-cov-er any
more gold in that hill-side wil-der-ness.

Aus-tra-lia has out-land-ish-ly huge
croc-o-diles in its re-mark-able out-back.



*Life itself can't give you joy,
unless you really WILL it ...
Life just gives you
time and space ...
It's up to YOU to FILL IT!*



Supermom's performance went fantastically well.

It is time to submerge the submarine. *NOW!*

I'm cold. This must be a subarctic supermarket.

Gus thinks he is going on a formidable mission.

Her cats possess the most adorable expressions.

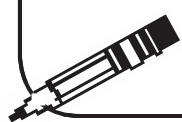
Soon she is going on an incomparable vacation.

Phonics is an unsurpassable tool for reading.

His expression at that moment was unprintable.

A strong foundation is indispensable to a house.

*... And now, my re-gret-ful but un-a-void-able
and in-es-cap-able con-clu-sion is that we have
just fin-ished this in-ten-sive and sub-stan-tial
book. This is the end.*



GOODBYE!

**We are all travelers as we pass over
the hills and valleys of life ...
But the journey of a thousand miles
STILL begins with**



**JUST
ONE
STEP ...**

**As did your journey through Phonics Pathways.
So where will you go now?
And what will you do?
It's a choice that's entirely up to YOU!**



**But wherever you go
and whatever you do ...**

"This above all:

**To thine own self
Be true!"**

—William Shakespeare

