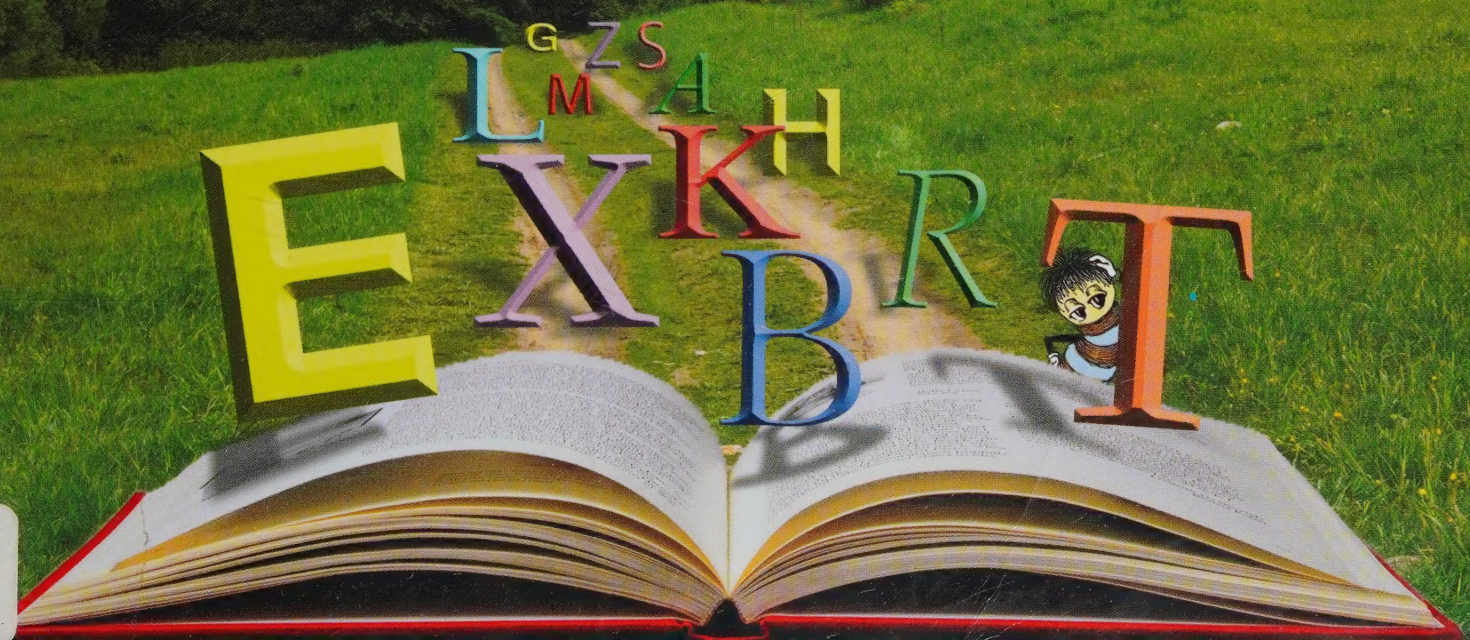


Phonics Pathways



Clear Steps to
Easy Reading and Perfect Spelling

Dolores G. Hiskes



MID-CONTINENT PUBLIC LIBRARY - BTM
15616 E. 24 HWY.
INDEPENDENCE, MO 64050



3 0003 01639215 9

Jossey Bass Teacher

Jossey-Bass Teacher provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning. We offer classroom-tested and research-based teaching resources for a variety of grade levels and subject areas. Whether you are an aspiring, new, or veteran teacher, we want to help you make every teaching day your best.

From ready-to-use classroom activities to the latest teaching framework, our value-packed books provide insightful, practical, and comprehensive materials on the topics that matter most to K-12 teachers. We hope to become your trusted source for the best ideas from the most experienced and respected experts in the field.

WITHDRAWN
FROM THE RECORDS OF THE
MID-CONTINENT PUBLIC LIBRARY

Praise for Phonics Pathways 10th Edition

By Dolores Hiskes

"Phonics Pathways is a classic proven solution to eliminate illiteracy in America. It provides teachers and parents with the tools to teach anyone to read fluently and proficiently. Dolores has captured the essence of effective, timeless teaching techniques with humor and precision, and put them into one simple to use, inexpensive manual. Every teacher of reading should have one."

—**Robert W. Sweet, Jr.**, president, *The National Right to Read Foundation*, former Reagan White House policy staffer, former senior staff member, U.S. House of Representatives, Committee on Education and the Workforce

"Phonics Pathways was crucial in teaching my eighth grade remedial reading class. The book worked beautifully with a full class of 31 students. The class moved from 48% of students reading far below basic to 13%. Below basic scores started at 44% to climb to 52% reading at the basic level on district administered tests."

—**Tasia James**, CORE teacher, *Christensen Middle School, Livermore, California*

"Phonics Pathways is the best book on the market for parents, teachers, or tutors who want to teach early reading skills. It provides research-based, explicit, systematic phonics and multi-syllable instruction in easy, self-guided lessons."

—**Catherine Froggatt**, R.N., Michigan State Director, *The National Right to Read Foundation*

"I've used *Phonics Pathways* with my struggling readers for years, and absolutely LOVE how well it has helped them learn to read with confidence. Now with the expanded section on dividing multi-syllable words, I finally have a way to teach reading multi-syllable words to ALL my students. I also love the addition of the pictures to illustrate every sound."

—**Trisha Sluder**, second grade teacher, *Murrieta Valley Unified School District*

"Phonics Pathways is a wonderful teaching tool! Every kindergarten and first grade teacher should have a copy in their hands. If this were the case, intervention in the grades that follow would be a thing of the past. Just like *Phonics Pathways*, I strongly recommend that teachers use *Phonics Pathways Boosters* during Workshop or Universal Access. Regular use of *Phonics Pathways* and *Phonics Pathways Boosters* will definitely boost your students reading scores!"

—**Pamela M. Barret**, instructional coach and consultant



“I am trained in dyslexia and have used numerous programs to help students diagnosed with dyslexia, but nothing I have used, regardless of the price or sophistication, has come even close to *Phonics Pathways* for speed and efficiency of remediation. Students who begin learning to read with *Phonics Pathways* will never experience any problem with reading or spelling.”

—**Donald Potter**,
experienced reading teacher and internet publisher

“We particularly like the *Phonics Pathways* program. For the average—and certainly the new—homeschooling parent, I enjoy the simplicity, yet completeness, of *Phonics Pathways*. Everything you need is included in the book. Instructions are concise, clear, and free of professional vocabulary. It’s one of our favorite books!”

—**Jessie Wise and Susan Wise Bauer**, authors of
The Well-Trained Mind: A Guide to Classical Education At Home

“Our two adopted seven-year-old sons are learning disabled, and one of them has ADD as well. He is repeating his SLD second grade class. After only two months of *Phonics Pathways* he is reading at the upper level of grade three—it’s a miracle!

“My son’s speech pathologist is now using it with her fourteen-year-old student, and three other teachers are waiting to get their copy. The wealth of word lists, spelling rules, blending exercises, and practice sentences make it a rich resource that would enhance any reading program.

“When I finally had to return my library copy the woman standing in back of me put it on reserve for herself. If everyone knew how easy and fast this book works and how inexpensive it is, it would put the more expensive programs right out of business.”

—**Bonnie Miller**, mom, Greenacres, Florida

“Our elementary instructors are in-serviced in the use of *Phonics Pathways*. They have experienced great success in using it with a wide variety of students: English as a Second Language, remedial, beginning reading, dyslexic, and even adults.

“It is clear and well organized, and has large print. The skills are sequenced correctly, the sketches humorous, the proverbs encouraging, and the hints very useful. Combining reading and spelling and applying the skill in words and sentences is most helpful.

“This outstanding resource has helped many students learn to read and spell, and given teachers confidence in teaching phonics, spelling, and reading. I highly recommend it for all students who are learning to read.”

—**Christine Knight**, faculty facilitator, Schoolcraft College, Michigan



“I am a special ed teacher at a Day Treatment program. These are the kids no school knows how to handle anymore but are not severe enough to go into a residential program. Half my kids have severe learning problems leading to behavioral problems, and half have severe behavioral problems leading to learning problems.

I tried *Phonics Pathways*, and the results are really good! My fourth and fifth graders who read at a kindergarten level before we started now can read many words after only 18 lessons. The blending exercises taught them how to decode words, and they now automatically use the same strategies to decode new and long words.

The parents of these kids think I am some kind of genius because finally I got their kids to read. And it’s so beautiful and rewarding to see their self esteem grow also—this is what makes teaching so rewarding. Thank you sooo much for your book!

—**Renee Wesly**, *special ed teacher,*
Maunawili Elementary School, Kailua, Hawaii

“I started *Phonics Pathways* in K3, the last year of kindergarten in Taiwan. After only four months these six- and seven-year-olds began reading story books and never looked back! K3 has surpassed my wildest dreams, as they read far better than any other class at school. They put students who’ve studied for up to six years to shame.

“One mother told me her daughter reads her e-mail, and although it has a lot of technical terms her daughter reads it better than she does. And she has a college degree! Parents are amazed that their little ones can read at such an early age, even before they are quite at ease with Chinese characters.

“A funny story: I was substitute teaching an older class that had been learning English for at least six years. When I told them K3 could read better and more fluent than they could they laughed and didn’t believe me. Just then, Sunny, a K3 student passed, and I called her in. We held a reading contest, and little Sunny beat the whole class!”

—**Rudi Kerkhoffs**, *kindergarten and first grade teacher, Taiwan*



Phonics Pathways

Clear Steps to Easy Reading and
Perfect Spelling, 10th Edition

Dolores G. Hiskes

 **JOSSEY-BASS**
A Wiley Imprint
www.josseybass.com

Copyright © 2011 by Dolores G. Hiskes. All rights reserved.

Dewey® and Dewey Decimal Classification are proprietary trademarks of OCLC Online Computer Library Center, and are used with permission.

“Dewey the Bookworm,”™ “Dewey D. System, Bookworm Giganticus,”™ and the design mark of the character “Dewey” are trademarks of Dolores G. Hiskes. Copyright © 1982 by Dolores G. Hiskes.

Published by Jossey-Bass

A Wiley Imprint

One Montgomery Street, Suite 1200. San Francisco, CA 94104-4594 www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Permission is given for individual classroom teachers to reproduce the pages and illustrations for classroom use. Reproduction of these materials for an entire school system is strictly forbidden.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Jossey-Bass also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

ISBN 978-1-118-02243-6 (paper)

ISBN 978-1-118-03721-8 (ebook)

ISBN 978-1-118-03720-1 (ebook)

ISBN 978-1-118-03719-5 (ebook)

Printed in the United States of America

TENTH EDITION

PB Printing 10 9 8 7

About This Book

With the use of a clever icon, Dewey the Bookworm, *Phonics Pathways* teaches students of all ages the rudiments of phonics and spelling with an efficient, practical, and foolproof method.

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. Simple step-by-step directions begin every lesson. Extensive examples, word lists, and practice readings are 100 percent decodable.

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, and every letter introduced is illustrated with multiple pictures beginning with its sound. These features are especially helpful to second-language students.

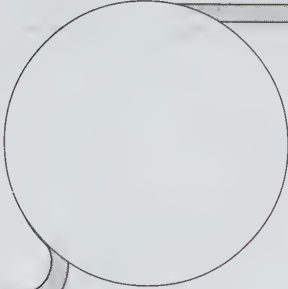
Although most appropriate for K–2 emergent readers, this award-winning book also is successfully being used with adolescent and adult learners, as well as second-language learners and students with learning disabilities.

Perfect both for schools and for use at home, this text offers specific strategies for dyslexic readers as well as beginners. Wise, humorous proverbs encourage virtues such as patience, perseverance, honesty, kindness, compassion, courage, and loyalty.

Contents

ABOUT THIS BOOK	vii
ACKNOWLEDGMENTS	xii
INTRODUCTION	xiii
ABOUT <i>PHONICS PATHWAYS</i>	1
GETTING STARTED	3
TEACHING AID: SHORT-VOWEL STICK	4
GAME: SHORT-VOWEL SHUFFLE	5
SHORT-VOWEL SOUNDS	10
GAME: Short-Vowel Review (Bingo)	16
TWO-LETTER BLENDS (EYEROBICS)	17
GAME: THE TRAIN GAME	20
GAME: STARSEARCH	37
THREE-LETTER WORDS	39
GAME: BAG THE BUGS	48
<i>PYRAMID</i>	52
/K/ = C-, K-, -CK	53
TWO-CONSONANT ENDINGS	58
-Y SUFFIX	70
TWIN-CONSONANT ENDINGS	74
FLUENCY REALITY CHECK: Real and Nonsense Words	75
CONSONANT DIGRAPH ENDINGS: -sh, -th, -ch, -tch	76
FLUENCY REALITY CHECK: Consonant Digraph Nonsense Words	83
SIMPLE LONG-VOWEL SOUNDS	90
FLUENCY REALITY CHECK: Short- and Long-Vowel Nonsense Words	109
SUFFIXES	110
SUFFIX SPELLING CHART	115
MULTISYLLABLE WORDS	117
/k/ = -ic, -ick	118
DIVIDING MULTISYLLABLE WORDS	119
PLURAL, POSSESSIVE, AND X	121
CONSONANT DIGRAPH BEGINNINGS: sh-, ch-, wh-, th-, qu-	123
TWO-CONSONANT BEGINNINGS: bl-, fl-, pl-, cl-, gl-, sl-	133
FUN AND GAMES	138
TWO-CONSONANT BEGINNINGS : sm-, sn-, st-, sp-, sc-, sk-	139
R-MODIFIED VOWELS	149
LONG-VOWEL DIGRAPHS	159
/S/ = ce, ci, cy; /Ē/ = ei	173
VOWEL DIPHTHONGS: /oi/ = oi, oy; /ou/ = ou, ow	176
FLUENCY REALITY CHECK: /j/ = -ge, gi-, & -dge Nonsense words	184
-Y, -IE PLUS SUFFIXES	185
-F = -VES	186

NEW VOWEL SOUNDS	188
/ŌO/ = oo, oul, u; /Ô/ = au, aw, al, all, o	189
THREE-CONSONANT BEGINNINGS	195
SHORT-VOWEL SPELLING PATTERNS	199
/Ě/ = ea, a, ai; /Ï/ = y, ui; /Ö/ = a; /Û/ = o, ou, oo, a	199
SCHWA	203
CONTRACTIONS	206
SILENT LETTERS: -le, k, w, l, b, t, h	208
SILENT GH: /Ī/ = igh; /Ō/ = ough, augh; /Ū/ = ough; /ou/ = ough	213
/Ā/ SPELLING PATTERNS: /Ā/ = ei, eigh, ey, ea	216
S = /z/, /zh/, /sh/; /F/ = ph, gh; /K/ = ch	219
ANOTHER R-MODIFIED VOWEL SOUND	224
A SPELLING GRAB BAG	226
Homonyms, Homophones, Homographs	226
Multisyllable Words with Suffixes	228
-ce, -ge; -able, -ible	229
PREFIXES: pre-, sub-, re-, auto-, un-, dis-, inter-, super-	230
MORE SUFFIXES: -tion, -sion, -able, -ness, -ful, -less, -ment	233
COMPOUND WORDS	236
BUILDING BLOCKS	237
APPENDIX A: REFERENCE & SUPPLEMENTAL PRACTICE	243
Spelling Strategies	243
Index to Spelling Rules and Patterns	244
Spelling & Pronunciation Chart	245
Plural Spelling Chart	247
Suffix Spelling Chart	248
Student Achievement Chart	249
Student Progress Notes	250
Vision and Motor Coordination Training Exercises	251
Pyramid	253
APPENDIX B: GAMES AND ACTIVITIES	255
Hot Tips	255
<i>The Short Sheet of Vowels</i>	256
<i>The Shoo-Fly Shuffle</i> (a.k.a. <i>Short-Vowel Shuffle</i>)	257
<i>The Train Game</i>	258
<i>Blendit!</i> (Similar to <i>Bingo</i>)	260
<i>StarSearch</i>	261
<i>Bag the Bugs</i>	262
REVIEWS AND RESULTS	263
ABOUT THE AUTHOR	266



The pleasantest of all diversions
is to sit alone under a tree ...
a book spread out
before you ...
and to
make friends
with
people of
a distant past
you have
never
known ...

—Adapted
from Kenko
1300 A.D.



Acknowledgments

I will always and forever be grateful to: our beloved children Robin and Grant, who inspired a passion for teaching reading in the very beginning ... our sweet young grandchildren Connor and Austen, who rekindled this passion ... my eternal love and gratitude to my dearly-beloved best friend Johnny: a shiny gold medal for his love, support, and invaluable (if blunt) critiques, and a big purple heart for his valiant battles with insomnia while pretending to sleep through the never-ending 4:00 a.m. clicking, whirring, and whining of the computer and laser printer in our bedroom ... Bob and Joy Sweet of the National Right To Read Foundation for their support, warm friendship, and encouragement since the very beginning ... our treasured friend Penny Sanford for her eagle-eyed proofing and editing ... Liz Brown, Katie Kruis, Susan Ebbers, Tasia James, and Lindsay Pavel for special support ... the BAIPA and NCBPMA Associations for great publishing information ... tech wizards Pete Masterson, Rick Calicura, Joanne Berven, and all the folks at Apple for invaluable technical help (it's all magic to me!) ... May May Gong of Northwest Digital Designs for a stunning Web site ... the dedicated teachers, tutors, and parents who have given so generously of their time, talents, and resources to combat illiteracy ... family, friends, and all the original authors from all over the world, whoever they are and wherever they might be (above or under the ground!), for the marvelous collection of proverbs ...

Heartfelt and humble thanks to my editor Margie McAneny and the rest of the talented crew at Jossey-Bass/Wiley for sharing my vision and for their enthusiastic support and friendship. I am very grateful.

Last but not least, I want to thank all of **YOU** for letting this book be part of your lives. It's been **WONDERFUL!**

Love,
Dolores

Introduction

Reading is a conversation between a reader and an author. It is our “remote control” to faraway places and long-ago times. The poem on page xi, for example, was written over 700 years ago! If it were not for the written word, every time someone dies an entire library of knowledge would die along with them.

Why Phonics?

Everyone ought to know the joy of decoding an unfamiliar word, syllable by syllable, of exploring the uncharted world of new words and fresh ideas. If we are limited to reading only words we know, and guessing at new words through context clues, we are confined within the boundaries of our current vocabularies and thoughts, interpreting things only from within our own limited perspectives.

When children enter first grade, their comprehension vocabulary is estimated to be upward of 20,000 words. Phonics is the clearest connecting link between this vocabulary and the printed page. After learning these sound-to-symbol skills, most children are able to read almost anything within their speaking and listening vocabularies and interests, unlimited by “readability formulas” or simplified in any other way. It gives students the key to read words they already know, and the skills to look up words they don’t know, allowing comprehension to happen. They are able to read the words they could only guess at before, and can focus on the real purpose of reading—*meaning*.

With *direct* or *explicit* phonics the 44 sounds and 200 spelling patterns accounting for the great majority of words in the English language are learned first, one at a time, and gradually combined and recombined into words and sentences. Reading is taught like any other complex skill, such as learning how to dance or play the piano. One note, step, or sound is learned at a time and very gradually combined into more complicated chords, routines, or syllables and words. Sight-reading whole groups of notes at a time, or combining steps into an entire dance routine, or reading whole sentences and books, is what occurs naturally as a *result* of training and practice, and should never be used as a teaching tool in the beginning. Phonics is the process—sight-reading is the result.

Don't Children Have Different Learning Modes?

Children do have different learning modes. Therefore, we have presumed it necessary to tailor reading methods to perceptual styles. No research has ever validated this approach. Studies conclusively prove that letter knowledge and phonemic awareness are the best indicators of reading success. And if a multisensory approach is used to teach phonics, then all students will learn, whether auditory, visual, or kinesthetic. A multisensory method has the synergistic effect of addressing the strongest learning mode while reinforcing the weakest. *How* students learn is different—but *what* students learn should be the same. Every one should be able to decode the longest of unfamiliar words, syllable by syllable, whatever their learning modes.

Don't We Teach Phonics Now?

The most common reading programs today are based on *literature* or *whole language*, whereby students learn to read by being exposed to good classic literature. The premise is that being able to read is a *developmental* skill, as is being able to walk or talk. Words are first learned as wholes—the critical initial step of teaching letter sounds and blending them into syllables is not included. Spelling is not taught in systematic patterns, but taken from the story being read in a random fashion. What if we had to learn mathematics “times tables” randomly, such as 9×7 , 12×8 , 6×13 ? It would be most difficult, indeed!

If a student needs assistance with a word, “phonetic hints” are given by naming the beginning and ending letter sounds, but students must then guess to fill in the middle part. Students are also encouraged to guess at words through sentence context clues—story meaning is stressed over word accuracy. It is perfectly acceptable to substitute “house” for “home” because the meaning is the same. But as Mark Twain wrote: “The difference between the right word and the almost right word is the difference between lightning and the lightning bug!”

Consider the words “laparoscopy” and “lobotomy.” They each begin and end with the same letters. They each have similar shapes. They each have similar meanings (both are surgical procedures) when taken in general context. Few of us, however, would wish for a surgeon who was only able to read these words by shape, beginning and ending letters, and context clues! With explicit phonics these words are read by syllables: “lap-a-ros-co-py” or “lo-bot-o-my.” There is no chance of ever confusing one with the other. There really is a world of difference between being *almost* right and *exactly* right!

Are mistakes like this really made? In Virginia a teacher was recently hired to tutor a licensed pharmacist who could not discern the difference between “chlorpropamide,” which lowers blood sugar, and “chlorpromazine,” which is an antipsychotic. Similar stories happen all too frequently.

When words are learned individually as wholes, each word is stored in its own “document” in the brain, making retrieval time-consuming and difficult. This frequently results in students’ reading slowly and laboriously, and never for pleasure. Progress can remain slow and uncertain. Sometimes the brighter children have more difficulty because their logical minds can rebel unless they are able to connect it all into a framework that makes sense. Trying to teach young children how to read using only a whole-word method can result in highly stressed, fearful youngsters who feel they are failures when they are unable to read.

In summary, **explicit** phonics builds a word from single letters, moving from the *smallest parts to the whole*. **Implicit** phonics teaches the whole word first, moving from the *whole to the smallest parts*. This difference is critical, as they have vastly different results. Some reading programs claim to teach phonics with titles such as “Balanced Reading Program,” “Systematic Contextual Phonics,” “Embedded Phonics,” “Phonemic Awareness,” etc. These programs use *implicit phonics*, whereby words are learned as wholes. Since the word “phonics” is so misunderstood, one must always look beyond the title into the reading program itself.

Why is there so much confusion if explicit phonics is so effective? Most likely it is because for more than 40 years we have been without not only phonics texts but also courses in teachers

colleges that include this kind of instruction. Most of the classic phonics reading and spelling textbooks have long been out of print.

Almost everyone would agree that “reading for meaning” should be a primary objective with *any* reading method. But how is this goal best achieved? When students are able to effortlessly decode their already considerable comprehension vocabulary, they are joyously freed to “read for meaning” instead of having to struggle while “meaning to read.” They can focus on the *meaning* of what they are reading because the *mechanics* of sound-to-symbol relationships have already been learned and practiced until they are automatic.

The brain is not unlike a computer insofar as memory and retrieval are concerned. We might think of explicit phonics as a software program, the logical framework into which patterns and categories of words are organized and filed. Words can be quickly retrieved when reading, and skills do not fade. Learning to read by logical patterns results in clear, precise thinking, a skill that enhances everything children do. Math frequently improves as reading skills are developed, and spelling improves dramatically!

What About Dyslexia?

Dyslexia is a difficult problem, with no easy answers. The original definition described adults who had lost their ability to read following a stroke or injury. Its present usage is more generic, referring to reading disorders known or unknown, frequently resulting in word or letter confusion and/or reversal.

However, it has been my experience in 30 years of tutoring that many students who had been labeled dyslexic no longer reversed letters or words after they were taught explicit phonics. Many were no longer hyperactive. Behavior problems diminished or disappeared.

In medical references, dyslexia is defined as “failure to see or hear similarities or differences in letters or words ... tendency to substitute words for those he cannot see ...” Guessing! Our students are trained to do the very thing that medical journals define as dyslexic.

A compelling hypothesis is that those students who no longer had dyslexic symptoms after they were taught explicit phonics were not really dyslexic to begin with, but only suffering from a lack in their educational training. Students cannot be expected to know what they may never have been taught, just as teachers cannot teach what they may not know.

Current research shows early letter reversals to be a normal developmental stage for many children. Just as crawling prepares a child for walking, incorporating blending skills when teaching beginning reading will help pattern eyes to move smoothly from left to right across the page, strengthen eye-tracking skills, and prevent or correct reversals. It is *essential* that students receive training in blending letters and syllables when first learning how to read, or to remediate established patterns of reversals!

Many students learn how to read easily and effortlessly after being taught letter sounds and blending skills. Those students who are truly dyslexic need more time and practice to develop fluent reading skills. The time it takes to acquire these skills varies greatly with each child, but the end result is ease and fluency of reading with excellent comprehension—a genuine and effortless enjoyment of all the wonderful stories in today’s literature-rich curricula.

What About Invented Spelling?

The idea behind invented spelling is that students will remain free and creative, and “grow into” correct spelling later. But however we learn something the first time tends to “stick,” even if it is wrong. For example, if we learn someone’s name incorrectly, it seems that we are forever calling that person by that name. It takes some time and effort to correct the error. Recent research has also revealed that accurate spelling is critical to the reading process, and to whatever extent this knowledge is missing, it is strongly associated with specific learning disability. Invented spelling is *not* true freedom!

Is Phonemic Awareness the Same Thing as Phonics?

Phonemic awareness is the ability to hear sounds within a word when it is spoken. It is an *auditory* skill. Recent research has shown it to be the critical first step in learning how to read. Rhyming, singing, and reading aloud to children will help develop this skill. While phonemic awareness is an important *precursor to* phonics, it should never be confused with *instruction in* phonics, which is visual *and* auditory. For example, you could listen to the following word over and over again and thoroughly know the sounds in it. Now try reading it (in Russian!): Рид. How in the world would being phonemically aware of the *sounds* in this word ever be of any help whatsoever in actually *reading* it? Only by knowing the letter-sound relationships can this word ever be correctly read (turn upside down): *Red! d = d, r = r, i = e, d = d, R = R*

When Should Children Learn How to Read?

Four- to six-year-olds can and should be taught letter sounds and blending skills in order to gain a solid foundation of reading basics. All children this age love to make noises, build things, and take things apart. This is the proper age to teach the letters of the alphabet and the sounds they make, and to begin blending skills!

After that, some children will be able to blend sounds together faster than others. Others may be able to sound out a word rather quickly, but it may be months before they are able to read even short phrases. It may even take some students years to be able to read sentences. It is the ability to put these skills together that allows children to read books, and this varies greatly from child to child. It is a developmental stage that depends upon how mature their nervous systems are, and when their eyes are able to track smoothly from left to right across a page. One thing it has *nothing* to do with is intelligence, any more than wearing glasses does.

Once students have solid phonics skills under their belts, they are ready to begin reading beginning readers. While it’s true that schools implementing phonics and literature together do show positive results, it always takes longer to do it that way, with a lot more work on the students’ part. The more phonics skills students possess before reading “real” books, the stronger their reading will be. It is my experience that if students wait to read books until they are able to read the *Pyramid* exercise on page 52, they will achieve maximum results in the minimum time with the least amount of effort. Students will then possess the gift of literacy at its most vital and fundamental level—the ability to read with ease, accuracy, fluency, and most of all ... *great enjoyment!*

Note: Throughout this book the word “him” refers to male and female students equally.

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!*



A decorative border of stars surrounds the title. There are ten stars in total, arranged in a slightly curved line above and below the title.

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:

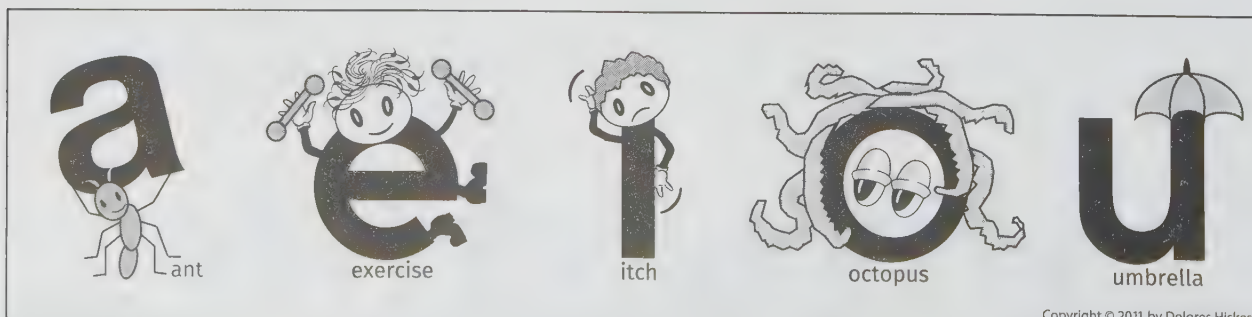
Use the review pages in the back of each lesson as a pre-test, in order to find out exactly where to begin these lessons. The starting point should be at the place where they are able to work comfortably and accurately, from the very first day. Frequently students do not know the short-vowel sounds or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



Copyright © 2011 by Dolores Hiskes

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!

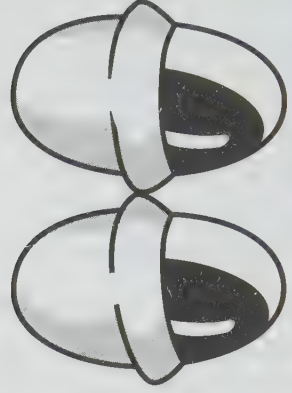
Copy the next page, and run off four or more copies on colored cardstock. Laminate and cut them apart. Begin with the “a” cards, and add more short-vowel cards as they are learned. Use all of the “eyes” cards. Shuffle the cards and place them facedown on the middle of the table. Use several or many sets 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.

i



e

u

a

o

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.

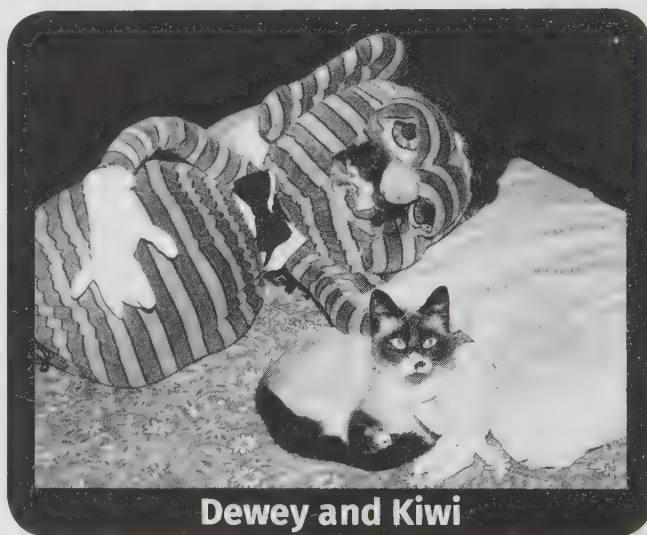
There will be many more teaching tips as you work through the book. Good luck, have fun, and remember—these times together should be an *enjoyable* learning experience for *all of you!*

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

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.

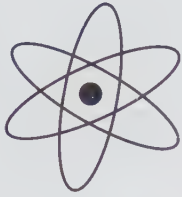
And now—let us meet **Dewey**, a truly wise bookworm who will be your personal guide throughout this book. He adds his own inspiration and special thoughts to encourage you along the way.



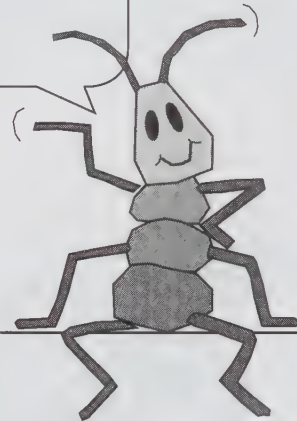
Have you ever met a lot of people at the same time? It was very DIFFICULT to remember all of their names, wasn't it? Perhaps you couldn't. But when you meet people just ONE AT A TIME, it is so much easier.

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.

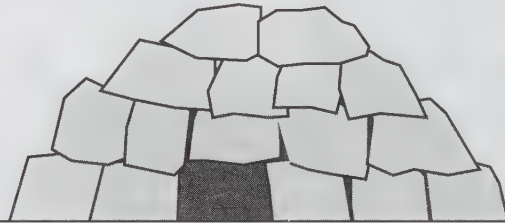
Knowing this code is *very handy!*

a

a

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 /i/, 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

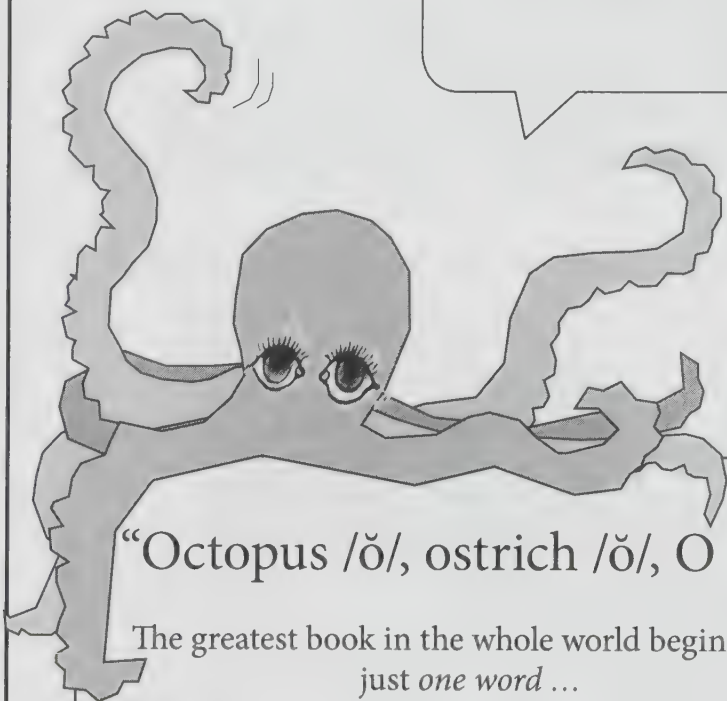
i

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 a lot. 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

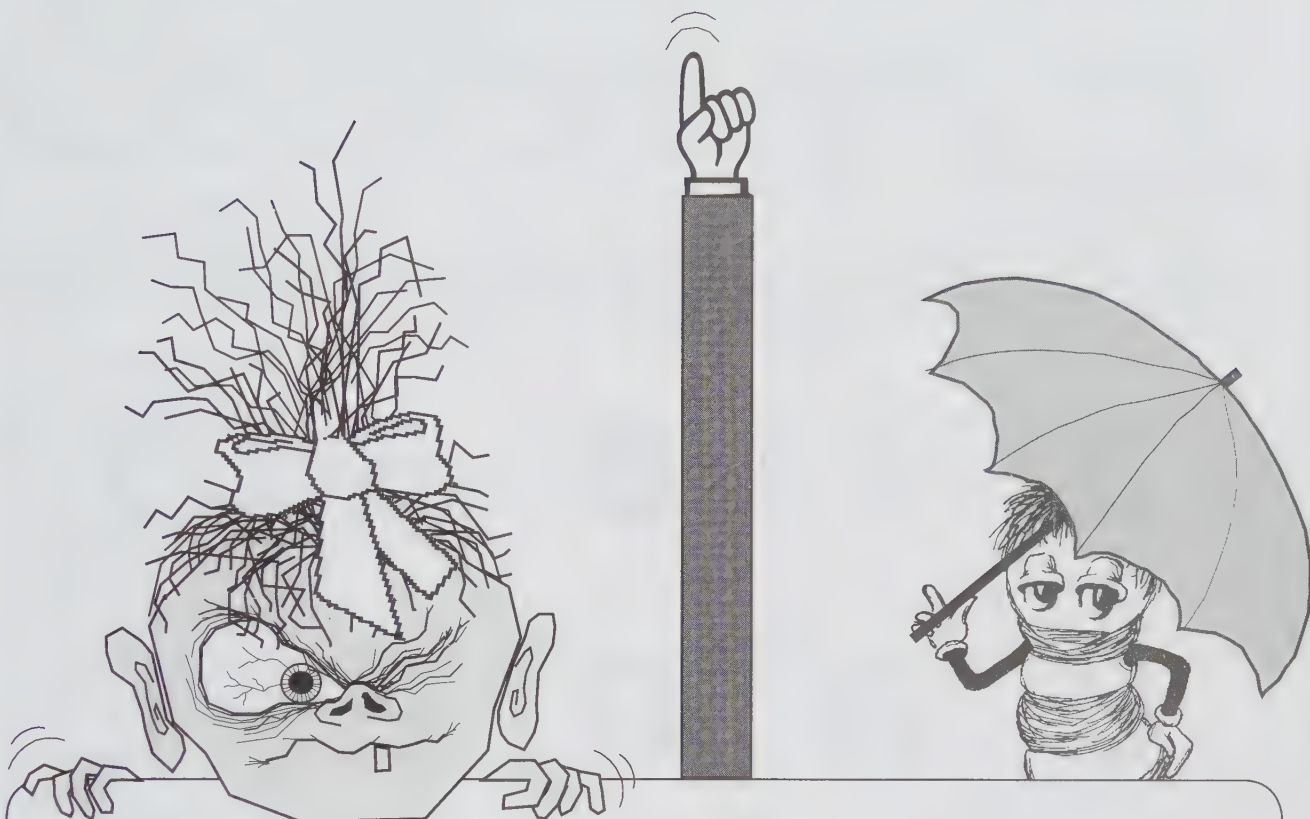
e

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: Pantomime a word for any sound your learners may have forgotten: bite an apple (/ă/), lift an arm up and down (/ĕ/ exercise), scratch yourself (/ĭ/ itch), wave your arms around (/ŏ/ octopus), or point upward (/Û/ 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

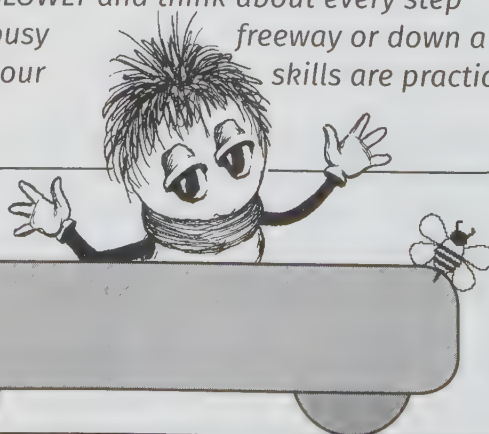
1. Name each picture on the page, and listen for its beginning sound. Each picture begins with the sound of the consonant introduced on that page. (The names of these pictures also contain many sounds you have not had yet, but you are to listen *only* for the *beginning sound* of each one.)
2. Now *blend* 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!

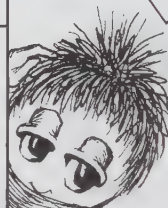
We review each step a LOT because we need to know this material at a deep level until it’s automatic in recall, just as we know our own names. It’s like learning how to ride a bicycle, or drive a car: at first, we need to go VERY SLOWLY and think about every step involved. We would NEVER think of going 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



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



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.)

su so si se sa
se su sa so si

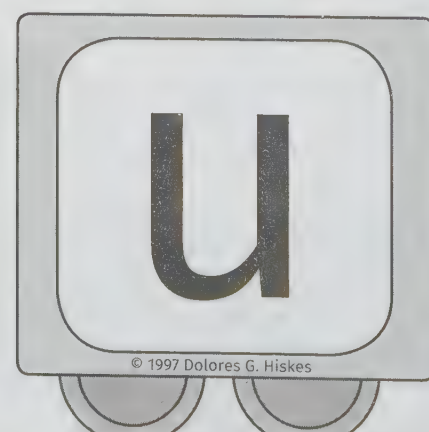
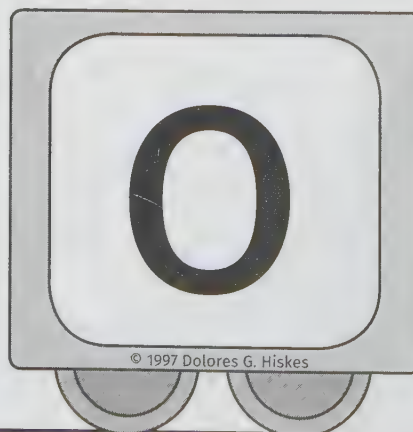
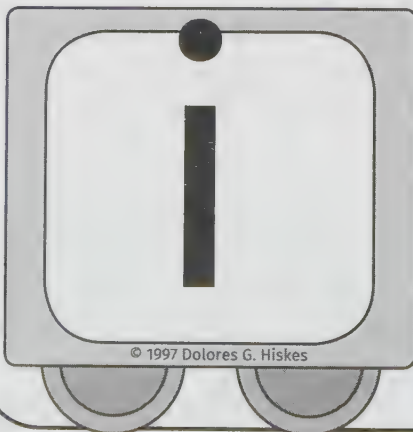
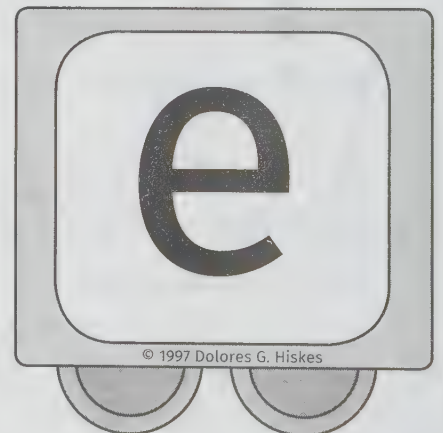
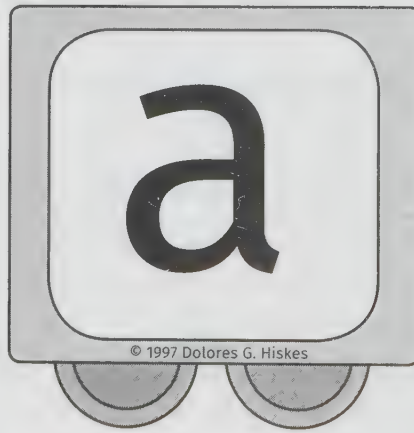
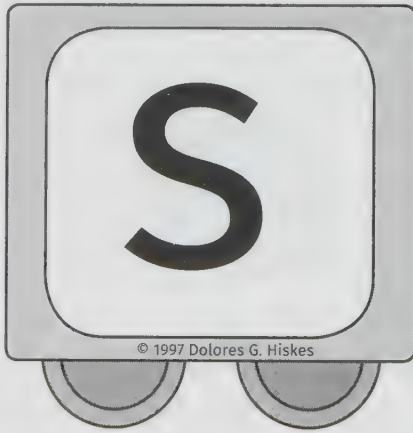
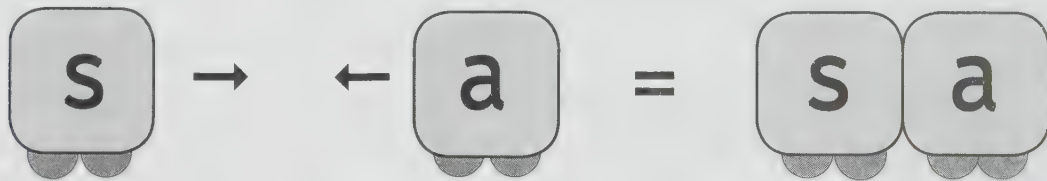


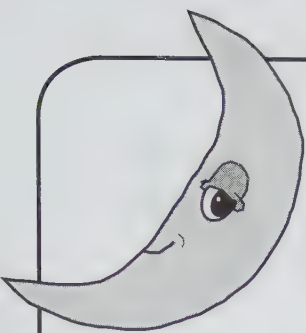


The *Train Game* game provides intensive kinesthetic eye-tracking practice, helping to prevent or correct reversals. Copy and laminate this page, and cut the letters apart.

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

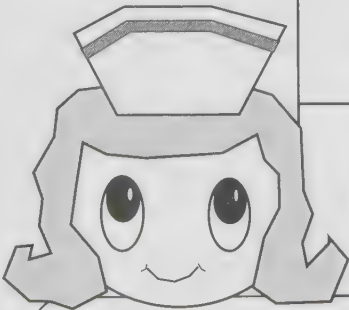
se sa su si

Moon, mouse, mittens

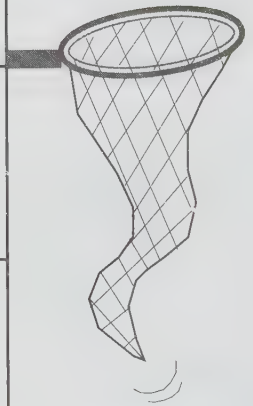
Nn



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

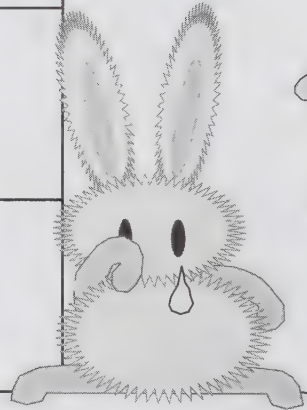
su mi sa se

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!



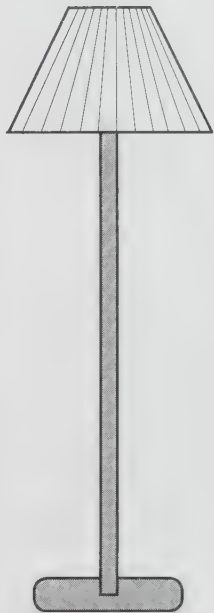
ru ro ri re ra

na se mu ni

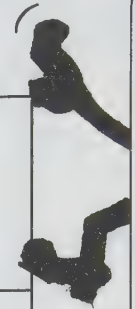
ra ra-n ran

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



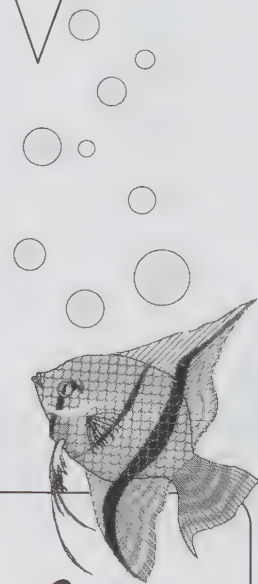
a	f-a	fa
e	f-e	fe
i	f-i	fi
o	f-o	fo
u	f-u	fu



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

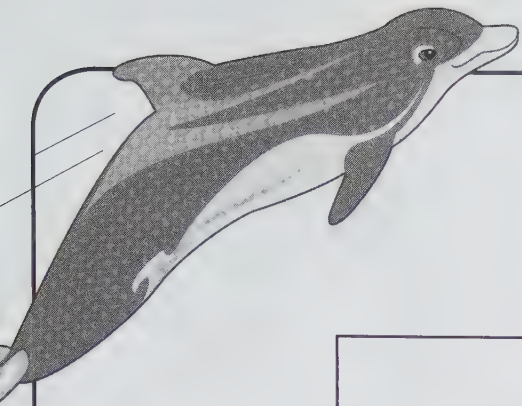


hu ho hi he ha

ra fe si mu

hi hi-m him

Heart, handshake, hat



Dd



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

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



du do di de da

ne mi ho su

Da Da-n Dan

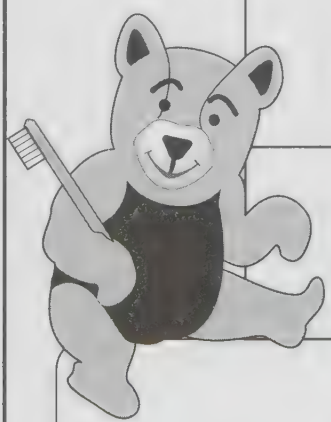
Dolphin, drops, dog

Bb

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?



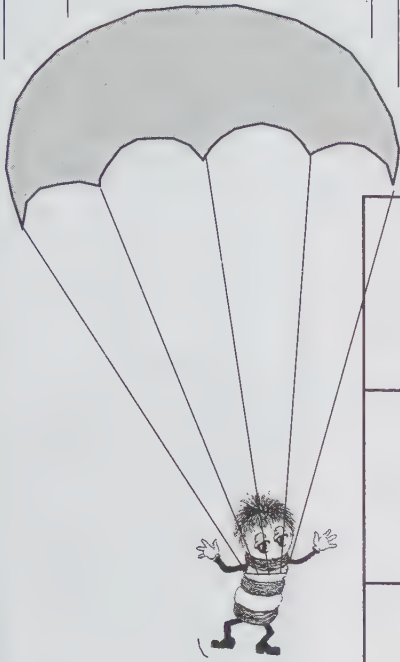
a	b-a	ba
e	b-e	be
i	b-i	bi
o	b-o	bo
u	b-u	bu



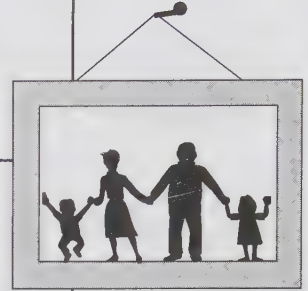
bu bo bi be ba
du ne mi fa
bu bu-n bun

Bees, bear, butterfly

Pp



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



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

pu po pi pe pa

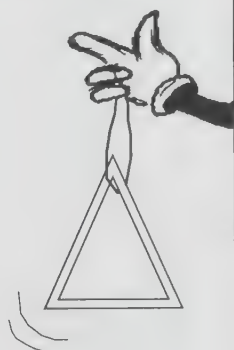
mu bi fe ra

pe pe-n pen

Parachute, picture, present

Tt

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



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

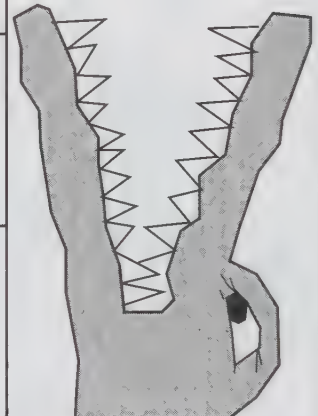
Triangle, tree, tape

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

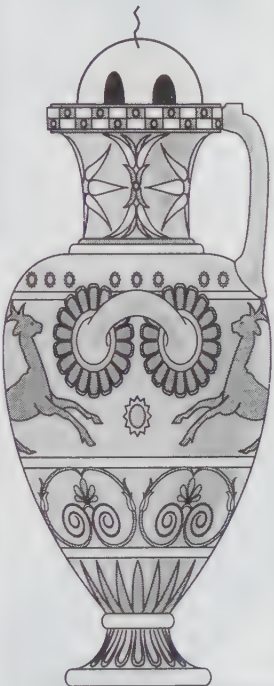
ga ga-s gas

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

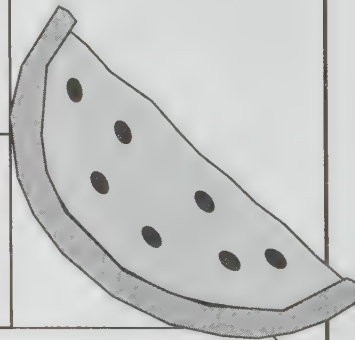
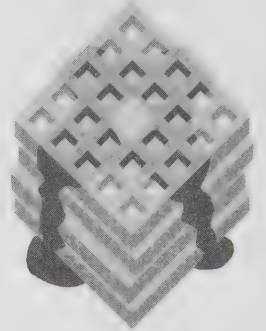
va va-n van

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

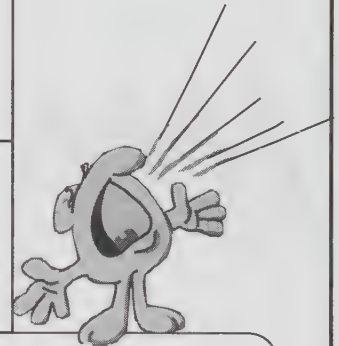
wa wa-g wag

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



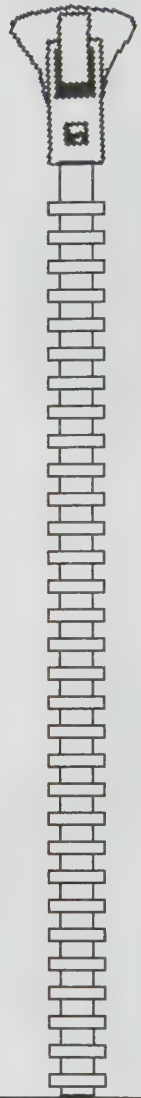
yu yo yi ye ya

wi pa gu de

ya ya-p yap

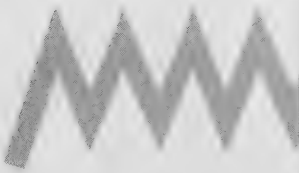
Yo-yo, yell

Zz



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!

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* 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:

“**sssssaaaaaaaaaaa**”

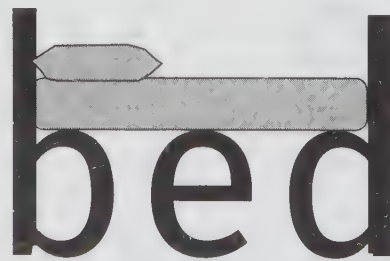
Look back at the letter pictures as often as you need to, so that you are *thinking it through*, and *not guessing!*



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!



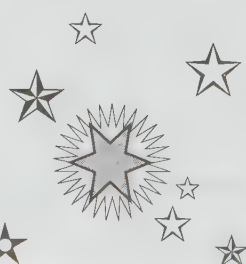
se fa ro hu

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

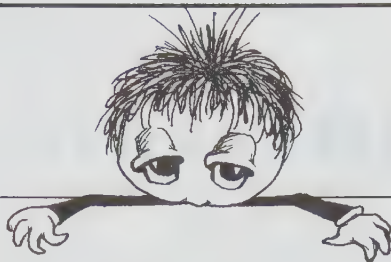
o j-o jo jo-g jog

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

Dd

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

Nn

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

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

Pp

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

Gg

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

Jj

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

jam pot

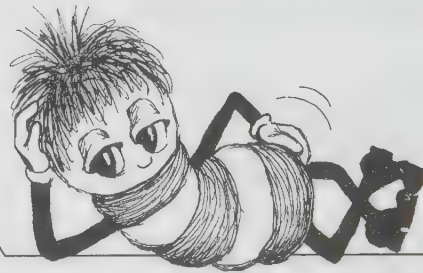
top jet

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!*

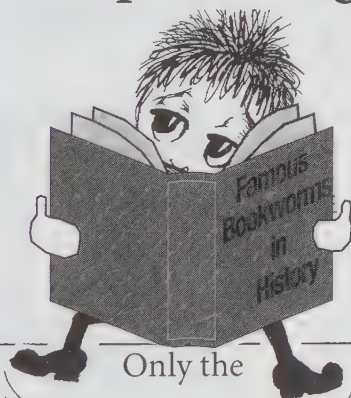


Read across the page:

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 cardstock. 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

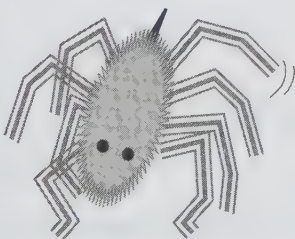
jug

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

I hug a pup.

wet pup

I hug a wet pup.

big pup

I hug a big, wet pup!

fed pig

I fed a pig.

fat pig

I fed a fat pig.

big pig

I fed a big, fat pig!

met elf

I met an elf.

sad elf

I met a sad elf.

big elf

I met a big, sad elf!

jog bit

I jog a bit.

hop lot

I hop a lot.

I jog a bit and hop a lot!

mop bit

I mop a bit.

run lot

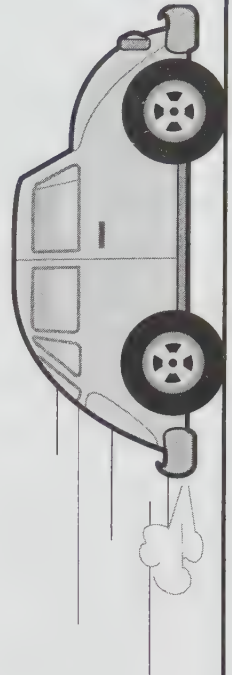
I mop a bit and run a lot.

sip bit

I sip a bit.

sup lot

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

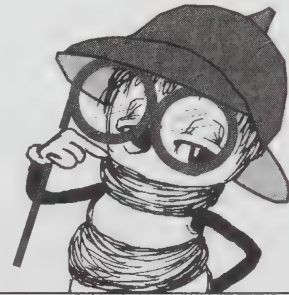
cop cap

/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):

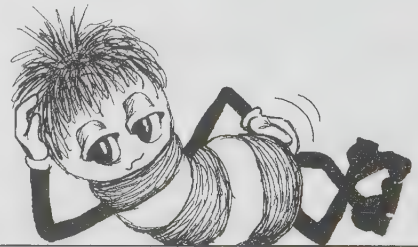
rack	Jack	back	sack	hack	lack
deck	beck	peck	neck	peck	deck
pick	sick	tick	Nick	kick	lick
rock	sock	dock	hock	lock	jock
suck	tuck	luck	muck	duck	buck

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:



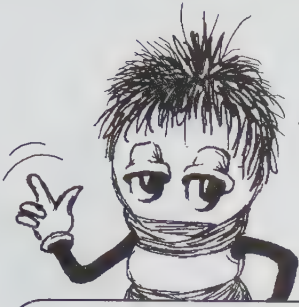
Do this as often as you need to in order to read these words smoothly. If these words continue to be difficult for you, just stay with the three-letter-word section of the book for a while to build up your reading skills until you are able to read these four-letter words a little bit more easily. Remember—there 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

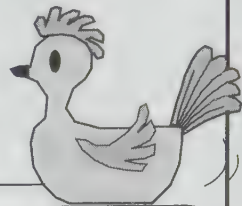
fel-t Ben felt.
san-d Ben felt sand.



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 sand
 se sen send



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

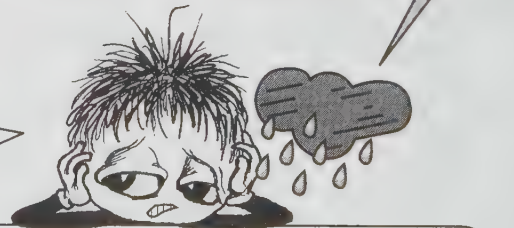
Rr

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

held Gus

romp hunt

Ben kept a pet pig.

Ben held Gus, his pet pig.

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

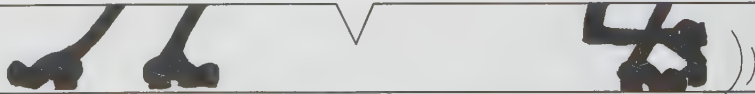
-st

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!”

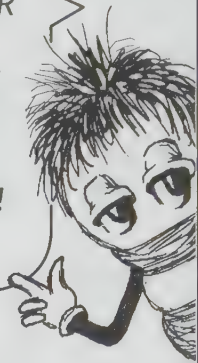
-lf

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

A big, red bug bit Gus.

tusks hump

It had big tusks and a hump.

wept help

Gus wept, "Help! Help!"

leg bump

His leg had a big, bad bump
on it.

limp lump

Gus fell in a big, limp lump.

must rest

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.

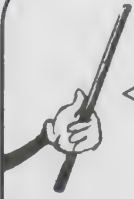
romps jumps Gus romps and jumps on hot sand.

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
bulk
sulk

list
fist
mist
dusk
tusk

bust
dust
must
rust
just
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

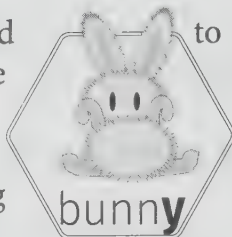
Once a day, read and then write a few words on this page. Do this until you are able to read and spell them EASILY. You should be able to read these words WITHOUT having to sound out every letter. For example, if you find yourself reading "s-a-n-d" for "sand," cover up the last letter and read the three-letter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

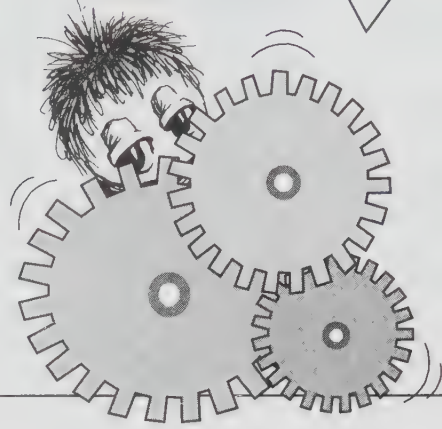


In the **DICTIONARY!**

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!



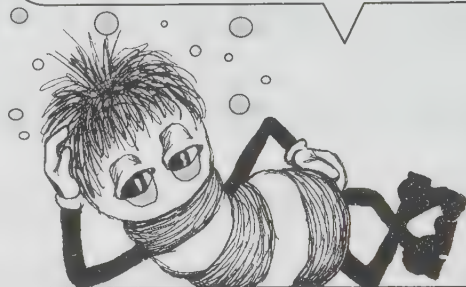
dusty and rusty	jumpy and bumpy
handy and dandy	candy is sandy
silky and milky	lumpy and dumpy
Andy is sandy	husky and dusky
ducky and lucky	dolly is jolly
hulky and bulky	pesty and testy

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

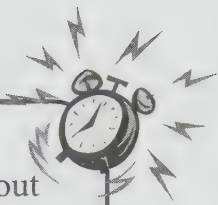
jazz	buzz	fuzz	fizz
------	------	------	------

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

-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

mash bash

lash sash

rush cash

fish rush

posh shop

fish dish

hush mush

fish hash

ship cash

rash gash

gush lush

wish fish

bash mash

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

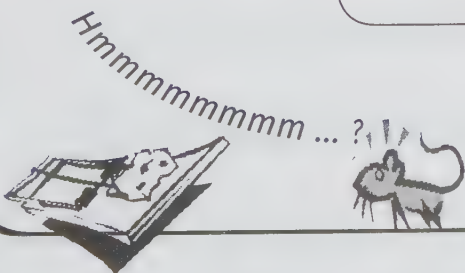


*Life is not about waiting for the STORM to PASS.
It's about learning to DANCE in the RAIN!*

/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	ringing	singing
packing	sacking	helping	yelping
sending	bending	itching	ditching
jumping	bumping	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

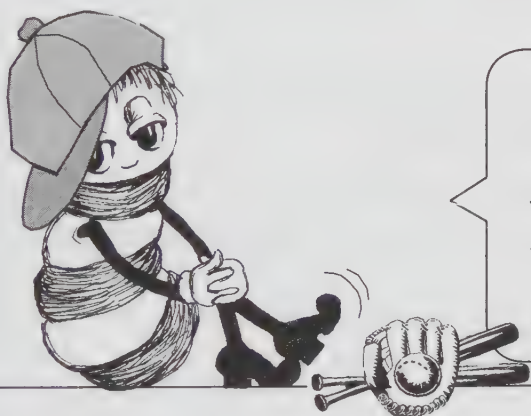


If
OBSTACLES
get in
your
way,
do as
the
WIND
does ...
WHISTLE
and
go
AROUND
THEM!

-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:

căn can-e cāne

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!*



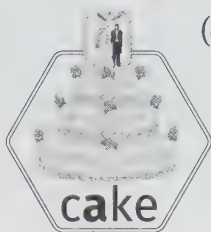
Are there ever times when you feel afraid to TRY? You're not sure that you can DO it? Guess what ... EVERYONE is!

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!*

īī

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

řip

hřd

dřn

řřd

řřpe

hřde

dřne

řřde

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 wōrds 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

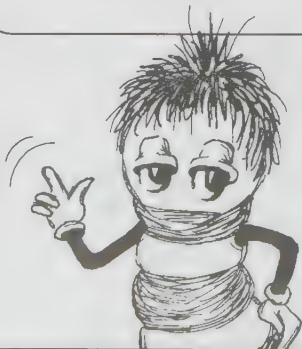
time hike It is time to hike five miles.

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

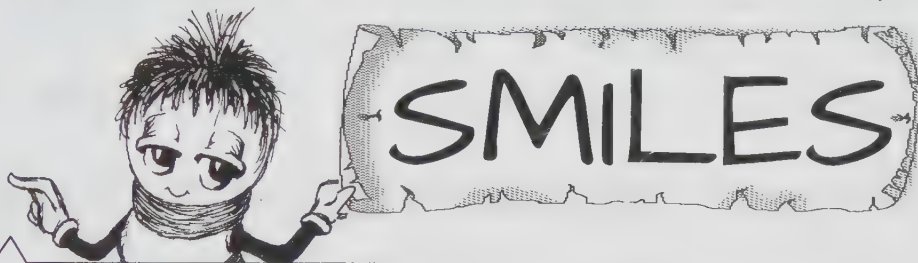
jock

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:

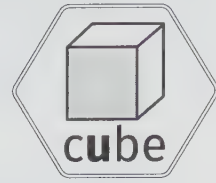
big rope	patch rope	hang rope
neck bone	yank bone	such bone
pink robe	long robe	fetch robe
poke bug	poke Jack	poke Hank
rode fast	rode wave	rode raft
made joke	big joke	nine jokes
Ann woke	Bob woke	Gus woke
Kate hoping	Jean hoping	Mike hoping

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 mūt ūs cūb
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. 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:

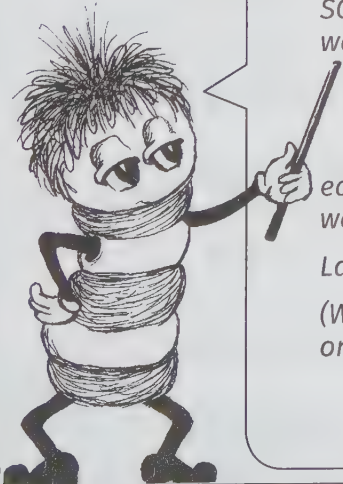
/ē/ = e—e

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

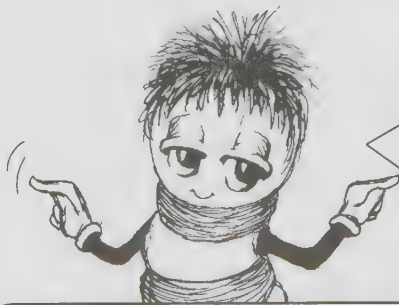
read

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

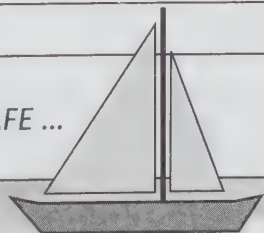
feed me	she leaps	we see
be seen	be here	she eats
we reach	he means	near me
eat beets	she feeds	he seeks
treating me	teaching me	be weak

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

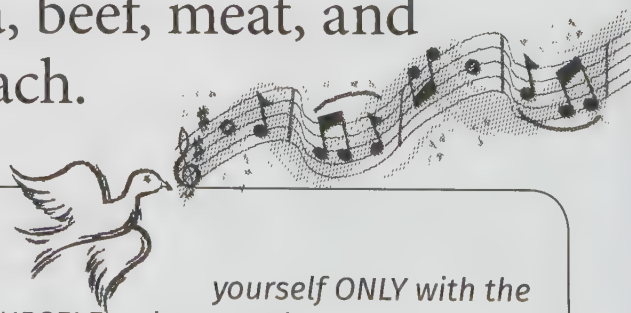
She peeks and sees a big beast.

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 yourself ONLY with the progress YOU YOURSELF have made ...

NEVER compare yourself with other people.

After all, if only the BEST BIRDS sang,
the WOODS would remain SILENT. . . .

Read across:

cake sale
fake lake

bake sale
name lake

bake cake
fake name

see beast
Pete read

beach beast
teach read

see beach
Pete teach

wide dive
like Mike

wife dive
bite Mike

wide wife
like bite

mope home
tote note

mole home
code note

mole mope
tote code

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!

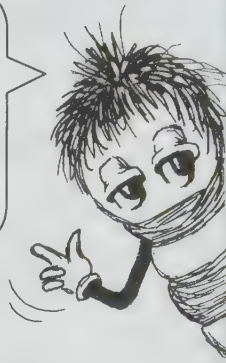
hikes miles He hikes five miles and
takes Mike's fine mules.



*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 ö

löck hōme
Don rode
top pole
not code
pot hole
hot note

pöp böne
on dome
job hope
rock cone
Tod poke
Bob doze

göt möle
mob woke
mock vote
hop cove
cop joke
mop home

ů ũ

hüg Lūke
gulp cube
fun Yule

püp cūte
duck rude
tug mule

büg mūte
lucky June
sun cure

ě ē

wět tēa
well deep
Beth keep
fed meal
beg Dee

mět mē
set bean
pet seek
led jeep
get deer

rěd mēat
ten bees
Meg dear
leg weak
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

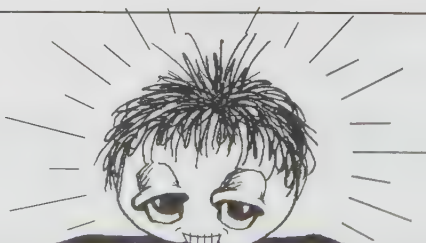
lagging

hum-ming

humming

tap-ping

tapping

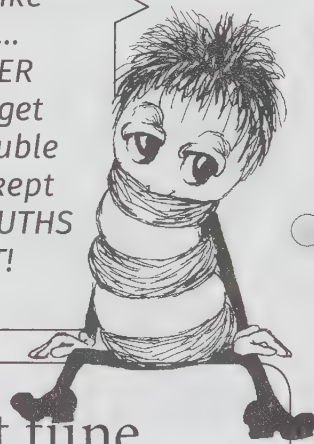


Of all the things you WEAR,
your EXPRESSION
is the most important!

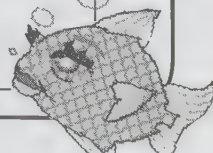
nap	napping	kid	kidding
hop	hopping	get	getting
jog	jogging	pat	patting
let	letting	pet	petting
hug	hugging	hit	hitting
run	running	hum	humming
win	winning	sip	sipping
tug	tugging	sit	sitting

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

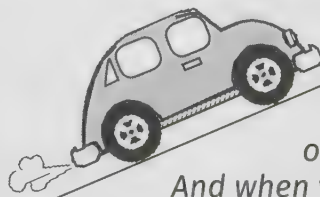
mop mopped

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 + ing = bik-ing = biking

bike = bike + ed = bik-ed = biked

bike = bike + 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

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!*

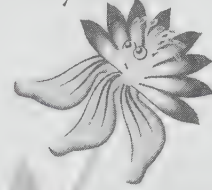
Multisyllable Words

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	pans	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”:

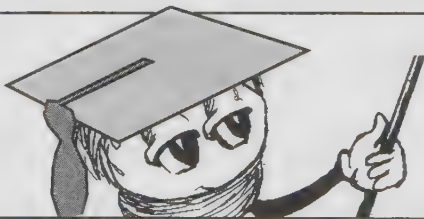
Jan has a cat.	It is Jan’s cat.
Robin has lunch.	It is Robin’s lunch.
Ben has a fish.	It is Ben’s fish.

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

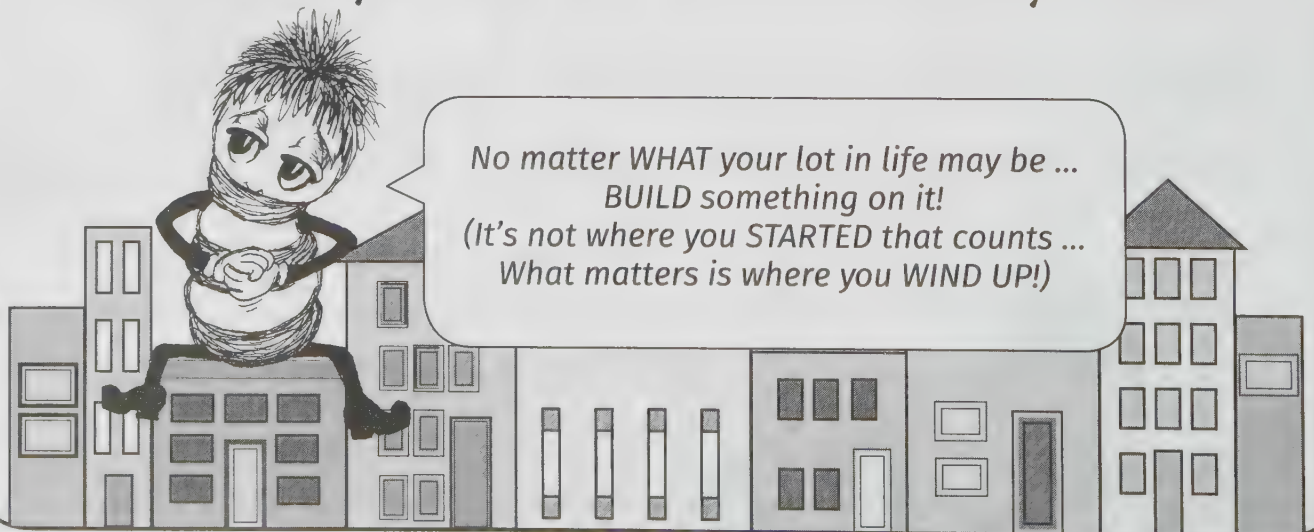
Muddy land can shift and shake.

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

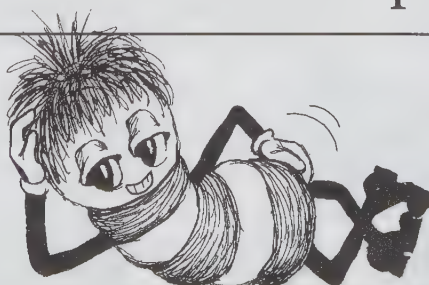
SHORT
VOWEL

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?

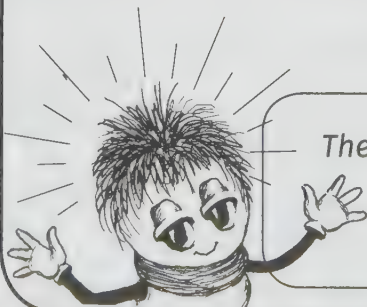
whine while Ann and Dot whine while eating.

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:

/tʰ/ = th

th-is

this

th-at

that

th-em

them

th-ose

those

Here are two sight words beginning with this sound:

the

they

T~~H~~, 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!

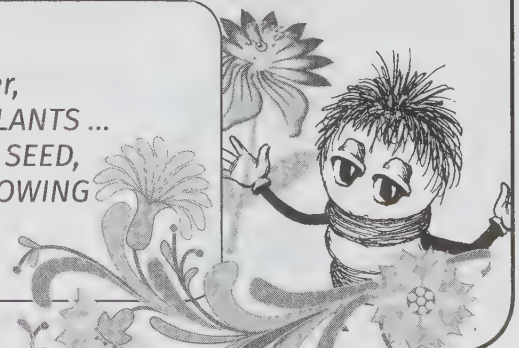
quacks queerly The queen duck quacks queerly.

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



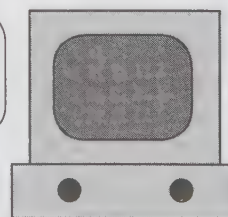
Success is not a DOORWAY ...
it's a STAIRWAY!

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 "screched."

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

Seqnoia!

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

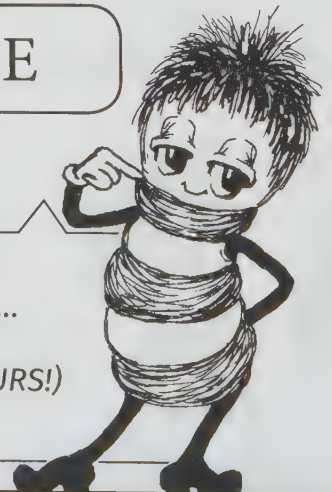
KT, I C U R Y Y 4 LC.

"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

sneaky snake

sniff snack

stiff stems

stove steams

spill spot

spade spike

scab skin

scale scope

smell smoke

smear smock

snake sneeze

snatch sneak

stick stuck

stone stack

speed spin

speak spell

skunk skids

skate skids

smash smock

Smith smile

snip snag

snob snubs

stand still

steel stake

spank spine

spoke spend

scuff scalp

skip skim

*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

snatch snack

sneaky snob

sneeze smoke

Smith speaks

smell stale

skid stone

skip stack

stove spills

stand speech

skate skids

snake slides

smug smile

Scott sniffs

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!



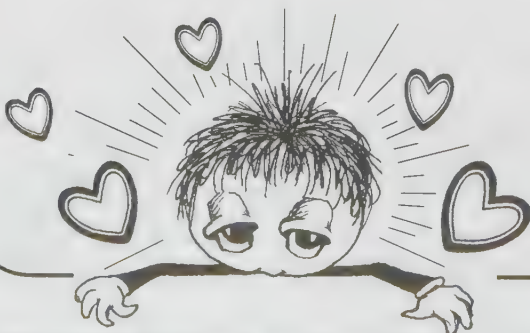
*In LIFE, as in RESTAURANTS, we must
sometimes swallow things we DON'T LIKE ...
just because it COMES ON THE PLATE!*



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

Fred frets

drop crock

grip slip

crank prank

crush truck

brush crust

grab crab

cram tram

press dress

drop slop

Fran tracks

trick stick

free cream

frame grate

trade crate

green creek

bride pride

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

pram slips

frisky Grant

Fred trips

crabby Greg

Trixie drags

trim brush

Fran drops

crank crib

trick Frank

Trudy grabs

cranky Brad

grassy crest

fresh crock

crunch brick

prop truck

cliff cracks

drop crutch

grim brink

trade drinks

crave brunch

brave Grant

green grape

dream bride

free prune

crate broke

prime grade

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

grab crab

fling sling

flop plop

trip grip

black snack

cramp clamp

flap trap

press dress

track crack

slick trick

stock clock

smug slug

fled sled

slink plink

smash flash

snip drip

flick brick

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

sled spins

crush bricks

smack slug

scuff slacks

pluck crop

grumpy Fred

Grant frets

skip class

black flash

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

grope slope

grime slime

steer clear

steam cream

Clive drive

troll stole

blame frame

clone stone

dream cream

drapes grapes

blaze glaze

bride glide

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

smug bride

glass clean

fresh cream

crunch stone

speed skate

Grant sleepy

trust Jane

brush frame

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.

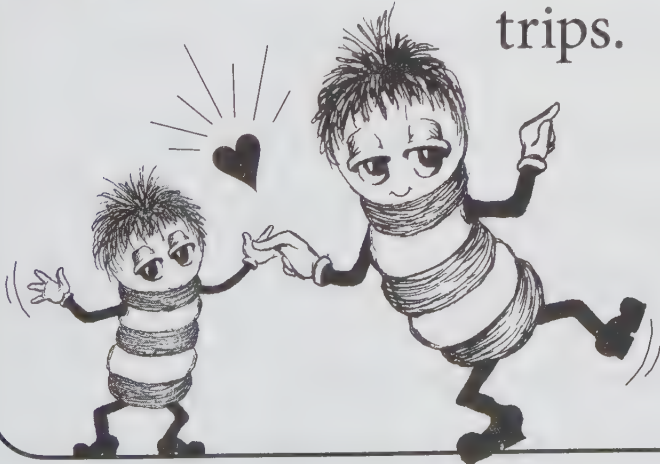
fresh frock A fresh frock is a dream dress.

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.”

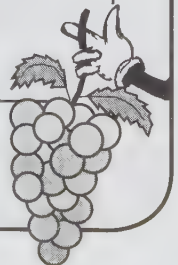
/är/ = ar

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

war	ward	wart	warm
award	warn	warp	warm-up

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



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 sound. The diacritical mark for this sound is “ʊr.” If for example, it shows the pronun-



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

/ʊr/ = er

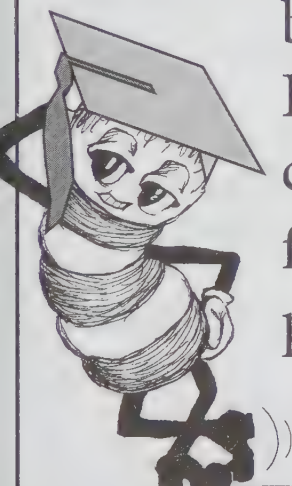
her
herd
pert
Bert
jerk
term
berth
Herb
clerk
fern
perch

/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	ir	ur	or	ear
her	sir	urn	work	earn
herd	stir	turn	worth	learn
pert	fir	burn	worm	earth
Bert	bird	hurt	world	heard
jerk	birth	fur	word	pearl
term	first	cur	worst	ear-ly
fern	girl	curl	worth	search
Herb	dirt	curb	wor-ry	searched
clerk	firm	purr	worth-y	search-er
per-fect	birth-day	pur-ple	work-er	learn-er

her turn	firm dirt	girl learn
world search	earn pearl	pert Herb
hurt cur	perfect fern	Bert purr
first birth	early bird	worthy fir
worst herd	firm earth	Herb clerk
earthworm	girl worry	heard bird
jerk urn	curb dirt	worm curl
clerk learn	worker heard	searcher burn



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

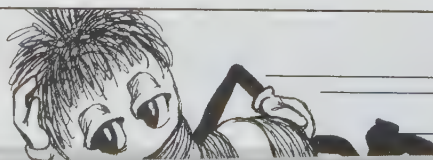
Let's try reading some multisyllable words again, just as we did on page 117. We'll also incorporate some of the r-modified vowels we have just learned. It's fun to "build" words from "blocks" of syllables! Read down each group:

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:

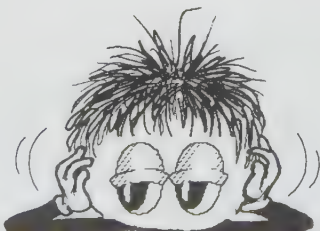
Mark park	Bert purr	born morn
girl earn	hard part	larks are
worst dirt	more corn	farm yard
learn work	start harp	horn worn
award store	firm perch	four forks
worm curl	chart shark	thirsty fern

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

pier

field

chief

tier

yield

grief

grieve

shield

brief

re-lieve

Ka-tie

fiend

be-lieve

Las-sie

fierce

re-trieve

Con-nie

pierce

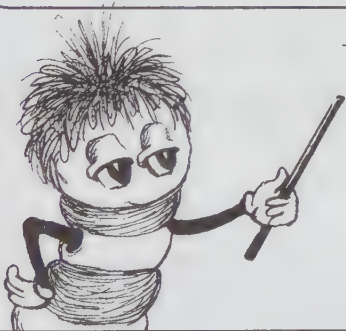
a-chieve

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

pan-sies

du-ty

du-ties

ru-by

ru-bies

pen-ny

pen-nies

par-ty

par-ties

ba-by

ba-bies

car-ry

car-ries

hur-ry

hur-ries

pup-py

pup-pies

kit-ty

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

dry dries

fry fries

fly flies

cry cries

sky skies

lie

pie

tie

die

my

by

spy

shy

why

rye

eye

Clyde

type

typ-ist

style

styl-ish

ty-coon

ty-rant

ply

ply-wood

dy-nam-ic

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

shy guy

rye pies

tie die

my eye

fly skies

spy tries

buyer lies

guide Clyde

by typist

my typing

spies crying

disguise eyes

stylish guy

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

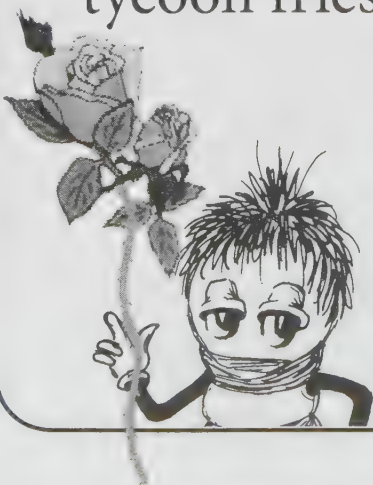
My shy typist buys stylish ties.

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

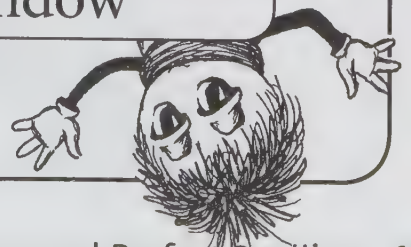
fellow goes

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.”

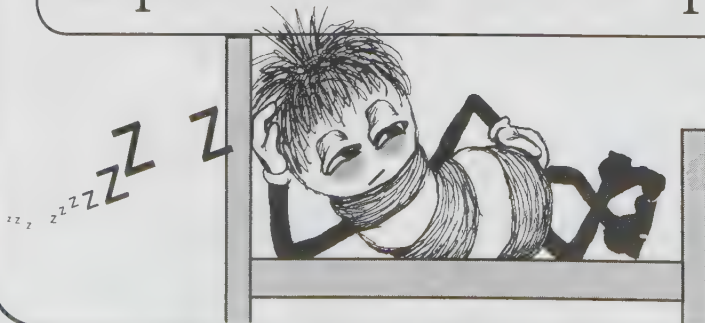
Here is a sentence using *all eight* of the spelling patterns for /ōō/:

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

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

a

e

i

o

u

/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.

races 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

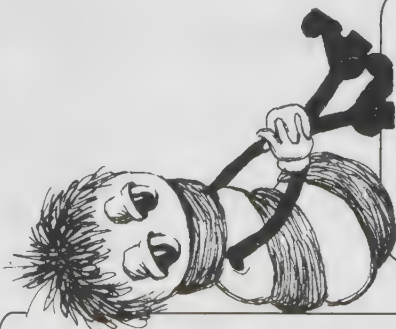


digraphs—two letters that make one sound. **DIPHTHONGS.** A diphthong is two which blend and slide together continu- in the same syllable. There are two spell- thong: “oi” and “oy.” The diacritical mark column:

/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-joyce	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
rejoyce 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-str~~oy~~

con-v~~oy~~

an-no~~oy~~

toy

~~oy~~s-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

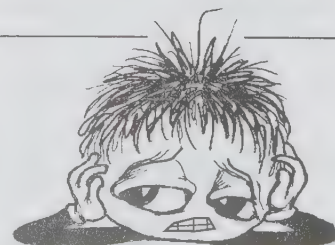
Roy's spoiled, green oyster is poison. Avoid it!

enjoy boiled

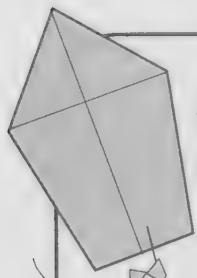
Gus and Joy enjoy boiled eggs in soy oil.



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:

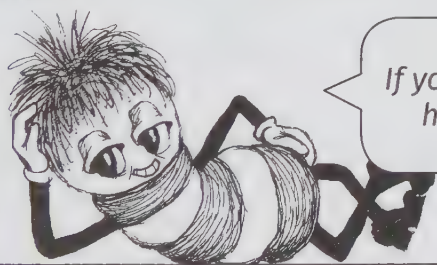
shout ouch	our hound	loud sound
round ground	sour flour	scout about
hound crouch	lout slouch	found pouch
proud mount	douse trout	cloud wound
mouth sound	mouse house	around mound

/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

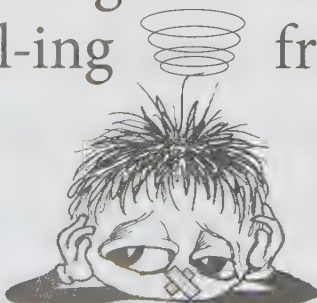
Did you count the brown, round trout in our lake?

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.

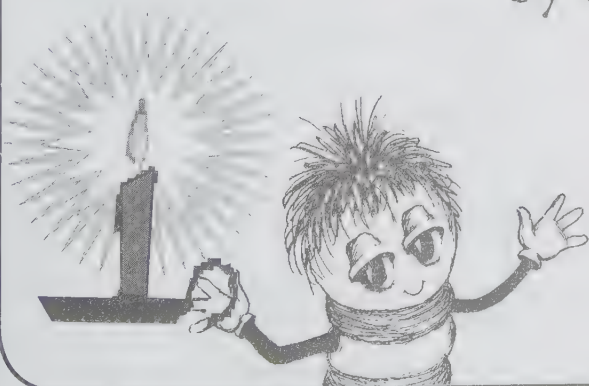


A winner LISTENS ... a loser just waits until it is HIS turn to TALK!



/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	funniest cry
drying babies	dried baby
earliest leaf	early leaves
wife crying	wives cried
wolf carries	wolves carry
reply believing	replying belief
denied reply	denying replies
trying study	tried studying
elf believes	elves believed
wolf dying	wolves died
loaf drying	loaves dried
thief lying	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-



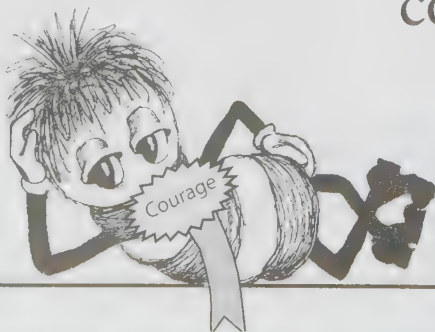
digraphs that have *long-vowel* which has a long “u” sound (see that “oo” makes: /ōō/ as in “book.” using some of the games and activities that begin on page 255 to reinforce the lessons. They’re *fun!*)

/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

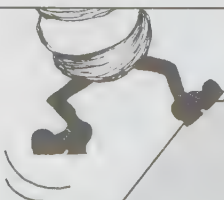
/ô/ = all

(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:

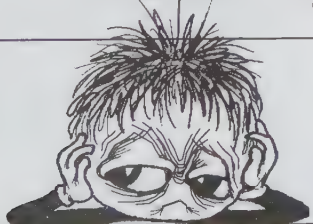
hôt dôg

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

strip

struck

scrap

scrub

scratch

thrash

throb

thrill

splat

split

splen-did

All of these words contain *long vowels*. Read down, then across:

stray

street

strike

scrape

screen

scream

three

throw

three

thrice

spray

stroke

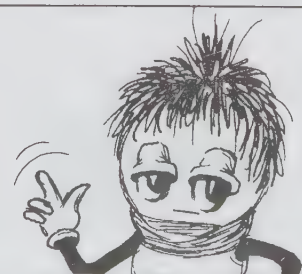
The words in each phrase begin with the *same* three-letter consonant blend:

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!**

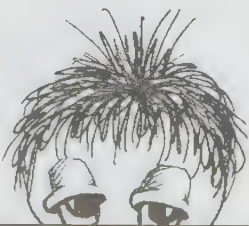


Three-Consonant Beginnings Review

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 /ĕ/ as well.
Read across the page:

dead

read

bread

breath

deaf

head

heav-y

stead-y

read-y

weath-er

leath-er

feath-er

heav-en

leav-en

sweat-er

wealth

health

in-stead

/ĕ/ = a, ai

In a few words, /ĕ/ is spelled “a” or even “ai”!
Read down the page:

any

a-gain

foun-tain

many

said

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

said deaf

breath said

health bread

wealth again

feather head

leather instead

heavy sweater

against mountain

steady fountain

heav-en-ly weather

any mountain

We have already learned that added to the end of a word. sounds like /i/. Read across

/ī/ = 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

/ī/ = 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

/Ě/ = EA, AI; /Ī/ = 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

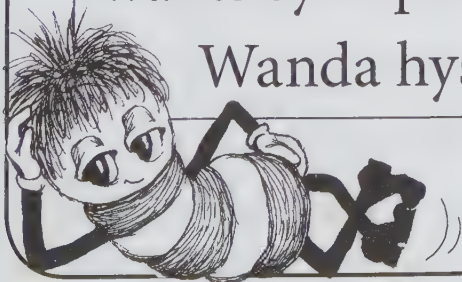
typical builder

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.

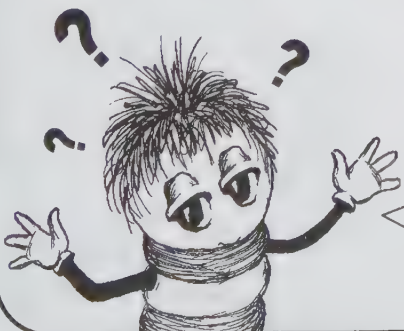
It'll be fine.

We're eating lunch.

She's sick.

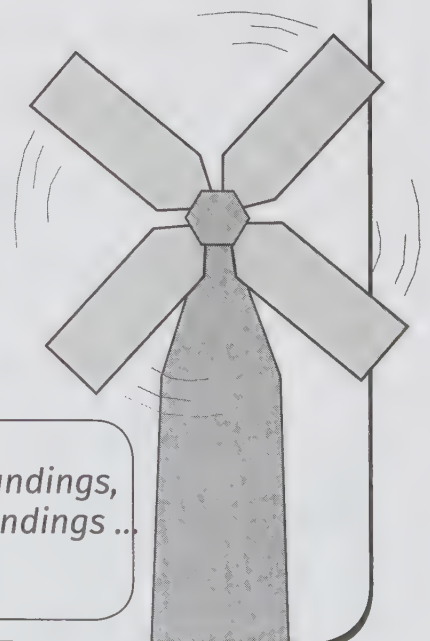
He'll be careful.

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-gle
tan-gle
bun-gle
jun-gle
jan-gle
jin-gle
tin-gle
sin-gle

-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
σuz-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

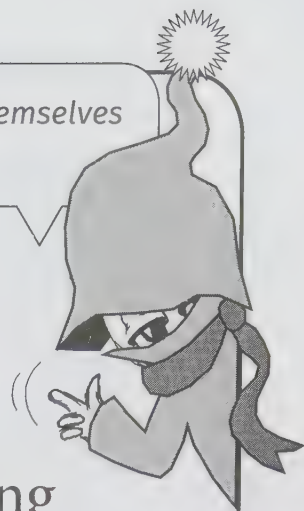
wrong knob

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 (ófən)
nes-tle (nēsəl)
lis-ten-ing
has-ten (hāsən)

sof-ten (sófən)
wres-tle (rēsəl)
glis-ten (glisən)
chas-ten (chāsən)

lis-ten (līsən)
wres-ting
cas-tle (kāsəl)
whis-tle (wīsəl)

h

hour (our)
honest (ōnəst)
ghost (gōst)

hour-ly
hon-est-ly
ghast-ly (gästlē)

ghet-to (gětō)
honor (ōnər)
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

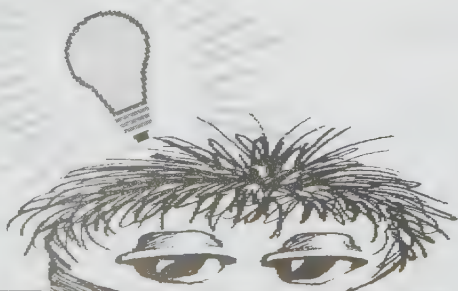
She kneels and knocks half of
the knitting from her wrist.

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

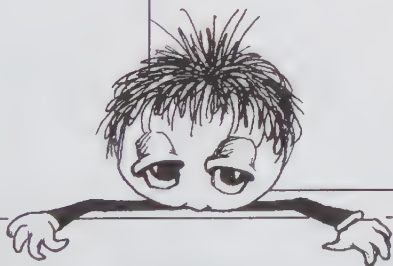
night

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

/ō/ = 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!*

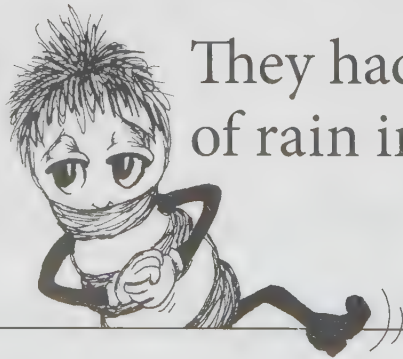


/Ā/= EI, EIGH, EY, EA REVIEW

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/:

plea-sure

mea-sure

a-zure

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

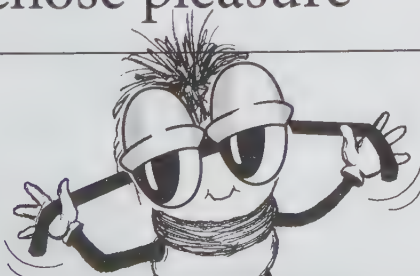
measure fuse

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.

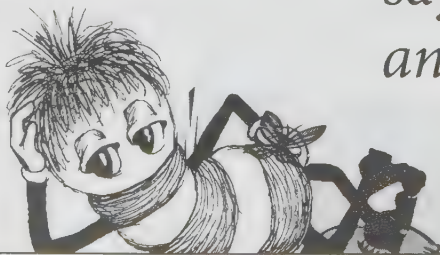
pleasure because Gus gets pleasure because his
nose is in sugar and cheese.

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

pho-ny

tel-e-phone

phys-ics

phys-i-cal

Phil-ip

pam-phlet

el-e-phant

phan-tom

phon-ics

or-phan

pho-to-graph

phase

phrase

pho-no-graph

phony phantom

elephant photo

telephone orphan

orphan elephant

physics pamphlet

physical phase

phantom photograph

phonics phrase

Philip's phonograph

Phil's telephone

/f/ = gh

rough (rūf)

e-nough (enūf)

tough (tūf)

laugh (lāf)

laugh-ing

cough (kōf)



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.

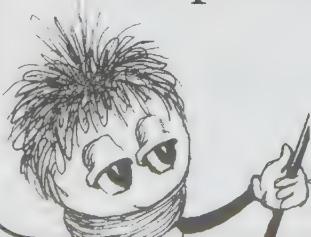
telephone rough Telephone Phil. He has a rough cough and is in bed.

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

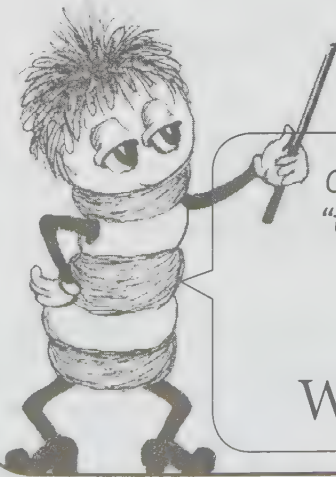
air	fair	pair	hair
lair	stair	flair	chair

/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!

(Ssshhhhhhhhhhh)



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.

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.

Learn from the OYSTER ... with a LITTLE GRIT it can produce a PEARL!

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'

ad-mit

per-mit

com-pel

sub-mit'**ted**

ad-mit**ted**

per-mit**ted**

com-pel**led**

sub-mit'**ting**

ad-mit**ting**

per-mit**ting**

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

vis-it

trum-pet

hap-pen

mar'-ket**ed**

vis-it**ed**

trum-pet**ed**

hap-pen**ed**

mar'-ket**ing**

vis-it**ing**

trum-pet**ing**

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

submitting

happened

permitting

submitted

compelling

visited

trumpeting

compelled

happening

trumpeted

marketing

permitted

visiting

marketed

admitting

submitting

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

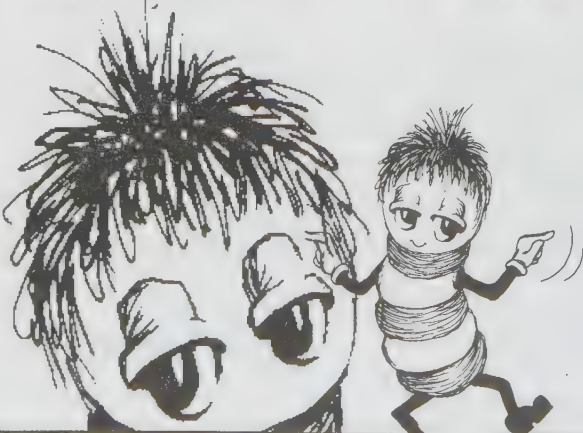
auto-mo-bile

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

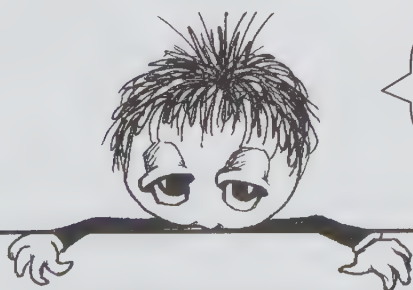
super-pow-er

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

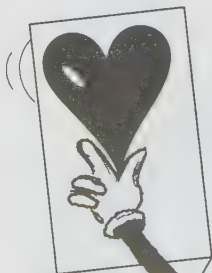
inter-view super-pow-er
interview superpower

sub-merge sub-ma-rine
submerge submarine

pre-judge super-in-ten-dent
prejudge superintendent

sub-arc-tic super-mar-ker
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
kind-ness
mad-ness
nice-ness

thick-ness
weak-ness
soft-ness
bad-ness

ill-ness
dark-ness
well-ness
wil-der-ness

-ful (means "full of")

arm-ful
faith-ful
play-ful
won-der-ful

hope-ful
care-ful
harm-ful
for-get-ful

fear-ful
pain-ful
use-ful
thank-ful

-less (means "without")

rest-less
shift-less
worth-less
hope-less

reck-less
help-less
price-less
point-less

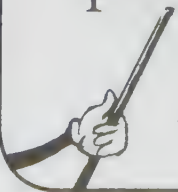
need-less
end-less
time-less
home-less

-ment

place-ment
state-ment
pun-ish-ment
pave-ment

move-ment
base-ment
re-place-ment
en-gage-ment

treat-ment
a-bate-ment
re-fresh-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

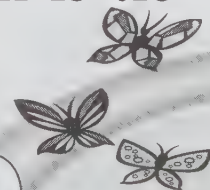
press

im-press

im-pres-sion

im-pres-sion-able

im-pres-sion-is-tic



*FRIENDSHIP is like a BEAUTIFUL GARDEN ...
The more you put INTO it, the better it GROWS!*

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

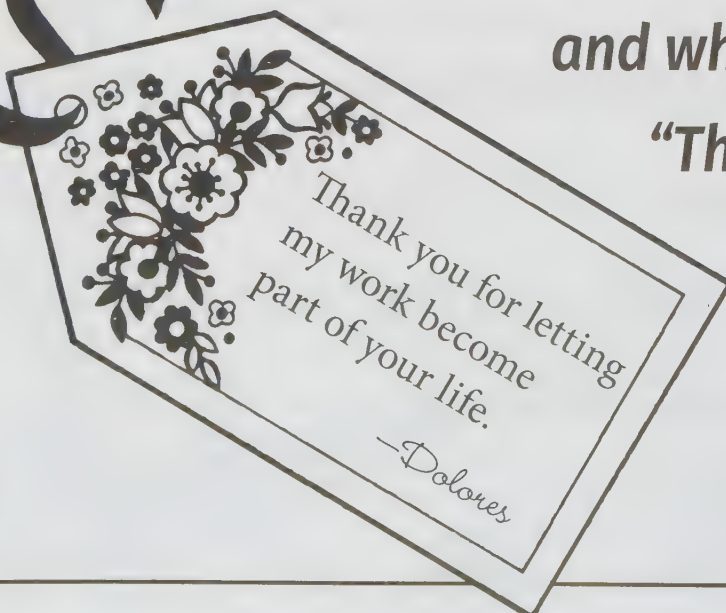
and whatever you do ...

"This above all:

To thine own self

Be true!"

—William Shakespeare





Spelling Strategies

Initially *Phonics Pathways* can be treated as just an “exposure” experience that will sensitize your students to the logic of the English language, and show them that specific rules exist that determine exactly how words are spelled.

By the end of the book, it may be time to begin teaching spelling in earnest. Spelling and reading enhance one another in a synergistic fashion—accurate spelling promotes accurate reading, and vice versa. And it’s certainly easier to remember one rule for many words than it is to learn how to spell each word individually! (It’s also very handy as well as economical to have reading and spelling programs available together in just one book.)

Have one notebook with three divided sections in it for each student—one section for copywork, one for dictation, and one for “trouble words.” Copywork is always the best way to begin spelling lessons. Proceed as follows:

1. Have students turn to the Copy section of their notebooks. Begin with the first spelling lesson in the book, the “/k/ = c-, k-” rule on page 53. Explain the rule, and have students read some of the words again. Have them copy from five to ten words.
2. Older students should copy the rule itself as a header on top of the page, but younger students probably will not be ready for this much writing activity just yet. Check the work, and have students correct errors.
3. Have students turn to the Dictation section of their workbooks. Review the rule orally, and dictate about five to ten words for them to write down. Check the work, and have students correct any errors by rewriting the word correctly three times.
4. Students should keep a log of any spelling mistakes that were made in the “Trouble Words” section of their notebooks. Always include these words in the next day’s dictation and use them in a spelling test once a week as well.
5. The next day, see if *they* can tell *you* what the rule is. Offer whatever help is needed. Keep dictating words from that lesson until the students can write the words from dictation without error.
6. After a while, begin dictating phrases and sentences—not just words. If dictation is limited to word families alone, students may not be able to spell the word outside of context. Only when students spell words correctly in sentences can you be absolutely certain that the spelling rule has been truly and thoroughly integrated. This activity helps develop memory and concentration as well.

For variety, try spelling with tile manipulatives, with magnetic letters, on individual whiteboards, or on a chalkboard. Work only about 10 to 15 minutes at a time when writing. Little hands and fingers *do* get tired!

Index to Spelling Rules and Patterns

K: "c-, k-"	53	LONG VOWELS	
"-ck"	55	Ā: "a-e"	91
"-ke"	91	"ai, ay"	160–161
"-ic, -ick"	118	"ei, eigh"	216
"x"	122	"ey, ea"	217
"qu-"	131	Ē: "e-e"	99
"ch"	223	"e-e, ee"	99
-CH, -TCH	80	"ea"	100
TWIN-CONSONANT ENDINGS	74	"ie, -y"	163
ADDING SUFFIXES		"i"	163
"-y" (Short-Vowel Words)	70	"ei"	174
Short-Vowel Words	110	Ī: "i-e"	93
Long-Vowel Words	114	"i"	104
"-y, -ie"	185	"ie, y, uy, ui"	165
Multisyllable Words	228	"cy"	174
"-ce, -ge"	229	"igh"	213
"-able, -ible"	229	Ō: "o-e"	95
Suffix Spelling Chart	115	"o"	104
ADDING PLURALS		"oa, oe, ow"	167
"-sh, -ch, -tch, -s, -x, -z"	121–122	"ough"	214
"-y"	163–165	Ū: "u-e"	97
"-f = -ves"	186	"oo, ew, ue, ui, ou, oe"	169
Plural Spelling Chart	247	"o"	170
SHORT VOWELS		POSSESSIVE	122
Ā: "a"	11, 210	CONTRACTIONS	206
"al"	210	OˆO: "oo"	188
Ĕ: "e"	12	"ould, u"	189
"ea, a, ai"	199	Ô: "or, ar"	150
Ī: "i"	13	"oor, ore, our, oar"	151
"y, ui"	200	"au, aw"	191
Ō: "o"	14	"o"	193
"a"	201	"al"	192
Ū: "u"	15	"ough, augh"	214
"o, ou, oo, a"	202	"al, -all"	210
"ə"	203	J: "ge, gi, gy"	181
S: "ce"	173	"-dge"	182
"ci, cy"	174	ÂR: "are, air, ear, ere, eir"	224
OI, OY	176–177	F: "ph, gh"	222
OW, OU	178–179	-TION, -SION	233
SPELLING AND PRONUNCIATION CHART	245		

Spelling & Pronunciation Chart

Short Vowels

ă	ĕ	ĭ	ŏ	ŭ
a <u>cat</u> al <u>half</u> augh <u>laugh</u>	e <u>pet</u> a <u>any</u> ea <u>deaf</u> ai <u>again</u>	i <u>hid</u> y <u>gym</u> ui <u>build</u>	o <u>top</u> a <u>want</u>	u <u>pup</u> oo <u>flood</u> o <u>won</u> a <u>was</u> ou <u>young</u>

Long Vowels

ā	ē	ī	ō
a-e <u>tape</u> ey <u>they</u> ai <u>rain</u> ea <u>steak</u> ay <u>say</u> ei <u>veil</u> eigh <u>eight</u>	e-e <u>Pete</u> ie <u>field</u> e <u>we</u> i <u>marine</u> ea <u>meat</u> y <u>funny</u> ee <u>seed</u> ei <u>ceiling</u>	i-e <u>pine</u> ie <u>pie</u> i <u>kind</u> y <u>try</u> uy <u>buy</u> igh <u>right</u> ui <u>guide</u>	o-e <u>home</u> oe <u>toe</u> o <u>told</u> ow <u>row</u> oa <u>soap</u> ough <u>dough</u>

Long Vowels

ōō = ū	yōō = ū	Schwa
u-e <u>June</u> oo <u>moon</u> o <u>do</u> ew <u>new</u>	ue <u>blue</u> ui <u>fruit</u> ou <u>soup</u> oe <u>shoe</u> wo <u>two</u>	u-e <u>pure</u> ew <u>mew</u>
		ə = ũ a <u>sofa</u> o <u>gallop</u> e <u>spoken</u> u <u>focus</u> i <u>sanity</u>

Miscellaneous

ô	oŏ	oi	ou
aw <u>saw</u> au <u>haul</u> ough <u>bought</u> augh <u>taught</u>	o <u>dog</u> al <u>salt</u> all <u>tall</u> alk <u>walk</u>	oo <u>look</u> u <u>put</u> oul <u>could</u>	oi <u>boil</u> oy <u>toy</u> ou <u>out</u> ow <u>how</u>

Diphthongs

Spelling & Pronunciation Chart

Consonants

k			f	j	z						
k	kid	ke	bake	x	tax	f	fat	j	just	Z	zip
c	cat	ic	picnic	qu	quiz	ff	huff	ge	page	S	is
ck	sick	ick	picnicking	ch	school	gh	rough	dge	fudge	ZZ	fizz
						ph	phone			se	rose

Consonants

sh	th	s	l	ch					
sh	ship	th	thin	s	sat	l	lap	ch	chat
s	sure	th	this	ss	fuss	ll	bell	tch	hatch
ti	nation	c	city	le	noodle				
si	mansion	ce	race						

Consonants

-ng, -nk Endings

wh	zh	-ng	-nk				
wh	when	z	azure	ing	sing	ink	sink
		s	measure	ang	sang	ank	sank
		g	beige	ong	song	onk	honk
				ung	sung	unk	hunk

r-Modified Vowels

är	ôr		ur	âr
ar	or	ore	er	are
	ar	our	ir	air
	oor	oar	ur	ear
			or	ere
			ear	eir

Plural Spelling Chart

-S

To make most words plural, just add “-s”:

top	tops	duck	ducks	pet	pets
tent	tents	sock	socks	melt	melts
cake	cakes	pine	pin	bean	beans
date	dates	ride	rides	feed	feeds

-es

For words ending in “-sh,” “-ch,” “-tch,” “-zz,” “-x,” or “-ss,” add “-es”:

fish	fishes	inch	inches	batch	batches
fizz	fizzes	miss	misses	tax	taxes
pinch	pinches	kiss	kisses	ditch	ditches
hiss	hisses	itch	itches	rich	riches

-ies

For words ending in “-y,” change “y” to “i” and then add “-es”:

ruby	rubies	penny	pennies	baby	babies
pansy	pansies	party	parties	hurry	hurries
try	tries	fly	flies	cry	cries
fry	fries	sky	skies	dry	dries

-ves

For words ending in “-f,” change “f” to “v” and then add “-es”:

loaf	loaves	wolf	wolves	leaf	leaves
elf	elves	life	lives	shelf	shelves
wife	wives	thief	thieves	strife	strives

Suffix Spelling Chart

(See also page 115.)

When adding a suffix beginning with a vowel: if a word ends in “-y” preceded by a *consonant*, change “y” to “i” first. Exception: keep the “y” when adding “ing”:

try	tries	tried	trying
study	studies	studied	studying
fry	fries	fried	frying
bumpy	bumpier	bumpiest	rides

-y

When a word ends in “-y” preceded by a *vowel*, most of the time just add the suffix:

play	player	played	playing
employ	employer	employed	employing

-y

When a word ends in “-ie,” drop the final “e” when adding a suffix beginning with a vowel. Exception: *change* the “ie” to “y” when adding “-ing”:

lie	lies	lied	lying
tie	ties	tied	tying
die	dies	died	dying

-ie

Usually a word is not changed at all when adding a suffix beginning with a *consonant*:

dry	dryness	tie	tieless
use	useful	care	careful
bone	boneless	home	homeless

Student Achievement Chart

Name _____ Age _____ Grade _____

Phone _____ E-mail _____

Skill Level in <i>Phonics Pathways</i>	Review Page	Date Begun	Date Completed
Short vowels through review	16		
Two-letter blends through review	37		
Three-letter, short-vowel words through review	48		
“c-” and “k-” beginnings and “-ck” endings through review	57		
Double-consonant endings through review	69		
“-y” endings through review	73		
“-sh” and “-th” endings through review	79		
“-ch” and “-tch” endings through review	81		
“-ng” and “-nk” endings through review	86, 89		
Long “a” words (silent “e” ending) through review	92		
Long “i” words (silent “e” ending) through review	94		
Long “o” words (silent “e” ending) through review	96		
Long “u” words (silent “e” ending) through review	98		
Long “e” words through review	102		
All long-vowel words through review	105		
Short-vowel suffixes through review	113		
Short- and long-vowel suffixes through review	116		
Multisyllable words through review	117		
Consonant digraph beginnings through review	132		
Double-consonant beginnings through review	133		
r-modified vowel words through review	158		
Long-vowel digraph words through review	172		
Vowel diphthong words through review	180		
“/j/ = ge, gi, gy, -dge” words through review	183		
“-y, -ie” and “-f = -ves” words through review	187		
“/ō/ = oo, ou, u” words through review	190		
“/ô/ = au, aw, al, all, o” words through review	194		
Three-consonant beginning words through review	198		
Short-vowel spelling patterns through review	205		

Student Progress Notes

Name _____ Phone _____

Date	Page	Tutor Notes	(Special help, extra review, recommendations, etc.)	Tutor

Vision and Motor Coordination Training Exercises*

These exercises are designed to improve eye-hand-body coordination. Some experts feel they develop eye-tracking ability in particular. Not all children will be able to do all of these exercises. Try working through them, and see if you can come up with a small group of them that you both enjoy. It is important to practice them on a regular basis for maximum effectiveness, but feel free to vary them if a change is needed:

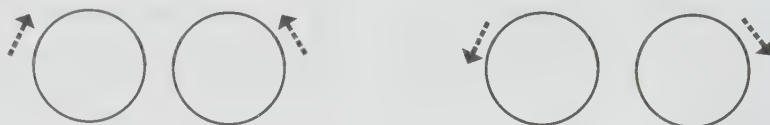
1. Have them hold their heads still, and follow with their eyes as you slowly move a small object (penny, head of a pencil, etc.) from far left to far right at eye level, back and forth several times. Now move it up and down, and diagonally. Then slowly bring the pencil in towards their noses while they focus as long as they can, and out as far as you can reach. Always move very slowly and smoothly.
2. Make a beanbag about 5 inches square (birdseed makes *wonderful* filling!) and throw it back and forth to them. (Beanbags are easy to catch and don't roll away when dropped.) Aim for a faster throw and catch. (They may wish to change to a ball when this skill is well developed.)
3. Have them lie on the ground, and tell them to raise their left legs, right legs, left arms, or right arms. After they can raise the correct leg or arm easily, have them try a combination of two together: "Left leg, right arm," etc.
4. While they are on the ground, tell them to make "angels in the snow": to move their arms and legs up and down against the ground. Then name a particular arm or leg, as in exercise 3. When they get proficient, have them combine an arm with a leg upon command, as in exercise 3.
5. Have them walk on a balance board (holding their hands if necessary), or some variation of it. If this is too difficult, have them walk all along a rope that has been laid across the floor, one foot in front of the other.
6. Have them march to an even beat, throwing opposite arms and legs forward, while you clap or beat a drum. Now have them clap and march at the same time.
7. See if they can crawl. If they cannot, have them practice crawling.
8. If a trampoline is available, have them jump on a trampoline. Hold their hands for safety!
9. If they are well coordinated, have them practice skipping.
10. Suspend a whiffle ball (plastic ball with cutouts) from the ceiling or rafter, about chest level. Have them "box" with alternate fists, aiming for a smooth, even stroke. Then have them hit the ball repeatedly with a paddle or a bat, trying to move it in the same direction as much as possible.

*No special claims are made for these exercises other than that they have been helpful to some students, including the author's own children. You may wish to check with your doctor before proceeding.

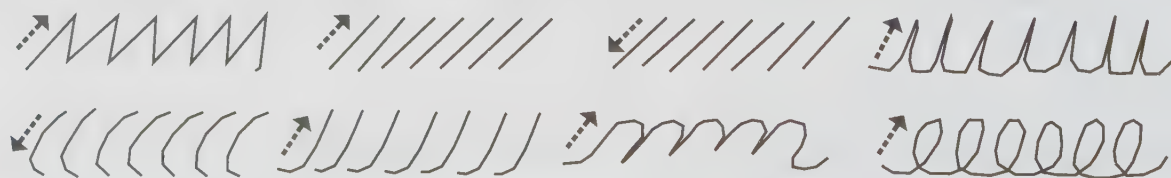
11. Suspend a whiffle ball at foot level, slightly off the floor. Have them kick with alternate feet, aiming for a smooth, even kick, sending the ball in the same direction each time. After a while, as they kick with their left feet, have them move their right arms slightly forward, and their left arms slightly back, alternating arms with legs.

The Following Exercises Help Develop Manual Dexterity:

12. Have them make large circles with both hands at the same time (chalk on blackboard or fingers on wall). Then reverse the direction. Now have them cross their hands over and *repeat* this exercise, if they can. This may be too difficult for many children, but is very useful if it can be managed.



13. Have each student crumple up a sheet of paper into a small ball, using only one hand. Then repeat this with the other hand. (Tissue paper is easiest; also try newspaper and writing paper.)
14. Sandpaper *greatly* increases the tactile experience! Cut out 3- to 6-inch letters from sandpaper, and glue them onto cardboard. Have them feel each letter with their fingers as they name the letter sound. Then have them trace it with their fingertip, and say the sound again.
15. To increase the kinesthetic experience, tell them to trace *big* letters with their fingertips on the wall (or with chalk on the blackboard, if available).
16. Tracing is *great!* Try tracing paper, and have them trace some of their favorite pictures with pencils. Later on have them trace large letters, and then progressively smaller ones. Always make sure they begin at the correct point and move their pencils in the correct direction.
17. Have them draw the following, using one continuous motion when possible:



Pyramid

(See also page 52.)

Practice these words until you are able to read them smoothly—each block of words has the same short-vowel sound. This part of *Pyramid* will help you blend letters into words (as will the exercises on page 40). (If you *do* find this kind of reading practice helpful, there is a whole book of pyramids available from Dorbooks.)

Next, read the *Pyramid* on the next page, which comprises the same words. This part of *Pyramid* will help you build words into sentences. Your eye tracking will *strengthen*, and your eye span will *lengthen*!

The road UPHILL and the road
DOWNHILL are the SAME ONE!



a	c-a	ca	ca-t	cat
a	f-a	fa	fa-t	fat
a	h-a	ha	ha-d	had
a	b-a	ba	ba-g	bag
a	a-n	an	an-d	and

i	i-n	in			
i	h-i	hi	hi-d	hid	
i	b-i	bi	bi-g	big	
i	f-i	fi	fi-g	fig	figs

o	B-o	Bo	Bo-b	Bob
---	-----	----	------	-----

u	g-u	gu	gu-m	gum	
u	n-u	nu	nu-t	nut	nuts



*It's a REAL CHALLENGE
to climb the ladder of success...*

For you must keep your:

EYES on the ball,

EARS to the ground,

NOSE to the grindstone,

HANDS on the wheel, and

FEET on the path ...

But the view from the top is

FANTASTIC!

Bob

Bob had

Bob had a bag.

Bob had a big bag.

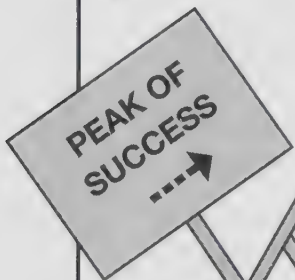
Bob hid gum in his big bag.

Bob hid gum and figs in his big bag.

Bob hid gum, figs, and nuts in his big bag.

Bob hid gum, figs, nuts, and a fat cat in his bag.

Bob hid gum, figs, nuts, and a big fat cat in his bag.



Appendix B: Games and Activities

HOT TIPS



1. *Echo* (for short-vowel sounds): Make a list of about ten words that *begin* with the short-vowel sound you are working on, such as the /ă/ in “apple,” using the picture words from page 11 (the /ă/ page). Sprinkle in about five words that do not begin with that sound, such as “rug,” etc.

Mix the words up, and read them slowly with emphasis. Students should repeat the word if you say a word beginning with that sound, but put their hands over their mouths and say nothing if the word begins with *another* sound. Repeat this activity with the rest of the vowels as they are learned.

2. *All in a Row* (for short-vowel words): Have five students stand in a row in front of the class, each one holding up a sheet of paper with a very large vowel written on it. Read words containing random short-vowel sounds, each time choosing a student to go up and stand by the person holding the correct vowel and say the vowel sound. (For individuals, tack a poster of each sound to the wall and have your learner walk to the correct poster, stand by it, and say the sound. Also see numbers 3 and #4 on pages 4 and 5.)
3. *You're on the Air*: Everyone opens his book and reads the same page aloud. Walk around with a portable microphone, and choose one student to read into the microphone. All students should follow along silently while this student is reading aloud, and run their fingers under the word/sentence being read. Each one must be ready to be “on the air,” as nobody knows who'll be chosen next!
4. *Fishing Marathon*: Copy the page you are working on and cut the words into equal sizes. Fold the words in half and put them in an empty tissue box. Divide the class into two groups. Students take turns reaching in the box, catching a “fish,” and reading it. The first group to finish wins the fishing marathon!
5. *Lifeboat*: Put eight “lifeboats” (carpet squares, towels, etc.) on the floor in a row. Eight students march around them while you read a variety of words, most of which contain the sound you are working on, but some of which do not. When you read a word *not* having that sound, each student must sit on or touch a lifeboat. Remove one lifeboat each time. Students must share the dwindling supply until only one lifeboat is left. (Make sure it is the biggest one!)
6. *Musical Chairs*: Put seven chairs in a row, every other one facing backward. Eight students circle the chairs while you read a variety of words, most of which contain the sound you are working on, but some of which do not. When you read a word *not* having that sound, the students scramble to sit down. The student left standing goes back to his or her seat. Remove a chair and keep playing until only one student is left.
7. *Treasure Hunt*: Copy the page you are working on; cut the words, phrases, or sentences into equal sizes; and fold them up. Hide them around the room, and see who can find the most “treasures”! They must read each note as it is found. (Have a little treat folded up in some of them to make it more enticing!)

The Shoo-Fly Shuffle

This is really another version of the *Short-Vowel Shuffle* (see page 5 for complete directions), but we can't call it that now because this game will be used with syllables and words from this point on, and not short-vowel sounds.

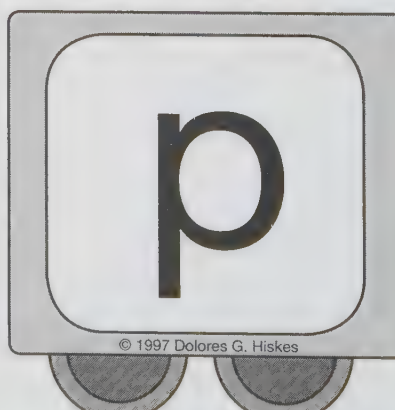
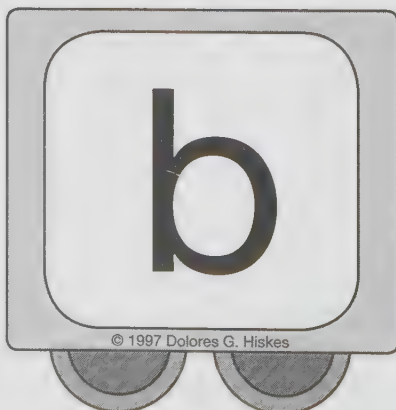
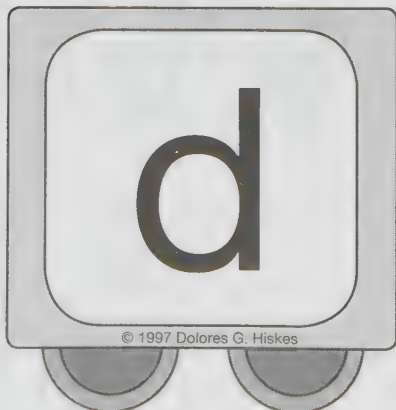
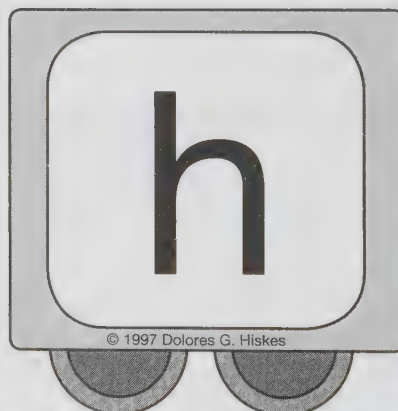
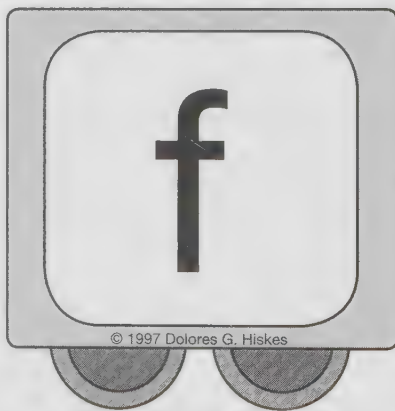
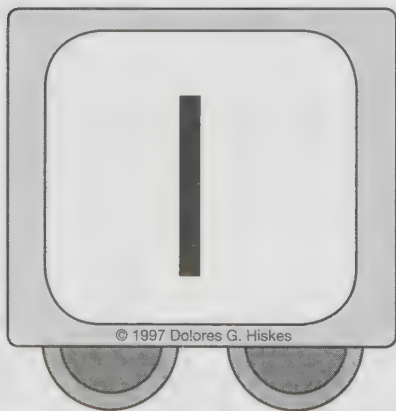
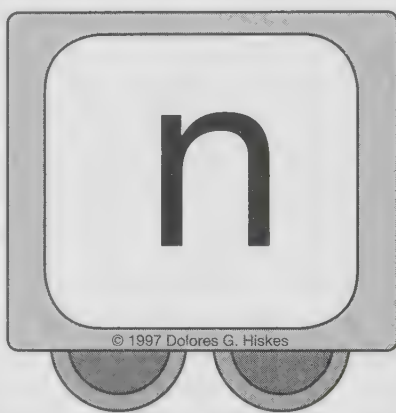
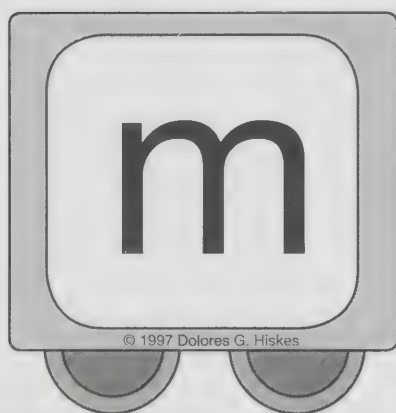
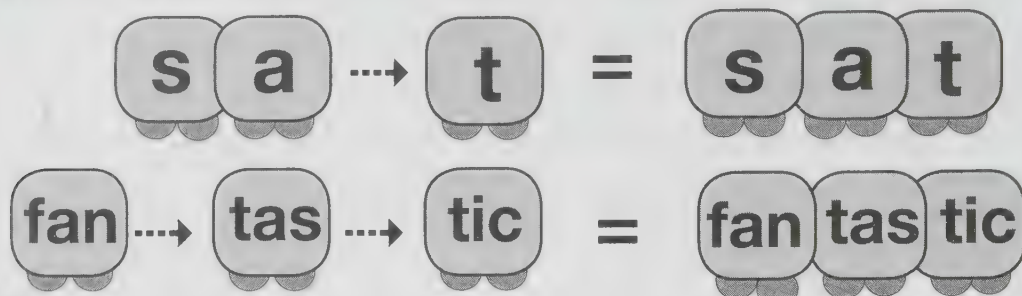
Let's call it the "*Shoo-Fly Shuffle*." In fact, *Shoo-Fly* actually was a Civil War nonsense song once. Originally it was kind of a shuffling dance, so that's a good name for it, because shuffling around your desk is one way to play it that is a lot of fun!

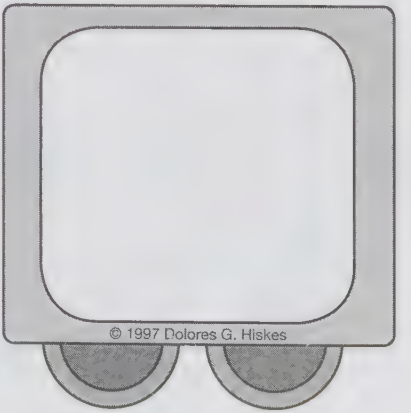
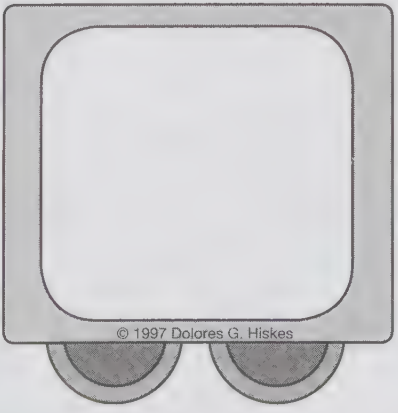
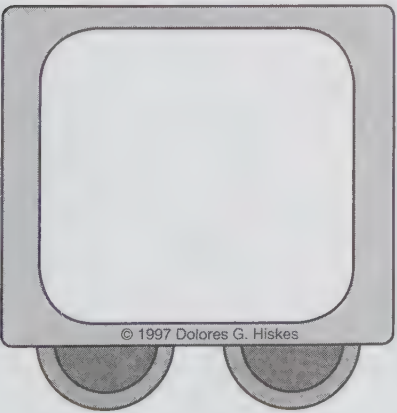
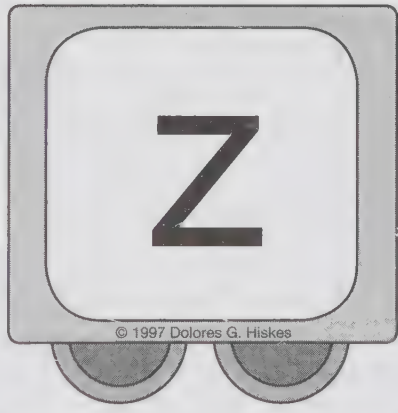
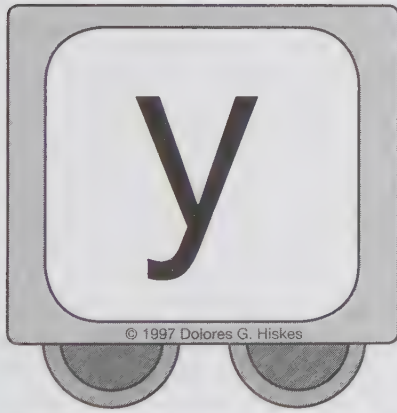
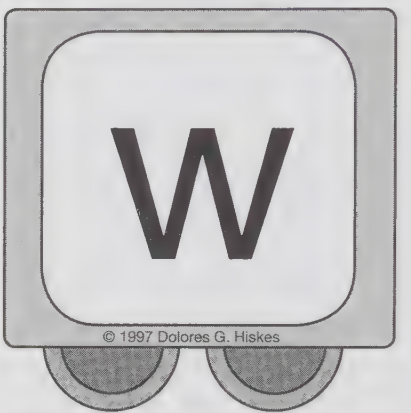
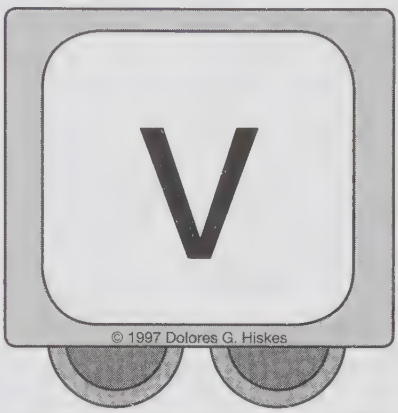
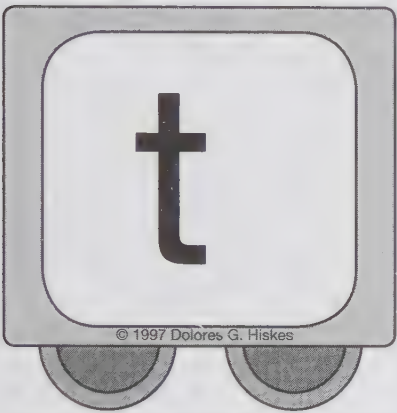
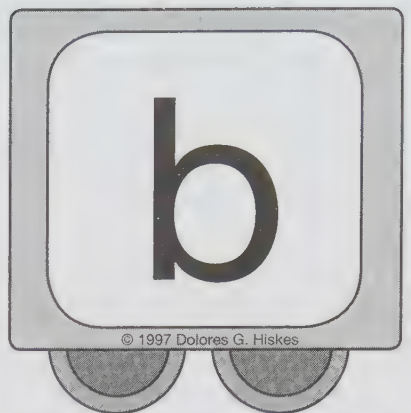
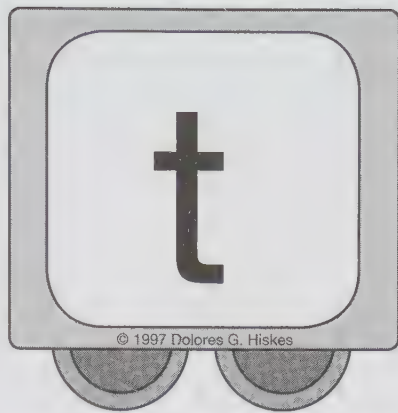
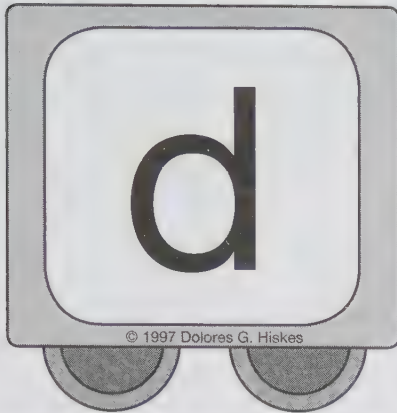
("Shoo-fly" can mean other things as well, such as a pie filled with molasses and brown sugar.)
(Mmmmmmmm ...)



See page 20 for vowels and complete instructions. This game can be especially helpful in developing blending skills all the way from two-letter syllables to multisyllable words:





Blendit!

(Similar to *Bingo*)

See page 16 for complete directions. *Blendit!* can be played with two, three, or four players. Good readers can be paired with beginners because everyone has an equal chance of winning. *Everyone* loves to play *Bingo!* (And it's certainly a great way to reinforce learning ...)

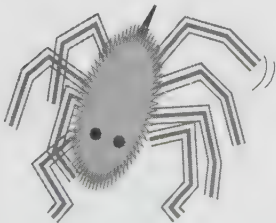
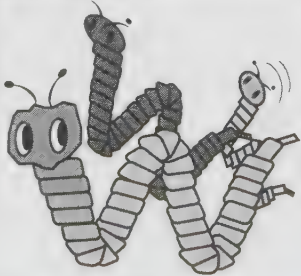


 **tarSearch**

See page 37 for complete directions and page 38 for a sample game. It's always lots of fun to go "stargazing"! The one who finds the most star cards is the winner. (Or, for a real challenge, try counting the number of *stars* and see who has the most!)

Bag the Bugs

Complete instructions are on page 48, and a sample game is shown on page 49. It can be played by a single player, or with small-to-medium groups if you make up sufficient cards. (This game is always a favorite—students *love* the yucky bugs!)

Reviews and Results for the Classroom (Including ESL)

“Our school serves a diverse socio-economic population, with many students in the free and reduced lunch program, living in subsidized housing, and coming to school totally unprepared to learn. We established an in-school tutoring program with *Phonics Pathways*, using parent and community volunteers. First- to third-grade nonreaders were tutored fifteen minutes a day, three days a week.

“In less than a year test results showed the school advanced from having the lowest to the highest reading scores in the entire school district. Our teachers are elated! Fourth-grade teacher Pam Mendonca now has all of these ‘graduates’ in her class for the first time, and she observed: *‘This is the most literate class I have ever had. Our tutorial program is worth its weight in gold!’*”

—Joe Madeiros, principal, Joe Mitchell School, Livermore, CA

“After only four months of using *Phonics Pathways* 100% of my bilingual Title One first-graders are reading the regular first-grade books. All of them have some level of limited English-speaking ability and come from poor economic standings. One-third of my students have one or more parents serving time in prisons. They now have the strategies they need to read. The best part is the match to Spanish phonics—it follows the same sound patterns. Now my parent helpers are using it at home, and my colleagues are all using it as well. I’ve had great success creating a balanced reading program for my students using your materials along with our district program. Thank you for creating such an effective program for everyone—teachers, parents, and most of all for *students!*”

—Tracy Ciambrone, M.A., bilingual first-grade teacher, San Jacinto, CA

“I have used *Phonics Pathways* as an excellent source of systematic phonics materials and ideas. It is yards ahead of available phonic workbooks and much more fun and interesting. It does not insult the student with “giveaway pages” that lead to quick answers with little understanding or learning. The introduction, reading manual description, and hints are excellent. I especially liked the reading sentences, which take so long to make up on your own. Kids desperately want to be able to read, and phonics taught in such an interesting, systematic way gives them some success right away. Excitement soon replaces their fear and discouragement, and they’re off to the races!”

—Diane Ransford, teacher and tutor, Orinda, CA

“As a classroom teacher, I have found a real need in our reading curricula for good, consistent phonics. Children need a solid, sequential program which builds upon previously learned skills with small, incremental steps toward the whole. Your program offers just the right degree in advances to ensure success. I have found that frustration is almost entirely eliminated with your books. *Phonics Pathways* provides a solid base from which to teach the basic sounds that make up our language. From a teacher’s perspective, the little proverbs scattered throughout the book offer great insight and encouragement. I have found my students understand and appreciate them much more than expected.”

—Susan Ebbers, second-grade teacher, Livermore, CA

“Cristal, a Spanish girl in my second-grade class, could not read. Then I discovered your wonderful book. After three weeks she is progressing nicely with its orderly, step-by-step approach, and is delighted by the encouraging sayings and quotes. Her face just beams when I tell her *she* is the one climbing the oak tree to the top. Cristal is a different child! Thanks for turning the lights on for so many.”

—Diane Sambrink, teacher, Raleigh, NC

“The administration of Cesar E. Chavez Middle School and I thank you for *Phonics Pathways*. I have been using your phonics program for the past one and one-half years in my Learning Handicapped Special Day Class, with gratifying results. The students are delighted! Allow me to wish you continued success with your publishing endeavors.”

—John Milton, teacher, Hayward, CA

“*Phonics Pathways* takes all the guesswork and example-finding out of teaching reading. Each lesson is clearly laid out and accompanied by abundant examples that reinforce the point to be learned. Best of all, it is a complete program which meets the needs of *all* reading levels, from beginning to remedial.

“I use this book to complement and supplement the current school programs, which are so rich in literature. I really feel that I have finally found a winning combination that will provide students with the skill they need most of all in order to succeed—the skill of literacy. *Phonics Pathways* truly is a one-stop shopping dream!”

—Chris Cova, teacher and tutor, Folsom, CA

Reviews and Results for the Home-School

"I'm a new homeschooling Mom and was having tremendous success teaching my 8th grader with *Phonics Pathways*, but not until this month did I realize just how *much* success. He has been wearing glasses since 3rd grade—he had a muscle problem with astigmatism. We started with the book eight months ago, ten minutes a day. He had an eye exam last week, and now has 20/20 vision and is free from glasses—thanks to your eyerobics! I cannot thank you enough for your incredible book."

—Wendi Cody Hill, Morgan Hill, CA

"This is an intensive and incremental approach to teaching reading. It can be used with any age, beginning or remedial. Older students would not find this manual insulting or babyish. I especially liked the large, easy-to-read typeface, and each page is visually interesting and uncluttered. If you want a no-frills approach to phonics that almost teaches itself, this book is certainly worth considering."

—Mary Pride, *Practical Homeschooling*

"*Phonics Pathways* is a complete program. Teaching instruction on each page is brief enough so that no preparation time is needed. Each new concept taught is followed by words, phrases and sentences for practice, so no other reading material is necessary. Because of quick movement into blending practice, children are reading three-letter words very soon. Reading practice is designed to improve left-to-right tracking skills, especially important for preventing dyslexic problems. *Phonics Pathways* is very reasonably priced for such a complete program."

—Cathy Duffy, author, *Christian Home Educators Curriculum Manual*

"I have been using *Phonics Pathways* for approximately two years to teach my twins (now seven) how to read. I can't say enough good things about the program, and want to thank you profusely for developing it. This program has made such a difference in our family that I have continually recommended it. I used to work tutoring learning-disabled at a local community college, and they have ordered it on my recommendation."

—Kathleen Smith, Chico, CA

"We are home-schooling, and our nine- and seven-year-olds were convinced they would never read. We had spent well over \$600 buying products to help our children learn, but would have been better off never to have bought a single one. Then I discovered *Phonics Pathways* in our local library. Now, only six months later, our older child reads anything he wants, and his sister is not far behind. We are absolutely thrilled with their progress and your book!"

—The Walter R. Wright family, Gnadenhutten, OH

"I never thought I would have to teach my children how to read at home. But by Christmas, my first-grader was coming home in tears saying that he was stupid since he couldn't read. Then I found your book. I knew exactly what to do and how to do it at each point, because each page has such clear directions. Your technique of putting new reading words in front of a sentence is just great. We spent only ten minutes a day working and ten months after we started he was a strong and successful reader with excellent comprehension. Best of all, his younger five-year-old brother learned along with him, and is now able to read simple books all by himself. *Phonics Pathways* has been a great success with my children. Please accept a heart-felt thank you!"

—Tasia James, Livermore, CA

"Using your book is one of the most exciting and gratifying experiences I've had as a parent. I'm so amazed at what our three-and-a-half year old is learning. She really enjoys Dewey the Bookworm, who makes each lesson such fun. Your program has empowered me to be able to do something I've always wanted to do but never knew how. I'm just thrilled with this program!"

—Julie Daly

"We are home-schooling and used what we thought to be 'good' phonics programs with our children, but all we achieved was frustration. Our older children did not begin reading until age nine. I had made a wish-list along the way of what I would like to see in a good phonics program. Naturally, it would be *user-friendly*—even for the Mom who had never taught phonics before. It would have a *minimum of sight words* which would be slowly introduced. Of course it would be *complete*, with separate readers not required. Most of all, *encouragement* for the teacher and student would continue throughout the lessons.

"*Phonics Pathways* is all of the above—plus more! Your explanation of dyslexia is simple and to the point. Our daughter has gone weekly to a Developmental Ophthalmologist, and the vision and motor coordination training exercises you have included in your book are the same exercises that she has done at home and in therapy. She is now improving by leaps and bounds. Thank you for offering to parents a very insightful phonics program."

—Jill Denly, Creative Home Teaching, San Diego, CA

Reviews and Results for Tutoring (Remedial, Special Ed, ESL, Adult)

“In the heart of Silicon Valley live a number of students from non-English speaking families of all cultures who cannot read. A state-of-the-art YES Reading Center was set up at Belle Haven School using *Phonics Pathways*, resulting in significant improvement of reading scores. There are now over fifty dedicated tutors, and Stanford University has donated a portable building and various furnishings to house this program. The teaching materials and dedicated volunteers are rendering rave results from teachers and parents!”

—Mary Shaw, board member, YES Reading Project, Menlo Park, CA

“*Phonics Pathways* has helped me immensely as an Orton-Gillingham tutor. It is both logically presented and easy to consult. Perhaps most importantly for dyslexic students, the pages of your book do not tend to strain students’ eyes as do a number of other phonics books due to print size, style, or overcrowding. Students smile at ‘Dewey the Bookworm’ and his positive comments as they progress through your exercises. I will do my best to wear this book out, as well as share it with others who tutor.”

—Roberta Puckett, Orton tutor, Schofield, WI

“I am a Special Education Speech Technician, and have found *Phonics Pathways* to be a wonderful resource to use for reading and spelling lessons as well as with our Speech Therapy and ESL students. I like the fact that we can combine and reinforce so many programs through one easy-to-use publication. The word lists give many good examples of targeted sounds. The sample sentences are great for speech students who need to listen for correct pronunciations. We are still in the early stages of discovering all of its uses and applications, but I want to thank you for your excellent reading program.”

—Danna Johnson, speech technician, Palisades School District, Palisades, WA

“I am currently serving as a volunteer tutor for adult literacy in the Salt Lake group, ‘Literacy Volunteers of America.’ For the past three months I have used *Phonics Pathways* in my classes. I have to tell you, the lessons you provide are marvelous and work very well with adults who are learning the basic reading skills. Thanks for your hard work in writing it—you have served more people than you know, and have made a major contribution to many people’s lives!”

—Cynthia Skousen, adult literacy volunteer, Salt Lake City, UT

“Our 3rd-grader’s teacher told us he could not read. I got *Phonics Pathways* from the library, and in only four months Daniel was one of the best readers in his class! Also, he was just chosen ‘student of the month.’ As we worked with this book, I found I was also learning myself. This book should be obligatory reading for all first and second graders. Congratulations on writing a superb piece we so desperately need.”

—Richard M. Low, M.D., president, Infor*Med Medical Information Systems, Encino, CA

“After my mom had a stroke she had trouble getting words from her brain to her mouth. Soon after she was back home I began using *Phonics Pathways* with her—she loved it! The sounds were one of the problem areas she had, and it helped her so much. She is writing out her own Christmas cards and reading ‘baby’ books now. Today I’m proud to say that our library has its own copy of this book. We also have a growing population of Mexican families in our area, and I notice that many Hispanic children are using it to learn English.”

—Barb Tessmann, librarian, Oconom Public Library, Oconomowoc, WI

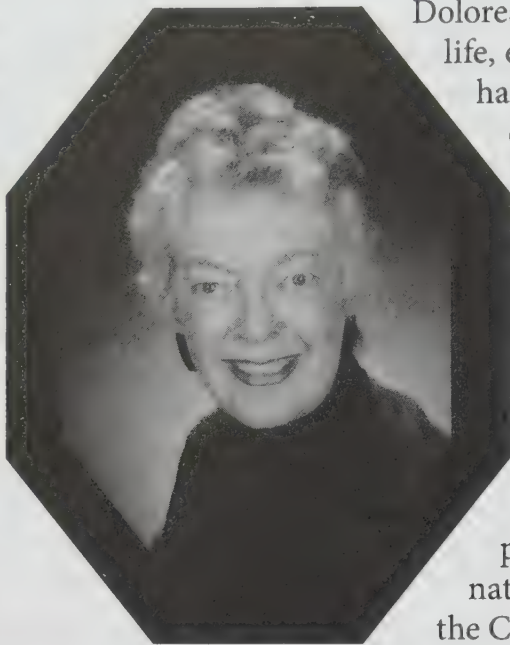
“When parents ask us what they can do to help their children read, we always recommend *Phonics Pathways*. It is easy to use and engaging for children. We find that many children need to learn to track left to right with their eyes, and find patterns and similarities among words. These exercises provide that kind of practice. We use this book, and can heartily recommend it.”

—Joanne Abey, director, Tutorage Learning Center, Livermore, CA

“Our Ruth is hearing impaired, and has a cochlear implant which enables her to hear at about 30 decibels. Her ability to sound out words is limited, and until now she has made little progress in reading. The average reading level of deaf people in America is 4th grade, and we’re deeply concerned about her reading. Your book now makes it easier, simpler, and more likely to succeed—we are systematically re-teaching all the phonics sounds. *Phonics Pathways* makes it a less anxious, more organized and ‘do-able’ task. We’re with you in believing that even deaf students need a phonics base to break the barriers and become avid readers.”

—Mary Lou Powell, Las Cruces, NM

About the Author



Dolores has been involved with education most of her adult life, ever since teaching her own children how to read. She has tutored reading for over thirty years, and collected classic old reading and spelling books from English-speaking countries all over the world. During this time she developed a unique teaching method that prevents or corrects reversals, which is similar in effect to exercises frequently prescribed by specialists to treat dyslexia. Finally, she organized and simplified all this information into one comprehensive reading and spelling manual—the award-winning and best-selling *Phonics Pathways*.

Phonics Pathways is now being used by parents and professionals worldwide, and has recently won its fifth national first-place award as “Best Phonics Program in the Country.”

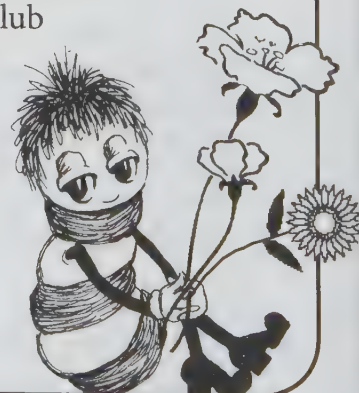
Starbucks and Hewlett-Packard have made a video clip of students using *Phonics Pathways* at the highly-successful YES Reading Center in Palo Alto (www.yesreading.org). This promotional video clip encourages volunteerism and was shown on every United Airlines flight in the country.

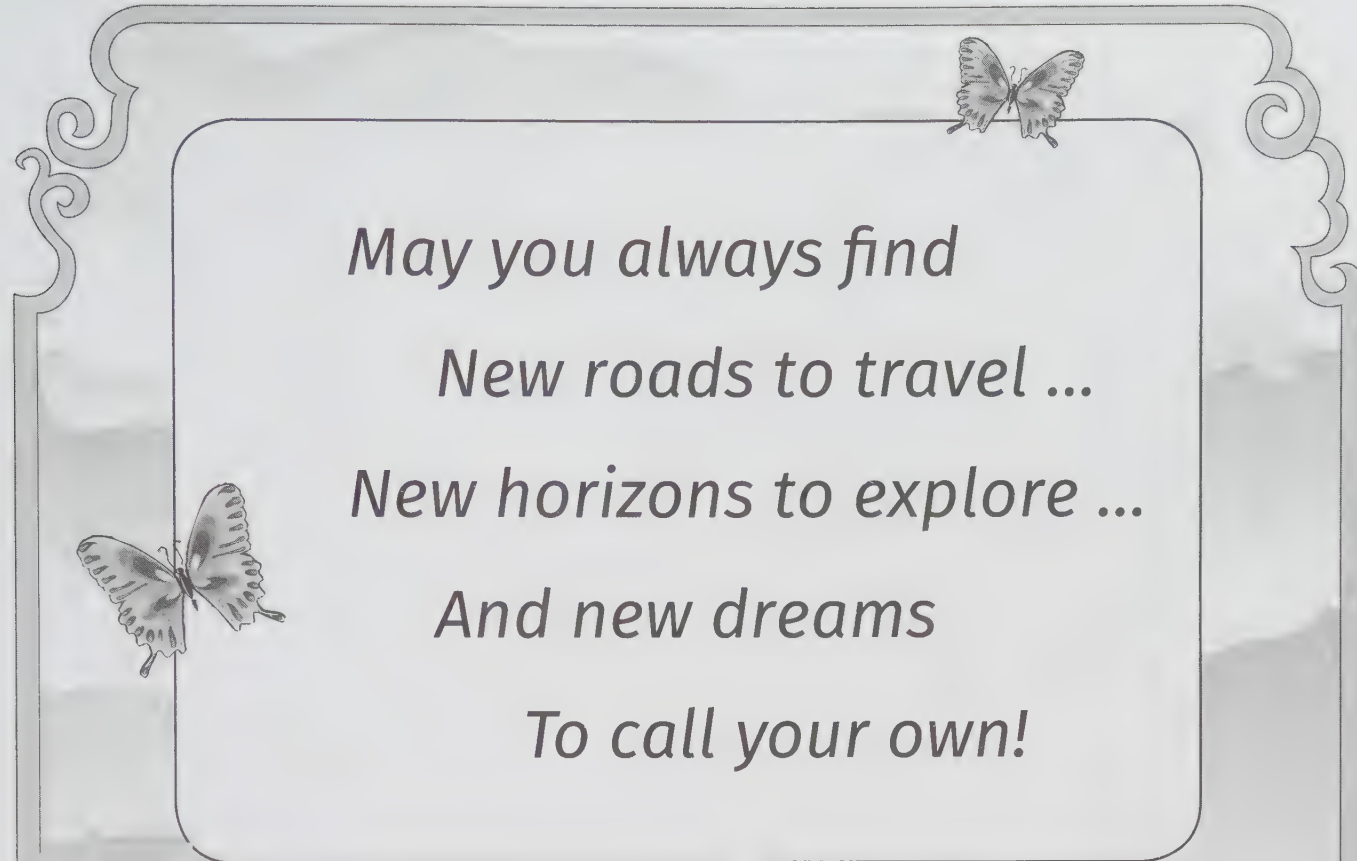
Dolores continues to write new material; set up school and community tutoring programs; and write articles for professional journals, such as *The California Reader* (California Reading Association), *Education Matters* (Association of American Educators), *The National Right to Read Report* (www.nrrf.org), and many others. She also writes and publishes a free ongoing, e-mail newsletter, *Phonics Talk* (www.dorbooks.com).

Dolores has received many honors and citations for her contributions to education, and she is listed in a number of *Marquis Who's Who* directories, including *Who's Who in American Women*, *Who's Who in the West*, *Who's Who in Education*, *Who's Who in America*, and *Marquis Who's Who in the World*.

Professional memberships include the Orton Dyslexia Society, California Association of Resource Specialists, Learning Disabilities Association, Association of American Educators, California Reading Association, Association of Educational Therapists, National Right to Read Foundation, Publishers Marketing Association, Bay Area Independent Publishers Association, and the Commonwealth Club of California.

Dolores lives with her husband, John, in the San Francisco Bay Area. They love to read, travel, and hike, and they have been known to go to any length to see a good play or movie. Most of all, however, they love to visit with friends and family. They have two beloved children and two adored grandchildren, whom Dolores also has taught how to read. She loves to paint with watercolors as well—if and when she can ever find time to do so!





*May you always find
New roads to travel ...
New horizons to explore ...
And new dreams
To call your own!*





Phonics Pathways

Clear Steps to Easy Reading and Perfect Spelling • 10TH EDITION



This tenth edition of the classic *Phonics Pathways* teaches students of all ages the rudiments of phonics and spelling using a time-tested, practical, and fool-proof method. New to this edition are pictures illustrating every sound introduced, lessons in dividing multi-syllable words, and nonsense word reviews to ensure learning.

Written in an easy-to-use format (with help from Dewey the Bookworm®), *Phonics Pathways* is organized by sounds and spelling patterns. The patterns are introduced one at a time and slowly built into syllables, words, phrases, and sentences.

Printed in a large lay-flat format for easy photocopying, *Phonics Pathways* is filled with illustrative examples, word lists, and practice readings that are 100 percent decodable. While appropriate for K–2 emergent readers, this award-winning book has also been used successfully with adolescent and adult learners, as well as second language learners and students with learning disabilities such as dyslexia.

Phonics Pathways is ideal for school, tutoring, and home use and includes wise, humorous proverbs that encourage virtues such as patience, perseverance, honesty, compassion, courage, and loyalty.

PRaise for *Phonics Pathways*

"*Phonics Pathways* is the best book on the market for parents, teachers, or tutors who want to teach early reading skills. It provides research-based, explicit, systematic phonics and multi-syllable instruction in easy, self-guided lessons."

—CATHERINE FROGGATT, R.N., Michigan State Director, The National Right to Read Foundation

"*Phonics Pathways* is a wonderful teaching tool! Every kindergarten and first grade teacher should have a copy in their hands. If this were the case, intervention in the grades that follow would be a thing of the past."

—PAMELA M. BARRET, instructional coach and consultant



The Author

Using her materials, **DOLORES G. HISKES** has implemented school and community tutoring programs, such as the highly touted YES Reading Center in Palo Alto, CA. She has tutored reading for over thirty years, and trained teachers from all over the world. Well-published in professional journals and a winner of numerous honors, she publishes a free e-newsletter about teaching reading, called *Phonics Talk* (www.dorbooks.com).

