

# A SOUND TRACK TO READING



An advanced intensive phonics book & reader

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# Key Words for the 26 Basic Consonant Sounds

## Voiceless

## Voiced

## Nasal

## Liquid

p	p <u>u</u> p	b	b <u>e</u> d	m	m <u>o</u> p		
wh	w <u>h</u> i <u>p</u>	w	w <u>e</u> b			(qu qu <u>a</u> ck)	
f	f <u>i</u> sh	p	p <u>h</u> one	v	v <u>a</u> n		
th	t <u>h</u> umb	th	t <u>h</u> is				
t	t <u>e</u> nt	d	d <u>u</u> ck	n	n <u>e</u> st	l	l <u>a</u> mp
s	s <u>u</u> n	c	c <u>e</u> nt	z	z <u>i</u> pper	h	h <u>i</u> s
sh	sh <u>i</u> p	zh	Z <u>h</u> ivago			r	r <u>u</u> g
ch	ch <u>i</u> n <u>ch</u>	m	m <u>a</u> t <u>ch</u>	j	j <u>e</u> t	g	g <u>e</u> m
k	k <u>i</u> d	c	c <u>a</u> p	g	g <u>u</u> m	ng	ring <u>g</u>
	ck	c <u>l</u> ock		nk	bank <u>g</u>	(x)	box <u>g</u>
h	h <u>a</u> t						

Outline letters are voiceless.

Regular letters are voiced.

The spelling qu represents /kw/ and x represents /ks/. They are not counted as basic sounds.

Created by Donald L. Potter on July 30, 2018.

## Key Words for the 18 Basic Vowel Sounds

<u>1st sound</u> or <u>Short sound</u>	<u>2nd sound</u> or <u>Long sound</u>	<u>3rd sound</u>	<u>Diphthongs</u>									
 <b>ă</b> pple	<b>ā</b> te	all = a <sup>3</sup>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: middle;">P l a <u>i</u> n</td> <td style="padding: 5px; vertical-align: middle;">owl = <u>ou</u> ow</td> <td style="padding: 5px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px; vertical-align: middle;"></td> <td style="padding: 5px; vertical-align: middle;">oil = <u>oi</u> oy</td> <td style="padding: 5px; text-align: center;"></td> </tr> </table>	P l a <u>i</u> n	owl = <u>ou</u> ow			oil = <u>oi</u> oy				
P l a <u>i</u> n	owl = <u>ou</u> ow											
	oil = <u>oi</u> oy											
 <b>Ĕ</b> skimo	<b>ē</b> at											
 <b>Ĭ</b> ndian	<b>ī</b> ce											
 <b>ō</b> strich	<b>ō</b> ld	to = o <sup>3</sup>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: middle;">M u r m u r</td> <td style="padding: 5px; vertical-align: middle;">car = <u>ar</u></td> <td style="padding: 5px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px; vertical-align: middle;"></td> <td style="padding: 5px; vertical-align: middle;">fork = <u>or</u></td> <td style="padding: 5px; text-align: center;"></td> </tr> <tr> <td style="padding: 5px; vertical-align: middle;"></td> <td style="padding: 5px; vertical-align: middle;">urn = <u>er</u> <u>ir</u> <u>ur</u></td> <td style="padding: 5px; text-align: center;"></td> </tr> </table>	M u r m u r	car = <u>ar</u>			fork = <u>or</u>			urn = <u>er</u> <u>ir</u> <u>ur</u>	
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	fork = <u>or</u>											
	urn = <u>er</u> <u>ir</u> <u>ur</u>											
 <b>ū</b> mbrella	<b>ū</b> se	put = u <sup>3</sup>										

### ASSOCIATIVE SENTENCES (SUGGESTIONS)

1. We **ate** all the **apples**.            or    All **ate** **apples**.
2. The **Eskimo** will **eat** the seal.
3. The **Indian** likes **ice**.
4. An **old** **ostrich** went **to** the hill.
5. Use the **umbrella** and **put** it away.
6. An **owl** will **put** **oil** in the **car**.
7. The **car** will **turn** at a **fork** in the road.

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

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

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

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

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

### DEFINITIONS

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

**Vowel digraph** – two vowels which together make one vowel sound: oa ea ie ei oo

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

# A SOUND TRACK TO READING

## 18 BASIC VOWEL SOUNDS - THEIR SPELLINGS & SAMPLE WORDS

<u>1<sup>st</sup> sound</u> or <u>Short sound</u>	<u>2<sup>nd</sup> sound</u> or <u>Long sound</u>	<u>3<sup>rd</sup> sound</u>	<u>Diphthongs</u>
/ă/ cat	/ā/ c <u>a</u> ke m <u>a</u> in d <u>a</u> y gr <u>e</u> at th <u>e</u> y e <u>i</u> ght l <u>a</u> ·d <u>y</u>	/a <sup>3</sup> / l <u>a</u> w <u>a</u> ll P <u>a</u> ul h <u>a</u> lt c <u>a</u> r	<u>2 Plain</u> /ou/ o <u>u</u> t c <u>o</u> w
/ĕ/ b <u>e</u> d l <u>e</u> ad	/ē/ tr <u>e</u> e b <u>e</u> ach b <u>a</u> by P <u>e</u> te p <u>i</u> ce b <u>e</u> r <u>e</u> ·p <u>l</u> y		/oi/ o <u>i</u> l b <u>o</u> y
/ĭ/ f <u>i</u> n	/ī/ k <u>i</u> te b <u>y</u> h <u>i</u> l <u>i</u> ght fr <u>i</u> ed b <u>i</u> ·f <u>o</u> ·c <u>a</u> ls w <u>i</u> ld w <u>i</u> nd		<u>3 Murmur</u> /ar/ c <u>a</u> r
/ŏ/ t <u>o</u> p w <u>a</u> ch o <u>u</u> ght	/ō/ b <u>o</u> ne r <u>o</u> ad b <u>o</u> w n <u>o</u> d <u>o</u> or f <u>o</u> ur p <u>o</u> ·n <u>y</u> <u>o</u> ld p <u>o</u> st t <u>o</u> ll	/o <sup>3</sup> / t <u>o</u> m <u>o</u> on g <u>o</u> up	/or/ f <u>o</u> rk
/ÿ/ c <u>u</u> p s <u>o</u> me t <u>o</u> uch	/ū/ u <u>s</u> e b <u>l</u> ue f <u>e</u> w H <u>o</u> uston o <u>c</u> ·c <u>u</u> ·p <u>y</u>	/u <sup>3</sup> / p <u>u</u> t b <u>o</u> ok w <u>o</u> uld	/ur/ h <u>e</u> r f <u>i</u> rst n <u>u</u> rse d <u>o</u> ct <u>o</u> r

Note: /o<sup>3</sup>/ = /ō/ as in moon and /u<sup>3</sup>/ = /ō/ as in book.

Schwa is the short-short ũ of any vowel in an unaccented syllable, written /ə/ in dictionaries.

Prepared by Donald L. Potter on August 26, 2018. Revised on November 12, 2019.

## Scope and Sequence Chart

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Lesson 1: The Short Sound of a - /ă/ and m s t a ing er ed = /d/ or /t/

Key words are the tools to unlock the sounds. Memorize them.  
Think the key word and start the sound.

A. m s t a: mop sun tent – apple ate all = /ă/ /ā/ /a<sup>3</sup>/  
Learn the 3 sounds of a but use only the first sound now.

B. ma sa ta sa ma ta sa ta ma

Vowel Rule 1: If there is only one vowel in a word or syllable and it comes **before a consonant**, the vowel is usually **short**.

C. ma t sa t Sa m mas t tat Matt am a sass  
→ → → →

D. In two-syllable words go from the underlined vowel sounds to vowel sound. The endings are: ing er ed = /d/ or /t/.

- |         |                 |                 |                   |
|---------|-----------------|-----------------|-------------------|
| 1. mats | mat <u>ting</u> | sas <u>ing</u>  | tat <u>ing</u>    |
| 2. tats | tatt <u>er</u>  | mat <u>ter</u>  | mat <u>ters</u>   |
| 3. mast | mas <u>ter</u>  | mas <u>ters</u> | mas <u>tering</u> |
| 4. Sass | sas <u>sed</u>  | mas <u>sed</u>  | mas <u>tered</u>  |

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

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

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

Lesson 2: d g f h ed = /ěd/

A. d g f h: duck gum fish hat

B. da ga fa ha ga fa da ha fa ga

C. da d ga g ha d fat dam gas ad  
fas t daf t fa d sad add tag am  
→ → → →

D. ed = /ěd/ (2 syllables), Row 4. When the root words end in a d (add) or a t (mat), it will be 2 syllables.

- |                  |                |                |                  |
|------------------|----------------|----------------|------------------|
| 1. sags          | sagged         | dammed         | gassed           |
| 2. hams          | s <u>adder</u> | <u>dagger</u>  | <u>fatter</u>    |
| 3. fast          | <u>fasting</u> | <u>gagging</u> | <u>adding</u>    |
| 4. <u>fatted</u> | <u>added</u>   | <u>matted</u>  | <u>fasted</u>    |
| 5. <u>faster</u> | <u>hamster</u> | <u>hammer</u>  | <u>hammering</u> |

- E. 1. Dad sat at a dam.  
2. A hag had a fat ham.  
3. Dad tagged a fatted hamster.  
4. Tad had a fat ham.  
5. Sam had ham.  
6. Matt had a tagged hammer.  
7. Tad hammered a sagging mast.  
8. A faster Matt tags a fast hamster.

F. For Comprehension, continue asking questions.

Lesson 3: p r n b y = long e /ē/

A. p r n b: pup rug nest bed

B. pa ra na ba na ra ba pa na

C. map rag nab apt Ann an asp  
and ran sand gasp band bad ramp  
→ → → →

D. y = long e. Vowel Rule 5: If y comes at the end of a two or more syllable word, y has the long sound of e /ē/ **if** the y syllable is **not** accented.

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

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

1. Sammy patted Raggedy Ann and Raggedy Andy.
2. At bat Danny had a bad spat.
3. Patty taps and raps at a rafter.
4. Ann fans a tanned and happy Nat.
5. Pampered Sandy stands at a map.
6. Hatty passed a tattered banner.

F. Keep asking questions for most sentences.

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

Lesson 4: c k ck l w j

A. c k ck l w j: cap kid clock lamp web jet

B. ca ka -ack la wa ja la wa -ack ca

C. cab pack Kat pal jam wag Jack tab  
act can't last hand apt fact scat smack  
→ → → →

D. Keep going from vowel sound to vowel sound.

- |                    |                 |                 |                 |                 |
|--------------------|-----------------|-----------------|-----------------|-----------------|
| 1. jammed          | racked          | hammed          | gassed          | rapped          |
| 2. p <u>at</u> ted | lan <u>de</u> d | las <u>te</u> d | s <u>an</u> ded | pa <u>dd</u> ed |
| 3. caps            | capped          | cap <u>ping</u> | act <u>ing</u>  | cam <u>per</u>  |
| 4. wags            | wagged          | wag <u>ging</u> | lack <u>ing</u> | can <u>ter</u>  |
| 5. jabs            | jabbed          | jabbing         | jabbering       | jagged          |
| 6. laps            | lapped          | lapping         | snappy          | packing         |
| 7. candy           | handy           | caddy           | wacky           | tacky           |

- E. 1. At last Jack had a lamp.  
2. A hand jabbed at a black hamster  
3. Kat and a pal hammered at a cab.  
4. Daddy and Randy acted wacky.  
5. Jam and candy can't last.  
6. Tad can't act as a happy caddy.  
7. A camper cantered fast after Sally.

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

G. Write five sentences using the words above.

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

A. v qu x y z: van quack box yak zipper

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

va qua -ax ya za va ya qua -ax za

C. van lax yak quack vat jazz zag quaff  
yap ax swam razz adz vamp asp vast  
→ → → →

D. The new ending ly = l + long e.

1. madly	sadly	waxy	vastly	pally
2. zags	zagged	aptly	zagging	zaggy
3. jazzed	jazzing	jazzy	yams	yammer
4. yaps	yapping	yapped	raggedy	raggedly
5. quacks	quacking	quacked	taxing	lastly
6. Randy	raptly	wacky	wagging	wagged
7. axed	axing	waxed	waxing	taxed

E. 1. Max razzed Hatty at bat.

2. A sad yak had rammed and tattered a plant.

3. A happy Van swam at camp.

4. Harry quacked at a pal. Quack, Quack.

5. Stand last and hand Jan a snack.

6. As fast as Max can wax, Danny can stack.

7. Lastly campers transplanted a waxy plant.

F. Questions should always be asked about the sentences.

## Lesson 6: Short sound of i /ɪ/

Key Words for i: Indian ice /ɪ/ /ɪ/

A. bi di fi gi hi ji ki li mi ni  
pi qui ri si ti vi wi -ix yi zi

B. bibs Dick fizz gig hid jigs kill ill  
quiz risk sill tint vim win it in  
→ → → →

C. 1. missing missed killing mister blisters  
2. jiggling fixing fixed fixer fizzing  
3. twist twists twister twisting twisted  
4. windy skinny risky Dicky snippy  
5. quickly giggly limply satiny glibly  
6. vivid pigskin wispy simply pimply  
7. zigzag kidnap catnip rapid transplant  
8. fantastic inhabit Atlantic bandit rapidly

D. 1. Jimmy and Rick quickly fixed his pigskin.  
2. Randy can risk a last fast jab.  
3. His hand lifted his tinted rimmed bag.  
4. Harry's van simply hid Jan's big bat and bag.  
5. A fantastic din is filling camp after dinner.  
6. Black quills zipped past him in camp.  
7. His fantastic wig is tinted.

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

Lesson 7: Short sound of u /ŭ/

Key Words for u: umbrella, use, put: /ŭ/ /ū/ /u<sup>3</sup>/

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

B. Use the short sound in these words.

buzz clump dud fuss gulp huff just up  
us lugs mud null pulp runs snuff tux  
→ → → →

C. Ending le = /l/ as in sample. The e is silent.

1. tumble fumble mumble rumble stumble
2. jutting jutted buzzer buzzing crumble
3. bumper bumping bumped mumbled mumbling
4. smugly ugly glumly gusty stuffy
5. grumble grumbled grumbling bulky lucky
6. bubbly snugly jumble insult stuffing
7. pumpkin mixup supper unlucky unstuck
8. undid unfluster undug bubble humble

- D. 1. Russ had his unmussed tux.  
2. His uncle grumbled at an insult at supper.  
3. Gus stumbled uphill bumping his hand badly.  
4. His suntan blistered his back.  
5. Bud fixed Jan's rack and black and tan rug.  
6. An unlucky uppercut ripped his lip.  
7. The bus missed his humble hut.  
8. Jud had unlimited duck hunting.  
9. A buzzer will puzzle and mix him up.

Lesson 8: Review of the short sounds of a /ă/, i /ĭ/, u /ŭ/

A. Say, hear and write the words below:

1. apt    bask    cast    ducks    fist    gulf    hand    imp
2. just    kilt    land    mum    nip    pulp    quiz    rap
3. silk    tamp    until    vast    wick    axed    yap    zip
- →      →      →

B. 1. His slipper filled quickly.

2. Dismiss Dick as a little unfit.

3. Insist Kim visit his puppy after dinner.

4. Bill had a distinct lisp.

5. After supper Ricky nagged his rabbit.

6. A bitter liquid disgusted him.

7. A funny mimic jazzed up his picnic.

8. Van's silly giggle simply fanned a hubbub.

- C. 1. muzzled    slippery    unjustly    silvery    dimly
2. handbag    disgust    rubbery    glinted    rapidly
3. under    sixty    tumbler    candidly    ripple
4. vividly    silky    dustpan    sniffle    habit
5. batter    bitter    butter    slumber    tackle
6. husky    publicly    blistered    cuddly    bulky
7. humble    rippled    bumbled    wiggle    unstuck
8. napkin    mumbling    kindle    insipid    antics

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

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

Key Words for o: ostrich old to = /ǒ/ /ō/ /o<sup>3</sup>/

A. bo co do fo ho jo ko lo mo no  
po quo ro so to vo wo -ox yo zo

B. not sop doff pox smock yon off loll  
clog cost fond odd snob jot romp ox  
→ → → →

C. Endings: s ed er ing y ly le

1. jolly hotly fondly Molly wobble
2. coddle cocky copy foggy foxy
3. Bobby gobble topper hobble bottles
4. locks locker locking locked Robby
5. lobby sobbing sobbed lofty mottled
6. romps romping romped lottery sloppy
7. plots plotter plotting plotted jonquil
8. goggles politics hobby sonic tonic

- D. 1. Donny will hop on Tom's box.  
2. Fondly Sally patted Holly.  
3. Bobby got a rock in his sock.  
4. Molly at last zipped Patty's muff.  
5. In a huff, Jud is tugging at his cap.  
6. Robby and Don tossed a log after a dog.  
7. Danny, his pal, locked his middle box quickly.  
8. A hull jutting from the rocks puzzled him.  
9. Sandy is tucking a rumped doll in a little tub.  
10. In Tom's pocket is a box of pills.

Lesson 10: Short e /ĕ/ as in Eskimo.

Key words for e: Eskimo eat /ĕ / /ē/

A. be de fe ge he je ke le me ne  
pe que re se te ve we -ex ye ze

B. jell swept Rex swell wen yen ebb  
vex fez quest flex jest pelts yelp  
→ → → →

C. Endings: ness en

- |            |          |         |           |          |
|------------|----------|---------|-----------|----------|
| 1. madness | fastness | witness | dullness  | wetness  |
| 2. vixen   | pecking  | happen  | hidden    | dimness  |
| 3. jelly   | penny    | petty   | Betty     | Nelly    |
| 4. kettle  | settle   | pebbles | speckled  | nettles  |
| 5. messes  | empty    | seventy | hamlet    | slimness |
| 6. fixes   | wedding  | dentist | rotten    | confess  |
| 7. waxes   | magnetic | example | magnetism | fender   |
| 8. flexes  | ebbing   | rotted  | wended    | eggnog   |

D. 1. Ned fell upon a big, empty bed.

2. A jet met Ben at seven.

3. Yes, Zed will get his pet hen in September.

4. At last, Ted is attending his hidden nest.

5. Unless Jill confesses, Meg will let her swelter.

6. Suddenly Jan tossed an empty box upon a red rug.

7. In September Liz will witness a wedding.

8. Kelly is letting Betty enter and dwell in his den.

9. His dog yelped and left camp in a sudden huff.

10. Ben settled the speckled eggs in an empty box.

## Lesson 11: Review using all five short vowels

- A. 1. vast      self      its      fondly      justly      adz  
2. welts      splint      squid      handy      pucker      elm  
3. romps      vender      quilts      bulk      tuft      apt

- B. 1. Rick has a restless puppy.  
2. Scott's hobby is swimming at his camp.  
3. Al will suggest his hilltop hut.  
4. Jack must rest his bad leg on a log.  
5. Stan suddenly plumped upon a clump of sod.  
6. His public suspected a twisted plot.  
7. As president of his class, Val must help.  
8. His lost dog romped and yelped at an empty can.  
9. Pat's puppy sniffed at his spotless smock.

### C. New Ending: less

- |             |           |           |           |          |
|-------------|-----------|-----------|-----------|----------|
| 1. restless | sunless   | endless   | indenting | absently |
| 2. sizzle   | insisted  | submitted | spotless  | ruffled  |
| 3. fondness | nonsense  | tactless  | coppery   | blacktop |
| 4. husky    | cobweb    | public    | suspect   | unless   |
| 5. hilltop  | kickoff   | offhand   | bobcat    | itself   |
| 6. jonquils | cannot    | sundeck   | tiptop    | lobster  |
| 7. deskpad  | inspected | scuffle   | publicity | inspects |
| 8. muddle   | softness  | sodden    | objected  | tamper   |
- D. 1. at a next hilltop                      4. from a public bus  
2. off his sundeck                        5. in an endless testing  
3. on a spotless desk                      6. up a sodden hill

## Lesson 12: Consonant Blends

A consonant blend is two or three consonants said together each keeping its own sound. They are slid together smoothly with the short vowel so there is no break. Do not say duh ra.

### Initial Blends

- A. dra dre dri dro dru – fra fre fri fro fru  
gla gle gli glo glu – pla ple pli plo plu  
sna sne sni sno snu – sta ste sti sto stu
- B. 1. brim brag bred drop drug fret Fred  
2. grub flat glut slit sled plat plot
- C. Make words of your own using the blends in A above.

### Final Blends

- D. 1. belt vent helm jest kept help must  
2. hulk risk soft gulp wisp hump self

### Combinations of Initial and Final Blends

- E. 1. blast flint grunt scant prompt grist  
2. scrimp sprint split blend flask squint
- F. 1. crabs crammed frosted gritting crusty  
2. sprints strutted flexing scanned testy  
3. flexes bramble stomped graspy skimpy  
4. grandness briskness bluntly bluffing frisky

Lesson 13: Consonant Digraphs: ch sh wh th th ng nk

Digraph Key Words: inch ship whip this thumb ring bank

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

1. After the theft of his ring, Chuck shunned him.
2. The pink shell fell into the tank of the sled.
3. When the ship crunched the sand, it stopped.

Spelling Helps for One-Syllable Words

After short vowels the sound of k is usually written ck.

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

After short vowels the ch digraph is spelled tch.

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

Five exceptions to this spelling: much such rich which touch

## Lesson 14: Plurals

### Most Plurals add an s

After the voiceless t p k and f plurals, s is heard as /s/.

1. kits      nests      grafts      trusts      glints      thanks
2. drips      traps      shrimps      scraps      clumps      stomps
3. banks      specks      flocks      flasks      clicks      skunks
4. sniffs      bluffs      chunks      staffs      fluffs      whacks

After the voiced consonants in plurals, s has a /z/ sound.

1. elms      thongs      whims      quills      thugs      chins
2. fronds      clans      skills      shrugs      springs      sprigs
3. gongs      fangs      thuds      shins      thrills      scabs
1. ladders      puddles      jackets      victims      kickoffs
2. antics      bubbles      hundreds      druggists      butters
3. insults      goblins      lobsters      egg-nogs      jonquils
4. picnics      glimpses      splinters      crossings      hemlocks
5. blankets      desks      chapters      singles      gossips
6. hammocks      chipmunks      liquids      stockings      trumpets

### Two-Syllable Plurals

Words ending in s x z sh and h form plurals by adding es instead of just a single s.

1. glasses      taxes      fezzes      flashes      sketches
2. crosses      waxes      fizzes      flushes      twitches
3. stresses      foxes      razzes      wishes      inches
4. tosses      hexes      buzzes      splashes      splotches

1. Tom taps his glasses on the sill as Scott sketches.
2. Frank drags the drums with his trucks.
3. Flocks of hens pecked under twigs and pebbles.
4. Dogs and kittens splash and splatter in Glenn's puddles.

## Lesson 15: Long Vowels

When a vowel represents its long sound, it says its name as in ate eat ice old use /ā/ /ē/ /ī/ /ō/ /ū/

Vowel Rule 2: If there are two vowels in a word or syllable, the first vowel is usually long and the second is silent.

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

Magic E Words: The first vowel is long; the second, silent.

1. jade eke strife yoke cube drove
2. bathe Eve dire globe fuse mute
3. drape these whine those fume thrive

Regular Vowel Digraphs: The first vowel is long; the second vowel is silent. y and w are used as vowels.

1. faith squeak vied growth hue praise
2. ray three float cue rye loathe
3. lye blow oath fuel slay please

New Suffixes: ful and fully will now be added to the root word.

1. spiteful cheerfully playful gleefully
2. faithfully boastful usefully carefully
3. wakeful fearfully shamefully wasteful

## Lesson 16: More Long Vowels: Magic E Words

- |          |        |       |       |       |        |
|----------|--------|-------|-------|-------|--------|
| 1. state | here   | game  | flare | prize | five   |
| 2. cube  | vote   | mere  | vile  | nave  | eve    |
| 3. shame | thine  | fuse  | drone | mete  | thrive |
| 4. whale | tithe  | chase | snore | those | lathe  |
| 5. mule  | strode | while | shone | trite | tribe  |

We can hear the first vowel in a vowel digraph, but we must memorize the second.

- |           |       |       |       |       |       |
|-----------|-------|-------|-------|-------|-------|
| 1. twain  | groan | gleam | each  | foam  | low   |
| 2. meet   | yeast | throw | reach | beech | beach |
| 3. hue    | ray   | vain  | toed  | tee   | tea   |
| 4. squeal | heel  | heal  | quail | fuel  | tried |
| 5. row    | goal  | wail  | beet  | beat  | day   |

1. Jake tried beating the goal set at the club.
2. The vain player whined at his loss.
3. Dave squealing at his play floated his leaf boat.

### Compound Words

- |              |           |           |            |
|--------------|-----------|-----------|------------|
| 1. seasick   | sailboat  | peanuts   | likewise   |
| 2. firebug   | billboard | subway    | sweepstake |
| 3. railroad  | stockpile | spillway  | typescript |
| 4. towboat   | snakebite | freeway   | postpone   |
| 5. toeless   | rosebud   | seaway    | soapbox    |
| 6. crossrail | beeline   | drainpipe | homesick   |
| 7. clamlike  | homemade  | rockslide | snowshed   |
| 8. checkmate | pineapple | backfire  | flamelike  |
| 9. fearless  | sunshine  | wireless  | lifetime   |

Lesson 17: Review of Consonant Digraphs – Short and Long Vowels

- |           |        |         |        |        |        |
|-----------|--------|---------|--------|--------|--------|
| 1. crash  | choke  | sheep   | than   | while  | thrill |
| 2. this   | tithe  | which   | shake  | fourth | throne |
| 3. chair  | whiz   | thing   | wheat  | think  | lithe  |
| 4. loathe | chest  | breathe | oath   | when   | shred  |
| 5. cloth  | speech | such    | clothe | throat | shrine |

Review of Consonant Blends – Short and Long Vowels

- |           |       |       |        |        |        |
|-----------|-------|-------|--------|--------|--------|
| 1. spring | brave | strip | stripe | stress | tweak  |
| 2. drove  | cream | drone | gray   | sleeve | score  |
| 3. cram   | blaze | flare | glaze  | grown  | plead  |
| 4. scrub  | scale | smock | scrap  | scrape | sneeze |

1. Jane chose each peach carefully and slowly.
2. As it is not quite safe here, swim in the lake.
3. His plan is plain and Gail will stop the boat.
4. Sally can coax the mule nicely with a carrot.
5. Throw those white wheels skillfully in the shade.
6. Joe will wait in vain with the three coats.

For most one-syllable words – after short vowels, the sound of /k/ is written ck and after long vowels it is written with just a k.

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

Lesson 18: Vowel Rule 3: If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long.

- |        |     |     |    |     |     |    |
|--------|-----|-----|----|-----|-----|----|
| 1. he  | no  | ye  | he | so  | spy | me |
| 2. dry | by  | why | we | fly | go  | I  |
| 3. sky | she | fry | hi | shy | my  | ho |

- |            |        |         |         |         |
|------------|--------|---------|---------|---------|
| 1. biplane | bogus  | bugle   | co-op   | demon   |
| 2. woven   | fatal  | fiber   | foment  | futile  |
| 3. haven   | hijack | hotel   | humus   | cubic   |
| 4. latent  | lilac  | humor   | microbe | pupil   |
| 5. myself  | naval  | nitrate | pilot   | tiger   |
| 6. quiet   | rifle  | secret  | solar   | zebra   |
| 7. music   | vital  | wafer   | yodel   | student |

1. His rifle and bugle had defects.
2. The pilot twice made a futile landing with his plane.

#### REVIEW OF THE FIRST THREE VOWEL RULES

- |           |        |        |       |        |
|-----------|--------|--------|-------|--------|
| 1. apt    | throat | cue    | goal  | say    |
| 2. joke   | wick   | sprite | yes   | spry   |
| 3. she    | pried  | glow   | off   | squint |
| 4. ebb    | jot    | fly    | which | each   |
| 5. clothe | ray    | opt    | elf   | try    |
| 6. vim    | shake  | why    | hoax  | gulp   |
| 7. no     | peach  | stream | go    | chain  |

1. She piloted the biplane with skill.
2. By hiking swiftly, we will reach the motel by three.
3. The secret and vital paper seems stolen.

## Lesson 19: THE THIRD SOUND OF A O U

Vowel Rule 4: If an a is followed by u, w, r, ll, or lt in the same syllable, it often has the third sound of a<sup>3</sup>.

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

Read the following sentences smoothly.

1. I saw the launch pause aimlessly near the shack.
2. The small ball of dark yarn is flawed.
3. Maud quickly crawled in the vault at the bank.
4. At dawn Walt saw the scrawl on the gray wall.

More words having the third sound of a<sup>3</sup>, the Italian ä.

- |             |           |          |             |
|-------------|-----------|----------|-------------|
| 1. yawned   | dauntless | garble   | charting    |
| 2. vaulted  | sharply   | stalling | rawness     |
| 3. halting  | gauze     | hallful  | warmth      |
| 4. thawing  | launched  | marshes  | marching    |
| 5. sharks   | harness   | arches   | galling     |
| 6. startle  | parchment | starched | salty       |
| 7. charmed  | lawyer    | taunting | paused      |
| 8. fawning  | varnish   | lawless  | lawlessness |
| 9. scrawled | sharpener | gaudy    | artist      |

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

- |          |                  |                  |                  |       |        |
|----------|------------------|------------------|------------------|-------|--------|
| 1. do    | los <del>e</del> | mov <del>e</del> | sho <del>e</del> | who   | two    |
| 2. push  | pull             | bush             | full             | bull  | your   |
| 3. would | should           | bushel           | pulpit           | cou/d | bullet |

Lesson 20: Diphthongs: Two vowels in a syllable making a double sound.

There are Four Plain Diphthongs by *spelling* – ou ow oi oy – and two by *sound* /ou/ /oi/. Key Words are owl and oil.

1. how      cow      shout      our      sour      pout      now
2. oil      join      toil      boy      joy      toy      Roy
3. drowned      coinless      oink      coyness      cowl
4. hoisting      scowled      south      joist      mouthful
5. void      prowler      quoits      plowed      spoiling

1. Our milk is beginning to sour now in this heat.
2. Roy shouted with joy at the humorous clown.
3. That appointment about oil has to be kept today.

### Murmur Diphthongs

The murmur diphthongs are ar or er ir ur. An r is often called a half-vowel as it changes the sound of the preceding vowel. The KEY WORDS are car fork urn.

1. jar      lard      harp      dwarf      shark      warmth      char
2. or      born      York      short      snort      sport      torn
3. fern      perk      bird      firm      burn      curb      blurt
4. squirted      sterling      swarms      curly      harmless
5. perky      sparkler      twirling      quirk      shorten
6. burnt      formless      surly      morning      clerks

1. Her pert bird darted speedily for the corn.
2. Carl's horse entered the race with verve.
3. The nurse shouted loudly that the burn would heal.
4. Fern could read in spite of the loud noise.
5. The short cord near the fern tripped the prowler.

## Lesson 21: Interesting Review

Which word has the short, the long, or the third sound of a<sup>3</sup>? Why? Write these, use diacritical marks and label them.

- |             |          |           |          |
|-------------|----------|-----------|----------|
| 1. vault    | jailer   | tallness  | saggy    |
| 2. daze     | walled   | brainless | plainest |
| 3. packs    | straddle | yawning   | lawyer   |
| 4. smallest | rainy    | halted    | gagged   |
| 5. madly    | dawns    | safely    | quaint   |

X's can be a bit troublesome.

- |          |      |       |       |        |       |       |
|----------|------|-------|-------|--------|-------|-------|
| 1. ax    | lax  | tax   | waxes | Max    | flax  | hex   |
| 2. vexes | flex | fixed | next  | mixing | oxen  | foxes |
| 3. pox   | tux  | text  | extra | Rex    | sixes | vixen |

Listen for the /kw/ or /skw/ sound.

- |            |         |        |           |          |
|------------|---------|--------|-----------|----------|
| 1. square  | quake   | quite  | quenching | quest    |
| 2. squire  | quip    | equip  | equipment | quizzes  |
| 3. quibble | quoit   | quote  | quota     | quirk    |
| 4. squirm  | squelch | squish | squints   | quivered |

Vowel Rule 1. Closed Syllables – Short Vowels (VC)

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

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

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

## SPECIAL SECTION ON ENDINGS - NEXT 3 LESSONS

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

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

Vowel Rule 5: If y comes at the end of a two or more syllable word, y has the long sound of e /ē/ if the y syllable **is not accented**.

1. silly      messy      lefty      lucky      chubby      fuzzy

2. lady      pony      wavy      flaky      Davy      smoky

Vowel Rule 6: If y comes at the end of a two or more syllable word, y has the sound of long i /ī/ if the y syllable **is accented**.

1. reply      supply      apply      defy      imply

2. multiply      electrify      justify      occupy      identify

1. Will Sally identify the frilly and dressy baby?

2. Did Bobby signify he would take the bunny?

3. Can we occupy the chilly, smelly cabin?

4. Did Billy supply the lady with flaky chicken?

5. When did the funny, wiggly puppy defy Molly?

Plurals: y changes to i, baby > babies.

1 bunnies      puppies      poppies      pennies

2. fairies      navies      ladies      ponies

3. supplies      allies      applies      defies

4. multiplies      magnifies      complies      ratifies

## Lesson 23: The three sounds of the suffix ed.

Note: After t and d a new syllable is formed saying /ěd/.

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

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

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

### Mixed Practice – Which says /ěd/ /d/ or /t/?

1. fixed      pointed      messed      perched      picked
2. plotted      wailed      buzzed      bleached      cuffed
3. lifted      burned      boiled      dreamed      twisted
4. slammed      played      rowed      boxed      lasted
5. braided      mended      splashed      dusted      penned
6. kicked      turned      printed      walled      reached
7. stopped      crashed      bragged      beaded      wheeled

1. Has he scrubbed and mopped the rotted porch?
2. Had she dreamed the rented boat had sunk?
3. Was his boy picked up near the trapped animal?
4. Was it picked and boxed for the late mail?
5. Has Hal mended and fixed the slashed seat?
6. Did the twisted section get fixed?
7. Had he licked the stamp carefully and mailed it?

## Lesson 24: Two very helpful patterns.

Vowel Rule 7: If words end with the suffix ing, er, or ed, the first vowel in the syllable is usually **short** if it comes before two consonants. (VC/CVC, Closed Syllable)

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

Vowel Rule 8: If words end with the suffix ing, er, or ed, the first vowel is usually **long** if it comes before a single consonant. (V/CV, Open Syllable)

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

### Short Vowel

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

### Long Vowel

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

### Short Vowel

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

### Long Vowel

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

Lesson 25: Mostly Review – Vowel Rule 3: If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long. (cv).

A new suffix tion derived from French is being added. The first syllable of every word in the list below represents the long sound of the vowels.

- |           |         |        |          |
|-----------|---------|--------|----------|
| 1. nation | station | ration | portion  |
| 2. lotion | notion  | motion | rotation |

The first syllable of the following two-syllable words applies the third vowel rule also. Check on meanings.

- |           |        |        |         |        |
|-----------|--------|--------|---------|--------|
| 1. apron  | even   | idle   | odor    | razor  |
| 2. create | trifle | retail | tiny    | soda   |
| 3. unit   | flavor | legal  | hydrant | major  |
| 4. equal  | mica   | moment | tripod  | cobalt |
| 5. laser  | Sweden | minus  | crater  | bisect |

All of the words below have three syllables.

- |               |           |            |           |
|---------------|-----------|------------|-----------|
| 1. quotation  | fumigate  | libelous   | reimburse |
| 2. demerit    | soberly   | probation  | feverish  |
| 3. flavorless | migration | hibernate  | locally   |
| 4. bilingual  | mutilate  | microscope | fomented  |
| 5. preamble   | coconut   | fatalism   | location  |

Polysyllabic words following Vowel Rule 3. Start at the left going from vowel to vowel and come out at the right.

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

## Lesson 26: Consonant Rules

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

1. S says /z/ after a voiced consonant.

trays bees lies toes cues guns  
bells swims goes suds kings stabs

S says /s/ after a voiceless consonant.

skips specks sniffs desks nests pecks

2. X has three sounds.

/ks/ box wax fix Rex text  
/gz/ exalt exam exact exult exist  
/z/ xylophone Xavier xenon xanthan

3. C says /k/ (hard c) before any letter except, e, i, or y.

cast case code cob cube coin

C says /s/ (soft c) when it comes before e, i, or y.

cell cede cite cinch ice place

4. G says /g/ (hard g) when it comes before a, o, or u.

gate gash goal gong gush gulch

If ge is at the end of a word, it says /j/, (soft g).

age sledge lodge splurge huge large

At the beginning of a word, ge, gi, gy may be either.

/j/ gem germ gin gibe gist gym  
/g/ gift get girl gird gild gig

## Lesson 27: Consonant Helps Listen Carefully

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

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

### Review Work with C and G.

- |           |        |         |        |        |        |
|-----------|--------|---------|--------|--------|--------|
| 1. slice  | since  | coaster | can't  | cove   | culled |
| 2. coiled | grace  | corks   | caused | thrice | curt   |
| 3. pencil | civil  | cynic   | accede | accept | cycle  |
| 4. goes   | twinge | gel     | gospel | gauze  | hedge  |
| 5. ginger | garden | trudge  | pages  | angel  | angle  |

1. The dog cringed at the noise near the garden.
2. Did he urge the girl not to splurge on the gang?
3. The fringe on the garment was badly trimmed.
4. Was the prince aiming at the center of the circle?

Note the odd c in the last syllable. We can hear every sound in these words so learn to spell them rapidly.

- |              |           |          |           |          |
|--------------|-----------|----------|-----------|----------|
| 1. topic     | tropic    | mimic    | plastic   | drastic  |
| 2. septic    | hectic    | public   | rustic    | Arctic   |
| 3. toxic     | epic      | frantic  | antic     | athletic |
| 4. fantastic | Antarctic | magnetic | inorganic | cosmetic |

1. His stay in the tropics made a tonic necessary.
2. The plane was geared to supersonic speed.
3. Being mimicked in public made her simply frantic.
4. An American epic was the topic of conversation.

## Lesson 28: Irregular Vowel Digraphs

The regular vowel digraph ie says the long sound of i /ī/ following Vowel Rule 2. The irregular vowel digraph ie says the long sound of the second vowel, which is long e /ē/.

Regular: die cried skies vied flies fried

Irregular: yield piece chief shriek wield relief  
niece shield grief belief brief fielder

1. It is my belief that her niece tried hard for the test.
2. French fries and pie vied at the picnic of the chief.

\*\*\*\*\*

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

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

**ooze booms pooled spoons hoop sooner loop**

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

**books stood shook wooded hooks looks looked cooking**

1. I will soon look at the floor near the door.
2. Loop all the wool in the room with her hook.
3. He zoomed the plane over the roof with skill.

.....

The regular digraph ei says long e /ē/ following Vowel Rule 2.

The irregular digraph ei, says long a /ā/.

Regular: weird either seize key deceit ceiling

Irregular: veil their obey they eight neighbor  
reins weight vein heir skein eighth

1. Neither money weighs near eighty pounds.
2. They can obey or they will receive a fine.

## Lesson 29. More Irregular Vowel Digraphs

The regular digraph ea follows Vowel Rule 2 saying long e /ē/.

gleam least plead each clean heater cheating

The irregular digraph ea has four different sounds.

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

ēā – great steak break greater breaking

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

är – heart hearten hearty hearth hearken

\*\*\*\*\*

### Long Sound of ū – Listen Very Closely

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

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

1. rude threw Jew chew blew true
2. crude Judy chewy plume ruler Jude
3. jute glue flute rue Jupiter jubilee

1. They searched for a suit and a sweater as a clue.
2. News of the feud spread from the fuming crew.
3. Judy chewed as she drew a flute for the jubilee.

## Lesson 30: The Most Difficult Vowel Combination - ou

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

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

\*\*\*\*\*

There are six irregular ou digraphs.

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

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

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

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

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

/ū/ Houston Houstonian houstonia

1. The four tourists were in double trouble in Houston.
2. They went through the southern part of their journey.
3. He thought he brought their journal with him.
4. We doubt that you should vouch for the couple.
5. Though he was young, he was thorough in his work.

## PART TWO

### Lesson 31: THE SCHWA - /ə/ - The Short-Short Sound of ǘ

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

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

1. Along the bottom of the vessel, a crack appeared.
2. The student's easel was the focus of the problem
3. His random shot at the victim caused acute pain.
4. The cadet is annoyed and vocal about his budget.
5. There was no reason for the playful rumpus.
6. The merchant was adept in his use of stencils.
7. They could not fathom her sudden and willful tantrum.

Lesson 32: Contractions. We often use these shortcuts.

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

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

1. air	heir	22. all	awl	43. alter	altar
2. bare	bear	23. beet	beat	44. beer	bier
3. birth	berth	24. cellar	seller	45. claws	clause
4. cord	chord	25. coat	cote	46. duel	dual
5. deer	dear	26. dew	due	47. fair	fare
6. fowl	foul	27. fur	fir	48. feet	feat
7. grate	great	28. gilt	guilt	49. here	hear
8. heel	heal	29. hail	hale	50. hour	our
9. hair	hare	30. hart	heart	51. I'll	aisle
10. lone	loan	31. main	mane	52. mite	might
11. mail	male	32. morn	mourn	53. night	knight
12. not	knot	33. nay	neigh	54. need	knead
13. one	won	34. paws	pause	55. pray	prey
14. pale	pail	35. plane	plain	56. ring	wring
15. red	read	36. raze	raise	57. reed	read
16. sun	son	37. sum	some	58. sale	sail
17. sore	soar	38. sweet	suite	59. shone	shown
18. steal	steel	39. see	sea	60. stare	stair
19. tale	tail	40. teem	team	61. vale	veil
20. Venus	venous	41. would	wood	62. way	weigh
21. wrap	rap	42. wait	weight	63. wrote	rote
64. sent	cent	scent	69. new	knew	gnu
65. meet	meat	mete	70. right	rite	write
66. so	sow	sew	71. site	cite	sight
67. to	too	two	72. their	they're	there
68. for	four	fore	73. pair	pare	pear

## Lesson 34: Common Words Which Are Not Phonetic

Memorize these simple but deceptive words.

- |     |        |        |        |        |        |        |
|-----|--------|--------|--------|--------|--------|--------|
| 1.  | are    | any    | again  | been   | busy   | blood  |
| 2.  | beauty | bury   | child  | could  | come   | does   |
| 3.  | done   | don't  | eye    | flood  | find   | friend |
| 4.  | give   | gone   | have   | heard  | height | iron   |
| 5.  | island | juice  | laugh  | lose   | many   | of     |
| 6.  | one    | once   | pretty | sew    | said   | says   |
| 7.  | genius | junior | shoe   | some   | sure   | should |
| 8.  | sugar  | two    | there  | toward | their  | truth  |
| 9.  | view   | very   | as     | want   | were   | woman  |
| 10. | wash   | what   | women  | work   | who    | watch  |
| 11. | where  | world  | would  | whose  | you    | your   |

The vowel combinations below look like digraphs; however, each vowel is sounded separately. Vowel Rule 3.

- |    |         |         |         |         |         |
|----|---------|---------|---------|---------|---------|
| 1. | lion    | poet    | Ohio    | Joey    | neon    |
| 2. | diet    | area    | ruin    | trio    | boa     |
| 3. | pliers  | fluent  | fiery   | client  | quiet   |
| 4. | Maria   | trial   | studio  | period  | truant  |
| 5. | rodeo   | piano   | oasis   | fluid   | radio   |
| 6. | violin  | liable  | heroic  | orient  | theory  |
| 7. | medium  | manual  | nucleus | reliant | variety |
| 8. | theater | science | violet  | aviator | diary   |

Read the following imperative sentences – commands.

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

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

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

Words in which every o has the short u /ʊ/ sound

1. son	London	covet	covenant	comfort
2. of	above	stomach	governor	company
3. none	govern	other	lovable	tongue
4. some	hover	cover	covetous	monkey
5. shove	comely	dozen	Monday	slovenly
6. lovely	color	smother	compass	wondrous
7. done	covers	brother	money	nothing
8. wonder	glove	oven	monk	month

Read these interrogative sentences with good inflection.

1. Will none of my brothers ride the wild colt?
2. Shall we come some other Monday for the scroll?
3. Did his mother get hold of the golden covering?
4. Was the hostess dressed in a honey colored dress?
5. When during the stroll did the bolt of lightning strike?
6. Why were just a dozen cakes put into the oven?
7. Where could the company come for the money?
8. Did that covetous person shove the cover angrily?
9. Will the governor of the state jolt them to action?
10. Were a dozen lovely golden roses sent to her mother?

## Lesson 36: Consonant Digraphs – containing *silent* letters

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

Read the following exclamatory sentences with real expression.

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

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

Read the following exclamatory sentences with real expression.

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

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

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

SILENT h in rh

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

Read the following interrogative sentences – questions.

1. Do school psychologists help?
2. Where is the pneumatic drill?
3. Is psychosomatic medicine true?
4. Do we have a psychiatric situation?
5. What is Ptolemaic theory?
6. Do you have severe rheumatism?

Read these declarative sentences smoothly.

1. Rhesus monkeys have been used in medical research.
2. He shot the ptarmigan near the rhododendron.
3. The student had a serious case of pneumonia.
4. They loved to read the Psalms of David in rhythm.

## Lesson 38: Special Consonant Digraphs

ph = /f/	phone	phonics	emphasis	paragraph
	prophet	alphabet	physics	diphthong

\*\*\*\*\*

gh = /f/	tough	rough	enough	laugh
	cough	trough	roughly	laughter

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

silent gh	sigh	thigh	bright	straight
	though	thought	through	thorough

\*\*\*\*\*

ch = /ch/	church	chatter	scratch	inches
-----------	--------	---------	---------	--------

ch = /sh/	charade	chute	parachute	chaperon
	Chicago	chevron	chic	chef

ch = /k/	chemical	mechanic	chronic	character
	choral	stomach	ache	chrome

\*\*\*\*\*

The sound /ch/ has two spellings. Listen carefully

ch = /ch/	cheese	chapter	teacher	branches
-----------	--------	---------	---------	----------

tu = /ch/	fixture	feature	structure	moisture
	actual	lecture	furniture	manufacturer

1. The chaperon gave a lecture on posture.
2. Sketch the picture in a rough mixture of colors.
3. The chauffeur and the mechanic drove to Chicago.
4. Though he thought the flight hard, he went anyway.

Lesson 39: The /SH/ sound has at least seven spellings.

sh = /sh/	shelter	impoverish	shoulder	ashamed
tion = /shŭn/	fraction	taxation	promotion	determination
	obligation	inflation	attention	constitution
sion = /shŭn/	pension	session	tension	extension
	fission	mansion	commission	compassion
ci = /sh/	glacial	glacier	sufficient	delicious
	Grecian	efficient	magician	ancient
ti = /sh/	partial	spatial	cautious	initial
su = /sh/	sure	sugar	assure	reassure
	insure	pressure	erasure	insurance
ch = /sh/	chiffon	machine	chagrin	Charlotte

The basic consonant /zh/ sound has no distinctive spelling.

si = /zh/	Asia	fusion	decision	provision
	profusion	seclusion	explosion	precision
su = /zh/	pleasure	usual	usury	exposure
	leisure	treasure	casual	enclosure
zi = /zh/	glazier	glaziery	azure	seizure
ge = /zh/	garage	barrage	loge	rouge

Read the following imperative sentences with expression.

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

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

Y is a consonant /y/

1. yes      yonder      yellow      yard      yoke      youth
2. years      yelping      yielded      yeast      younger      Yule
3. yen      yanked      yapping      yells      York      lawyer

\*\*\*\*\*

It is more often used as a vowel.

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

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

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

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

In turn, i is sometimes sounded as a consonant.

1. million      William      billion            union      genius
2. onion        junior        senior            peculiar    brilliant
3. familiar      rebellion    companion        Italian     trillion

Read these imperative sentences with expression.

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

## Lesson 41: Tying the R-Controlled Vowels Together

The murmur diphthongs are heard most of the time.

1. charm      cord      perch      twirled      burned
2. arch      storms      nerve      quirk      hurry
3. quarry      sports      jerky      skirt      current

The short vowel is heard sometimes.

1. carrot      merry      spirit      sorry      perish
2. barrel      very      mirror      torrid      irritate
3. Larry      errors      stirrup      morrow      sorrow

The long vowel sound follows Vowel Rule 2.

1. spare      cheer      roars      mire      pure
2. scarce      mere      floor      wired      endures

Except for wore and worn, wor changes to /wur/.

1. world      worth      wormy      worded      work
2. worry      worse      worst      worship      worthless

The schwa sound is often heard in the second syllable.

1. doctor      author      victor      tractor      solar
2. catcher      polar      powder      lizard      wizard.

Answer the following interrogative sentences.

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

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

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

Read the following interrogative sentences with expression - questions.

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

Lesson 43: A Suffix is an ending placed **after** a root word. We have used many from the beginning: er ed ly. They often change words from one part of speech to another.

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

Although these look difficult, they are not. Start with the prefix, slide through the root of the word and the suffix.

- |                   |                |                    |
|-------------------|----------------|--------------------|
| 1. impossibility  | disagreeable   | computerization    |
| 2. uncivilized    | reemphasize    | misinterpretation  |
| 3. premeditated   | consequently   | absorbable         |
| 4. bereavement    | perfectibility | extemporaneous     |
| 5. transparently  | misappropriate | unchangeableness   |
| 6. advantageous   | disheartened   | enlightenment      |
| 7. deliberateness | idiosyncrasy   | unenthusiastically |

## Lesson 44: Eight Helpful Rules for the Vowels

### BASIC RULES:

1. If there is only one vowel in a word or syllable and it comes before a consonant, the vowel is usually short.  
not            gulp            thick        (cvc)  
on             imp            us            (vc)
2. If there are two vowels in a word or syllable, the first vowel is usually long and the second is silent.  
oak    maid    sleet    meat        (cvc)  
note    made    mine    mute        (cvcv)
3. If there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long.  
no    why    she    go    ye    si·lent    (cv)
4. If an a is followed by u, w, r, ll or lt, in the same syllable, it often has the third sound of a<sup>3</sup>. (*a*<sup>3</sup> or Italian ä)  
fault    drawn    starch    hall    malt

### RULES FOR ENDINGS:

5. If y comes at the end of a two or more syllable word, y has the sound of long e /ē/ if the y syllable **is not accented**. pup'py    wa'vy    soa'py    (y = /ē/)
6. If y comes at the end of a two or more syllable word, y has the sound of long i /ī/ if the y syllable **is accented**.  
re·ply'    ap·ply'    ter·ri·fy'    (y = /ī/)
7. If words end with the suffix ing, er, or ed, the first vowel in the syllable is usually short if it comes before two consonants. (closed syllable)  
get·ting            lif·ted            drum·mer
8. If words end with the suffix ing, er or ed, the first vowel is usually long if it comes before a single consonant. (Open Syllable)  
zo·ning    ska·ting    wi·ser

## Lesson 45: Ten Helpful Consonant Rules in Phonics

A. For the sounds of the letter c:

1. C says /s/, soft c, when it comes before e, i, or y.

cents      cite      cyst      fence

2. In all other instances, it says /k/, hard c.

cap      cot      crack      fact

B. For the sounds of the letter g:

3. G says /g/, hard g, when it comes before a, o, or u.

gab      got      gummed      gather

4. If ge is at the end of a word, it says /j/, soft g.

ledge      splurge      fringe      stage

5. At the beginning of a word ge gi or gy may say /g/,

hard g, or /j/, soft g.

get      give /g/                      gin      gem /j/

C. For changes in the sound of the letter s:

6. At the end of a word se often has the sound of /z/.

hose      those      rose      please

7. After voiced consonants s also says /z/.

dogs      cars      drills      sleds

D. For the sounds of the letter x:

8. At the end of a word x says /ks/.

fox      mix      lax

9. At the beginning of a word x says /z/.

xylophone      Xavier      xenon

10. At the end of a syllable ex, x says /gz/ or /ks/.

exhaust      example      expel      excite

## Lesson 46: Rules 1 – 6 for Syllabication

1. If there is one consonant between two vowels, the word is usually divided after the consonant if the vowel sound is short. This is called a closed syllable.

pol·ish    trav·el    nov·el    riv·er    med·al

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

2. If there is one consonant between two vowels, the word is usually divided after the first vowel if the vowel sound is long. This is called an open syllable.

Po·lish    na·vy    pro·tect    pho·to    pu·pil

Practice:    pilot       student    label    vocal    David  
                  moment    locate    below    Friday    pony

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

curled    thumps    crowned    broiled    clapped

Practice:    street    filmed    ground    spring    bounced

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

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

Practice:    popcorn    rainbow    lifeboat    snowman    carfare

5. If a word has a prefix, it is divided between the prefix and the root word.    pre·fix    ex·cel    re·coil    tri·sect    ad·just

Practice:    unsafe    mislay    dislike    exchange    depart

6. If a vowel is sounded alone in a word, it forms a syllable.

a·far    i·tem    u·nite    dis·a·gree    o·boe

Practice:    echo       theory    icon       homicide    emit  
                  graduate    paradise    violence    ratify       about

Lesson 47: Rules 7 – 10 for Syllabication

7. If two vowels are together in a word but are sounded separately, the word is divided between the two vowels.

ne·on      de·ni·al      po·em      tri·o

Practice: polio    oasis    Iowa    museum    create

8. If a word has a suffix, it is divided between the root word and the suffix.

loud·est    care·less    wend·ed    lone·ly

Practice: safely    painter    highness    mixing    boxes

Exception: the suffix ed usually makes a one-syllable word after every consonant except t and d.

cashed    tracked    coiled    scrubed

Practice: snapped    bleached    perched    fixed    wailed

9. If two or more consonants come between two vowels, the word is usually divided between the first two consonants.

ken·nel    splen·did    hun·gry    flat·ter

Practice: bottom    silver    chapter    harbor    angry

Exception: Blends and Strong Digraphs are not separated.

The Strong Digraphs are: sh ch ck wh th

se·cret    wheth·er    clash·ing    lunch·es

Practice: decree    blacker    bother    stitches    hundred

10. If a word ends in le preceded by a consonant, the word is usually divided before the consonant.

grum·ble    tri·fle    span·gle    ram·ble

Practice: twinkle    cradle    tingle    needle    bungle

Exception: The Strong Digraph ck is never divided.

buck·le    speck·le    shack·le    tick·le

Practice: crackle    chuckle    pickle    knuckle    sickle

## Lesson 48: Accent

There are no rules for accent in English. The nouns below are accented on the first syllable; the verbs on the second.

Noun	Verb	Noun	Verb
1. reb'el	re·bel'	10. per'fume	per·fume'
2. con'tract	con·tract'	11. con'trast	con·trast'
3. rec'ord	re·cord'	12. in'crease	in·crease'
4. des'ert	de·sert'	13. sub'ject	sub·ject'
5. con'flict	con·flict'	14. con'test	con·test'
6. ex'tract	ex·tract'	15. im'print	im·print'
7. con'duct	con·duct'	16. con'vict	con·vict'
8. in'sult	in·sult'	17. pres'ent	pre·sent'
9. con'tent	con·tent'	18. con'vert	con·vert'

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

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

## Overall View of Phonetic Elements

### I. CONSONANTS:

1:1 A. Single: all of the alphabet except a e i o u

2:1 B. Digraphs: a single consonant with a double spelling

1. Basic digraphs: ch sh wh th ~~th~~ ng nk /zh/

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

2.1 C. Blends: br cr scr str bl gl sc sp tw etc.

### II. VOWELS:

1:1 A. Single: a e i o u – and sometimes y (by) and w (low)

2:1 B. Digraphs:

1. Regular digraphs: first vowel is always long and second silent: ai ay ea ei ie oa etc.

2. Irregular digraphs: the first vowel is not long.

a. The first vowel is heard but it is not long.

haul cough too head

b. The second vowel is heard.

steak shield rough

c. Neither vowel is heard.

veil true flew took

2:2: C. Blends: These are usually called diphthongs: a double vowel sound with a double spelling.

1. Plain: ou ow oi oy

2. Murmur: ar or er ir ur

# A Sound Track to Reading - Student Progress Chart

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

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

# Notes and Observations from the *Instructor's Manual*

A SOUND TRACK TO READING is an advanced, intensive program in phonics, a system representing the letters of the alphabet with sounds. It contains the entire content of information needed for decoding skills in reading and is geared for intermediate, junior and senior high students. It has been used with foreign students.

Intensive phonics is a method by which the 44 consonant and vowel sounds of our 26-letter alphabet are presented in a logical and methodical way. These sounds are tied together in A SOUND TRACK TO READING with four simple vowel rules. All of these basic sounds and their rules are taught on 21 pages interspersed with 4 reinforcement pages in PART ONE. **Once a student breaks the code and applies it, he can read.**

Intensive phonics is not reading. It is a method of independent word analysis. Independent word analysis is reading's only sure foundation.

The structure of the book is unique because Sister Foltzer has organized the study of our 16 vowel sounds by listing them in 4 simple categories. The short vowels are listed first, and then the long sounds followed by the third sounds of the vowels, and finally the diphthongs. All the 26 basic consonant sounds are taught around these four groupings, one after the other in that order.

It is easy to teach a student how to analyze unknown words in his reading if he knows his sounds, how to slide them together and then to string these words into sentences. "Is that all there is to it?" asked one fourth-grade remedial pupil when he caught on. That is all there is to it! A SOUND TRACK TO READING, if taught as suggested, will prove this.

Blending: "Slide the consonant and short sound of a /ă/ together with no break in between the two sounds." With flashcards, eventually use all the sounds.

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Mr. Donald L. Potter typed these pages from *A Sound Track to Reading* in order to make the type big enough to teach from overhead transparencies.

I got my first look at the program on December 1, 2006 when Susan Greve sent me a copy. I was so impressed with *A Sound Track to Reading* that I started using it with a sixth-grade student and a third-grade student. The results were impressive from the start. I finished the first typing on 12/24/06. Mr. Potter made the latest revision on 11/27/2019. [www.donpotter.net](http://www.donpotter.net).

My copy of *A Sound Track to Reading* bears the copyright dates of 1976 and 1993 by the St. Ursula Academy, 1339 E. McMillan Street, Cincinnati, OH 45206. Susan Greve obtained the copyright in 1997. She gave me permission to publish this free edition.

# About the Author and Editor

## Sister Monica Foltzer, M.Ed. - Program Author

Sister Monica Foltzer passed away on March 21, 2001 at the age of 91. She was a long-time member of the Reading Reform Foundation. She had a M. Ed. from the Graduate School of Education, Xavier University Cincinnati, Ohio.

As a teacher trained in the late 1920s in the use of the sight word approach, Sister Monica began teaching in 1929 using one of the then current sight word series of readers. She realized before the first year was over that logically there must be a better way to teach children to read. The process was so laborious for both teacher and students alike, that she nearly gave up the profession. As she wrote, "The gap between my strenuous input and the children's output was so great that I decided that my first year of teaching reading would be my last." With encouragement and help from another teacher who knew the phonetic system of the English language, she agreed to try just one more year. Then, after much time spent in research, she developed a phonetic learning-to-read system. We will never have an accurate record of the ripple effect her life work has had by providing to countless students what was not available in the popular reading programs of those days - and these days as well. She also provided numerous phonics workshops to share her knowledge with other teachers.

## Donald L. Potter – Program Editor

Mr. Potter received a review copy of *A Sound Track to Reading* from Susan Greve on January 1, 2006. He retyped the entire book in large print so he could project it on a screen with an overhead projector to teach large classes. To further help students master the lessons, he recorded the lessons in audio, making the material practically self-teaching. With permission from Mrs. Greve, the copyright owner and long-time associate of Monica Foltzer, he published his PDF file on his website for free Internet access.

Mr. Potter is a retired public-school teacher. As a public-school teacher, Mr. Potter taught secondary Spanish, elementary bilingual, dyslexia, and Amateur Radio classes. Upon retirement from public education in 2006, he began teaching at the Odessa Christian School, where he taught Spanish, remedial reading, Middle School Bible, Texas and American History, and cursive. He has a very successful tutoring business. He has published several practical books for teaching reading. He has been publishing educational material on the Internet since 2003.

Full credit for the development of the program goes to Sister Monica Foltzer. Mr. Potter simply recognized the value of the program and labored to put it in an easily assessable format on his website so that as many teens and adults as possible could benefit from this superior phonics system. It is a joint effort between Mr. Potter and Mrs. Greve, the current copyright owner. The audio and many other aids for teaching the program are available from Mr. Potter's website: [www.donpotter.net](http://www.donpotter.net) Together we pray that Sister Monica's advanced intensive phonics book and reader will find use in as many places as possible.

We are pleased to continue making available the free PDF edition. We feel that many people will prefer the convenience of purchasing a handy paperback edition over printing and binding their own copies. The paperback was published on December 29, 2019. It can be purchased from Amazon: <https://amzn.to/2SLE6ne>

Mr. Potter resigned from the Odessa Christian School on May 31, 2019. He plans to continue his independent tutoring and dedicate time to helping local public and private schools, along with homeschool parents, to improve their reading and handwriting instruction.