

EASY STEPS TO READING

a linguistic primer

by

Harry Hattyar

With tutorial guide

Cover design by Ed Hattyar

EASY STEPS TO READING

Copyright © 2005 by Harry Hattyar

Published by BookSurge, LLC

North Charleston, South Carolina

Library of Congress Control Number: 2005909310

ISBN: 1-4196-1728-1

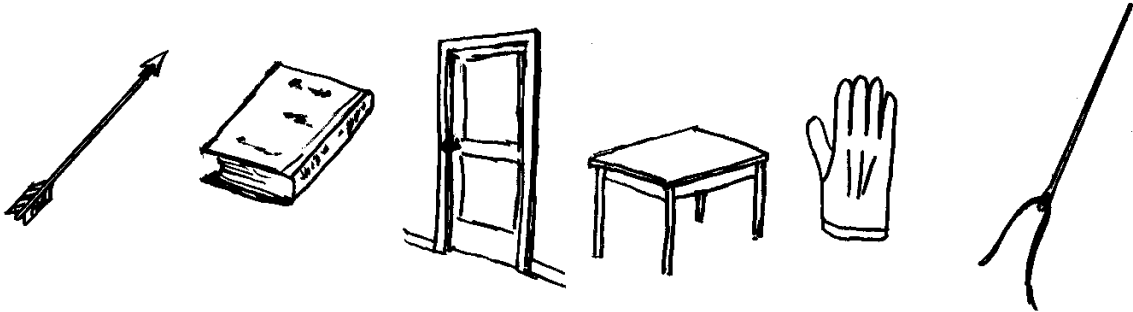
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means – electronic, mechanical, digital, photocopy, recording, or any other – except for brief quotations in printed reviews, without the prior permission of the publisher.

Printed in the United States of America

step 1

a b d t g n

A B D T G N



n a b nab

D a n Dan

bad	bat	tag	nab	gag	Dan
gab	bag	Dad	Mat	bat	bag
tab	bad	tan	gab	bat	nab
tan	gag	tat	bad	Nat	bag
Dad	bad	Dan	bag	tab	tag
an	tat	a	gab	at	an

step 2

i p m l s

I P M L S



in	it	dig	tip	big	Tim
mat	lip	dim	lap	sap	sit
till	Pam	sad	bid	pat	nib
pig	nip	man	lad	sin	dip
tin	pad	gas	din	tap	mad
till	bit	nap	Bill	dam	Pat
bib	map	miss	lag	lid	sat
pan	pin	mill	did	big	sill
pit	dim	gig	nit	dig	lad
its	Sam	bin	sip	bat	

map bat mill sip dip tap
maps bats mills sips dips taps

pat nap lip sit dam lid
pats naps lips sits dams lids

tip nip dig lap lad pad
tips nips digs laps lads pads

▪ • ▪

Dan digs a pit. Sad Bill sits in it.

Sam naps in a tan bin.

Pam bit a lip.

Dad nabs a mad bat. It bit a big pig.

step 3

u h f r j

U H F R J



if	us	had	up	muff	him
fan	buff	hill	gun	nut	bus
rag	jig	gum	hat	fib	rat
ran	nun	gut	Jill	ham	pup
rid	sun	fad	hut	rap	hip
bum	huff	fill	jam	fun	tub
fat	rug	hit	bud	Jim	mutt
him	hat	jut	tug	hid	hag
rub	fuss	fit	had	pun	rip
pug	puff	fig	bug	mud	rib

jug	dug	hub	hug	fin	hum
had	dull	tiff	run	Gus	but
bun	hull	mug	sum	hat	fill
gull					

Jim sits in a bus. Jill runs and hugs him.

Gus had a bug in a jug. Bugs mill and hum in jugs.

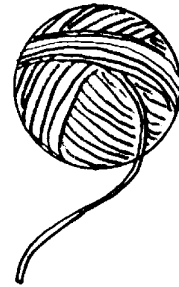
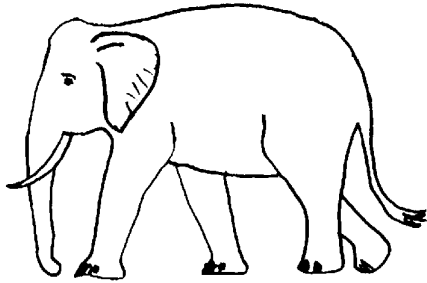
Bill hid a nut in a hat. Gus hid a fig in a bag.

Fat Sam sits in a tub. Fat Sam hugs a pup. Sam rubs its ribs.

step 4

e w y

E W Y



Ned	will	led	yam	peg	hem
Ted	bed	win	pet	fell	bet
yen	den	beg	wig	leg	yes
bell	get	wag	jet	tell	met
less	Ben	men	wit	yell	pen
mess	set	yet	fed	net	sell
well	let	wet	ten	hen	bets
red	beds	will	wags	peg	den
wit	get	yell	fell	yes	let
win	fed	dell	wag	jets	yet
well	hen	hem	Ted	leg	bet
will	yam	den	wet	mess	Meg

A rat sits in a bag.

Ten rats sit in a bin.

Dad's hat Mom's bag pig's leg

a hen runs ten hens run
a hen's hut ten hens' hut

a pup limps ten pups limp
a pup's rug ten pups' rugs

• • , , ‘ ‘ “ “

A nun ran up the hill.

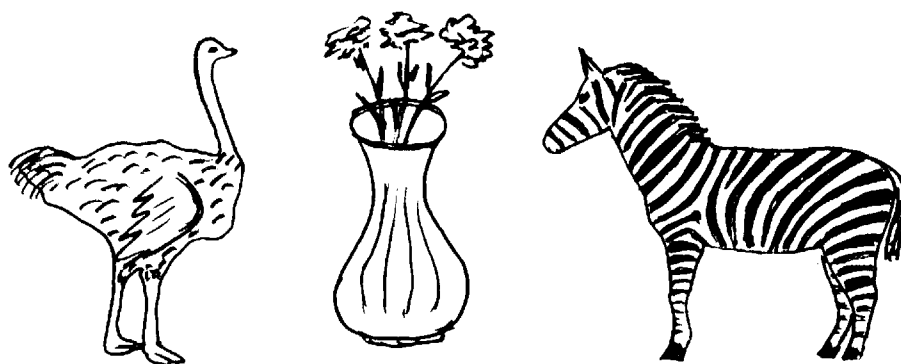
Meg got ten hens. A hen had mud on its leg. It sat on Meg's rug. It got mud on Meg's rug.

Ned had a red wig. Ben bet Ned. Ben got Ned's red wig. Ben had fun but Ned got mad. Jill sells Ned a tan wig. It fits him. Jill tells Ned, "Bets will get men in a mess."

step 5

o v z

O V Z



of

on	not	hot	jazz	van	jot
log	zip	rod	fuzz	sod	God
hop	jazz	lot	jog	fob	zag
zap	tog	nod	doll	pop	Zed
vim	hog	Tom	jot	bog	not
bob	yon	zag	job	tot	Rob
boss	gob	top	van	hot	pot
got	zig	sob	Bob	hob	dog

Don	rob	sog	buzz	fog	mop
zag	doll	buzz	tog	hot	Zed
Dan	rot	van	vim	jot	zig
yon	bog	Rob	zap	top	boss
zag	fuzz	Bob	zip	moss	dot

A rat had fuzz on its lips.

A mug of hot jam fell on a rag. Jill yells, gets a wet rag and zaps up gob of hot jam.

Don's boss digs hot jazz and rap. Don hums a jazz hit. Don's boss taps a gig and tips his hat.

Tom and Bob jog a lot up a hill. Tom gets at its top but Bob zigs and zags. Bob sits on a log. Tom yells, "Get up, Bob." Bob nods and runs up.

c k q x

C K Q X

step 6

g g a a

is	was	are	were	have	has
I	you	he	she	they	his
the	what	two	to	for	from
me	one	said	says	does	do

is	was	has	his	says	does
----	-----	-----	-----	------	------

? ?

Tom sits in the sun. His dog, Mutt, sits on his lap. Dad taps Tom's leg. Dad says, "Tom, do you have gas in the red van?"

Tom nods. "Yes, I got gas in the van."

Dad gets in the van. Dad runs it up to the top of the hill.

Sam tips his hat to Bud. Bud is Sam's pal. Bud says, "Sam, you fat bum, are you well?" He hugs Sam. Sam is not mad. They are pals.

* * *

Jill had a pot of jam. Meg said to Jill, "What is the mess in the pot?"

"It is not mess," Jill said, "It is fig jam. I will sell it."

Meg was fit to hug Jill. "Will you sell it?"

"Yes, I will," Jill said.

Meg said, "Sell me a bit of it."

Jill fills fig jam in a zip top bag for Meg. Meg hugs Jill.

* * *

Gus sat on the sill. He had two big bugs in a jug. Ted ran to Gus. Ted said, "Gus, let us have fun. Let the bugs run. One will win."

Gus let the bugs run from the jug. One ran to a wet rag.

"He wins," yells Ted.

"Yes, he wins, the big one. He is the boss of the bugs."

step 7

ca co cu

cat	cub	cog	can	cuff	cot
cap	cup	cod	cut	cop	cab
cob					

ke ki

kit	keg	kiss	kid	kill
-----	-----	------	-----	------

ck

sack	back	cock	deck	buck	Jack
hock	kick	sock	rack	duck	pack
lack	suck	neck	dock	tick	tock
Nick	hack	pick	lock	Dick	tuck
sick	luck	nick	tack	lick	rock
heck					

Nick, the duck, nips a bug. Nick picks up the bug in its bill. It nicks the bug's neck. Nick kills the bug. Ducks have a yen for bugs.

* * *

Jack had a cat. It sat on the deck. It had cut its leg. Jack said to the cat, "Are you sick?" The cat did not nod, but it did lick its leg. Jack says, "You lick a leg. Is it sick?" Jack tugs the cat's leg. "It is cut," he says. Jack got a sock on the cat's leg. He fed a can of cod to the cat. Jack's cat got well.

* * *

Dick picks up a keg of rum at the dock. He gets the keg in the back of a van. Dick locks the van. He hops in the cab. He zips off to the mess. Dick will set up the keg in the den of the mess.

* * *

A big buck kicks a kid in the back. A cop hits the buck. The buck runs off. The kid had luck. He did not get sick. The cop gets a kiss from the kid's mom.

step 8

men mend

ten	fill	bum	den	hum	mill
tent	film	bump	dent	hump	milk
send	bend	lend	limp	pump	fund
sand	band	land	lamp	pomp	fond
elf	and	vest	hunt	pest	cast
silk	lump	bond	kept	act	fist
bent	mint	mask	bump	dusk	gift
wept	colt	elm	sand	belt	rent
fond	sulk	bend	dump	mist	just
hint	ask	vent	fact	tent	kelp
last	nest	bulb	lisp	gulp	went
left	damp	land	zest	gills	lamp
best	pond	jump	desk	jilt	dust
end	list	self	bulk	must	felt
hand	test	lend	rust	help	lift
elk	camp	milk	rest	hump	melt
band	limp	mend	sift	fast	rant
vast	lent	mast	west	pant	send
bust	bend	pond	mask	belt	mint
jest					

Gus is in a camp. He jumps in a pond to get wet. He bobs up and jumps. He lands in the sand. Gus rests for a bit. At dusk he sits in his tent. The lamp is lit. Gus must mend his socks and pants.

* * *

Mom sends Jack to get milk. Jack gets milk and a bag of mints.

"Mom, can I have a mint?" asks Jack. Jack is fond of mints.

"Yes, you can have one and a cup of milk."

Jack fills milk in a cup.

"Just do not gulp the milk," Mom says. "And do not get it on the pants and the vest."

Jack holds the cup in his fist. He must act as Mom says. And he must not sulk.

* * *

Don went west to hunt elk. It was dusk and mist fell on the land. Two elks fed at the damp bog. Don held his gun in his hand. He felt it was wet. "I will not get the two elks," he said. He felt sad. In the end the elks ran off fast and hid in a dell of elms. Don left and went back to his camp.

* * *

Jill mends a silk hat for a doll. She tints the hat band rust red. Pat helps Jill. She gets the vest and the pants for the doll.

Jill says, "It is best to tend to the belt and the socks of the doll."

Pat gets the belt off the desk and the socks from a bag. They fit the doll well.

step 9

shell

cash

shop	ship	rush	dish	shun	mush
shut	lash	cash	shell	hush	gosh
shin	mash	wish	shot	gash	shack
gush	shock	rash	fish	ash	shop
hash	shall	dash	shun	sash	cash
shelf	bash				

chip

itch

chess	bunch	pitch	chip	rich	catch
ranch	chill	chap	punch	patch	chick
much	latch	chum	ditch	such	match
itch	chop	hitch	chest	pinch	chump
chomp	lunch	fetch	check	hunch	bench
chin	notch	chat	witch	chad	latch
hutch					

Ben went to the deck of the ship. The boss said to him, "Ben, check the mast. It is bent and it has a dent. Chip off the rust and get the mast as best as you can. Fetch the kit from the shack."

"Shall I get a punch?"

"Do not get the punch. Just fetch the chest and the stuff in it," the boss said.

Ben went in a rush to fetch the chest. He got the mast OK. Ben had lunch on a bench on the deck.

* * *

Mom was in a rush. She went to get fish and chips from the shop. She had cash in a bag. In the shop she said, "I wish you had chicks and eggs from the ranch."

But the man said, "I sell fish in the shop, but not chicks. I sell much rock cod and chad, if I catch chad."

Mom got a bunch of chips and a lot of fish for lunch.

* * *

Mitch had a rash on his chin and a gash on his shin. He went to the Doc and said, "Doc, I am sick. I have an itch on the chin. And I limp. I will not last, Doc. A witch put a bump on my left leg. Help, Doc, help."

"Shut up and do not rant," the Doc said. "I will put a patch on the rash and mend the gash on the leg. Limp to the chest, sit on it and hush up."

Mitch did as the Doc said.

The Doc got Mitch a patch on the leg, a chin mask and a shot in the hand and said, "You will be well, Mitch."

step 10

ram

ramp

cramp

lip	rat	lot	rug	rush	lick
flip	brat	slot	drug	brush	slick
rag	lump	rust	lash	rim	lid
brag	slump	crust	clash	brim	slid
slump	fleck	drill	stuff	block	trap
glint	slop	plant	clam	brunt	spend
flock	scotch	frill	grand	cramp	print
strap	trust	clap	blunt	spin	blest
step	slept	flush	drag	clash	Fran
shrug	flop	bland	snatch	crack	brag
snug	clot	black	shrub	grip	flesh
truck	brig	crest	slant	plug	frock
brat	shrimp	drum	bluff	Greg	plot
trip	frog	clod	scant	prompt	brim
spend	snub	drug	trot	clog	trick
dress	slick	fresh	swept	clutch	bled
swift	press	trot	slab	strip	grill
Fred	glen	stump	crust	slack	flash
scrub	trash	drip	brand	pled	crab
split	flat	crutch	blotch	crash	flag
slit	grunt	clap	brush	from	slim
drab	grin	slot	clad	flint	stand
still	black	spent	flesh	trust	grin
slat	smug	sprig	flask	glass	spot
glad	grab				

A fat crab and a slim shrimp slept on a black rock. "I wish I had a speck of fresh fish," said the crab.

"Step to the flat chest at the rock," said the shrimp. "I can smell the flesh of a fish in it."

In a flash the two went to the chest. They got in and split the fish.

"Let us get back to the rock," said the shrimp.

But the flat chest was a crab pot and a crab pot is a trap for crabs. The slim shrimp slid from the slot in the trap, but the crab did not. In the end the crab was put in a dish.

* * *

Fred and Greg slid off the crest of a hill on sleds. Fred had a crash and fell in a shrub. He sat still for a spell.

"Stand up," Greg said as he went to help Fred.

"I got a cramp."

"Do not grunt and shrug. You will get wet. Get up and I will help you limp to the hut. I will drag the sleds. Trust me."

Fred got up and they went to the hut.

* * *

Trish had a flat on Fran's block. Fran went to Trish for a chat. She held a flask of Scotch in the hand. "Let us have a shot," she said.

"Do not just stand," Trish said. "Sit on the hutch."

Trish got a glass for Fran. They had a Scotch.

Fran said, "What did you do, Trish?"

"I swept the steps and got a brush to scrub the deck."

"And what do you still have to do?"

"I have to press a frock, a dress and two pants. And I have to dump the trash."

"I will help you dump the trash," Fran said.

She got the bag of trash and put it in the trash can.

step 11

king ink

wink	long	junk	bung	drink	monk
hang	lung	rank	spunk	Frank	fang
wing	lank	bank	gang	brink	rung
bring	blank	drunk	sink	bang	mink
rank	pink	prank	king	slunk	spring
sank	blink	punk	string	drank	dunk
strong	slink	sunk	ink	bunk	crank
link	frank	ring	ping	bang	rang
bing	bong	ding	dong	sing	song
skunk	sting	strung			

th

this	that	thus	than	then	them
thing	thrash	thick	cloth	theft	with
thump	broth	think	thatch	thug	thrill
smith	moth	thank	thin	thrush	thrift
fifth					

A monk brings a strong broth for a sick man. He says, "Drink this broth my man. It will help you get well."

The man grabs the cup and drinks from the broth. He blinks and says, "Thank you so much. This thick broth is fit for a king."

"It is if you think it is," says the monk. "I have to run and ring the bells," he adds and is off.

And then the bells went bing, bong, ding, dong.

! ! !

Frank is a smith. He had too much to drink and he is drunk. He sits on his bunk and thinks, "What is with me? I am not a punk and I am not a thug. The catch is that I drink a lot. I just drank a fifth of rum. I wish to have a nap and get up fresh."

Frank slept long on his bunk. He got up. What a thrill! He felt fresh and strong. Frank sang a song."

* * *

Fran strung up the pink mink from a string in the cloth chest. Dan got the mink just as a prank. Fran went to bring it and she sank on the chest. She was on the brink of sobs. She did think she had had a theft. But then Dan said it was just a prank and put back the mink. Fran said, "Dan, for a flash I just went blank. It was a bad thing to do."

* * *

A moth with blank wings met a moth with pink wings. Said the blank moth, "Are you a punk moth?"

"I am not a punk moth," he said. "I got dunk in a glass of pink ink. I was as drab as you."

step 12

X x

six	pox	next	ox	tax	mix
flex	box	wax	lax	Max	ax
fax	vex	text	lox	fix	fox
sixth	sex				

Qu qu

quack	quip	quill	quick	squint	quilt
quell	quiz	quest	quit	Quent	quack

wh

when	whip	whack	whim	which	whist
whelp	whiff	whilst	whelm	whisk	whang

. , ? ! : ; ' "

Back in the past the crack of the whip was a sad fact. Blacks felt the sting of quick whacks on the back. The whip fell on them a lot and they fell in the dust. But when the sun had sunk, they sang songs to beg for God's help. Thank to God, whips are things of the past.

* * *

Max sent a fax to Quent. The fax said, "Quent, get me prompt help. I have to fix the locks on the hatch. A nut just did them in with an ax."

Quent sent back a fax. Its text was: "Which hatch?"

Max got mad. "Quit this, Quent. Just send the things that I have to have to fix the hatch. Tom, Dick and Hank can rob that hatch whilst you jest. It is the hatch on the ship's deck. Send the lot quick." This was the text of his fax.

The next fax was from Quent. It went: "I put the things in a box and sent it on a truck to you. I sent an ax as well."

The fifth fax was from Max. It said, "Thanks for the help and the ax. Quent"

* * *

Greg is sick. He asks his mom to tuck in the quilt on his bed. Mom steps to him and asks, "Do you have a chill?"

Greg squints and nods.

Mom says, "I will fix you a quick drink. A hot drink. You will get well from it."

She picks up a box of mint to fix a mug of mint broth. Greg gets a whiff of the smell and sits up. Mom hands him the mug.

"Just sip it. It is still hot," she says.

Quick as a fox, Greg grabs his mom's hand to press a kiss on it. She pats his back. "You will get well quick," she says.

step 13

nap + kin = napkin

pad + lock = padlock

dustpan	rocket	magnet	goblin	intend	uphill
dentist	letting	potluck	upset	catnap	neglect
running	hundred	velvet	mattress	shopping	forbid
spirit	expect	liquid	longest	sunset	children
inspect	mixing	undress	frosting	padlock	vanish
rapid	closet	address	program	jacket	lipstick
until	stocking	gasket	bathtub	handbag	mustang
napkin	tomcat	crossing	himself	kidnap	biggest
cricket	jumping	helmet	dismiss	exit	bucket
progress	potluck	rapid	frolic	until	dispatch
public	upon	within	longest	expect	dismiss
shellfish	actress	cannot	covet	gullet	profit
forest	jested	added	jesting	selfish	bandit
Eric	picnic	sandwich			

Buckskin Bill went on the zigzag path to the fishpond. He had a basket and a velvet hatbox in his hands. Bill kept his fishing stuff in the velvet hatbox. Bill's pet dog, a basset, went after him.

A chipmunk and a rabbit sat at a rock, and a robin sang on a twig. At the fishpond the basset sat and rested. Buckskin Bill lifted the fishing rod. He landed six catfish and a big bass, and got them in the basket. Then Bill and the pet basset ran back uphill at a gallop. Buckskin Bill went in his Grandmom's cabin and planted the basket of fish on the bench in the cabin. Buckskin Bill and Grandmom had catfish for lunch.

* * *

An actress of Grants Crossing went to the dentist. "I intend to inspect the gums," the dentist said. "It will be a quick check." Then he added with a wink, "Do not undress for it."

The actress shot a swift grin at the dentist. "I will dismiss such jesting, but do not get me upset."

Next the actress went shopping to the biggest shop in Grants Crossing. It had lots of stuff to sell: dustpans and helmets, stockings and lipsticks, buckets and padlocks, magnets and gaskets, handbags and velvet jackets. Hundreds of things.

She was in the shop until sunset, shopping and shopping. The actress spent a lot. In the end she got a big shellfish for Nick, the tomcat.

* * *

Eric and his pals and Eric's mom went on a picnic in the forest. They went on the rapid transit. They had fun in the forest, running on the grass, kicking up the sand and jumping ditches. When the children had run a lot and they were spent, Eric's mom said, "Let us sit on that log and have a sandwich. The picnic lunch is milk and sandwich." The children sat on the log and on the grass to munch on sandwich and drink milk.

step 14

	planted	lifted	rested	landed	
add	spot	dust	mend	print	mat
added	spotted	dusted	mended	printed	matted
test	rest	punt	lift	craft	frost
tested	rested	punted	lifted	crafted	frosted

canned = cand

rob	nag	fill	film	plan	buzz
robbed	nagged	filled	filmed	planned	buzzed
can	gag	slam	kill	hem	drag
canned	gagged	slammed	killed	hemmed	dragged

kicked = kickt

match	puff	kick	trap	hiss	hash
matched	puffed	kicked	trapped	hissed	hashed
fish	wink	snitch	box	trip	bless
fished	winked	snitched	boxed	tripped	blessed
fished	skipped	rolled	stitched	fanned	linked
penned	helped	boxed	smashed	printed	hemmed
snuffed	milked	scuffed	pinched	landed	willed
mixed	trapped	thrilled	flapped	fixed	jumped
rested	dragged	slammed	hushed	rested	capped
grasped	cracked	cuffed	finished	killed	pecked
tipped	waxed	skinned	dusted	busted	cussed
cashed	drugged	patched	splashed	spotted	crashed
panned	pinned	canned	mended	dropped	stretched
missed	nagged	lifted	winked	tripped	blessed

		bats	shops	Nick's	
shops	dents	fluffs	picks	gulps	milks
bats	lots	whips	clocks	moths	cuffs
Pat's	cats'	Nick's	Jeff's	smith's	Jack's

Mom's = Mom'z hens = henz

tags	dabs	robs	fills	hums	runs
rings	logs	nods	jabs	jams	spins
clubs	beds	logs	quills	songs	drums
hens	kings	strands	crabs	shells	plugs
Dad's	Jill's	Dan's	Mom's	Meg's	Bob's

misses = missez witches = witchez

misses	buzzes	punches	mashes	brushes	fusses
quizzes	buses	boxes	dishes	witches	thrushes
Gus's	foxes'	witch's	Bess's	Trish's	Max's

Miss Fran was sitting on a bench. She was the mistress of a dog. The dog was Max, a mastiff, a strong and big dog. Max did not sit on Miss Fran's lap. Max was sitting on a mattress. Miss Janet dropped in for a chat. "Get up Max," Miss Fran said to the mastiff. "This is Miss Janet." Max went to lick Miss Janet's hand. Miss Janet patted his back and sent him to run a stretch. Max was thrilled to run. His legs were swift and he was back in two winks. "Max, you can run fast," Miss Janet said. Then Miss Fran tossed a stick and said to Max, "Run, Max! Fetch it!" The mastiff sprang for the stick and ran back with it. Max tapped Miss Janet's leg with the stick. Miss Janet yelled, "You cad, you ripped the stocking." Miss Fran said, "Bad dog, Max! You will not get milk in the dish. You will get a whipping." Max blinked and licked Miss Fran's hand. A lick was Max's kiss. Then Max flopped on the mattress and slept.

step 15

A box of sweet peaches will be at Eve.

street cheek deep

peel	feet	speed	creep	beech	deep
screen	greed	need	leech	meet	cheek
breed	speech	reed	fee	sheet	queen
deed	sleep	sheep	bee	weep	meeK
steel	reek	seed	flee	seen	peep
seek	feed	heel	seem	keen	tree
weep	heed	teem	green	bleed	weed
beet	tweet	keep	three	creek	free
weekend	glee	spree	fleet	sleet	beechnut
sixteen	creed	reel	teeth	beef	sleep
tee	screech	deem	street	feel	seep
fifteen	peek	tweed	see	freed	sheen
greet	indeed	sweet	keel	wheel	leek

teach beat leaf

bleak	cheap	beast	teach	leap	least
preach	east	beat	sheath	bead	yeast
zeal	heal	each	deal	squeak	lean
beam	real	wean	Jean	scream	cheat
mean	weak	stream	heap	beak	read
steal	streak	team	seam	leaf	reap
dream	flea	seat	speak	heat	peak
peach	cleat	seal	bleat	teak	steam
meat	breach	leak	cream	peanut	feast
wheat	sea	bleach	leash	peat	freak
heath	lead	clean	sheaf	creak	bean
treat	veal	beach	gleam	sneak	reach
peal	neat	feat	dean	tea	eat

she he

she be he we me being
beneath begin

sneeze grease Steve

leave Pete sleeve Eve sheave Steve
breeze grease weave squeeze sneeze peeve

Eve and Jean greeted Pete and his Dad on the dock near the beach. They went to see the ships of the fleet. Three sleek steamships rocked on the swells in the breeze.

Jean squealed, "Do you see that seal swimming in the sea at that ship?"

A bell pealed on a ship. Dad said, "We can peek at the ships. It is free. This is fleet week."

They went up a steep gang plank. Eve said, "The deck is swept clean. It is neat."

Pete and Jean went up ten steps. A man said, "This is the ship's steering wheel." Jean reached for it, but the man said, "Let us keep the hands off the steering wheel."

Then they went to the next deck. "This is the ship's mess. The men eat the meals in the mess. They eat beets, beans, green peas, and meat. The meat can be beef and veal. And they eat cream of wheat with sweet peach." Then the man said to the men in the mess, "Let us treat the children to coffee with whipped cream. And let me hear three cheers for them."

In the end Dad said, "Fleet week is a big treat."

* * *

Steve and Jean went fishing on the weekend. Steve fished from the steep bank of a stream, keeping his fishing rod in one hand. The stream teemed with fish, they were leaping up to catch bugs and bees. Steve did not feel the heat of the sun. He was standing beneath the branch of a beech tree. Jean was sitting at the trunk of the tree, leaning back. She was reading and cracking beechnuts that fell from the tree. Beechnuts have sweet meat. Steve did not see the quick streak in the stream, but the reel on the rod began screaming. "I got a fish!" he yelled, gripping the rod. The fish swam in the steam, but in the end Steve reeled it in and cleaned it. Jean and Steve had a feast of fish.

step 16

A vain gray ape ate a date.

nail rain paid

snail	maid	bait	strain	mail	flail
train	paint	chain	brain	aim	tail
stain	nail	Cain	braid	gain	pail
saint	raid	rail	bail	swain	maim
faint	claim	rail	grain	fail	quaint
drain	twain	faith	sail	jail	laid
pain	plain	main	vain	hail	rain
ailment	aid	waif	sprain	wait	lain
slain	Spain	taint	ail	mailbox	wail
trait	mailman	staid	quail	paid	maintain

play May say

slay	lay	pay	stay	dray	tray
bray	sway	gay	pray	clay	may
ray	spray	way	hay	jay	stray
railway	Fay	say	day	flay	haystack
May	play	bay	gray	nay	fray
Sunday	maybe				

same scrape cake

wade	bale	flake	Kate	ape	lame
haste	wake	mane	pane	blade	grade
shave	paste	ate	tale	grave	slave
waste	graze	glade	sake	tape	blaze
quake	hate	base	crane	slake	chase
skate	rate	fade	trade	cape	shake
frame	blame	mate	spade	made	flame
state	take	gaze	drape	sale	rake
case	same	brake	snake	bake	scale

tame	male	grate	fake	brave	daze
save	lane	gape	babe	shame	name
shade	pale	lade	stale	plane	crate
taste	Jane	fate	plate	haze	pave
bathe	cave	whale	lake	game	scrape
James	slate	dame	shape	gate	Dave
cake	wave	Jake	gave	vase	gale
date	grape	safe	rave	fame	lathe
make	cane	sane	late	came	bathe

Kate had a date with James Blake, the mailman. Jim had said on Monday, "I will take you to the games next Sunday. What do you say?" Kate had nodded and said, "Thank you."

She had a pale green dress with long sleeves which she fixed for the date.

At the games they sat in the shade. Jim Blake got hot dogs and a milk shake for Kate. He had a grape drink himself. The game was late and a band played until the teams came.

When the game ended, Jim said, "Let me take you back, Kate. And may we have a date next Sunday?"

Kate said with a sweet gaze, "Yes, Jim. You may have a date with me next Sunday."

* * *

A rabbit named Jake, and Dave, the quail, met late in the day at the lake. A gale came up with rain and hail, and the two hid in a cave. The lake became gray; waves came up in the bay, but in the cave it was safe. The rain went its way. Then Jake said to Dave, the quail, "It is safe to leave. Let us play a game. Let us run to the main gate on the lane." They got on the trail and ran off. It was plain that Jake gained on Dave. The quail was trailing the rabbit. Jake made it to the main gate and won. "My leg is sprained," wailed the quail. "Stop wailing and shape up," said Jake. "It is plain that a quail is not a match for a rabbit. Quails are made with just two legs." Dave, the quail, gaped at Jake. "This was a mean game," he complained. "Shame on you! This leg is lame." But Dave's leg was not lame. He was just faking it. "Wait," said Jake. "This was just a game. I wish to make up for it. Let us eat a hunk of date cake. Say, yes, Dave." Jake and Dave then went to a quaint cake shop. They ate date cake and drank grape drinks. Jake paid the bill.

step 17

A spy tried to find his dyed pipe.

try why dye

try	dry	shy	cry	by	fry
style	fly	ply	why	my	dye
bye	type	sky	sly	spy	bye

tried pie lies

dried	lie	died	fried	flies	die
tie	lies	cries	tied	pie	tie
cried	skies	tried	dies	lied	dries
fries	ties	flies	cries	necktie	magpie

kind pint China

blind	child	mind	bind	grind	mild
rind	wild	kind	find	I	China
unkind	pint	tigress	Inez	wind	Nina
I'm	I'd	I've	I'll		

shine pine slide

shine	tile	mine	dike	pride	wire
fire	crime	pile	slide	file	spine
vine	hide	smile	hive	size	gripe
stride	prize	dime	bride	swipe	glide
strike	dive	bite	site	whine	hire
swine	dine	pike	wine	spite	wife
time	life	tide	slime	fife	stile

while	twine	bike	rime	stripe	chime
wipe	tire	hike	smite	fine	pine
ride	strife	wide	mile	white	Mike
five	line	drive	side	quite	lime
kite	live	spike	mite	like	nine
nineteen	Clyde	invite			

Mike liked to ride his bike. It was a fine bike with a five-speed drive, white tires and a chime. On a mild day in May, Mike went on a nine-mile ride to Pinedale. He had his white pants on and a top with wide red and white stripes. For a while he tried to ride on the white line of the pavement, then he went back to the side. He arrived in Pinedale quite ripe for a meal. He went to a deli for a ham sandwich and a pint of milk. "Why do you not try my pie?" the man in the deli asked Mike. Mike then got a lime pie with his sandwich and pint of milk. He sat on a bench, ate and drank. A man in the deli went quite wild. "Why is a fly in my lime pie?" he cried. But it was not a fly. It was a bit of the rind of the lime in his pie. Next day Mike went to fly his striped kite on a twine. He liked to fly kites up to the sky.

* * *

Nina's husband had been on strike for nine months and they were in a bind. She needed a job. She just had to have one. "You stay with the child while I'll try to find a job," she said to the husband. She went to see a man in the Five and Dime Shop, but he had nothing for Nina. He needed a typist and Nina did not type.

Next she went to the trucking district and said to a man, "I need to get a job."

The man scratched his chin and asked, "Can you drive a pick-up truck?"

"Yes, I can," was Nina's reply.

"Fine," said the man. "My name is Clyde. I am the boss. I'll hire you for at least five days."

"Can you maybe pay me by the day?" Nina asked. "I need it quite bad."

Clyde nodded. "I can do that. I'll pay you at the end of each day this week."

Nina said, "Thank you much," and gave him a big smile.

step 18

Old Joe, let's go home by the low road.

post most

go	no	so	post	both	most
ho	don't	won't	hotel	motel	

cope stove

A mole in a hole broke his bone.

coat doe molt snow

coat	spoke	hollow	soak	boll	lope
globe	moat	colt	smoke	loan	snowflake
vote	coast	molt	scroll	toad	stone
choke	float	bowl	jolt	grove	flow
throne	bloat	woke	bolt	Rome	doe
soap	grope	throw	elbow	cope	loaf
sallow	stove	dome	oath	dolt	hoe
grown	troll	stroke	throat	slow	boast
froze	gloat	goes	mope	poke	coach
scold	tone	blown	roam	pillow	whoa
sold	lobe	roach	goal	slope	dote
bold	owe	stole	sow	coal	load
sole	fold	poll	own	scope	snow
coax	dole	roe	robe	toe	willow
yellow	low	show	Pope	oak	grope
drone	croak	arrow	pole	boat	hoax
thrown	rode	blow	foam	foe	roll
toe	woe	Volt	tow	coast	groan
home	old	told	woke	rope	oath
hope	narrow	tone			

Joe and Joan's Mom told them one day, "This weekend we will go to the Rainbow Ranch Motel. We will go by the toll road." Joe did not groan and moan. He was glad and grinned. Joan glowed with a smile. On the way Dad stopped by an old inn on the toll road. They sat in the shadow of an oak tree. Mom and Dad had tea with toast and jam. Joan ate a French toast and Joe had roast beef on a bun. They both drank Cokes.

"Why is the grass grown so low?" Joe asked.

"Maybe it is mowed," said Joan.

"See that old fellow on the end of that rope by the gate post?" asked Dad, seeing a lone goat. "That old goat must be mowing the grass each day."

They drove on on the toll road past a hill, sown with oat, and past a shallow pond. Frogs croaked in the pond. They drove by a low yellow rock. A black crow sat on a pole along the road. When they reached Rainbow Ranch, they strolled to an old gold mine which was shown by a hostess.

"Hold on to the rope," she said as she went to the steps leading to the mine. "It is cold in the mine. You see, the mine has no windows," joked the hostess.

In the mine shaft the lamps were low and the oak beams and posts had a growth of mold. It was cold and damp and black in the mine, just as she had said.

"Mining gold is no fun and jokes," said Joe.

The hostess shined a lamp in a hollow. "Can you see the gold shine in the rock?" She showed them the hundreds of yellow specks in the stone.

Dad said in a low tone, "I think that is a hoax. Most of that gold came from a spray can of paint."

But for Joe it was real yellow gold in the snow-white stone. He hoped one day to own a mine like this.

A shop sat next to the mine shaft. It was made of pine logs. A man in a thick coat owned the shop. He said to the children, "If you wish real bad to own a hunk of this mine, you can. See them rocks in them boxes by that rope next to the pole? They are from this gold mine. You can see gold in each one of them and they are for sale." Both Joan and Joe gazed at them at length, blinking. Mom nodded to Dad and Dad reached in his pocket. He got each of the children "a hunk of the gold mine." When he paid, he smiled and winked at the man, and the man winked back.

The children slept well in the Rainbow Ranch Motel with the "hunks of the gold" mine beneath the pillows.

Next day they drove to a boat renting dock on the lake and Dad rented a rowing boat. Joe rowed while Joan sat in the bow, tossing pine cones from the boat. They tied up for a picnic lunch. They spied a doe in a grove a way off. She grazed on the fine green grass. Then boarded the boat. This time Dad rowed to the boat dock.

Both Joe and Joan dozed off on the way home.

step 19

Maud saw the ball.

The sore boar snorts at the door.

A quart of warm milk.

all	also	or	always	saw	more
bald	maw	morn	wore	brawn	form
yawn	warning	sort	cord	squawk	hoarfrost
fallen	quart	horse	thaw	lord	score
ball	haunch	hoard	tore	craw	malt
outlaw	corn	swarm	chore	seesaw	oar
false	ford	taut	jackdaw	port	warm
brawl	torch	boar	pawn	fort	draw
lawn	pork	sworn	taunt	snore	caw
jaunt	scorch	warn	scrawl	paw	snort
flaw	fraud	scorn	cork	reward	law
launch	torn	straw	crawl	wart	core
flaunt	nor	war	slaw	paunch	raw
hoar	salt	bawl	thorn	sprawl	hall
morning	dwarf	worn	awl	swore	jaw
fault	daub	horn	drawn	board	shore
stork	haul	floor	gall	north	shawl
born	sore	maul	yawl	stall	faun
squall	storm	swarm	almost	door	call
small	more	hoarse	bore	or	crawl

Almost always Walt got up at dawn. He stepped to the small porch to sniff the morning mist. He called Paul next door.

"Morning, Paul. Shall we hike to the fork of Horse Creek?"

"The storm has passed and the morning is fine," said Paul. "Let us have a cup of coffee and a bite to eat, and then we can go."

Paul and Walt got their backpacks and went off north, past a tall wall by the store. They reached Horse Creek, called that way for all the horses grazing by its banks. But this time they saw no horses by the trees. They saw two fawns playing. Paul and Walt halted to see

them play more. As they went on, they saw a hawk soar in the sky, then fall like a stone.

"It must be hunting," said Paul. "Maybe it saw a frog."

"Or a mole," said Walt. "Hawks like to feed on moles," he added as the hawk was flying away with a black thing in its claws. "The hawk must be taking it to the hawk chicks."

The fork of Horse Creek was a short way up from the falls. Paul and Walt rested at the falls. The creek dropped from the top of a rock fifteen feet tall. It roared like a storm at sea. On the way home Paul said to Walt, "Hiking is a fine sport."

* * *

Maud was renting a flat and she had all kinds of grief with the blasted thing. The paint was flaking off the walls, the rug in the hall was torn and bugs crawled up the drain pipes.

Maud called the landlord. "I must speak with you. When can I see you?" she asked.

Next day the door chime rang. Maud went to the door and met a fat man with a big paunch standing in front of the door. "Morning," said the man. "I am the landlord. What can I do for you?"

"Step in and I'll show you," Maud invited the man. "See this?" she poked at the paint on the wall. "It is flaking off. It needs a coat of paint. I can do it myself, but I can't get the paint. My pay is quite low." Maud showed the rest of the flat.

"Send me a note with a list of things to fix," the landlord said. "I will have them all fixed."

Maud got sore. "I will do no such thing," she said. "You can see what needs fixing, and get on with it. I pay rent for this place and I pay on time. If you don't do it, I will and take the cost off my rent. The law is on my side. You get my place fixed, or I warn you, you will have hell to pay."

The landlord scratched his jaw and blinked. "Wait. Wait," he said. "Fine. No need to brawl. I'll have it all fixed. Just hold your scorn."

Indeed, in two weeks Maud was glad to see that most of the flat was all fixed up.

step 20

Ma plays cards.

want	what	what's	ma	pa	watch
charm	garment	darling	card	lark	yarn
target	harp	art	harness	dart	harm
dark	arch	sharp	harvest	arm	darkness
barnyard	part	march	carpet	darn	mar
carve	bar	star	marsh	parch	ark
chart	mark	carp	starch	cart	spark
far	March	darkness	yard	card	barn
Art	start	smart	lard	shark	Mark

Here's the deer's ear.

The hero has a beard.

year	gear	dear	leer	hero	spear
ear	queer	cheer	smear	severe	rear
beard	deer	tear	beer	near	steer
here	clear	sheer	hear	fear	here's
rear					

Mark spent three weeks on the farm. He went to see the horse and its colt in the barn. The barn was near the yard. Mark opened the barn door and let the colt run to the yard. The colt jumped and ran back and forth in the blazing sunshine.

"The colt is free," Mark called to Carl, the farm hand. Carl came, cussing, and marched the colt into the barn and back to its mom.

Late one morning Carl drove the car to a market called Smart Mart and Mark rode with him. They did not have to drive far. At the market Carl

parked the car and Mark went to get a cart. They loaded up the cart with jars of jam, pancake mix, beer for Carl, frozen tarts for Mark. They also got a slab of lard, a pack of shark meat, rock salt and a box of starch.

"I will need some garments," Carl said, and got a scarf and a warm jacket.

Carl paid and then Mark pushed the cart to the parked car. They loaded the lot into the trunk.

"We will drive back home," said Carl. He put the car in gear, and they started off.

"Can I steer?" Mark asked, wanting to try his hands on the car.

Carl said, "Maybe you can try when we get off the tar road."

On the narrow lane, which was a side road, Carl let Mark hold the steering wheel all the way to the farmyard. When the car stopped in the yard, Spark, Carl's dog, ran to them and barked to show his sheer gladness. Mark scratched Spark's ears. Spark panted and yelped and licked Mark's hand.

"You must be parched and starving," Mark said to the dog. He gave Spark three hard dog biscuits and milk in his dish.

Carl told Mark that an artist lived on a nearby farm. Mark's ma was also an artist of sorts. She made carpets to hang on walls. Mark liked the one with five deer grazing by a creek and a bearded man watching them from the forest.

"His name is Chuck," said Carl of this artist. "He is a farmer, but he also carves things from logs." But that did not describe Chuck's art in the least.

One fine day Carl drove Mark to Chuck's farm. Beneath the eaves of Chuck's old barn Mark saw the carvings Chuck had made. They were big. Real big. Men and beasts of all kinds standing and sitting, all made from logs. Big ones.

Chuck came to shake hands. "Want to see me carve?" he asked.

He started up his chain saw and the screaming almost split Mark's eardrums. The sharp teeth of the saw bit into a log propped up on legs. Sawdust cascaded to the floor. In a short time the shape of a standing steer became clear. It was like watching witchcraft. It was great art.

Days passed and time for harvesting peaches came. Carl hauled piles of crates to the orchard and set them up by the trees. Most of the peaches were picked green so they keep on the trip to the market. But Mark did find one tree with soft ripe peaches hanging on the branches and he ate them until he was stuffed.

Mark liked life on the farm.

step 21

Ernest, Irma, Earl, and Myrtle all worked on Thursdays.

earnest	third	jerk	worth	hurt	birth
curb	furbish	worst	birch	term	learn
church	worm	furl	burst	earth	worship
world	stern	firm	search	herd	sir
worth	first	curse	burr	thirst	heard
whirl	lurch	furnish	blurt	earn	perk
Ernest	chirp	urn	perhaps	fern	berth
twirl	spurn	fir	surf	perch	squirt
purr	burnt	dirt	hurl	shirt	cur
clerk	burn	shirk	worth	churn	tern
word	spur	hers	were	first	turn
her	per	thirteen	Thursday	worst	blurt

A hare and a bear went to the fair, there to try their luck.

dare	swear	airship	ware	haircut	bare
air	scare	compare	care	airsick	where
hardware	fair	fare	tear	mare	lair
stare	wear	hare	square	chair	bear
their	there	mere	where	were	pair
spare	share				

It was Thursday, the thirteenth of March, and it was Irma's birthday. Bert, Myrtle and Earl, all her classmates, were there to share in the birthday cake. Irma's hair was curled. She wore white skirt and a pink top studded with pearls.

"Irma, serve the cake and the pear punch," her Ma said.

Irma cut squares from the cake and stirred the pear punch. "Come have your cake," she said, "We have cake to spare."

They ate cake and drank pear punch. Then Irma opened the birthday gifts. She got a puppet bear with black fur, a pair of curved hairpins with fake pearls, and a purse with a bird darned on it. Irma sat on her chair.

"This is a rare birthday for me," she said. "And such fine gifts! Thank you all."

They turned on the tape deck to hear songs. Then Myrtle said, "Let's play something."

"Fine, but what?" asked Bert.

"Perhaps let's play nurse," said Irma. The girls became nurses, while Bert and Earl played the sick. The girls checked their pulses, gave them drinks, and wiped their cheeks with napkins. "Don't squirm, Bert," one of the girls said. "You are ill and you must rest."

They had more cake and punch before Myrtle, Bert and Earl went home.

"Thank you, Ma, for baking the cake and for all you did for my birthday," Irma said before going up the stairs to her bed.

* * *

Art is a hero of the Gulf War. In the first days of the war he was sitting in the rear, taking care of the hardware and electronics on his tank. Both he and his pal, Paul, heard airplanes screaming up in the air, speeding off to the north. They wanted to go help the airmen but their time had not come yet. One day they got rolling at last. The tanks rumbled past the salt marshes by the coast of the gulf. Next day they stopped to make camp and rest. Darkness came and they saw great flashes to the north and heard the screams of the incoming grenades and the flashes of blasts nearby. Then came a blinding flash. Art felt he was flying in the air. He hit the sand hard. He felt a searing pain in his arm, but his mind was on Paul, who had been standing next to him. He dragged himself back to the tank. There was Paul, lying in the dust. Art lit a flare and saw the tear in his pal's pant leg and tears of pain stream on his face. "Are you hurt?" he asked Paul. Just then a grenade hit their tank in a big blast. With one arm lame and bleeding, Art dragged Paul from the burning tank and tied off Paul's leg with his belt to stop the bleeding. When the medics came, they told Art that he had saved Paul's life. By then Art was weak from his own bleeding arm and fainted. The medics laid Art on a cot and cared for him. They reported the way Art saved his pal.

Watch for the **R**. The **R** plays TRICKS!

These are always said in the same way:

board, core, swarm, quart

smart

chirp, lurch, myrtle

cheer

stair, stare

These are not said in the same way:

clear, learn, pear

beard
hear
year

clear
near

dear
rear

ear
spear

fear
smear

gear
tear

Earl
pearl

earnest
search

earn

earth

heard

learn

bear

pear

tear

wear

swear

Nor are these:

hero, jerk, there

here here's hero severe

berth perch perhaps Bert clerk Ernest
fern herd serve tern fern jerk
stern her perk hers perch term

mere were there where

Nor are these:

rare, are

bare compare dare fare hare mare
rare scare spare square stare ware

are

Nor are these:

horn, work

cord morning pork snore torch horn
word work worm world worse worst
worth wort worship

step 22

The cook shook his foot.

book	hook	rook	wool	good	poof
took	brook	hood	roof	wood	foot
nook	stood	cook	hoof	soot	woof
crook	look	shook			

Cool Sue threw a prune at a goose.

drew	pool	Luke	true	loop	brood
rude	zoo	boost	swoon	flew	toot
booth	threw	spook	groom	noon	brew
drool	tool	rue	goof	boon	yew
bloom	coop	sloop	room	June	cool
shoot	zoom	crew	loon	screw	glue
broom	clew	stoop	Jew	food	Sue
moot	flute	croon	boot	proof	tooth
coon	nude	hoop	broom	fluke	goo
crude	brood	snoop	smooth	hoot	rule
fool	goose	boom	droop	coo	prune
chew	brute	strewn	soon	loot	poor
boost	scoop	mood	troop	grew	spool
Rube	loose	boo	blue	blew	root
clue	spoon	lute	doom	moo	slew
swoop	too	shoo	loom	shrew	roost
stool	moon	zoom	strew	scoot	woo

Few mules bray on cue.

few	tune	cure	Tuesday	duke	pew
news	tube	cute	hue	stew	fuel
pure	hew	mule	cube	new	spew
due	mute	dew	mew	dune	cue

Miss Jane Blue was a gossip. She was dying to hear or tell what was going on, but at times she made a fool of herself. She was standing by the gate of the churchyard relating her latest scoop to Liz Duke, a dry old maid. She, too, thrived on gossip. Miss Jane Blue's tone revealed that she was upset.

"That Sue Furlong, the girl next door, she is too fresh for my taste," she said to Liz Duke. "Just think of what she said to me. This last Tuesday she stood by the brook playing her flute. 'What are you doing there?' said I."

She says, "Playing my flute to a goose."

I was thinking, maybe she was speaking of me, but a goose stood by the brook and she seemed to play for it. Well, Sue blew her flute, tooting a tune. But she did not fool me. The crook was snooping at my hen coop. Next morning I look in the coop and my hen that roosts on the crooked stool was gone with her brood.

I said to myself, "My goodness, Sue Furlong, that brute, she looted the coop and took my poor hen and the cute chicks and slew them and cooked them to make a stew."

So, I drew on my boots and took the broom, and I said to myself, "I am going to cure that foolish Sue for good!" I went up to the Furlongs' barn, the one with the blue door, but she was not there.

Miss Duke asked, "Was Sue Furlong not there?"

"No, no," Miss Blue shook her hand. "I am speaking of the hen and her brood. Well. Not seeing them I grew mad. I went to look for Sue. She was in her room, sitting on a stool, scooping stew from a pot with a spoon. I shook my broom at her. "Look here, you crook," I said, "I can see it is true!"

She looked at me and said, "What is true, Miss Jane? And why do you call me a crook? Or did you mean to say, cook?"

I was fit to whack her with my broom and I said, "I will give you a clue, my darling Sue. Where is my hen and her brood? She is in your pot of stew. Is it not true? You looted my coop."

Then Sue said, "Did you look real good, Miss Jane? There is no hen in my stew. I cooked the stew with pork and greens. Look for yourself. I will tell you where your hen and her brood are. They flew the coop, and I herded them back to the yard from the bank of the brook. Go, look for them in the woodshed."

"Well," I said, and I left her sitting on the stool.

Miss Duke asked, "Did you find the hen in the woodshed?"

"Yes, I did," said Miss Blue.

"Then why do you say Sue is fresh? It was good of her to herd the brood back to the yard, was it not?"

"Yes, but she said, just as I was leaving, 'There is no need to act like a foolish old goose.' That's why I say she is fresh."

step 23

The brown mouse proud.

sprout	cow	ground	jowl	shout	our
mouth	flour	brown	lout	vow	grouch
clown	frown	sour	drown	bout	slouch
downtown	pound	hound	bow	scout	mouse
crown	scour	cloud	prowl	couch	growl
shroud	howl	cowshed	proud	loud	now
house	count	cowl	wound	ouch	south
mound	how	found	brow	out	fowl
sound	owl	crouch	down	trout	mount
round	prow	foul	bound	tout	gown
fount	sow	pouch	scow	rout	plow
stout	scowl	pout	snout	town	spout
without					

The boy spoiled the oil.

moist	boy	spoil	coin	broiled	soy
hoist	cloy	toil	boil	Roy	point
oil	joint	coy	soil	joy	cowboy
foil	toy	loin	foist	coil	joist
point	join	joined	soybean	hoisted	broil

Roy had moved to the East Coast but now he came back to the small town of Clintdale, where his grandma still lived. Roy took his new wife, Sharon, with him for the weekend to see grandma.

Grandma told Sharon how Roy used to play cowboy out in the shed. He folded a big brown flour sack for the saw horse and mounted it. Then he shouted loud, riding to the point of the herd to round up the cows.

At noontime Roy and Sharon took Grandma to downtown Clintdale, which was the town square and a few blocks of Market Street and State Street. The town

square itself was, in fact, not square at all, but round with a white bandstand on a low mound.

"Let's have lunch at our old joint, Grandma," said Roy, pointing at an inn called The Stout Fowl.

"It's fine with me," she said. "They still cook their roast pork loin crisp on the outside and moist inside."

Next day Roy took Sharon to the attic. "I used to prowl the attic when I was a boy," he told her. "I dressed up in Grandma's old gown and found toys she had played with when she was a girl."

There was a crate of books by the joint of the roof. Roy lifted the lid to look inside. He picked up a book.

"I almost forgot this one," he said with a smile. "A book of verses. Look at this one. Grandma used to read it to me. I still have it word by word. It was called "The Mouse and the Owl," and Roy started out without delay:

A house mouse that was going to town
Was stopped on the road by a big brown owl.
"How do you do?" hooted the stout owl,
And his hooting sounded like a growl.
"I am just fine," told him the mouse,
Trying to leave behind
The owl and his house.
"Don't go so soon," pouted the bird,
"Rest in my house while quenching your thirst.
Sit on my couch, it's soft like a cloud,
And join me for a meal, making me proud."
But the house mouse had figured out
What the owl had in mind,
And shouted out loud,
"Thanks, but not now!"
And left the frowning owl behind.

"That was cute," said Sharon when Roy finished, kissing him.

The weekend went by fast. They all had a fine time. The two days were filled with joy and happiness.

"Come back soon," shouted Grandma as the two drove off.

step 24

Twenty pennies were all the money Billy had.

only	twenty	thirty	forty	fifty	sixty
very	ninety	Betty	Billy	daddy	mommy
jury	Peggy	navy	army	ivy	ugly
Bobby	dizzy	penny	gravy	bunny	kitty
daily	gaudy	frisky	pesky	handy	Andy
cherry	carry	ferry	fairy	plenty	hurry
silly	putty	Mary	canary	worry	early
any	many	shoddy	shiny	myth	mystic
trolley	honey	volley	parsley	money	parley

One pony -- Two ponies

candy	baby	kitty	penny	fairy	story
candies	babies	kitties	pennies	fairies	stories
lady	puppy	bunny	berry	party	county
ladies	puppies	bunnies	berries	parties	counties
dolly	pantry	pony	poppy	buggy	ferry
dollies	pantries	ponies	poppies	buggies	ferries

Watch these spellings:

hurry: hurries, hurried, hurrying

carry: carries, carried, carrying

curry: curries, curried, currying

try: tries, tried, trying

fly: flies, flied, flying

Also these:

handy: handier, handiest, handily

funny: funnier, funniest, funnily

likely: likelier, likeliest

ugly: uglier, ugliest

shady: shadier, shadiest

thirsty: thirstier, thirstiest

sleepy: sleepier, sleepest

Making new words

glass	soap	cloud	wit	fog	snap
glassy	soapy	cloudy	witty	foggy	snappy
wave	shade	smoke	flake	shake	paste
wavy	shady	smoky	flaky	shaky	pasty
glad	sad	lone	pure	slow	most
gladly	sadly	lonely	purely	slowly	mostly

Short vowel: hop + ing = hopping

Long vowel: hope + ing = hoping

hop	hope	fill	file	lick	like
hopping	hoping	filling	filing	licking	liking
mat	mate	rob	robe	scrap	scrape
matting	mating	robbing	robing	scrapping	scraping
sit	site	tap	tape	whip	wipe
sitting	siting	tapping	taping	whipping	wiping

Watch these spellings:

bed bedding	bet betting	beg begging	brim brimming	bud budding	clap clapping
can canning	dig digging	dip dipping	drum drumming	drop dropping	drag dragging
dab dabbing	fib fibbing	fit fitting	get getting	grab grabbing	hit hitting
hum humming	hug hugging	jig jigging	jog jogging	let letting	mug mugging
nap napping	nag nagging	pop popping	pin pinning	pad padding	quit quitting
rub rubbing	run running	step stepping	stop stopping	skip skipping	spin spinning
swim swimming	slip slipping	shop shopping	stir stirring	set setting	sob sobbing
ship shipping	sag sagging	sled sledding	slip slipping	skim skimming	sip sipping
stir stirring	stab stabbing	shut shutting	skid skidding	trim trimming	trip tipping
trot trotting	top topping	tug tugging	win winning	spit spitting	cut cutting
drip dripping	quip quipping	wag wagging	split splitting	pit pitting	skip skipping
trap trapping	flip flipping	skid skidding	spot spotting	kid kidding	rig rigging

Benny's daddy joined the navy in nineteen sixty-five. He sailed all of the seas during the three years he spent in the navy. Most of the time when his ship got into a port, he and his buddies went on shore leave. They always had loads of fun. They dropped in at a bar or two for a few beers, or tried to pick up shapely girls. Most men will do things like that when they are twenty and on shore leave.

When Benny finished his studies, he also joined the navy. He had his hair shorn before the basic training. The first ship he was on was the U.S.S. Liberty. There were lots of running and scrubbing of the deck and jogging and shinnying up ropes to fix the rigging. By the end of each day many of the seamen were dragging their feet. But doing all these tasks till they were dizzy made them hardy in a hurry.

At the end of two months they got new blue uniforms and white caps and for the first time they went home. How proud they were in their dark blue uniforms, shiny shoes and jaunty caps! Benny's mom and dad were waiting for him at the airport. There was a lot of hugging and kissing. Dad wanted to carry Benny's bag, but he did not let him.

"How was it on the plane, honey?" Benny's mom asked. "Did you have a good seat?"

"Yes, just fine. I slept all the way. I was up till four thirty in the morning, because I was on the first watch. Funny how one gets used to it. I woke up only when the food came."

"Is it not funny?" dad said with a smile, "Men of the sea sleep, eat and drink whenever they can."

"That is the first thing we learn, daddy."

"Just like in my days."

Billy, Benny's dog, ran out on the street yapping and wagging its tail.

Mary, the girl next door, stood in front of the house, her arms held out wide. "Benny, I am so happy to see you. You look grand in that spiffy outfit." She kissed Benny's cheek. "I baked you a cherry pie."

After the meal they all sat on the porch, with Benny telling story after story about his life on the ship. It was funny to hear how many things can happen to a lively bunch of lads in a fairly short time.

"Where will you sail when you cast off next?" dad asked.

"We will make a ninety-day run to the South Seas, we were told. Maybe we will get to see Tahiti."

The time came quickly to return to the airport and the ship Liberty. Sadly they said good-by, but Benny promised to send a few lines on a post card from each port.

step 25

Carl cut the cake that Grace had made fancy with icing.

cat colt cutting crawl cake carpet

BUT

cent	city	cyclone	concert	ice	lace
Vincent	ace	dancing	fence	cinch	price
hence	circus	cell	thence	face	bounce
palace	Alice	mercy	splicing	France	cite
grocer	chance	circle	Bruce	prance	twice
space	dice	mince	advice	choice	princess
spicy	Greece	acid	cigar	necessary	voice
glance	citizen	mincing	Frances	cede	splice
race	brace	force	whence	place	Francis
bouncing	notice	quince	icing	rice	peace
trace	fleece	concert	spruce	lace	fencing
sauce	fancy	dunce	office	thrice	ounce
glancing	lice	since	Grace	trice	service
Nancy	dance	lacy	slice	pounce	nice
pace	mice	spice	prince	advice	slicing
decide	electricity	cedar	once		

Cedar Springs is a small town, but it has its own firehouse with a big red fire truck.

At all times nine firemen are in the firehouse. When there is a fire, they rush to the burning house and quickly put out the flames. But the firemen help the town not only when there is a fire.

One day Grace's cat, Cecily, got lost. Cecily liked chasing mice and playing with strips of lace. She also liked to race bouncing balls of yarn and pounce on them. But that morning, Grace did not see Cecily any place she looked. She had looked twice in Cecily's place in the "kitten palace," but Cecily was missing. Grace looked across the fence in the yard, calling Cecily, but she did not come bouncing.

Then Grace heard Cecily's voice. She glanced up into the spruce tree that grew near the fence, and noticed Cecily sitting on a branch way, way up.

"Lord have mercy," said Grace, then called out to her cat, "Come down, Cecily. Come down, I tell you."

But Cecily was very scared and did not come down.

In the end, Grace's mom called the office at the firehouse. "Grace's cat, Cecily, is up in the spruce tree and cannot come down," she said. "Can you come out and help us?"

It took only a short time for the red fire truck to show up at the house. The firemen quickly hoisted a ladder and rescued Cecily.

Grace hugged and kissed Cecily. "You silly cat," she said to her. "It is best for you to stay off that spruce tree and stay where your place is, which is the 'kitten palace.' Be a nice cat, Cecily."

* * *

Vincent and Nancy were at the grocery store when they heard it announced, "A cyclonic storm is nearing with gale force winds and rain. The city is on the path of the storm. Citizens are warned to take all necessary steps."

Vincent looked at Nancy, concerned about the news. "What are we to do now?" he asked in a shaky voice.

"Take their advice and brace ourselves," Nancy said.

First they decided they had to get extra groceries besides those they had planned on getting. They picked from the shelves spices, bags of rice and cans of minced pears. Then Nancy said, "We need three bags of ice, too."

"Ice? What for?" Vincent wondered. "We are not going to have a dance party."

"You are a silly man, Vince," she said. "We need ice in case the electricity goes out."

With shopping finished, they raced home from the grocery store. They stopped by the fence and glanced around, but things looked nice and peaceful all around. Then they noticed traces of clouds pushing up into the sky. Soon the traces turned into black scary clouds, solid like palaces made of stones. Then they felt the wind in their faces and all at once the full force of the storm was upon them. Quickly as it came, the cyclone raced to the north and peace settled on the city. Vincent and Nancy were glad when it was all past.

step 26

Elizabeth was wide awake.

elastic	asleep	alike	attack	electric	advent
astir	afraid	ecstatic	awhile	alarm	effusive
acute	eleven	alone	afford	afoot	ecology
amuse	absent	awake	effect	affect	eccentric
apart	elect	advance	advice	atop	Elizabeth
advise	adrift	acute	adhere	away	alive
afire	astir	aside	about	around	along
among	Pacific	amiss	aboard	abroad	

Richard a clever actor actor.

armor	arbor	actor	author	Albert	better
blacker	banker	blister	Buster	bother	brother
butter	beaver	batter	banner	bitter	beggar
backward	clatter	conductor	cobbler	counter	cleaner
chapter	clever	cracker	camera	copper	collar
chowder	cistern	cylinder	center	cider	cinder
collard	custard	coward	dinner	dresser	diner
drummer	dipper	doctor	dealer	dollar	elevator
enter	Easter	eager	ever	error	Edward
eastern	favor	flavor	farmer	flicker	flower
farther	father	glimmer	gather	giver	hammer
humor	helper	hunter	heater	hither	instructor
jumper	juggler	janitor	letter	lower	larder
labor	ladder	limber	lumber	leader	layer
lawyer	locker	liver	lather	lizard	lantern
major	motor	minor	member	millar	manner
matter	mutter	mustard	mayor	mirror	number
never	odor	oyster	officer	platter	peddler
pepper	parlor	protector	powder	power	painter
pointer	player	pitcher	proper	poplar	popular
rocker	rubber	razor	rover	rooster	reader
river	robber	rudder	runner	Richard	record
summer	slipper	supper	shopper	skipper	snicker
sailor	splendor	sister	silver	sliver	shower

speaker	scooter	shooter	shelter	slumber	sinker
sinter	steamer	streamer	sawyer	sticker	shiver
suffer	supper	stammer	simmer	shimmer	September
shudder	standard	tumbler	trigger	traitor	tailor
tower	temper	thunder	trailer	teacher	upper
under	upward	visitor	winner	winter	wonder
wander	whisper	whiskers	wicker	wither	whether
weather	wizard	western	yonder	every	different
however	interest	order	over	other	October
toward	another	propeller	smuggler	mister	operator

"Another day, another dollar," Albert's big brother, Edward, said.

The day was over, supper was finished. Albert's father and mother yawned, and looked for their slippers to wander off to bed.

Edward was a sailor, home for a winter rest after a long trip in the South Pacific. Albert liked to hear him tell stories about his trips. "Come, Edward," he said, "I am eager to hear one of your 'rusty steamer in a faraway harbor' stories. You never run out of them."

"Maybe another time," Edward said, "it is later than I realized." But then he sat back in his wicker chair, turning toward Albert. "Well, maybe one, before I fall asleep."

"We were about to reach a harbor in Tahiti last October. The sea was fine, but the weather was steamy and hotter than I have ever seen. The sun burned blisters on the paint of the upper deck. We were about fit to go mad from the heat. I could taste the flavor of a pitcher of cold beer awaiting me in the harbor. We were all eager to get in, needless to say. 'One more day, lads,' the skipper said at dinner, 'before we lower the gang plank on the docks in Tahiti.'

"Next morning as I awoke, I noticed something was amiss. I was struck by the dead silence aboard. The propeller was not turning. 'What is going on,' I wondered. I found it out soon. The rudder operator was broken and the ship was adrift. The skipper had ordered the ship stopped so she will not sail around and around.

"What were we to do? We needed an electric motor to fix the rudder, but where do you get one away from a harbor? We wondered whether we will ever make it from there. The first officer, mister Banker, wanted to radio for help, but the skipper said no. To fly out a part would cost too much. 'Besides,' he said, 'we do not have a good repairman.'

"We had a bit of luck that day. By noon we were spotted by an airplane and by sunset a boat of the French navy came up alongside. A party came aboard and the skipper explained our problem to them. The French officer said they took us for smugglers and that was why they came. It was a big joke, but in the end they towed us to Tahiti and all was well."

step 27

The metall pencill lay next to the awfull, terriblel nickell pistoll.

able	ankle	apple	angle	ample	awful
animal	bottle	brittle	babble	bundle	bungle
buckle	bubble	battle	barrel	cuddle	candle
cattle	cripple	crackle	cackle	crumple	capital
capitol	camel	cheerful	drizzle	dimple	dazzle
devil	eagle	fumble	fiddle	fizzle	fickle
faithful	fearful	grumble	guzzle	gobble	gravel
hobble	humble	handle	Harold	hospital	helpful
jungle	juggle	joyful	kettle	kindle	ladle
little	level	mangle	mingle	muddle	meddle
mumble	metal	model	mineral	needle	nettle
noodle	nibble	nickel	prattle	puzzle	pickle
possible	probable	petal	panel	pedal	pistol
painful	powerful	parcel	pencil	rattle	riddle
rabble	ramble	rumble	rumple	rifle	ripple
royal	suckle	snuggle	single	sizzle	saddle
settle	struggle	squirrel	scramble	stumble	sprinkle
sample	simple	several	tangle	trickle	tackle
table	tingle	tinkle	thimble	tumble	tremble
twinkle	tickle	temple	trickle	topple	terrible
total	travel	tunnel	towel	thankful	uncle
wheedle	wiggle	family	wonderful		

The captain's gardenl in Wisconsinl was in fashionl, but the thousands of lemonl blossomsl were a probleml.

atom	American	bitten	button	blossom	bottom
burden	chicken	children	cotton	cannon	common
crayon	canyon	chairman	cabin	captain	driven
eaten	Ellen	eleven	errand	fashion	fountain
freedom	gotten	gladden	given	gallon	garden
hidden	happen	Helen	husband	kitten	kitchen
kingdom	linen	lemon	lesson	Latin	madden
mutton	Madison	mountain	napkin	problem	person

parent	rotten	redde	ribbon	raisin	robin
seven	seventh	sadden	sudden	summon	Stetson
second	servant	satin	seldom	thousand	weaken
wagon	Wisconsin	wisdom	welcome	certain	important
open	seventeen	seventy	emblem	Alan	
Washington					

Did not — Didn't: Isn't this shorter?

can't	hadn't	hasn't	haven't	didn't	isn't
wasn't	aren't	weren't	needn't	won't	

Uncle Harold came to the Eaton family for a few days. He was Helen and Alan Eaton's mother's brother. The Eaton children were in seventh heaven every time their uncle with a twinkle in his eyes was with them.

No sooner did he open his travel bag, out came the gifts for the children and their parents. For Mom it was a fragrant candle, for Dad a carved eagle, for Helen a pin in the shape of a little fiddle, and for Alan a model racer. Mom was always happy to have uncle Harold in the house. He was her little brother whom she used to cuddle when he was a baby. Now he was a captain at an airline, but for her he was still the baby brother.

By the time Dad came home from work, Mom was in a scramble in the kitchen trying to fry chicken, cook noodles and bake an apple pie, all at the same time. Helen's willing help didn't make things more simple by one bit.

When the dinner was eaten and only bones were left of the chicken, Uncle Harold leaned over the table and asked the children, "Have you ever been to a real ball game?"

"Yes, we have," said Helen.

"No, we haven't," said Alan.

Uncle Harold was puzzled. "Well, have you or haven't you?"

"We play games all the time at the club," Helen replied.

"I didn't mean kiddy games. I mean the major league. A real game between real baseball teams. I can see that you haven't been to one and every American kid over eleven years must go to the games. I will take you to the ball park tomorrow."

Next day he borrowed the family car and drove the children to the ball park. It was simply wonderful. They watched the players struggle to win, the pitcher trying hard to strike out the men at the plate. In the bottom of the second inning Uncle Harold got the kids hot dogs, raisin cookies and lemon drinks.

On the way home both Helen and Alan were thinking why is it that Uncle Harold comes so awfully seldom?

step 28

The sign of a right thumb held up is well known.

gnat	gnaw	gnome	gnash	gnu	gnarled
sign	design	designer			
although	bright	blight	brought	bought	bough
caught	daughter	delight	dough	doughnut	eight
eighty	eighteen	fright	flight	freight	fought
frighten	high	height	light	lightning	might
mighty	naught	night	naughty	neighbor	ought
plight	plough	right	sight	sigh	slight
<u>sleigh</u>	sought	slaughter	straight	tight	thigh
thought	through	taught	though	tighten	thorough
weight	weigh				
jamb	numb	plumb	plumber	limb	dumb
comb	climb	crumb	thumb	debt	doubt
knell	know	knot	knife	knurl	kneel
knight	knave	knoll	knelt	knob	knit
knead	knee	knapsack	knock	knack	known
knit	knitted	knives	knuckles	knurl	knew

Margo shared an apartment with Judy. They worked together at a department store. Once in a while they had the weekend off and this was one when they didn't have to go to work.

"We've got the weekend off so seldom that I don't know what to do with it," Margo joked.

"Yes, and not a man in sight," Judy nodded, twirling her thumbs. But then she looked out of the window and caught sight of a car she knew. "I see Charlie's car," she exclaimed with delight. "Maybe he'll stop by."

That is exactly what happened, except that Charley brought along his buddy, Stan.

They were already knocking on the door. "Hi, dear ladies," Charley said from the door. "Stan had a bright thought, which he seldom has. He thought you might want to come with us to the movies."

"We might, depending on where you want to take us."

"We thought to the Capitol Theaters."

"That's mighty nice of you. All right, we accept it with thanks."

Judy pulled on her tight designer's jeans and Margo put on a knee high knitted dress. "We're all set," she declared.

They saw the title of the movie from a distance. It was flashing in bright lights:

THE RIVER BELLE

The fellows bought the tickets and the gals bought the buckets of buttered popcorns and the tall paper cups of drinks. They settled in the eighteenth row to watch the movie.

It took place on a Mississippi gambling boat, the River Belle. She cast off at midnight at the town of New Madrid. The bright lights on the high banks were mirrored on the dark river as the boat moved on and the town vanished from sight after a tight turn past pilot knoll. A man in the bow called out the plumb line reading, "One fathom three." And the captain ordered five knots and head to mid-stream.

Southern ladies stood on the deck in fancy dresses, cooling themselves with silk fans. "The gnats are terribly fierce tonight; they gnaw knobs on a body's limbs," one of them said. They went inside to the saloon and danced to the music.

Later on a fight took place in the gaming room. A man caught sight of a patron using sleigh of hand to win. "You sniveling knave," he yelled, pulling a knife fast as lightning. But the cheater's neighbor caught his hand and knocked the knife out of it before it was too late. "Whom did you call a sniveling knave," the other wanted to know, straightening to his full mighty height and waving his knuckles through the air. But the first one, a slight fellow, caught the big one straight on the chin, knocking him down.

An elderly lady screamed, quite frightened, but her daughter shouted with delight, "I'd love to watch them fight all night."

The big man, who was on his knees, scrambled to his feet and asked, "Do you want to fight?" But the slight fellow wanted no more of it. Nor did the big one. They paid their debts, sighed and left the saloon.

It was a good movie, all right. Full of music and fights and romance. In the end the hero got his lady love and they were married in a pretty little church standing on a knoll.

At the end of the show Charley drove them all home.

step 29

Thomas walked to the government hose
to listen to the scientist's answer.

John	hour	honest	ah	ghost	school
honor	Thomas	hurrah	oh	scheme	ache
Johnny	Johnson	Thomson	anchor	sorghum	leprechaun

calm	calf	yolk	palm	half	folk
talk	walk	alms	chalk	halves	calves
stalk					

castle	often	nestle	rustle	listen	soften
hustle	glisten	fasten	whistle	bustle	bristle
thistle	wrestle	gristle	christen	hasten	jostle
rustle	whistler	mustn't	Christmas		

wren	wrist	wretch	wrench	wreath	write
wring	wrest	wreck	wrote	wrap	wrung
wrong	answer	written	sword	wretched	whole

autumn	column	descent	scene	scent	muscle
descend	science	scion	clothes	government	

Johnny Thomson was a calm and wise old man. He liked to listen but he seldom talked. Folks were saying that he was born in Africa, but one never knows how much is true of what folks say. One autumn afternoon Johnny Thomson was sitting on the porch as the children were coming home from school. They stopped to look at the old man with grizzly hair.

"Johnny, is it true that you are from Africa?" a bold girl asked.

Johnny turned slowly and nodded. They thought they saw a smile on his face and they stepped closer.

"Is it true that Johnny Thomson is not your real name?" asked a boy.

"Johnny Thomson is my name now," the old man said, "but in Africa I was called Seretse Sekeletu."

"Can you tell us a story? You never tell us any stories."

"All right, I will now. But only if you promise to sit down and listen."

The children settled down and he began his story.

"When I was a boy, we lived in a grass hut on the plains in Africa. My mother grew squash and sorghum and beans, and my father hunted. That was how we lived. I had a sister, Lani, who was a bright little girl.

"One autumn morning mother said to us, 'Go bring a few ostrich eggs. You all like egg yolks.'

"Lani and I climbed up on a rock behind our hut. From the top we saw the whole plain below. 'I see them,' Lani pointed in the distance. Then I saw them, too, a flock of ostriches. We hastened back to the hut and wrapped up our antelope skin pouches and tied them to our wrists before starting off.

"We walked for an hour, listening to every rustle in the grass, which was taller than we. We made signs with our hands to talk, for one mustn't speak when one is stalking game. We heard something behind a tree and thought it was a lion, but it was only a doe and her calf."

"But how did you get the ostrich eggs?" one of the children asked. "Did you chase off the hen?"

"Ah! That's the hard part. You see, ostrich hens don't sit on the eggs. The males do. Many hens lay eggs in the nest of an ostrich. Anyway, Lani and I had a scheme, although we had to be careful with it, for an ostrich can kick and fight. When we found the nest, I walked towards it, whistling and rustling the grass to make him notice me. Meanwhile, Lani crept up from the other side of the nest. She whistled softly when she was near, then I made a big scene as if I was attacking the bird.

"The ostrich jumped up to chase me, and I turned to run, but as soon as he stopped, so did I and started waving my arms and yelling at the bird. Meanwhile Lani crept to the nest and took four eggs and hid them in the grass. She went back twice more and did the same. There were plenty more eggs left in the ostrich's nest, although Lani had taken a full dozen of them.

"When she was done, Lani gave another whistle, and I left the ostrich in peace. We went back to the eggs and carefully placed them into the pouches. Then we walked back home. Mother was very happy with the eggs. Each ostrich egg made a meal for the whole family."

The children listened in silence, their eyes as big as saucers. One of them said, "Mister Johnny, why don't you write this in a book so everybody can read about it?"

"Maybe I will, one of these days," Johnny said smiling.

step 30

A giant gypsy ate an orangeg.

lunge	singe	plunge	cringe	age	huge
sage	cage	wage	page	rage	stage
large	serge	charge	urge	strange	passage
cabbage	stingy	orange	damage	larger	German
danger	ginger	manager	fringe	engine	magic
urgent	George	gypsy	pigeon	gentle	package
wage	hinge	gym	change	garbage	tinge
barge	forge	bulge	gem	germ	energy
engineer	gentleman	Marge	Gene	general	giant
lounge	voyage	college	sausage	virgin	

The midget kept nudging the smudgy gadget.

edge	budge	ledge	fudge	dodge	bridge
ridge	badge	badger	sledge	judge	wedge
grudge	pledge	smudge	dredge	budging	smudgy
gadget	fidget	hedge	midget	lodge	nudge
nudging					

Philip had a coughg.

nephew	phase	telephone	pamphlet	sulphur	dolphin
prophet	telegraph	elephant	orphan	phlox	Philip
phone	cipher	photo	autograph	pharmacy	hyphen
trophy	triumph	alphabet	Phil	Ralph	
phonograph					
tough	enough	rough	laugh	cough	roughly
coughing	laughter				

Daisy liked cheese and raisins.

chose	wise	praise	rose	these	please
nose	those	ease	close	closed	teased
tease	pause	cause	clause	noise	choose
because	rise	raise	dose	rosy	vase
excuse	refuse	ruse	rouse	cheese	fuse
hose	amuse	suppose	poise	pose	daisy
noisy	easy	pansy	supposing	amusing	posy
surprise	cease	advise	advisor	advertise	scissors
phrase	raisin	prism	treason	prison	as
has	is	was	present	Daisy	reason

The Story of William Tell

William Tell is a legendary hero in Switzerland. He was a gentle young man with a quick smile and rosy cheeks, but he was tough and determined when it came to standing up for the right cause. He lived in the fourteenth century, in an age when the Austrians ruled Switzerland. William, just like any other Swiss, hated the governor, because he treated folks unjustly. Also, being a hated stranger, the Austrian governor surrounded himself with rough mercenaries, who abused everybody.

William Tell was fed up with a life lived in fear and servitude. He had a blacksmith forge him a crossbow and went to live in the wilderness of the virgin forest, hunting for his food among the ridges and valleys. He made himself a log cabin from timber he cut down himself.

One spring William Tell went back to the village where he was born and took his sweetheart in marriage. They returned to the high ridges and his wife soon had a son.

Years went by. The Tells lived in the rough cabin. It was a hard life, but they liked it because they were happy and free. One day in the fall the Tells went to the town of Altdorf to exchange hides and berries for winter clothes.

The governor just then was a man named Gessler. He was a mean man with an urge to hurt and humiliate the town folks. He had put his hat on a stake in the town square, and the passers-by were required to raise their hats to it to show that they were all the governor's servants.

When William Tell heard this, he said, "I am a free man and nobody's servant." He refused to raise his hat.

"You, there, stranger. Take off your dirty cap before the governor's hat," one of the mercenaries urged him.

"Don't badger me," said William Tell. "I refuse to take my hat off on command. I am a Swiss, and a free man."

Two mercenaries grabbed him and Governor Gessler was called. "Raise your hat as I have ordered," the governor commanded.

"I will do that if and when I please," said Tell. "But right now I'm not pleased."

"Then I charge you with treason," shouted the governor in a rage. "What is your name?"

"I am William Tell."

"Ah! William Tell! Are you the great marksman?" asked the governor, who had heard about him.

"I can use my crossbow quite well when I please," William replied.

Governor Gessler paused. "It is unwise to tease your judge, William Tell," he said sternly. "But I am an easy man and I'll give you a choice between the dungeon and going free." He then asked for an apple and placed it on the head of William Tell's son. Then he said, "If you hit this apple with your arrow from thirty paces, you can go free. Otherwise to the dungeon you go."

A crowd had gathered by this time to watch breathlessly as a mercenary stepped off thirty paces and Tell took his place. He raised the crossbow and took careful aim. He pressed the trigger and let the arrow fly. It sliced through the air and like magic it pierced the apple right through its center.

The governor cringed as William Tell turned to him in triumph.

"You are a madman to have risked you son's life," he said and forced a laugh.

William Tell looked him up and down and said, "There is nothing in this world too dear to me that I would not risk for freedom. Not my life, not my son's life. But you must know, Governor, that my second arrow was ready to plunge through your own heart had my first arrow missed its target."

Governor Gessler flew into a rage and had William Tell arrested. He ordered him taken to prison in his castle.

The voyage to the castle was by boat across a lake called Urnersee. Towards the end of the voyage a storm rose. The boat tossed and wallowed among the huge waves, nearly capsizing. The boatmen knew that Tell was an expert helmsman, and his hands were untied so he could steer the boat safely to shore. But when the shore was close, William Tell leaped from the boat and escaped to freedom.

During the following year William Tell and other brave men rose in rebellion and chased away the Austrians. They made Switzerland the home of free men forever.

step 31

Aunty can't have a bath.

ask	alas	after	aunt	after	brass
blast	bath	basket	branch	class	can't
clasp	command	fast	glass	grass	grant
hasp	mask	master	mast	nasty	last
pass	past	plant	task	path	raft
rash	rather	shan't	aunty		

Leonard's friend says he likes heavy breakfasts.

<u>a</u> gain	<u>a</u> gainst	<u>s</u> aid	<u>s</u> ays	<u>g</u> uess	<u>g</u> uest
<u>b</u> ury	<u>f</u> riend	<u>f</u> riendly	<u>l</u> eopard	<u>L</u> eonard	
already	ahead	bread	breast	breath	breakfast
dead	deaf	dread	death	dealt	dreadful
dreamt	feather	head	health	heaven	heavy
instead	lead	leather	meadow	meant	pleasant
read	ready	sweat	spread	steady	sweater
threaten	tread	threat	wealth	weather	weapon
wealthy	peasant	thread			

Kate had a great day painting a daisy on the sleigh.

<u>b</u> reak	<u>g</u> reat	<u>s</u> teak	<u>r</u> eins	<u>v</u> ein	<u>r</u> eindeer
<u>r</u> eign	<u>w</u> eight	<u>s</u> leigh	<u>n</u> eighbor	<u>e</u> ight	<u>e</u> ighty
<u>f</u> reight	<u>w</u> eight	<u>e</u> ighteen			

Even one flood does make some trouble.

one	once	none	does	doesn't	blood
flood	touch	country	cousin	couple	double
trouble	young	southern	come	become	
some	something	done			

Doctor Mantell's monsters

Over one hundred and fifty years ago there lived a young doctor in southern England. His name was Gideon Mantell. He was interested not only in people's health, but also in strange things that lay buried in the earth.

He found it pleasant to roam the countryside in Sussex with his wife. At the ends of meadows they saw rocks which at some places were layered like a huge cake. Sometimes they saw embedded in the rocks snail shells and leaves of strange plants, all of solid stone.

The folks in the countryside said it was magic. That fairies had turned things into stone.

But Dr. Mantell was a man of science. His guess was that no such thing was possible and there had to be something else to it. He turned the matter over in his head many times and decided that all these things of stone must have been alive at some point in time. He had friends over as guests and he brought up the subject.

"But how could a leaf get inside of a heavy slab of stone?" one friend asked.

Dr. Mantell had an answer ready. "The only time it could get inside the stone was before the stone became stone. A leaf falls into a stream, it is covered by sand. As the sand gets deeper and deeper, the weight of what is on top turns it into stone."

"But that would take thousands and thousands of years."

"Or perhaps longer," the doctor nodded.

Animals and plants that had turned into stone, are said to be petrified, and they are called fossils. One day while hunting for fossils Dr. Mantell glimpsed the end of a bone that seemed incredibly large. He tried to dig it out himself, but it was a nasty task. He brought help from the village and the bone was dug out at last. When he looked at it, he was astonished. That single bone was nearly as tall as a man.

"It looks like the thigh bone of something," Dr. Mantell said. "My goodness! If that is true, the beast must have stood ten feet tall or more."

Animals of that size sounded rather incredible, and everybody just smiled at the idea.

But Dr. Mantell was not satisfied. He wanted to find out more about the mysterious monster. He went on to dig at the same place. Soon other bones came to light, and also a number of teeth of frightening size.

As the doctor and his wife arranged the bones, even with many pieces missing to make a complete skeleton, they made out the shape of a lizard. It must have been twenty feet from its nose to the tip of its tail, and stood twelve feet tall. They gave it the name **Iguanodon**, or lizard with teeth, and it was the first dinosaur remains ever seen by man.

In later years fossil bones of many other dinosaurs were found. Some were complete skeletons. Some of these animals stood forty feet tall and weighed as much as eighty tons.

step 32

Tim built a house behind a busy street.

<u>b</u> efore	<u>b</u> egin	<u>b</u> eget	<u>b</u> eguile	<u>b</u> ehind	<u>b</u> ehold
<u>b</u> ehoove	<u>b</u> ehest	<u>b</u> ehave	<u>b</u> enign	<u>b</u> efit	<u>b</u> efriend
<u>p</u> retty	<u>b</u> uild	<u>b</u> uilt	<u>g</u> uilt	<u>g</u> uilty	<u>b</u> usy
<u>b</u> usiness	<u>b</u> egan	<u>b</u> egun	<u>b</u> etween		
hymn	Sylvia	sympathy	mystery	system	bicycle
tricycle	physical				
<u>s</u> ieve	<u>w</u> omen	language	<u>v</u> illage	<u>c</u> arnage	<u>p</u> illage
India	period	champion	Indian	guardian	radio
obedient	Muriel	curious	serious	glorious	furious
liana					

Dial the guide to buy island violets.

bias	riot	dial	lion	prior	tiara
triumph	vial	violet	liable	Niagara	liar
Lionel					
eye	eyebrow	buy	guy	guide	island
isle	aisle				

People saw the thief take these keys from the automobilei.

even	evening	these	equal	evil	fever
idea	secret	Negro	<u>t</u> heater	frequent	athlete
<u>b</u> elieve	<u>b</u> rief	<u>c</u> hief	<u>b</u> elief	<u>g</u> rief	<u>a</u> piece
<u>p</u> iece	<u>n</u> iece	<u>s</u> hield	<u>y</u> ield	<u>t</u> hief	<u>f</u> ierce
<u>p</u> riest	<u>e</u> ither	<u>n</u> either	<u>s</u> eize	<u>c</u> eiling	<u>d</u> eceive
<u>r</u> eceive	<u>p</u> eople	<u>k</u> ey	<u>s</u> ki	<u>p</u> olice	<u>g</u> asoline
<u>m</u> agazine	<u>L</u> ouise	automobile			

A patch was sown on the shoulder of Joe's coat.

sown

soul

shoulder

sew

course

sowing

The Legend of Pele

The eight islands of Hawaii were settled by people about eight hundred years ago. They traveled by small boats over thousands of miles of open sea from other islands that lie to the south of Hawaii. They were guided only by the sun and the stars on their long way.

Many people had settled already on the island of Hawaii when Pele and her family arrived. The early settlers had taken up all the good land of the island, and built their villages on the fertile coast.

Pele's father was a chief and her uncle was a priest of the family gods, but this was of no use, of course, when they got to Hawaii. He asked for a piece of land for his family, but the local chief told him the only way he could stay was if he became the chief's servant.

They went back to their boats and Pele's father said, "If we cannot get a piece of land, we must seize it in a war. Tomorrow night we will attack."

Pele was the oldest child in the family. She was not only very pretty, but also very clever. She said to her father, "Don't make war on these people, for it will bring only grief for all. In the morning we will sail around that point of land and I will find a place for our family to settle down and live in peace."

Next day they sailed along the coast of the island, and came to a place between two lava flows, where there was good land and fresh water. "This is the place where we will settle down," Pele said, and they built their village there.

They lived in peace there for some years. Nobody bothered them, nobody wanted to take away their land, because of the frequent earthquakes on it. Sometimes after the earthquakes fiery rivers of lava cascaded down the mountain. The rivers of fire frightened people, even those in Pele's family, but she kept telling them not to worry, for the fire would never come close to their village.

People in the other villages believed that Pele was a witch, or else that she was close to the gods of the mountain. Many of them were afraid of her. No young man dared to ask Pele to marry him, which Pele did not mind at all.

One evening a tall man came to their village. His face and arms were black from tattooing. The hair on his head stood straight like the bristles on a hog's back. He wore a vest made of pigskin. It was filthy with grease, and Pele looked at it with disgust. But what she disliked most was the man's coarse face and evil eyes.

Pele's father knew that according to custom he had to treat the guest politely. He invited the man to supper, for he had come in peace. The guest told the family that his name was Kamapuaa, which means Hog-man in the Hawaii language. It was then that he was recognized as a savage pirate who had pillaged and terrorized villages on the other islands. But when he visited Pele's family, he was always quiet and polite.

Hog-man visited every evening for about two weeks. Sometimes he brought presents for Pele and her family. One night after the meal he finally said why he was coming. "I want to marry you," he told Pele.

"I will not be your wife," Pele replied.

"But why? I am brave and strong," the Hog-man protested.

"Because I don't like you," said Pele. "You are ugly and rough and dirty. I loathe you and I don't want to see you ever again."

The Hog-man became furious. He ranted and raved that women should be obedient and yield to men. He swore that if she did not change her mind, he would come back with his men and seize Pele by force after killing her entire family.

"You try that and you will be sorry for all your life," replied Pele.

She told her father not to worry about the brute, but Pele's father took no chance. The whole family went to hide in a lava cave on the mountain. They built a wall out of rocks, closing the entrance to the cave.

Three days later the Hog-man returned with his pirates to fulfill his threat. But when they got to the village, it was abandoned, not a soul was there to be seen.

"They must be around," the Hog-man raved. "They must be hiding somewhere. They cannot deceive me." He then led his men to look for Pele's family. They searched the hillside for three days before finally finding the cave. They tried to destroy the wall, but were beaten off with spears Pele's family poked through between the rocks. In the end they decided to dig through the ceiling of the cave. They worked feverishly for a week and were close to breaking through, when suddenly the earth began shaking. Then high up on the mountain a glowing river of lava appeared, rushing down the slope, burning up trees in its path.

The Hog-man and the pirates ran in terror before the horrible river of death. When they looked back, they saw Pele standing calmly on a boulder, glowing lava flowing all around her.

Nobody saw Pele again, except amidst the lava rivers whenever the mountain belched fire. This was how she became the goddess of the volcano. Others in her family became the gods and goddesses of thunder, earthquake, steam, fire, and sulphurous fumes.

step 33

The dog was lost in the fog.

across	along	boss	broth	belong	bog
cross	cost	coffee	catalog	costly	crossing
cloth	dog	dong	frost	froth	fog
flog	gone	golf	gong	honk	hog
loss	loft	log	lost	long	mock
moth	moss	off	offer	onward	song
soft	strong	toss	throng	on	nod

Four storks flew abroad.

broad	abroad	broadcast	four	fourteen
-------	--------	-----------	------	----------

The guard watched the swan.

wash	watch	wasp	water	wand	want
wander	swan	swamp	swat	squash	squat
quarrel	hearth	heart	guard	Washington	

The woman could see the brook from the bush.

put	push	bush	puss	pussy	bull
pull	full	bullet	bulletin	bushel	butcher
cushion	pudding	armful	cupful	handful	woman
wolf	wolves	could	should	would	whom

Who spilled juice on your shoes?

two	do	who	into	whose	lose
loser	canoe	shoe	move	movie	prove
tomb	womb	soup	group	wound	youth
Lou	fruit	juice	to	your	yours

She wore a beautiful suit during the interview.

suit	beauty	beautiful	view	review	interview
during	unite	united	use		

Sybil's Revenge

Circus came to town in a long train of fourteen rail cars. The cars were full of people, crates and animals. The train boss ran along the cars, his shoes kicking up loose pebbles. He was shouting orders left and right. The train was to be unloaded in two hours, then the tent had to be set up so that the show could begin.

At last the company was ready for the opening show. The guests wandered around the cages of the animals before they sat down to watch the performance. They could see tigers and lions and wolves, even a bull moose. Then the show began. All went well until the elephants came into the ring. They marched around carrying red cushions tied to their backs. All of a sudden Sybil, the tamest of them all, seemed to go wild. She stepped up to a guest and swamped him with mud, using her trunk like a garden hose.

Needless to say, there was a big commotion. Sybil's trainer could not figure out what had gotten into her, until an old circus hand remembered something.

The whole thing had started six years before, when the circus was in town the last time. It seems that at that time Sybil made the customary rounds in the town. Whenever the circus got into a town, Sybil, or another of the elephants, would walk along the streets at the head of a full procession. A horse-drawn wagon carrying the band would follow her along the streets, while clowns would march next to them to attract more people.

Sybil's trainer would stop her at a likely corner, make her stand on her hind legs, and make sounds like a trumpet's call through her trunk. Then the band would play, the clowns would make cartwheels or get into mock quarrels with each other, making people laugh.

When a good crowd would be together, most of them children, of course, the music would stop and the boss would announce the show planned for that night, telling about the splendid performance folks would see. He always finished by saying, "Three dollars for reserved seats, two dollars for general, one for children. Come any, come all to our magnificent performance tonight."

Then the band would play again, and away the group would march to the next likely corner.

At the main square of the town, there stood a fruit and vegetable stand with beautiful apples and pears and oranges piled up. Sybil saw them, of course, and moved closer to them. She curtsied to the man behind the stand and reached out her trunk, begging for an apple.

The crowd cheered, the owner of the fruit stand laughed, handing an apple to Sybil. She made another curtsy and got one more apple. And so it went until she had eaten half a dozen apples, and her trainer said, "Now Sybil, this was enough. Shame on you, you thick-skinned beggar."

Then a clown went to the stand and curtsied, but he got nothing, not even when he imitated the trunk of an elephant with his arm.

On this particular day, after the train was unloaded and the tent was pitched, Sybil and the band wagon started on its rounds again. They came to the same fruit and vegetable stand. Sybil must have recognized it, because without any delay she began curtsying again. But this time a young clerk was at the stand instead of the owner. And being a young man of simple mind and coarse humor, he thought he should play a joke on Sybil. He gave her an apple for the first curtsy, but for the second one he handed her a hot green pepper.

Sybil put the pepper in her mouth and chewed it up, but after having done so she turned away, not very pleased at all. She trumpeted with her trunk and shook her head a few times. The crowd of people laughed about the cleverness of the clerk, even though the fellow was not a very popular young man.

As it happened, that night the same clerk sat in the front row with his lady friend. He was all decked out in his best suit, and was having a good time telling his sweetheart how he had played a joke on one of the elephants that very afternoon.

Sybil must have seen him during the opening march, because just before the elephant number, she filled her trunk with mud from a puddle outside of the tent. During the number she suddenly stopped before the clerk, made a nice curtsy, then let loose with the mud.

There were only two people in the audience who did not like Sybil's joke: the clerk and his lady friend. Perhaps he learned from his experience that jokes can work both ways, and that elephants can be as clever as people.

Have you ever heard it said of some people that they have a memory like an elephant?

step 34

The physician and the patient lived in the mansion
by the ocean.

ocean	gracious	delicious	social	special	vicious
suspicious	precious	precocious	commercial	financial	official
ancient	physician	sufficient	appreciate	mansion	pension
expression	station	permission	nation	cautious	attention
patience	fiction	fraction	action	mention	vacation
addition	patient	auction	exception	addition	constitution
procession					

The lecture was followed by questions.

mixture	picture	nature	natural	lecture	pasture
creature	feature	century	future	furniture	signature
adventure	literature	temperature			
exhaustion	question				

The machine packed sugar in bags.

sure	sugar	insure	surely	Russia	insurance
Russian	issue	machine	Chicago	Michigan	mustache
machinery					

A detective must be attentive.

passive	active	expensive	native	positive	detective
captive	attentive	effusive	activate	defective	directive
give	attractive				

In a Prairie Dog Town

The morning was as fine as any creature could ever expect a morning to be. The vicious storm of last night was gone. The rain that had brought flood over the ancient town, had also soaked the parched ground, and now everything was as it should be: moist, but dry enough to work the dirt.

"Hey, Stubby Nose," one of the prairie dog neighbors shouted from his burrow, "How did you come through the flood?"

Stubby Nose sat up from his breakfast of grass. "I can't complain," he said, touching paws with Bright Eyes. "We had water pouring into our tunnel, but we all ran up the sloping far side and sat there until the water disappeared."

"We did the same," said Bright Eyes. "And when it was gone, we all started to move out the dirt that had been washed inside." He looked proudly at the freshly built mound at the entrance of the burrow. "We've fixed it already. We worked all night and, to tell the truth, I'm quite sleepy. But one hates to go inside on a day like this."

"Why don't you take a nap right here in the sun?" asked Stubby Nose. "I can surely watch while you doze."

One always had to be cautious. There was no sure way of avoiding danger, but if one was careful, one could have a long future. Stubby Nose sat on his haunches, leaning on his stubby tail, looking up into the sky. It was immensely blue with no cloud in sight. "A good day for hawks," he thought. Just then one of the neighbor women came by with two of her six children running in circles around her.

"What a fine day," she said to Stubby Nose.

"Pretty as a picture," Stubby Nose nodded, rubbing his mustache. "A good day for hawks," he added.

"Have you seen any?" the neighbor woman asked with alarm.

"Goodness gracious, no. I just mentioned it, because one must always be cautious. But don't worry. I'll remain on my guard station for a while. I'll shout if I see something suspicious."

And Stubby Nose stayed there, sitting comfortably in the hot sun, scanning the sky and the land all around. He was ready to doze off himself, but was determined to remain attentive.

How fortunate it was that he did!

For when he turned his attention from the sky to the ground, he noticed movement among the mounds of the neighbors, where no movement should have been. And sure as he was sitting there, he discovered a large snake slithering among the mounds, poking its forked tongue in the direction of children playing run-around in a clearing.

"Alarm! Alarm!" Stubby Nose shouted. "Snake on the left!"

In an instant everybody stopped and looked in the direction of the approaching danger. Then the little ones and the women rushed into the burrows, and the few strong males, who stayed above ground, sat on their hunches watching the snake's progress.

The snake, seeing that an easy meal was out of the question now, slid to the opening of a burrow and sniffed the air coming out of it. It must have smelled the family inside, because it began getting into the burrow in pursuit of the family.

"We can't let the snake get them," Stubby Nose cried, rushing to a hole. He knew the burrow quite well, and, taking a side entrance to it, dived in head long to alarm the family.

Fortunately, he reached them in good time. "Come, quickly," he said breathlessly. "A snake is after you." He rushed them along as they hurried up the sloping tunnel to a point where only a thin layer of earth separated the tunnel from the surface. He began digging like mad, shoving the dirt to the side, working furiously until finally he could see the blue sky above.

"Go. Hurry up. Get out, quick."

When the whole family was safely out of the burrow, Stubby Nose turned to the neighbors. "Is the snake still in the burrow?"

"It is," they told him.

"What are we waiting for, then?" he asked. "Let's close the entrances before it comes out to eat some of us."

Then all the prairie dogs in the neighborhood began digging at all the entrances of the burrow, filling the holes and tamping them firm with their paws.

"Where are we going to live now?" the woman whimpered, hugging her children, as she watched her cozy home being buried in such haste.

"Don't you worry about it," somebody said. "You can stay with us for a few days, until we build you another burrow."

When all the holes were firmly stoppered, they smoothed the earth above them. An old male stepped into the cleared area and said, "From now on, this spot will be remembered for the danger that is buried beneath it. Nobody shall build a burrow under this spot."

Then everybody around stepped to Stubby Nose, touching paws with him, some even rubbing noses with him. "Well done, Stubby Nose," they would say. "You are a very fine creature. You have saved the life of many of us."

step 35

The soldier graduated.

soldier cordial cordially gradual schedule educate
graduate education individual

The garage in the subdivision was usually full.

measure treasure pleasure usual occasion television
division decision rouge garage mirage

Julia didn't like onions.

onion junior Daniel Julia million convenience
behavior familiar peculiar Celia William convenient
Italian Virginia California senior Pennsylvania

Fred was anxious to give an example.

exact example examine exalted exaggerate examination
anxious anxiously

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

January February March April
May June July August
September October November December

What Are Friends For?

Daniel and William got their education in the same school, but like millions of others, they were not exactly proud when the graduation was behind them. The reason was that somehow neither of them could manage to learn to read. It wasn't a question of whose fault it was, because that did not change the fact that they both had to face the future with an unusual handicap: Their inability to read. They both got jobs, of course, but not very good ones. If they needed to read the directions on something, they had to get somebody to read them for them.

Years went by as they both struggled along, always trying to hide the fact that they could not read. Somehow they felt defective in a sense. They were sure they were as smart as most other people, but their inability to read things made them doubt themselves.

There were other problems, too. They both liked sports and if they wanted to find out where their teams stood, they had to sit by the television to catch the news, or else ask somebody. They could only look at the sports pages of the paper, but they did not know what was printed in them.

One day Daniel lost his patience and made a decision. "Surely it is not too late to change my life," he thought. He had heard of a special class where people could learn to read, and decided to take action. He swallowed his pride and signed up. The lady at the enrollment was cordial and understanding, and soon Daniel had a tutor and was going over the alphabet and began learning to read new words every day. At the end of a year of hard work and practice, he could take the newspaper and read whatever he liked.

A year or so later he was in the supermarket, reading the label on a box of cake mix when somebody tapped on his shoulder and said, "Don't pretend you can make it out, Dan, old boy."

He looked up and saw his old school pal grinning at him. "Hello, Bill! Good to see you." Then he glanced at the box in his hand. "Do you think I'm faking it like we did in the school?" He then proceeded to read what was written on the box.

"How in the hell did you learn to do that?" Bill asked, rather surprised.

"Well, it took a few nights of homework, Bill, but that is now behind me. It was not easy and many times I was ready to throw in the towel, but luckily I didn't. Now that I can read, I get a lot more out of life than I used to." He then told Bill about the place he had gone to sign up for the reading course, and encouraged Bill to do the same. "You will feel better about yourself once you put the thing behind you. It takes a bit of courage to get started, but it's worth it."

Bill thanked Dan for his suggestion and said he would think about it.

"Don't just think about it," Dan said. "Do something about it. And if you need any help, let me know and I'll be glad to help you. What are friends for, anyway?"

step 36

USING THE DICTIONARY

When reading something, we often come across words we are not sure what they mean. Most of the time we can guess at the meaning from what we read, but often we want to know for sure. Of course, we can ask somebody, but the best way to find out is to look it up in a dictionary.

Let's say you come across the word **imminent** and don't know what it means. This is how to find it out.

Open the dictionary at the letter I and look at the top of the page, where two words are shown. They are the first and last words appearing on the page. All the words in a dictionary are arranged in the order of the alphabet. They are listed by the first letter in the word, then the second letter, then the third, and so on.

Just for reference, here is the alphabet in capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

If you don't already know the alphabet, it is a good idea to memorize it.

Looking in the dictionary, you will find a page where the two words at the top are:

imitation - immoderate

The word, **imminent** fits in between these two. Next, look for the word on the page:

immigrate
immigration
imminence
imminency
imminent — This is it! You've got it.

First of all, you see the word printed like this:

im-mi-nent

This shows the "syllabication" of the word. The syllables in the word **imminent** are "**im**" "**mi**" and "**nent**." This means that you can separate the word at

the end of any syllable in case you reach the end of a line and there is not enough space to write the entire word in that line.

You can write the word, for example, like this:

im-

minent, or else like this:
ment.

immi-

Next appears the "Standard American" pronunciation of **imminent**:

(im' enent)

The apostrophe (') after the **im** tells us that the emphasis is placed on the syllable **im**, meaning that it is uttered a little louder than the rest of the word.

At the bottom of each page of the dictionary (or of every other page) there is a pronunciation key, which tells you what sounds to utter in pronouncing a word. In this case, the first letter **i** is sounded out as the in the word it. The second **i** is an obscure vowel (marked with a special small letter **e** in our case) and is pronounced like the letter **i** in the word "sanity." The letter **e** in the last syllable is also an obscure vowel pronounced like the letter **e** in the word "agent."

Now say the word **imminent** a few times aloud, just to make sure you've gotten its pronunciation right.

Next, the dictionary tells what kind of word this is. This happens to be an *adjective*, a kind of word which tells some characteristic about another word. (For example, in "warm milk" *warm* is the adjective.)

Next, the dictionary tells about the origin of the word, which may be of interest, but can be ignored most of the time.

And then, finally, what you are looking for: The meaning of the word. The dictionary says:

1. /Rare/, overhanging. (This meaning is rarely used)
2. likely to happen without delay; impending; threatening: said of danger, evil, misfortune, etc.

There you are. Now you know what the word **imminent** means, plus how to pronounce it.

If you look up the word **syllable**, you will find that it has three meanings:

1. a word or part of a word pronounced with a single, uninterrupted sounding of the voice; the unit of pronunciation, consisting of a single sound of great sonority (usually a vowel) and generally one or more sounds of lesser sonority (usually consonants).

2. one or more letters or symbols written to represent, more or less, a spoken syllable. In this dictionary, the syllables of entry words are separated by centered dots and do not always correspond to the syllables of speaking.

3. the least bit of expression; slightest detail: as, don't mention a *syllable* of this.

Sometimes the dictionary tells you even more. Take, for example, the word **glad**. It means:

1. feeling or characterized by pleasure or joy; happy; pleased.
2. causing pleasure or joy; making happy.
3. pleased; willing: as, I'm *glad* to do it.
4. bright; beautiful.

Then at the end of the entry you read -- SYN. see **happy**. This means that there are a number of **synonyms** (words with similar meanings), and they can be found listed at the word **happy**. Turning the pages to **happy**, this is what you find after the listing of the various meanings.

SYN. -- **happy** generally suggests a feeling of great pleasure contentment, etc. (a *happy* marriage); **glad** implies more strongly an exultant feeling of joy (your letter made her so *glad*), but both **glad** and **happy** are commonly used in merely polite formulas expressing gratification (I'm *glad*, or *happy*, that you could come); **cheerful** implies a steady display of bright spirits, optimism, etc. (he's always *cheerful* in the morning); **joyful** and **joyous** both imply great elation and rejoicing, the former generally because of a particular event, and the latter as a matter of usual temperament (the *joyful* throngs, a *joyous* family). See also **lucky**.

Well, if you want to, go ahead, look up **lucky**.

When you regularly use a dictionary, you will soon find pleasure in finding out the exact meanings of words. In no time you will notice that you know more and more words and you are using them to better express yourself. Well-spoken people are always looked up to. You can be well-spoken, too, if you read and learn the meaning of the words you read.

EASY STEPS TO READING

TUTORIAL GUIDE

INTRODUCTION

EASY STEPS TO READING utilizes the linguistic method of teaching reading, a method which has been used very successfully for many decades.

Dr. Leonard Bloomfield, Sterling Professor of Linguistics at Yale University, has originally devised this method for teaching his own children to read. He based it on the principles of alphabetical writing and the patterns of spelling in the English language. His work was later revised by Clarence L. Barnhart, editor of the Thorndike-Barnhart Dictionaries, and this version of Dr. Bloomfield's work is still in use to this day.

A similar method was used by Julie Hay and Charles E. Wingo in developing a primer in the late 1940s. Their book has been in use in many areas of the country ever since.

Dr. Rudolf Flesch in his best-selling "Why Johnny Can't Read" published a similar method, as an appendix to his book, for home teaching of reading.

EASY STEPS TO READING is built on the principles used in the above mentioned works with some refinements, but differs from them in two important aspects.

First, the process of learning to read must start out with exercises of phonic awareness training. Only after the completion of these exercises should the student be started out in the actual process of learning to read.

Second, it assumes that the student has little or no knowledge of the alphabet. The first five STEPS teach the letters of the alphabet in the approximate order of their frequency in written English, and at the same time uses phonetic words of the consonant-vowel-consonant pattern for practicing the letters. This simultaneously trains the student in phonic reading.

An innovation of EASY STEPS TO READING is that, beginning with STEP 2, reading exercises in the form of sentences and stories become an integral part of the program. The exercises are written to contain only such words as had been introduced up to each STEP, with emphasis placed on the frequent use of words first appearing in that particular STEP.

By the use of this device, several goals are achieved. First of all, the student gets used to reading for comprehension from the very beginning. Secondly, even though the stories are initially rather simple, they are likely to hold the student's interest, making the study less of a chore. Lastly, but perhaps most importantly, the ability to read stories early on is a positive feedback for the student, which bolsters enthusiasm and makes continued study easier.

EASY STEPS TO READING is equally suited for individual study on a tutor-pupil basis, or for use in a small classroom environment. In the course of the thirty-five STEPS a reading vocabulary of well over 3000 words is learned by the student, enabling him to read and understand any text consistent with his speaking vocabulary. The thirty-sixth STEP explains the use of the dictionary.

The entire program can be comfortably covered one STEP per week, making it possible for the student to achieve literacy within 8 to 9 months. Although nothing in the program is said about writing, it is recommended that the student copy the words in the listings of words, as writing practice tends to fix the correct spelling in the student's mind.

GUIDE TO EASY STEPS TO READING

Right at the outset it must be stated that first came spoken language. People used speech to communicate long before writing was ever invented. Likewise, a child learns to speak long before the subject of reading ever comes up. This is fortunate, because by the time it does, the child has a vocabulary of thousands of words, which makes the process of learning to read easier.

The spoken language consists of sounds which make up words, which make up sentences, which express thoughts. We use alphabetical writing, in which letters and groups of letters are used to indicate what sounds in what order must be uttered to produce the spoken words represented by the written words.

We must distinguish between letters and sounds. For example,

B

is a letter. Its name is "bee" and most of the time it stands for the sound

/b/

which is the first sound of such words as *boy baby box*. For reference, the 45 sounds making up the "Standard American" speech are listed below:

Short vowel sounds (5):

/a/ — arrow
/e/ — elephant
/i/ — Indian
/o/ — ostrich
/u/ — umbrella

Long vowel sounds (14):

/â/ — gray
/ä/ — farm
/â/ — chair
/è/ — bee
/ê/ — tear
/î/ — pie
/ò/ — road
/ô/ — law
/û/ — burn
/oo/ — book
/òò/ — blue
/ù/ — few
/ou/ — cow
/oi/ — toy

Consonant sounds (26):

/b/ — book
/d/ — door
/f/ — fish
/g/ — glove
/h/ — hammer
/j/ — jug
/k/ — king
/l/ — lamp
/m/ — mushroom
/n/ — needle
/p/ — pot
/r/ — ring
/s/ — sock
/t/ — table
/v/ — vase
/w/ — wallet
/y/ — yarn
/z/ — zebra
/ch/ — cheek
/hw/ — where
/ng/ — long
/nk/ — pink
/sh/ — ship
/th/ — thin
/th/ — there
/zh/ — garage

EASY STEPS TO READING starts out with the simplest words in our language and proceeds to more complicated ones. It not only teaches to read the words in the sense of reproducing spoken words from written letters, but also teaches to comprehend the words.

Chances are that your pupil knows the meaning of all the words contained in this book no matter what the pupil's age. Therefore, particularly in the beginning, it is very important to make sure he gets the meaning of each and every word as he reads.

If your pupil is a non-reader or a beginner reader, spend enough time at each STEP to make sure he can read all of the words fluently while also getting their meanings. The most important thing is to get your pupil:

- Read the letters in the words always from left to right
- Read the words in one continuous sound by uttering the sounds designated by the letters
- Get the meaning of every word

If he doesn't know the meaning of every word, then you are faced with a second task: that of enlarging your pupil's vocabulary. Explain what the words mean. Put them in short sentences to illustrate the meaning, or use words with similar meanings (synonyms) to explain. Many times this will give an opportunity to loosen up the session a bit, but remember that the primary task is to teach the mechanics of reading.

If your pupil is not very sure about which letter is which, and this is quite often the case, it is a good idea to make up a set of 3 inch by 5 inch index cards with the letters of the alphabet. Use a felt tip pen to write the lower case letters only, holding the cards with the 5 inch side up and down. In addition to the 26 letters of the alphabet, make a card for the following groups of letters as well:

ch sh tch nk ng wh th qu ck

Use the cards as you need them along the STEPS to make sure your pupil can say the sounds which the letters designate without thinking about them. This is very important to practice, because the pupil's mind will be quite busy figuring out the sounding of the words as he reads the groups of letters making them up without having to stop and think first what sounds the individual letters stand for.

One more item needs mentioning. Spoken language varies from region to region. People pronounce the same word differently in Vermont, New York, Tennessee, and Texas, just to mention a few dialects. It doesn't matter what particular dialect you and your pupil speak, because pronunciation is quite consistent as far as writing is concerned. The designations of the sounds as used in this book are the same as in the major American dictionaries, which is "Standard American," if there really is such a thing.

Well, enough of this. Let's get down to the business of learning.

PHONEMIC AWARENESS PREPARATION

Before the beginning of the actual process of learning to read and write, it is essential to prepare the student by teaching a few basic facts about our language and the connection between the spoken and written language. This text is for the tutor to read and its contents are to be

verbally presented to the student. The various exercises that are contained in this preparation part are very important. Depending on the age of the student, they can be presented either as a game, or as a very serious activity. Either way, the knowledge that is to be acquired and the skills that are to be developed through the exercises are absolute necessities for learning to read and write, and they must be mastered before the commencement of the reading instruction.

Paper and pencil or pen will be needed for the student for two reasons. First, certain exercises make it necessary to draw diagrams, mainly little circles in a row to represent the sounds in spoken words. Secondly, the fact that the student uses a writing tool for drawing simple markings makes its use familiar, which will help him when time comes to write letters.

After these preliminaries, let us get on with the task, which is for the tutor to present the following.

Day One

When people speak, they make sounds. We hear those sounds and understand what they say. When mother says, "Bring me a glass of water," we know what she wants. We go to the kitchen, fill a glass with water and take it to her. If she had said, "*Hozz egy pohár vizet,*" we would have no idea what she wanted. The reason is that these last words are in Hungarian, and even though they say the same thing, few people in our country understand Hungarian.

Here we speak English, and because mother said in English, "Bring me a glass of water," and we know English, we understood what she said. We all learned English when we were little children. We hear people around us speak to us and to each other. Healthy children imitate and repeat whatever people say. In time they learn to say the things they hear, and little by little they know how to speak the language people use around them. Learning a language when we are very young comes naturally. It is no trouble at all. Learning a language later on can be difficult. There are lucky children, who live among people speaking more than one language. These children can learn two or three languages at the same time when they are very young.

When we speak, we say things we have in mind, things we think of. For example we say things like these:

I am not sleepy.
Can I have a scoop of raspberry ice-cream?
Look, Mom, the rain stopped.
My brother is in the third grade.
Our neighbor has a black dog.
Soon I will read books and stories.
Who has the key to the front door?
It's in Dad's coat pocket.

All of these are separate thoughts. When we speak our thoughts, we say **sentences**. Each of these are sentences. "Soon I will read books and stories." That is a sentence. "It's in Dad's coat pocket." That is another sentence. Listen to this little story and try to tell where is end of each sentence. Just hold up your hand like you were stopping me when you hear the end of a sentence. Just to give you a little help, at the end of a sentence we lower our voice and hold a little rest. Here we go. (The tutor should take care to read the sentences clearly articulated, observing the punctuation marks, and lowering the voice at periods, while raising it at commas.)

Janet is staying with her grandmother. Her parents are traveling and nobody is at home. Janet likes to stay with grandmother, because she can eat a lot of cookies. Grandma's legs are hurting her. She cannot go to the store. On Janet's first day grandma called her. Janet, go to the store. Here is five dollars. Buy a loaf of bread and a carton of milk. Do you know where the store is? That's a good girl. While you are there, buy yourself a candy bar.

Well, that was very good. Let us try it again.

So, today we found out that we speak in English, and when we speak our thoughts, each thought is a **sentence**. In a sentence we can tell something or we can ask a question. We speak in sentences.

Day Two

Yesterday we found out that we speak in the English language, and we talk in sentences. Sentences are our spoken thoughts. We can tell something in a sentence, or we can ask something in a sentence.

We started out with, "Bring me a glass of water." But what if we had said, "Bring me a glass of milk." or "Bring me a bucket of water." or "Drink a glass of water." These sentences all say something different, even though they are similar. Only a little is changed in them, yet their meaning is different. First, all we did was say "milk" in place of "water." Then we said "bucket" in place of "glass." Then we said "drink" instead of "bring." What we did each time was we changed a **word** in the sentence.

Our speech is made up of sentences, but each sentence is made up of words. Or at least of one word, like when mom gets very impatient and says, "Go!" or "Quiet!"

Glass, water, bring, bucket, milk, drink — these are all words. They stand for things, or for something we do, or for something we want to describe.

Here are some examples of words:

pen	chair	shoe	table	paper	tree	street	window
sit	read	run	jump	drink	eat	listen	bark
cold	sharp	green	hot	loud	fine	tasty	wet

Words can be short and they can be long. "Go" is a short word. "Tea" is a short word. So is "pie." "Remember" is a long word. So is "complicated." Or "automobile." "Simple" is not too short and not too long. So are "brother," "apple," and "open." These are all words.

Now let's see if you can tell apart words. Tell me how many words are in each of these sentences. You can count them on your fingers, if you want to. (The tutor should say these sentences at a normal talking pace, not too fast and not too slow.)

Sarah reads.

Albert sits down.

I think so.

Eat slowly.

Can you believe it?

Father brought in the newspaper.

Children ride the bus.

Listen carefully.
Don't forget to wipe your feet.
Two birds are sitting on the roof.
Did you hear the latest song?
Fred almost knocked over his cup of milk.

Sometimes two words are put together to make a new word. To give an example, you know the word "some." Like in "Have some more broccoli." You also know the word "time." When the two are put together, they become one word, "sometime," which means something different, like we said, "We don't really know when." Now I'm going to say a few words. Try to tell me first what they mean, and then find the two separate words in them and tell me what those words are.

cowboy butterfly basketball sandpile typewriter newspaper

We learned a lot today. We found out much about words. We know that they make up sentences. We know that words mean something, like "coat," "stand" or "warm." We also found out that they can be short or long, and there are even words that are made up of other words.

Day Three

When we speak or listen to somebody talk, we don't pay much attention to sentences and words, even though we know now that sentences make up speech and words make up sentences. We even counted the words in a few sentences. Let's do that again. For each word make a little circle like this on your paper. Draw them in a line, one circle next to the other. (The tutor must make it sure that the pupil writes the circles going **from left to right**, like in writing.)

Today is Wednesday.
The dog chases the cat.
Many flowers bloom in the summer.
Sandy and Mary study together.
The teacher draws a picture on the blackboard.
It is a flower.
Mother cooks carrots and peas.
How many hands do you have?

Very good. Now you can tell words apart in sentences, and you know that when we speak we are saying words, which make up sentences. The sentences are our thoughts as we speak them.

Now let's talk about something else. When was the last time you went to a doctor? Did he look in your mouth to see your throat? Did he tell you to say "Ah?" Say, "Ah" now. Great. "Ah" is a sound. What do we say when we are very surprised? "Oh." Well, that is another sound. Here is another sound: "Ooh" (like in root). "Ah," "oh," "ooh." These are sounds.

What do you say when you're eating something good and your mouth is full and you want to say that you like the stuff? "Mmm." Well, "m" is another sound. What kind of sound does a

bee make? “Zzzz.” Now we know one more sound. How about a snake? How does it hiss? “Ssss.”

We make many different sounds when we talk. In fact, all of the words we say are made up of sounds. We say sounds one after the other as we talk, but we know so well how to speak that we don’t pay attention to it. But if we listen very carefully, we can hear the various sounds in what we say. Listen to this: “No. No. No.” What sounds do you hear? “nnn” and “ooo.” “No.”

Let’s try another word: “see.” What sounds do you hear? “sss” and “ee.” How about this one: “Ma?” “mmm” and “ah.” Let’s try these words (The tutor is to pronounce the first two or three words regularly, then repeat them saying the sounds in the words separately. The student is to repeat them. Next, the tutor says the word, the student repeats it, then the student divides the word to its component sounds.):

no, up, it, tea, on, Sue, or, Al, law, in, at, off, paw, ape, me, are, you, is, eye, saw

Can you tell me what is the first sound in these words: ape, you, no law

Can you tell me what is the last sound in these words: tea, up, in, off

We found out today that the words are made up of sounds. We put together sounds to make words. We also learned what are the first and last sounds in the words.

Day Four

Yesterday we found out that words are made up of sounds. We said “no,” “up,” “ape,” “off.” How many sounds are in each of these words? Now let’s try to figure out some more words.

How many sounds do you hear in these words? (The tutor is to pronounce the word, the pupil is to repeat it, then sound out the component sounds.)

mom neck fan top leg foot hat good sun look fur pen cat

Very good. Now let us try it the other way around. I will say the sounds and you will put them together to make them into words. Like this: r-oo-m: rrr oo mmm — “room.” Or this one: s-a-y sss aa yy — “say.” (The tutor is to pronounce clearly the sounds in the following words with a little pause between each sound. The pupil is to put the sounds back together to produce the words. This exercise is called telescoping the sounds into words.)

sill five mud jam ten fish bad hot ham dog van yell bus

What is the last sound in these words: sill, bad, van

What is the first sound in these words: fish, dog, bus

What is the middle sound in these words: hot, yell, fish

That was very good. Today we learned how to make out what sounds are words made out of. We also learned how to build words out of sounds.

Day Five

Today we will talk about words and sounds again. Yesterday all the words we pulled apart and put together had three sounds in them, like these words: “fat — ff aa tt,” “moon — mm oo nn,” or “sheep — ssh ee pp.” We also put words together from sounds, like these: “k-ee-p — keep,” or “m-a-p — map,” or “c-u-t — cut.”

Today we will try words that are a little longer. Listen carefully how many sounds you hear in each word. Then make a little circle for each sounds you hear in them. When you make the circles, start on the left and write each of the circles on the right of the one before. Do you know which is your right hand? Good. Let’s start then. (The tutor should repeat the words slowly if the pupil has trouble making out how many sounds are in them.)

baby cheese dig bite fold money rocket city tulip window rabbit man
oooo ooo ooo ooo oooo oooo ooooo oooo ooooo oooooo ooooo ooo

milk small pillow carpet chair radio telephone candy penny pluck market faster
oooo oooo ooooo oooooo ooo ooooo ooooooo ooooo oooo oooo ooooo oooooo

vegetable cherry sugar grandma coffee cereal spoon potato melon front dinner
oooooooo oooo ooooo ooooooo oooo oooooo oooo oooooo ooooo ooooo ooooo

Well, that was quite a lot. You have written so many little circles that pretty soon you will know how to write. Today we learned again that words are made out of sounds, some from a few sounds, others from many sounds.

Day Six

We know that words are made up of sounds. Yesterday we made a little circle for each sound in the word to make sure we count them all. Today we are going to do something different with words and the sounds in them.

(For this exercise the tutor and the pupil has to sit on the same side of the table, side by side. Five “markers” of different color are also needed. These can be two-inch squares of cardboard colored with crayons to red, blue, green, yellow and black. Each of the markers will represent a sound in making up words. The tutor has to take care that the sequence of the markers, as they stand for a string of sounds, are always arranged **from left to right**, just like the letters are in writing. When pointing at the markers, always go **from left to right** to train the pupil in the correct sequence of letters in written words. We are not dealing with letters here; we are dealing with sounds that make up spoken words. Some pupils may be slow catching on what is the intent here since this is something new and unusual for them, so the tutor may have to repeat what marker represents what sound in each turn of the exercise.)

Each of these color markers stand for one sound. For instance, the red stands for “mmm,” the blue stands for “oo” and the green stands for “nnn.” (The tutor puts the markers in a row. The pupil is to say the sounds, then **to telescope them** to make the spoken word.)

blue red green
/m/ /oo/ /n/

moon

How about these ones:

yellow black red
/f/ /a/ /n/

green black blue
/sh/ /i/ /p/

red green blue
/r/ /u/ /n/

fan

ship

run

Now let's try this trick. Watch carefully the markers, because we are going to do something with them.

red black green
/p/ /a/ /n/

pan

Now let's change these two sounds around:

green black red

What do they say now? (The pupil should say: the correct sounds and then telescope them.)

green black red
/n/ /a/ /p/

nap

Do you see what happens when we change sounds in a word? First we had "pan." We changed the sounds at the two ends and we got "nap." Let's do the same with these words:

black yellow blue
/p/ /a/ /t/

blue yellow black
/t/ /a/ /p/

pat

tap

green black red
/l/ /oo/ /p/

red black green
/p/ /oo/ /l/

loop

pool

blue yellow red
/b/ /oo/ /t/

red yellow blue
/t/ /oo/ /b/

boot

tube

There is another way of changing sounds in a word. We will take out a sound, put another sound in its place, and see if we get a new word. (It is up to the tutor to designate which marker stands for which sound. The substitutions are as shown in the lists. For example, the vowel sound in “sit” is changed from /a/ to /i/, resulting in the word “sat.” Or the vowel sound in “lane” is changed from /aa/ to /oh/, resulting in the word “loan.” Keep in mind that we deal here with **sounds** and not with letters and spellings. Once the pupil gets the hang of the exercise, he should be changing the marker to correspond to the sounds in the new word. This exercise is very important to develop the phonemic awareness of the pupil.)

a		oo		oa		a	
sit	sat	fat	foot	lane	loan	root	rat
	i		a		a(-e)		oo

Additional word pairs:

tell → tool; fit → fat; rig → rug; feel → fool; hop → hip; sip → soap; seed → said;
 day → bay; fun → phone; dig → dip; roof → root; dog → fog; noon → moon;
 feet → seat; run → fun; kit → cat; ball → wall; bike → bite; bowl → boat; fat → hat;
 boat → goat; full → pull; pear → pale; sun → bun; pig → pit; tell → fell

Today we learned that when we change around the sounds in a word, we get another word. Words are made up of sounds. We can take apart the words to the separate sounds in them, and we can put the sounds together to get words.

Day Seven

We will learn something new with sounds in words. We will use the same markers as yesterday. Each marker stands for a sound. When we put the sounds together, we get a word. Here are three markers: red is for /r/, blue is for /oo/ and black is for /t/.

red	blue	black
/r/	/oo/	/t/

root

Now, this yellow marker is for the sound /f/. Let’s put it in front of the other sounds and see what they make.

yellow red	blue	black
/f/	/r/	/oo/

fruit

Let’s do the same with these words. We will add a sound here and there, and figure out what the new word is. (The tutor points out what sounds the markers stand for in the original word, the pupil telescopes the sounds to say the word. The tutor then gives the sound for the

added marker and puts the marker in the proper place. The pupil then telescopes the sounds and says the new word.)

lip → slip; room → broom; bed → bread; say → stay; may → maid; fat → fast;
fit → fist; ball → bald; cook → crook; poke → pork; wet → west; ride → pride;
tool → stool; late → plate; mug → mugs; fog → frog; rain → train; shoe → shoot;
top → stop; fame → frame; seat → sweet; far → farm; foam → form; die → dry

We learned about how sounds that make up words, and we added sounds into words to make new words.

Day Eight

We are going to do something similar to what we did yesterday. We will play some more with sounds that make up words. Each marker stands for a sound and as we change the sounds, you tell what words they make. (The tutor does the same as the day before, names the markers for the sounds they stand for and arranges them in the sequence of their standing in words. The pupil telescopes the sounds to produce words. The tutor takes away and adds sounds and the pupil telescopes the new combination of sounds into words. The tutor should ask the pupil if he knows the meaning of the words, and explain if he does not. The idea is that we must make sure we understand the meanings of words when we read.)

pit → spit → sit; scar → car → cart; small → mall → malt; sore → store → story;
war → warm → swarm; spool → pool → pools; lamp → lamb → slam;
fleet → feet → feast; keep → creep → creeps; or → for → form;
sill → spill → pill; rip → trip → strip; hold → old → fold; art → mart → smart;
flip → lip → slip; bad → band → brand; vet → vent → event;

Now we know a lot about speaking. We know that when we speak we are saying our thoughts. We know that our thoughts are expressed in sentences. We also learned that sentences are made up of words, and that words are made up of sounds. We know that when we change around the sounds in the words, we get different words.

We are smart enough now with all these things that we can start learning how to read. Tomorrow we will begin to learn to read.

LEARNING TO READ

STEP 1

Six letters and six sounds are introduced. The letters are those most frequently used in the language. Each corresponds to a sound: a total of five consonant sounds and one short vowel sound. Examples of the sounds are given as the first sound of each word.

- A — /a/ as in arrow
- B — /b/ as in book
- D — /d/ as in door
- T — /t/ as in table
- G — /g/ as in glove
- N — /n/ as in needle

Make sure the relationship between the letters and the sounds are understood and remembered, then have the pupil read the words going from letter to letter, left-to-right, without pausing between the sounds which make up the words. This manner of reading is very important. The words must be said fluently, smoothly, in one breath, without pausing between sounds. This is probably the hardest concept in learning to read, but once the pupil understands that uttering the individual sounds without pauses results in spoken words, he is halfway there to reading. It is better to spend extra time on this than to rush forward and have difficulties later. Once more: Do not let your pupil get into the habit of uttering individual sounds when sounding out words.

It is strongly recommended to get your pupil write down the words in the word lists. It is much easier to remember words we have written down than those we have read only. It is a good idea also to have him write a few words by dictation. It doesn't matter if at first he makes mistakes. When he writes something wrong, ask him to read what he actually wrote, then ask him to try again, carefully pronouncing the word to be written.

STEP 2

Five letters are introduced standing for four consonant sounds and one short vowel sound.

- I — /i/ as in Indian
- P — /p/ as in pot
- M — /m/ as in mushroom
- L — /l/ as in lamp
- S — /s/ as in sock

The same goes in this STEP as in the one before. Have your pupil go slowly, from letter to letter, left-to-right, saying the sounds smoothly and confluently.

There are pairs of words at the top of the page 3, showing how to form the plural of nouns and the third person form of verbs.

Below them are three dots. These are examples of the punctuation mark period. Explain that a sentence is a group of words expressing a statement, question, command or exclamation. We communicate in sentences. A written sentence begins with a capital letter and ends with an end mark, which in most cases is a period. The STEP ends with six simple sentences.

STEP 3

Five additional letters and the corresponding four consonant sounds and one short vowel sound are introduced. They are:

U — /u/ as in umbrella

H — /h/ as in hammer

F — /f/ as in fish

R — /r/ as in ring

J — /j/ as in jug

Let's emphasize it one last time: Reading at this stage of learning is still letter-by-letter, left-to-right, uttering the sounds **smoothly and confluently** to form spoken words. This is a complicated mental process and it goes slowly at first, just like learning to dance does. It must be done slowly but enough number of times, until it becomes a habit. Be patient with your pupil and helpful and tactful. It is hard mental work learning to read, no matter how rewarding it is.

STEP 4

We are past the halfway mark in learning the letters of the alphabet. In this STEP we take three more letters: two standing for consonant sounds and one for a short vowel sound.

E — /e/ as in elephant

W — /w/ as in wallet

Y — /y/ as in yarn

The sentences at the top of page 7 show the formation of the third person singular of verbs, the plural of nouns and the use of the apostrophe (') and the letter s in forming the possessive case of nouns both in singular and plural.

Two more punctuation marks are introduced. They are the comma (,) and the quotation mark ("). The comma is used inside sentences to indicate slight separation of sentence elements. Quotation marks are used to indicate that the words enclosed by them are verbatim quotes, such as somebody's spoken words. Dialogs are always shown in writing between quotation marks.

STEP 5

In this STEP we finish learning the letters of the alphabet. First of all, we learn three letters standing for two consonant sounds and one short vowel sound.

O — /o/ as in ostrich
V — /v/ as in vase
Z — /z/ as in zebra

The word “of” is an irregular one, because it is pronounced /ov/, rather than /of/. But this word is so often used and is so important that it is introduced here. Its pronunciation needs to be learned.

At the end of this STEP the four remaining letters of the alphabet are shown even though we will deal with them only later on.

STEP 6

Two lower case printed forms of the letters **G** and **A** are shown in this STEP. Even though they greatly differ in looks, they are, nevertheless, the same letters.

Twenty-four irregular words are listed here. In the linguistic system or reading these words would be introduced at the appropriate irregular spelling sections, but we need to deviate from the strictures of the system so that we can make sentences that are not awkward. These words need to be learned, but since they are the most commonly used words in the language anyway, this should not create a problem. In addition of their introduction in this STEP, they will be dealt with again at the appropriate places.

The question mark (?) is introduced here. It is used to indicate that the sentence is a question.

STEP 7

All 26 letters of the alphabet have been introduced, but so far only the five short vowel sounds and 17 consonant sounds were covered. This leaves all of the 14 long vowel sounds plus nine consonant sounds to learn.

A new sound is introduced in this STEP:

/k/ as in cat and king

The sound is written with the letters C, K, and CK.

STEP 8

Except for some of the irregular words in STEP 6, the words that have appeared so far are of the consonant-vowel-consonant combination type. Some ended with an extra **S** for the plural of nouns, the third person form of verbs, or the possessive case of nouns. Now an additional consonant sound at the end of the words is introduced. This underlines the importance of reading all of the letters, left-to-right, smoothly.

The first pair of lines illustrates how new words are made when one more sound is added at the end.

Many pupils have difficulty pronouncing consonants when they are side by side with no vowel in-between, even though they use consonant pairs in the speech without giving it a thought. However, when they see them in writing, sometimes they get scared. There is no reason for this, but they may be unfamiliar with the situation. If your pupil hesitates with consonant pairs, take out the index cards with the letters and make up pairs of consonants for the pupil to sound out.

The second pair of lines contains words that sound quite similarly but have different meanings and spellings. The purpose of the listing is to point out the need to differentiate.

STEP 9

Two new consonant sounds are introduced. One is

/sh/ as in shop and shell

and is regularly written with the letters **SH**. The other is

/ch/ as in chess and chick

and is regularly written with the letters **CH**, or sometimes **TCH** at the end of words.

STEP 10

A second group of double consonants is introduced in this STEP, this one at the beginning of words. Two double lines of words are shown to give examples.

STEP 11

The first group of words contains two new consonant sounds:

/nk/ as in monk and drink

/ng/ as in bring and long

Next, the letter group **th** is introduced. These letters are pronounced in two ways. The first line shows words which are pronounced with hard **/th/** sound.

The last group of words are pronounced with soft **/th/** sound.

By the way, there is no way of telling when the **th** is pronounced with a hard **/th/** or soft **/th/** sound. Fortunately, we all know when to use one and when the other.

A new punctuation mark is shown on page 21: the exclamation point (!). It is used after a written word or sentence to express surprise, strong emotion, determination, etc.

STEP 12

The usage of two letters and a new sound are introduced in this STEP. The letters are rather strange ones, since the letter **X** stands for a combination of two sounds, the /k/ and /s/:

X = /ks/ as in six and wax

The letter **Q** is always followed by **U**. They are pronounced together with a double sound, the /k/ and /w/:

QU = /kw/ as in quick and quilt

The new sound in this STEP is written with the letter combination **WH**, and is pronounced

/hw/ as in when and which

Finally, mostly for reference, the eight punctuation marks we have learned to this point are listed.

STEP 13

All the words we have learned to read up to this point are single syllable words. A syllable is a word or part of a word that is pronounced with a single, uninterrupted sounding of the voice.

When two single-syllable words are put together, sometimes a two-syllable word is made. Multi-syllable words are read in the same way as single-syllable ones, namely, reading all the letters left-to-right, smoothly, confluently, in one breath. There are no pauses between syllables.

STEP 14

When the suffix **-ED** is added to many verbs, their past participle is produced. The new ending is pronounced in three different ways, namely:

/ed/ /d/ or /t/

depending on the last sound in the word, as shown in the three groups of double lines.

A similar situation exists with the suffix **-S**. Depending on the ending sound of the word, the **S** is pronounced in three different ways, namely:

/s/ /z/ or /ez/

Examples of each case are given in the three groups of words on page 27.

STEP 15

The first long vowel sound that is introduced is the long /è/ as in bee. It is written in six different ways: with **EE**, **EA** and **E**, with or without an extra silent **E** at the end of the word. Words are grouped accordingly.

STEP 16

The long vowel sound /â/, as in gray, is spelled in three different ways, namely with **AI**, **AY** and **A** plus silent **E** at the end of the word, as shown in the three groups of words.

STEP 17

Words with the long /î/ sound, as in pie, are listed in four groups according to the ways of spelling.

STEP 18

Life is getting complicated. The next long vowel sound, the long /ò/ like in road, is spelled in six different ways, all shown in the sentence at the top of page 34.

The most unusual spelling is with **O**, just like the short /o/ is spelled. Fortunately, there aren't many such words, and the most important ones are listed here.

STEP 19

Here is another long /ô/ like in law. Three sentences are given here to illustrate the various ways of spelling it. This is a good place for your pupil to practice spelling after dictation. But first it is only fair to ask him to write down the words a few times to remember them.

STEP 20

Two long vowel sounds are introduced in this STEP.

One is the long /ä/ like in farm.

The other one is the long /ê/ like in tear.

STEP 21

Two long vowel sounds are introduced in this STEP.

One is the long /û/ like in burn.

The other is the long /â/ like in chair.

With these two sounds we came to the end of the long vowel sounds associated with the letter R and sound /r/. Unfortunately, letters preceding the R can be pronounced in many different ways, which is rather confusing. It is therefore in order to give here a quick review of the situation from the standpoint of how the various groups of letters are pronounced in various words. The main purpose of this is to make the pupil aware of the following: If an unfamiliar word contains any of the listed letter combinations and one way of pronouncing it produces a nonsense word, then another pronunciation should be tried until the right one is found. How should he know which is the right way? From the context of the sentence, of course.

STEP 22

Of the three long vowel sounds in this STEP the first one, /oo/, like in book, is the simplest, for it is always written in the same way, with **OO**.

The second one, /òð/, as in blue, is written in four ways, as shown in the illustrative sentence.

The third one, /ù/, as in few, is written in three ways. Unfortunately, those three ways happen to be the way the sound /òð/ is also written. The remedy is the same as ever: Memorize and practice.

STEP 23

We've reached the end of the line with the long vowel sounds.

The sound /ou/ like in cow, is spelled in two ways, with **OU** and **OW**. In STEP 18 we have met the combination **OW** already, and we learned that it was pronounced /ò/ as in snow. The present pronunciation is less frequent, and it must be memorized when it is used.

The last long vowel sound is /oi/, as in toy. It is spelled with either **OI** or **OY**, and there is no particular irregularity problem with them.

STEP 24

We have learned earlier that the letter **Y** stands for the consonant sound /y/ as in yellow and sometimes the long vowel sound /î/ as in spy. It also stands for the short vowel sound /i/ as in candy. When a noun ends with **Y**, the letter changes to **IE** when the plural is formed. Similar change occurs with the addition of other suffixes.

The letter **Y** is also used as a suffix to make adjectives from nouns. Examples of this are shown under Making new words on page 49.

When the suffix **-ING** is added to verbs to form their present participle, the ending consonant is doubled for words containing a short vowel sound in the last syllable. Examples are given on pages 49 and 50.

STEP 25

Back to the letter **C**. Whenever it is followed by any of the letters **E**, **I** and **Y**, the pronunciation is /s/ instead of the usual /k/.

STEP 26

We have arrived to the subject of obscure vowels. The examples given on page 54 speak for themselves.

STEP 27

This STEP lists more words containing obscure vowels, with spelling different from those in STEP 26.

It also deals with word contractions, listing the most important ones and how the apostrophe (') is used in them.

STEP 28

The first group of silent consonants is the subject of this STEP. Here there are examples of the silent **G**, **GH**, **B** and **K**.

STEP 29

Here we find the second installment of words with silent letters.

STEP 30

This STEP deals with the unusual spelling of three consonant sounds. They are, in order of their appearance, /j/, /f/ and /z/.

STEP 31

We have reached the point in learning to read where we must face the truly irregular words in the English language. There are no explanations or rules for them, they must be memorized — that is all there is to it.

STEP 32

More of the same as in STEP 31.

STEP 33

Another batch of irregular vowel sounds.

STEP 34

In this STEP we deal with some consonant sounds and their irregular spelling. Again, memorizing them is the only way of handling them.

STEP 35

More of the same as in STEP 34.

STEP 36

There is nothing else to learn about the mechanics of how to read. All regular and irregular spellings and pronunciations have been discussed. From here on your pupil should be able to read any text and understand it, depending on his vocabulary. From now on he needs to practice his new-found knowledge and increase his vocabulary. This STEP explains how to use a dictionary.

Reading a lot and using a dictionary is the only sure way of increasing one's vocabulary and comprehending a wide variety of subjects.