

Hay-Wingo Reading with Phonics.

Teacher's Manual

The Audio Discrimination, Visual Discrimination, and Writing Sections

(Phonemic Awareness at its best!)

A Truly Multisensory Approach to Teaching Reading and Spelling

From the 1960 Teacher's Edition

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The Short Vowel Sounds

The Short “a” Sound

AUDITORY DISCRIMINATION

Have the children arrange their chairs in a reading circle. Speak and move quietly, particularly for the auditory exercises. A quiet manner will tend to promote a more receptive mood on the part of the children.

Say, “Children, have you ever made different sounds with a whistle? Have you heard birds make different sounds? Even cars on the streets make different sounds, as does a piano, an organ, or a violin. Can you think of other things that make different sounds? (The sounds we make with our voices are perhaps the most wonderful sounds of all.)

“Today we’re going to play two listening games. We’ll listen for different sounds in our own voices. We’re going to listen for one particular sound. Then, we shall know this sound whenever we hear it, and when we are ready we shall learn the letter that makes this sound.”

Listening Game 1. “I’m going to say words that begin with an **ă**, like the **ă** at the beginning of **a:pple**.” (*Note:* In these listening games and other auditory exercises, always refer to the letter as the “**a** sound.”)

Say, “We’ll play this game with our eyes closed. Now, close your eyes (for better concentration) and listen carefully for each word that begins with an **ă** sound. If you hear a word that does not begin with an **a** sound, please raise your hand.”

Pronounce this group of words, being careful not to change emphasis or the tempo of your voice in saying words that begin with a sound other than **ă**. Allow a slight time lag (indicated here by a colon) between the initial sound and the rest of the word:

a:pple	a:ction	a:tom	a:t
a:nimal	a:ndrew	a:dd	a:ntenna
A:gnēs	a:m	o:live	A:lex
s:ilver	m:arble	a:thlete	a:lligator
a:s	a:cting	a:ct	a:mbulance
f:ellow	a:x	a:ccident	a:nthony
e:lement	a:crobat	a:nkle	a:ctive

“Open your eyes, children. Thank you for your very good attention.”

Is there any question as to whether or not the children can recognize the **ă** sound, repeat the exercise until the children are familiar with this sound. Use the preceding list of words or the following supplemental list (*Note:* In using these lists, be sure to change the order of giving words when you repeat them. Children remember sequence and if you fail to vary it, the exercise will become a memory activity.)

a:ster	A:lice	a:dmiral	m:oney
A:nnie	r:ocker	a:nd	a:ctress
a:nt	a:ngle	s:un	f:amily
a:ctor	u:gly	a:nkle	a:bsent
a:spirin	a:shes	a:t	a:nchor
a:dding	o:dd	a:lphabet	e:lbow

Listening Game 2. “We are now ready to play a different listening game. This time we’ll play it with our eyes open. Now, children, watch my lips closely and say each word that begins with an **ă** sound after me. If I say a word that does not begin with an **ă**, put your finger on your lips.”

Repeat either of the above lists, emphasizing and prolonging the initial sound in each and also varying the word sequence. Then, encourage each child to give a word that begins with **ă**.

Continue, “Does your name begin with an **ă** sound? Does your father’s name begin with an **ă** sound? Your mother’s? Your brother’s? Your friend’s?”

“Now, can you think of an animal whose name begins with an **ă** sound? (**alligator, ant, antelope**) Can you think of food that begins with an **ă** sound?” (**apple, applesauce, avocado**).

VISUAL DISCRIMINATION

Show the phonetic picture card of an apple. (*Note:* If you do not have a set of these cards, ask the children to open their books to the page which has a picture of an apple, page 5.) Point to the symbols beneath the apple and say, “Perhaps some of you know the name of this letter. You may have learned it in kindergarten or at home. Can anyone say the name of this letter? Yes, it is **ă**. Sometimes we write it like this - **a** (demonstrate at board), and sometimes like this - **A** (demonstrate at board). Can anyone tell when we write the big **A** (or capital **A**)? Yes, when it is the first letter in a name, as in **Alice, Andrew, Albert, Ann**, etc.

“As we go along, we shall hear that **ă** has other sounds, but most often it says **ă**. For the time being, let’s concentrate on learning its short sound, **ă**, which is the sound we have been listening for at the beginning of words. The picture of this apple will help you remember that this letter makes an **ă** sound, the same sound we hear at the beginning of the word **a:pple**.”

Have the children open their books to the picture of the apple and place a finger under **a** and then under **A**. Ask them to say the **ă** sound for each. In this manner, the children learn to match sight and sound. (*Note:* Children must match sounds with printed and written symbols many times if they are to recognize and associate sounds and letters. Otherwise, they will fail to learn to read.)

Write five columns of words on the chalkboard. Have the children take turns in finding and circling the **ă** that begins a word, and drawing a line through any word that begins with another sound. Also, whenever a child circles an **ă**, he should say, “This word begins with **ă**.” The following is a suggested list for this chalkboard work:

on	am	as	odd	Alex
at	Ann	did	add	Bob
it	us	ax	and	up

Writing. Extensive use of the chalkboard is essential. Ask the children to write the letter for the **ă** sound on the board. After writing the letter, ask the child to place a finger under the letter and say, “This is **ă**.” Or children may write and say the letter-sound at the same time, timing the saying of the **ă** sound as they make the dominant stroke of the letter.

Children may also trace the small letter **a** in the air and say **ă** as they trace it. Writing and saying the letter-sound helps the child to associate sound and symbol.

The Short “e” Sound

AUDITORY DISCRIMINATION

Listening Game 1. “Today we are going to listen for a different sound. I am going to say words that begin with the ě sound, like the ě at the beginning of **e:lephant.**” (*Note:* in these listening games and other auditory exercises, always refer to the latter as the “ě” sound.)

“We’ll play this game with our eyes closed. Now, close your eyes and listen carefully for all the words beginning with an ě sound. If you hear a word that does not begin with an ě sound please raise your hand.

Pronounce this group of words, being careful not to change emphasis or tempo of your voice in saying words that begin with a sound other than ě. Allow a slight time lag (indicated here by a colon) between the initial sound and the rest of the word.

e:lephant	e:ffort	e:mpty	e:nd
E:thel	a:nimal	o:x	a:lligator
s:andwich	e:lbow	E:sther	e:xtra
E:skimo	e:scape	e:nemy	E:ddie
a:ttic	E:lmer	E:velyn	e:gg
e:xpect	e:ngine	e:very	a:dmiral

“Open your eyes, children. Thank you for your very good attention.”

If there is any question as to whether or not the children can recognize the ě sound, repeat the exercise until the children are familiar with this sound. Use the preceding list of words or the following supplementary list.

e:ngineer	e:cho	e:ntertain	e:lse
e:xit	a:m	e:levator	e:ntire
e:xercise	e:nter	l:eather	a:dmit
a:t	e:ver	m:atches	a:ngry
E:llen	a:ction	e:njoy	e:mploy

VISUAL DISCRIMINATION

Show the phonetic picture card of an elephant.

Point to the symbol beneath the elephant and say, “Perhaps some of you know the name of this letter. Can anyone say the name of the letter? Yes, it is ě. Sometimes we write it like this – e (demonstrate at the board), and sometimes like this - E (demonstrate at the board). Can anyone tell when we write the big E (or capital E)? Yes, when it is the first letter in a name as in **Edward, Ellen, Ethel,** etc.

“As we go along, we shall learn the **e** has other sounds, but most often it says **ĕ**. For the time being, let’s concentrate on learning its short sound, **ĕ**, which is the sound we have been listening for at the beginning of words. The picture of the elephant will help you remember that this letter makes the **ĕ** sound, the same sound we hear at the beginning of the word **e:lephant**.”

Have the children open their books to the picture of the elephant. Have them place a finger under **e** and **E** and say the **ĕ** sound for each. In this manner, the children learn to match sight and sound. (*Note:* As previously mentioned, children must match their sounds with the printed and written symbol many times if they are to recognize and associate sounds and letters.

Write five columns of words on the chalkboard. Have children take turns in finding and circling the **ĕ** that begins a word, and draw a line through any word that begins with another sound. Also, whenever a child circles an **e**, he should say, “This word begins with **ĕ**.” The following is a suggested list for this chalkboard work:

end	echo	and	Emma	elm
egg	add	Edward	if	elk
at	else	edge	Eskimo	on

Writing. Ask the children to write the small letter for the **ĕ** sound on the board. After writing the letter, ask them to place a finger under letter and say, “This is **ĕ**.” Or, children may write and say the letter-sound at the same time, timing the saying of the sound as they make the dominant stroke of the letter.

Children may also trace the small letter **e** in the air and say **ĕ** as they trace it. Writing and saying the letter helps the child to associate sound and symbol.

The Short “i” Sound

AUDITORY DISCRIMINATION

Listening Game 1. “I am going to say words that begin with the ĩ sound, like the ĩ at the beginning of **I:ndian**. We’ll play this game with our eyes closed. Now, close your eyes and listen carefully for all words beginning with ĩ, please raise your hand.

I:ndiana	i:tch	I:sabelle	i:mp
i:nto	i:diot	i:n	i:nches
i:gloo	i:ll	i:llness	a:m
i:t	i:nvite	e:merald	i:nform
a:lley	e:nter	i:ndeed	e:levator
i:f	i:mage	i:nk	i:nvent

If the children fail to discriminate between the ĩ sound and other sounds, repeat the word list until they become familiar with the ĩ sounds. Use the preceding list of words or the following supplemental list.

I:llinois	i:magine	i:nitial	i:nside
i:ifant	i:mitate	sh:ark	i:njure
a:ct	e:nd	i:tch	i:nky
i:nfection	i:nhale	i:interrupt	i:intent
I:ndiana	i:nto	s:oak	i:nsect

Listening Game 2. “We are now ready to play another listening game. This time we’ll play it with our eyes open. Now, children, watch my lips and say each ĩ word after me. If I say a word that does not begin with an ĩ sound, put your finger on your lips.

Repeat either of the above lists of word, emphasizing and prolonging the ĩ sound. Then, encourage each child to give a word that begins with ĩ.

Continue, “Does your name begin with an ĩ sound? Does your father’s name begin with an ĩ sound? Your mother’s? Your brother’s? Your friend’s?”

VISUAL DISCRIMINATION

Show the phonetic picture card of an Indiana.

Point to the symbols under the Indiana and say, “Can anyone say the name of this letter? Yes, it is ĩ. Sometimes we write it like this – ĩ (demonstrate on the board); always remember, the small ĩ has a dot over it. Sometime we write it like this – I (demonstrate on the board). Can anyone tell me when we write the big I (or capital I)? Yes, when it is the first letter in a name, such as Isabelle, Ichabod, etc.

“As we go along, we shall learn that *ī* has other sounds, but most often it says *ī*, which is the sound we have been listening for at the beginning of words. The picture of this Indian will help you remember that this letter makes an *ī* sound, the same sound we hear at the beginning of the word **Indian**.”

Have the children open their book to the picture of the Indian and place a finger under **i** and then under **I** and say the sound *ī*. (*Note:* Children must match their sounds many times with the printed and written symbols if they are to recognize and associate sounds and letters.)

Write five columns of words on the chalkboard. Have the children find and circle the letter for the *ī* sound that begins any word and draw a line through each word that does not begin with an *ī*. Each time a child circles **i** he should say, “This word begins with an *ī*.”

igloo	if	is	elf	itch
imp	of	it	in	etch
end	dill	on	inch	in

Writing. Extensive use of the chalkboard is essential. Ask the children to write the letter for the *ī* sound on the board. After writing the letter, ask the child to place a finger under the letter and say, “This is *ī*.” Or children may write and say the letter-sound at the same time, timing the saying of the *ī* sound as they make the dominant stroke of the letter.

Children may also trace the small letter **i** in the air and say *ī* as they trace it. Writing and saying the letter-sound helps the child to associate sound and symbol.

The Short “o” Sound

AUDITORY DISCRIMINATION

Follow the teaching procedures used for the other short vowel sounds and adapt the instruction to the **ō** sound.

In playing the listening games, used words from these two lists.

o:st ri ch	A:ndy	o:p po s it e	a:m
o:dd	o:live	o:x fo rd	o:ct e t
E:th e l	o:ct o p u s	o:xy ge n	i:n f ant
o:n	O:lga	o:t t er	a:nd
o:cc u py	o:x	o:pe r a	o:bs t inate
o:pe r ate	O:scar	o:bs t acle	w:all
O:ct o ber	o:pt im ist	o:x e n	A:lbert
i:gl o o	I:sab e lle	O:t t o	o:ct a ne
o:dd l y	f:arm	O:liver	o:blong
o:n w ard	o:xt a il	A:b n er	o:st r ich
m:ask	o:p po s it e	o:pt ic al	A:lex
o:nt o	o:pe r ation	a:ct re ss	e:ndless

VISUAL DISCRIMINATION

Follow the teaching procedures for the short **ā**; adapt the instructions to the **ō** sound.

Write five columns of words on the chalkboard. Have children find and circle the **ō** that begins any word and draw a line through each word that does not begin with **ō**. When a child circles an **o**, he should say, “This word begins with an **ō** sound.”

on	as	Alice	Olga	otter
odd	opera	Otto	ax	and
add	olive	Oscar	if	ox

Writing. Follow the teaching procedures for the short **ā**; adapt the instructions to the **ō** sound.

The Short “u” Sound

AUDITORY DISCRIMINATION

Follow the teaching procedures used for the other short **ă** vowel sound and adapt the instruction to the **ũ** sound.

In playing the listening games, used words from these two lists.

u:mbrella	u:sher	u:pon	u:nequal
u:ndress	u:p	u:npack	u:phill
u:s	o:stich	o:dd	u:pside
u:nitl	u:gly	a:m	o:tter
a:ppe	u:pper	u:ncover	o:pera
u:nwrap	o:n	u:pset	u:tter
O:tto	u:nable	u:nless	u:proar
u:nlock	u:nlucky	s:nake	u:nfit
o:dd	u:pstairs	u:nknown	u:nclern

VISUAL DISCRIMINATION

Follow the teaching procedures for the short **ă**; adapt the instructions to the **ũ** sound.

Write five columns of words on the chalkboard. Have children find and circle the **ũ** that begins any word and draw a line through each word that does not begin with **ũ**. When a child circles an **u**, he should say, “This word begins with an **ũ** sound.”

us	if	under	usher	umbrella
untie	ugly	on	umpire	odd
as	up	upper	imp	uncle

Writing. Follow the teaching procedures for the short **ă**; adapt the instructions to the **ũ** sound.

Ten Consonant Sounds

Introduce the consonant sounds in this manner: “What family of sounds and letters do we know? Yes, we know a family of sounds called vowels.” Have a child write the vowel family on the board and ask the class to say each vowel sound.

Then say, “Today, we are going to learn another sound, but this sound belongs to a new family called the *consonant* family.” Have the children repeat the word *consonant*.

The “s” Sound

AUDITORY DISCRIMINATION

Listening Game 1. “Today we’re going to play a game listening for the consonant (sound) **s**, like the sound at the beginning of **s:quirrel**.” (*Note:* In these listening games, as well as other auditory exercises, refer to the letter as the **s** sound.)

“We’ll play this game with our eyes closed. I will say some words. If you hear a word, which does not begin with (sound) **s**, please raised your hand. Listen carefully to these words.”

s:quirrel	s:econd	s:almon	s:ound
s:eed	s:alad	s:ample	s:ilver
s:upper	f:idle	s:imple	s:and
s:ing	s:ubmarine	f:ather	s:ad
m:elon	s:ell	s:ong	e:levator
s:un	s:end	s:um	a:nd

If there is any question as to whether or not the children can recognize the **s** sound at the beginning of words, repeat the above list of words or use the following supplementary list:

s:ack	s:ailor	S:unday	s:mile
s:oap	s:ock	s:ee	s:oup
s:ignal	s:outh	w:ater	i:nto
r:adish	s:afe	s:urprise	t:rap
S:am	S:aturday	s:ecret	s:ilk
s:oft	s:ix	n:ap	s:ound

Listening Game 2: “Now we’ll play a different listening game. We’ll play it with our eyes open. Children, watch my lips and say each (sound) **s** word after me. If I say a word that does not begin with a (sound) **s**, put your finger on your lips.”

Repeat either of the above lists of words, emphasizing and prolonging the sound of **s** in each. Then, encourage each child to give a word beginning with **s**. (If the children give words beginning with **sh**, be sure and explain that this is a different sound.)

Continue, “Does your name begin with a (sound) **s** sound? Does your father’s name begin with a (sound) **s**? Your mother’s? Your brother’s. Your friend’s?”

“Now, let’s think of some foods that begin with the (sound) **s** sound (**salt, salad, sandwich, sauce, sausage, steak, soup, spinach, strawberries**, etc.).” Adapt this question to clothing (socks, sandals, sash, slippers, snake, etc.), and animals (**squirrel, salmon, seal serpent, snake**, etc. (*Note:* If a child gives shirt, sheep, or any word beginning with the **sh** sound, be sure to explain that this is a different sound.

VISUAL DISCRIMINATION

Show the phonetic picture card of a squirrel.

Point to the symbols for the **s** sound, say, “This is how the (sound) **s** looks in print. The name of this letter is ‘**ess**.’ This is the small ‘**ess**’ and this is the big, or capital, ‘**ess**.’ Another word for big letter is capital letter. The picture of this squirrel will help you remember that his letter makes a (sound) **s** sound – the same sound we hear at the beginning of **s:quirrel**.”

Have the children open their books to the picture of the squirrel and place a finger under **s** and then under **S** and say the **s** sound for each. In this manner, the children learn to match letter and sound.

Write three columns of words on the chalkboard. Have the children take turns finding and circling the **s** that begins with another sound. When a child circles an **s**, he should say, “This word begins with an **s**, as in squirrel” (if he knows the letter-name), or “This word begins with the same consonant, (sound) **s**, as in **squirrel**.”

sun	sand	sell	cat	sock
sink	Ann	zip	sat	bed
at	Santa	sad	sing	sit

Writing. Ask the children to write the small letter for the **s** sound on the board. After writing the letter, ask the children to place a finger under it and say, “This is (sound) **s**.” Or, children may write and say the letter-sound at the same time, timing the saying of the sound as they make the dominant stroke of the letter.

Children may also trace the small letter **s** in the air and say the sound as they trace it.

The “m” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **m** sound. Use the following list of words for the listening game.

m: onkey	s: alty	m: eat	O: ctober
M: onday	m: iddle	m: iss	m: e
m: uffin	m: arch	m: end	u: gly
M: ary	E: skimo	m: ud	m: uscle
m: ush	m: ill	m: oney	m: other
m: atch	m: ean	m: arble	n: ail
m: inute	m: ark	m: agic	m: edicine
m: illion	m: anners	s: ecret	f: ield
m: en	s: ock	m: ap	m: orning
m: ay	m: agnet	s: end	m: oon
n: ibble	m: ad	m: aster	m: ix

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **m** sound.

Write these columns of words on the board. Have the children find and circle the letter for the **m** sound that begins a word and draw a line through any word that does not begin with **m**. When a child circles an **m**, as in **monkey**. (if he knows the letter-name), or “This word begins with the same consonant (sound) **f**, as **fox**.”

men	nest	hat	mud	wag
mop	muff	mat	bud	mess
not	man	miss	milk	may

Writing. Adapt the writing instructions for the **s**, to the letter **m**.

The “f” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the s sound to the teaching of the f sound. Use the following list of words for the listening game.

f:ox	f:urniture	f:unnel	w:ait
f:eather	f:ind	a:nimal	f:ast
s:ap	m:usic	s:even	m:itten
f:our	f:ive	f:unny	f:ood
f:ace	f:ig	f:ence	f:ell
f:an	f:iel d	f:eed	f:udge
f:ollow	s:oft	f:ill	f:amily
f:old	f:ix	f:ence	s:mall
f:ern	f:ight	s:ift	f:all
f:awn	m:oney	w:inter	f:ellow
s:ock	f:ur	f:ell	f:airy
f:ish	f:at	f:a u lt	f:ar

VISUAL DISCRIMINATION

Follow the teaching procedures for the s sound, adapting the instructions to the f sound.

Write these columns of words on the board. Have the children find and circle the letter for the f sound that begins a word and draw a line through any word that does not begin with f. When a child circles an f, as in **fox**. (if he knows the letter-name), or “This word begins with the same consonant (sound) f, as **fox**.”

f ish	f ell	bit	F anny	f it
f at	T ed	f ill	s ip	T om
h at	f un	f og	f uss	f an

Writing. Adapt the writing instructions for the s, to the letter f.

The “r” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **g** sound. Because it may be difficult for you to isolate this sound, it is suggested that your instruction as follows: “Today we’re going to play a listening game for the consonant sound we hear at the beginning of **r:abbit**. Say **er:abbit** after me. Now, say these words after me: **r:adio**, **r:ing**, **r:un**.”

Use the following list of words for the listening games:

r:abbit	r:ain	r:obe	r:ug
r:eal	r:iver	r:oller	f:oot
r:aspberry	sh:op	r:ocking	r:ag
w:ag	R:obert	r:ose	r:azor
r:ing	r:ather	s:lipper	r:attle
sh:adow	m:ountain	w:oman	s:even
r:un	r:escue	r:ice	r:ound
r:ead	r:est	r:ope	r:ule
r:ow	r:ifle	r:ooster	r:ibbon
r:each	r:oad	r:iddle	w:arm

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **r** sound.

Write these columns of words on the board. Have the children find and circle the letter for the **r** sound that begins a word and draw a line through any word that does not begin with **r**. When a child circles an **r**, as in **rabbit**. (if he knows the letter-name), or “This word begins with the same consonant (sound) **r**, as **rabbit**.”

rod	red	rub	bad	rag
nod	mop	ran	rip	from
rap	run	hub	rib	fed

Writing. Adapt the writing instructions for the **s**, to the letter **r**.

The “n” Sound

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **n** sound. In the listening games, refer to the letter by the letter-sound.

Use the following list of words for the listening games:

n:est	n:et	m:en	n:ap
n:ot	n:o	n:eck	f:an
n:orth	m:ice	n:ear	n:ame
m:ud	n:ickel	n:arrow	n:ighbor
n:oon	n:oodles	m:ice	N:ovember
n:umber	n:ew	m:arch	n:ext
n:ose	i:nto	m:any	n:ut
n:eedle	n:ewspaper	n:urse	m:elt
n:obody	n:ight	n:umber	n:ursery
n:ine	n:ever	n:early	n:ow
n:one	s:ink	n:othing	n:otice
S:anta	n:oise	w:ife	n:atural

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **n** sound.

Write these columns of words on the board. Have the children find and circle the letter for the **n** sound that begins a word and draw a line through any word that does not begin with **n**. When a child circles an **n**, as in **nest**. (if he knows the letter-name), or “This word begins with the same consonant (sound) **n**, as **nest**.”

not	nest	nut	mud	nag
nap	red	sat	net	nod
map	Nick	nip	Nancy	hat

Writing. Adapt the writing instructions for the **s**, to the letter **n**.

Review of s, m, f, r, and n

Auditory and Visual Review. The five prolonged consonants have now been covered. Review these consonants by writing **s**, **m**, **f**, **r**, and **n** on the board in this manner.

Pronounce some words beginning with the consonant sounds, such as: **nest**, **marble**, **sun rock**, **feather**, **rain**, **men**, **said**. Have a child identify the beginning sound of each word: “The word begins with (sound) **n**.” Then, he writes **n** in the proper column, points to the letter he has written, and says, “This is **n**.” Be sure to give the words in an irregular order, not in the order you have written the consonants on the board.

The “g” Sound

The **g** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **g** as a sound, and not as a letter-name, you will make a **gũ** sound. Try to minimize the **ũ** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **g** sound. Use the following lists of words for the auditory games. Because the **g** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

goat	guess	basket	go
gobble	give	gang	duck
gas	kite	going	gift
bat	good	goose	got
gum	gallop	golden	sift
gate	gone	boat	gull
garden	get	golf	guilty
catch	girl	good-by	block
game	curl	guide	giggle
garbage	gold	gush	geese

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **g** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **g** sound that begins a word and draw a line through any word that does not begin with **g**. When a child circles an **g**, he should say, “This word begins with the letter **g** (if he knows the letter-name). It has the same beginning sound as the word **goat**.” If the child does not know the letter-name, he should say the last sentence.

get	gas	gulf	Gus	girl
den	bad	dip	his	gone
give	God	gun	go	quit

Writing. Adapt the writing instructions for the **s**, to the **g** letter.

The “b” Sound

The **b** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **g** as a sound, and not as a letter-name, you will make a **bū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **b** sound. Use the following lists of words for the auditory games. Because the **b** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

bear	beat	bench	beautiful
bark	boot	ticket	best
bat	candy	bell	bill
gum	bean	barber	bird
bug	bed	garden	biscuit
basket	bee	better	giggle
boat	butter	bulb	bottom
bottle	card	big	boss
both	busy	gift	bonnet
kind	burn	buffalo	target
bowel	bunch	bump	bone
bush	bullet	penny	boil

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **b** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **b** sound that begins a word and draw a line through any word that does not begin with **b**. When a child circles an **b**, he should say, “This word begins with the letter **b** (if he knows the letter-name) or “This word has the same beginning sound as the word **bear**.”

bed	sat	bug	Ben	and
bat	bib	bit	dim	Betty
dig	bag	get	big	bad

Writing. Adapt the writing instructions for the **s**, to the **b** letter.

The “t” Sound

The **t** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **t** as a sound, you will make a **tū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **t** sound. Use the following lists of words for the auditory games. Because the **t** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

tiger	tank	tunnel	cry
ten	ticket	book	today
tap	puff	terrible	tiny
tall	tape	tulip	to
done	team	tell	time
talk	teacher	top	tail
torch	tired	gaga	tumble
town	toe	tent	tick
do	go	tip	toad
touch	tooth	tie	told
tin	turn	test	Tom
turtle	tongue	table	taste

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **t** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **t** sound that begins a word and draw a line through any word that does not begin with **t**. When a child circles an **t**, he should say, “This word begins with the letter **t** (if he knows the letter-name). It has the same beginning sound as the word **tiger**.” If the child does not know the letter-name, he should say the last sentence, or “This word begins with the same sound as **tiger**.”

ten	top	bud	tom	tab
tag	fog	tip	Dick	tin
fat	tan	tug	tot	lag

Writing. Adapt the writing instructions for the **s**, to the **t** letter.

The “p” Sound

The **p** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **p** as a sound, you will make a **pū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **p** sound. Use the following lists of words for the auditory games. Because the **p** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

pig	peck	pass	peel
park	butter	partner	take
puddle	paddle	patch	pear
pet	pepper	bunch	people
poodle	party	piece	pony
Polly	rush	pale	push
penny	turkey	person	police
pancake	pick	breach	turtle
pep	pink	pole	point
doesn't	tangle	pumpkin	post
pickle	pin	parent	pocket
pillow	pipe	part	paint
punch	ranch	ten	punish

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **p** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **p** sound that begins a word and draw a line through any word that does not begin with **p**. When a child circles an **p**, he should say, “This word begins with the letter **p** (if he knows the letter-name). It has the same beginning sound as the word **pig**.” If the child does not know the letter-name, he should say the last sentence, or “This word begins with the same sound as **pig**.”

pet	dig	pen	bat	peg
bet	Pat	pin	pit	pot
pan	pig	hen	pad	dog

Writing. Adapt the writing instructions for the **s**, to the **p** letter.

The “d” Sound

The **d** sound is a stopped consonant and cannot be prolonged, or emphasized. When referring to the **d** as a sound, you will make a **dū** sound. Try to minimize the **ū** as much as possible. Do not ask the children to make this sound in isolation.

AUDITORY DISCRIMINATION

Adapt the instruction for the **s** sound to the teaching of the **d** sound. Use the following lists of words for the auditory games. Because the **d** sound is a stopped consonant, the colons (used previously as a reminder to prolong the initial sound) are omitted from the words:

dog	dance	dinner	dig
deep	barn	dollar	dozen
dark	danger	borrow	depend
daddy	date	December	describe
tell	David	decide	don't
dairy	dentist	parcel	tassel
double	dull	discover	dish
door	Dan	during	pearl
bear	day	duty	does
down	doctor	dagger	porch
dust	bank	battle	donkey
dump	dizzy	daisy	defeat

VISUAL DISCRIMINATION

Follow the teaching procedures for the **s** sound, adapting the instructions to the **d** sound.

Write words on the chalkboard. Have the children find and circle the letter for the **d** sound that begins a word and draw a line through any word that does not begin with **d**. When a child circles an **d**, he should say, “This word begins with the letter **d** (if he knows the letter-name). It has the same beginning sound as the word **dog**.” If the child does not know the letter-name, he should say the last sentence, or “This word begins with the same sound as **dog**.”

dig	din	dug	hug	bad
big	Don	bug	tan	dip
dad	pen	Dan	did	dish

Writing. Adapt the writing instructions for the **s**, to the **p** letter.

Review of Stopped Consonants

Follow the suggestions on pages 32-33 (p. 16 this document) of the Manual (“Review of **s**, **m**, **f**, **r**, and **n**), adapting the instructions to the five stopped consonants (**g**, **b**, **t**, **p**, and **d**). Since the stopped consonants are difficult to make isolation, have the children repeat the word whose beginning sound is to be identified.

The Short Vowel Blends

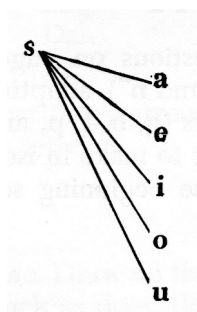
Before starting page 20 (8 in this document) of *Reading with Phonics*, give the following chalkboard introduction to the blends. Write s and the vowels on the board in this manner:

s

a
e
i
o
u

Ask the child to give the sounds of each letter. Then, ask which letters are vowels and which is a consonant. Say, “I know most of you like the playground slide. Today I want to show you a new way to slide, and you can do it with your voice, using consonants and vowels. We slide from the consonant to join the vowel sound. We’ll start this sliding game using the (sound) **s** (circle **s** on the board)

Listen carefully so that you can learn how to slide with (sound) **s** to each of the vowels, using one breath. (*Note:* The breath stream must not be interrupted between the saying of **s** and **a** – or **ě**, **ĩ**, **õ**, **ũ** – or the result will not be a blending of the two sounds.) Now, say **s** as you draw a line from **s** to **a** and say **ă** when the chalk lines touches the vowel. Continue to slide from **s** to **ě**, **s** to **ĩ**, **s** to **õ**, and **s** to **ũ**. The chalkboard will look like this.



Have the class slide from **s** to each of the vowels. Next, call in individual children, asking the following questions:

“Who can slide from (sound) **s** to **ă**?”

“Who can slide from **s** to **ě**?”

“Who can slide from **s** to **ĩ**?”

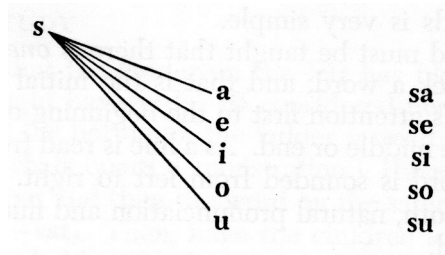
“Who can slide from **s** to **õ**?”

“Who can slide from **s** to **ũ**?”

“Who can slide from **s** to **ă**?”

“Children, be sure to say the helper in one breath, **să**.”

Ask the class again to slide with s to each vowel, and, as they do so, write the blends to the right of each vowel.



AUDITORY DISCRIMINATION

Explain that **să**, **sě**, **sĩ**, **sõ**, and **sũ** are called helpers because they help to make words. Call attention to the ladder formation of the helpers on the right.

Ask the class to listen for the vowel as you say one of the helpers; for example **sõ**. The child called on should say, “I heard the (sound) **õ**.” And go to the board and locate the blend (by sliding a finger or pointer under the blend) and say, “This is **sõ**.” Counting with other blends in this manner.

WRITING HELPERS

Write the vowels on the board, separating them in this manner:

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

Say, “Children, I am going to say the **s** helpers. Listen for the vowel so that you’ll know under which vowel to helper is to be written (give **si**). Yes, the vowel is **ĩ**, and the helper belongs in the **ĩ** column” Write **si** in the **ĩ** column.

a		e		i		o		u
				si				

Dictate more blends in an irregular vowel order. Call on children to identify the vowel to write the blend in the proper column.

WRITING WORDS

When these helpers are mastered, and the consonant sounds have been well learned, the adding of final consonants to form words is very simple.

The child must be taught that there is *one*, and only *one* place to attack a word, and that is the initial blend. Always draws a child's attention to the beginning of a one-syllable word, and not the middle or end. As a line is read from left to right, so, too, a word is sounded from left to right. Only in doing so can a smooth, natural pronunciation and fluency in reading be developed.

Write the vowels on the board in this manner.

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

Dictate blends and words in the following manner: **sū** – **sun**, **sě** – **set**, **să** – **sad**, etc. (Or, you may dictate the words with a slight pause between the blend and final consonant: **su:n**.) The child listens for the vowel in the word and then writes the word in the proper column:

a		e		i		o		u
sad		set						sun

Also demonstrate on the chalkboard how two letters can be added to a blend such as **nd** to **să** and **sě**, to make four-letter words.

LANGUAGE ACTIVITY

Word meanings. Say the following orally. The response may be oral, written, or both:

“What s helper do you think of when I say:

1. what you use a soda straw for? (**sip**)
2. unhappy? (**sad**)
3. shines in the sky during the day? (**sun**)
4. to cry very hard? (**sob**)
5. a boy's name? (**Sam**)
6. resting in a chair? (**sit**)
7. what will the sun do at the day's end? (**set**)

The “s” Blends and Words: Page 20

WORD STUDY

Point out that the ladder on the left has bends and the ladder on the right has words. (If considered necessary, point out that *să* is at the bottom of the ladder instead of the top as it was in the chalkboard demonstration.) Have the children first say the helper and then the word on the same ladder rung to the right (**să – sat**). Then have the children say the words up and down the ladder; ask them to say the word on any rung you specify. (*Note:* A dash followed by a helper indicates it is also a word.)

INTRODUCTION TO READING STORIES

After the children have learned to blend correctly the consonant **s** with the five short vowels, and to build words by adding the final consonant, they are ready to read the story which has words beginning with **s** blends. Phonics, of course, is a means to an end, and that end is *reading*.

The first reading lesson will be made up of words which the children can sound out using: (1) the helpers made with **s** and short vowels, plus an ending consonant they have learned, and (2) some sight words (which are called to your attention before the story is read.)

Help the child to develop good reading habits from the start. To promote fluency and smoothness in reading, emphasize that “reading is simply talking written down.” Here are some habits to encourage.

1. smooth and fluent diction;
2. correct voice inflection and observance of punctuation marks;
3. silent reading, without movement of lips and vocal cords;
 - (a) Usually **the** is pronounced with the vowel unstressed. Examples: **the** (thŭ) **apple**; **the** (thŭ) **store**. At this point of the reading program, teach **thŭ** as the pronunciation of **the**.
 - (b) The article **a** should always be unstressed and should be given the ŭ sound, as in **umbrella**.

STORY (page 20 – 8)

“First, let’s look at the picture on the page with our helpers and words.” Discuss the picture very briefly with the children, only long enough to elicit these sight words from the children: **the, he, makes, and house**.

Write each sight words on the board and have children say it slowly so that they get the feel of the sound elements in it.

The following is a suggested teaching pattern which you may use for sight words. It develops the child’s analytic skill, which is an important goal of Reading with Phonics. The degree to which you will be able to use this suggested procedures will, of course, depend on your group and their abilities.

Point to the **th** on the board. Ask children to say the word slowly, and underline **th** when the children say **th** and the **e** when they say **ũ**. Then point out that it takes two letters (point to **th**) to make the (sound) **th** sound and that the **e** (point to it) does not make the sound you might expect, but makes an **ũ** sound.

Point to **he** on the board. Underline the **h** and then the **e** as the children say **he** slowly. Explain that there is a new letter (point to **h**) to this word which they will soon have; also explain that the symbol for the **e** sound makes the **ē** sound in **he**, and **ē** is also the letter-name.

Point to **makes** and, as the children say the word slowly, underline the letters except the **e**. Ask why you didn't underline the **e**. Explain that when letters say nothing we call them silent letters. Draw a slant line through the silent **e**. You may ask, "Which letters do you know the sound of?" Point to **k** and say this is a new consonant that they soon will be having.

Point to **house** and, as the children say the word slowly, underline all letters except silent **e**. Ask why you did not underline the **e**. Ask what new letter (**h**) in **house** appears in another word on the board. Point out that **ou** work together to make the **ou** sound in **house** – the same sound as in **out** - and that they will learn more about this sound later.

"Words such as **the**, **he**, **makes**, and **house**, we learn by looking at all the letters together. We will call them 'sight words.'"

After all sight words are taught, ask different children to read the first and second lines to find out what Sam is doing. (*Note:* Whenever stories are read, stress reading for meaning.) Then have one child read both lines of the story.

You may write the story on the board and say, "Look at the first line or sentence. Find the underline and art that says 'in the sun.'" After this phrase has been correctly underlined, say that this is a phrase – it does not make a complete idea. (Explain that a sentence is a group of words that make a complete idea.) Then write the second sentence on the board and ask the children to find the phrase "a sand house,"

SEAT WORK

1. Ask the children to build the paired words from the text or from the board.
2. Ask the children to write the word in the proper vowel columns.

The “m” Blends and Words - Page 21

INTRODUCTION – The “m’ Blends

Before starting page 21 (Page 8), adapt the chalkboard introduction on the **s** blends to the **m** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words adapting the instruction to the **m** blends.

LANGUAGE ACTIVITY

“What m helper word do you think of when I say:

1. very angry? (**mad**)
2. Your father is one? (**man**)
3. soft, wet, sticky ground (**mud**)
4. what mother uses to dust the floor (**mop**)
5. something you use to help you from getting lost when traveling (**map**)
6. something on which to wipe muddy shoes?” (**mat**)

WORD STUDY

Follow instructions for the **s** blends and words. Point out that **must** and **miss** are four-letter words; asks what helpers start each; also, ask how the words differ in their two ending consonants. Point out that most short vowel words that end in **f** or **s** have a double consonant at the end, as **muff** and **miss**.

STORY (page 21, 8)

Before reading the story, discuss the picture. During the discussion, try to get the children to mention these sight words: **said**, **come**, **play**. (**Play** is a phonetic word, but as this point in the program teach it as a sight words.) In teaching the sight words, stress the phonetic parts and point out the unphonetic parts.

1. With **said**, the children know the sound of **s**, **ai** is unphonetic and makes the sound of **ě**, and **d** has the same beginning sound as **dog**.
2. With **come**, **c** makes the “**k**” sound as that which begins **cart** (the children will learn more about this later), the **o** is unphonetic and has a sound of **ũ**, as in **umbrella**; and the **e** is not sounded.
3. With **play**, point out that this word begins with two consonants and that the **ay** makes the sound of the letter-name **ā**.

After the story is read, you may wish to review the meaning of the “sentence” and “phrase” by writing the sentence on the board and asking a child to underline a phrase in each sentence.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to writer the words in the proper vowel columns.

The “f” Blends and Words - Page 22

INTRODUCTION – The “f” Blends

Before starting page 22 (Page 9), adapt the chalkboard introduction on the **s** blends to the **f** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words” adapting the instruction to the **f** blends.

LANGUAGE ACTIVITY

“What **m** helper word do you think of when I say:

1. it cools us in hot weather? (**fan**)
2. a farmer feeds corn to a pig to make him this way? (**fat**).
3. a part of a fish that helps it swim? (**fin**)
4. a small lie? (**fib**)
5. a kind of fruit (**fig**)
6. said of clothes that are the right size?” (**fit**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **f** blends and words. In the first row of paired words, each pair of words ends with the same consonant. In the second row, each pair of words ends with different consonants. “How do all words in the first row (or two lines) end? Do the words in the second row of paired words end with the same consonant?”

STORY (page 22, 9)

Before reading the story, discuss the picture. Review these sight words: **the** and **said**. Teach these sight words: **funny** (**ny** is unphonetic at this point in the program), **do**, **you**, **want**, **to**, **four**. Always stress the unphonetic parts of any sight word, calling attention to the sounds that will be learned later. As you teach a sight word, write it on the board and have the children read it. Also, write the phonetic words which are new to the children on the board and have the children unlock them. (**pig**, **peg**). Then have the story read. After reading, check on comprehension.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.

The “r” Blends and Words - Page 23

INTRODUCTION – The “r” Blends

Before starting page 23 (Page 9), adapt the chalkboard introduction on the **s** blends to the **r** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words” adapting the instruction to the **r** blends.

LANGUAGE ACTIVITY

“What **r** helper word do you think of when I say:

1. a color? (**red**)
2. to go fast? (**run**)
3. something on the floor? (**rug**)
4. to make something that doesn’t belong to us? (**rob**)
5. to knock on a door? (**rap**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **f** blends and words.

STORY (page 23, 9)

Before reading the story, discuss the picture. Review **said**; teach **after** as a sight word. Write each sight word on the board and then have children read it. Write the phonetic words on the board and have children unlock them. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.

The “n” Blends and Words - Page 24

INTRODUCTION – The “n’ Blends

Before starting page 24 (Page 10), adapt the chalkboard introduction on the **s** blends to the **n** blends. Also follow the steps under “Auditory Discrimination,” “Writing Helpers,” and “Writing Words adapting the instruction to the **n** blends.

LANGUAGE ACTIVITY

“What **n** helper word do you think of when I say:

1. something a squirrel would like? (**nut**)
2. Something made of string to catch fish (**net**)
3. something we take when we are sleepy (**nap**)
4. birds usually lay eggs in it? (**nest**)
5. a boy’s name? (**Ned**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **n** blends and words. In the first row of paired words, each pair of words ends with the same consonant. In the second row, each pair of words ends with different consonants. “How do all words in the first row (or two lines) end? Do the words in the second row of paired words end with the same consonant?”

STORY (page 24, 10)

Before reading the story, discuss the picture. Review these sight words: **the** and **said**. Teach these sight words: **funny** (**ny** is unphonetic at this point in the program), **do**, **you**, **want**, **to**, **four**. Always stress the unphonetic parts of any sight word, calling attention to the sounds that will be learned later. As you teach a sight word, write it on the board and have the children read it. Also, write the phonetic words which are new to the children on the board and have the children unlock them. (**pig**, **peg**). Then have the story read. After reading, check on comprehension.

SEATWORK

1. Ask children to build the paired words from the text or from the board.
2. Ask children to write the words in the proper vowel columns.

The “g” Blends and Words - Page 25

INTRODUCTION – The “g’ Blends

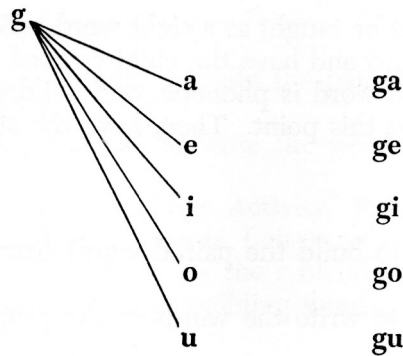
Before starting page 25 (Page 10), adapt the chalkboard introduction on the **s** blends to the **g** blends.

INTRODUCTION – The “g” Blends and Words

Since **g** (as well as **b**, **t**, **p**, and **d**, and also symbols for the “**k**” sound) is not prolongable, the procedure for blending is slightly different from that previously used.

Instead of sliding to a vowel, have children play the role of “Jack-be-nimble,” jumping over a candlestick. (The game of Toss-a-ring or Ten Pins uses the same jumping action and would also be appropriate to use in blending the stopped consonants with the vowels.) Tell the children that no sound is made until the vowel is reached, and then the jump is completed. In short, the consonant position is held until a vowel is reached. Then, the vowel is said from the consonant position. Ask children to watch as you say the blends. (Write **g** on the board with the vowels, as was done with **s** and the vowels.) Draw a chalk line from **g** to a (**e**, **i**, **o**, and **u**) and make the **g** sound at the same time (released in the same breath.) as the **ǎ** (**ě**, **ĩ**, **õ**, **ũ**) sound.

Ask the class to jump from **g** to each vowel. As they do so, write the blends to the right of each vowel. The chalkboard should then look like this:



AUDITORY DISCRIMINATION

Ask the class to listen for the vowel as you say one of the **g** helpers. The child called on should say, “I heard the (sound) **õ**,” and go to the board and locate the blend and say, “This is **gõ**.” Continue with the other blends in this manner.

AUDITORY DISCRIMINATION

Write the vowel on the board, separating them in this manner.

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

Say, “Children, I am going to say the g helpers. Listen for the vowel so that you know under which vowel the helper is to be written (give gē). Yes the vowel is ē, and the helper belongs in the ē column.” Write ge in the e column.

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

Dictate more blends in an irregular vowel order. Call on children to identify the vowel and to write the blend in the proper column.

FORMING THREE-LETTER WORDS

Tell the children that they can make words by adding a consonant sound to the helpers. Write the helpers on the board, and add consonants studied (such as **t, s, n, m**). When a child has changed a helper into a word, ask him to use the word in a sentence. Response may be oral or written.

WRITING WORDS

Write the vowels on the board in this manner

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

Dictate blends and words in the following manner: **gũ – gun, gē – get, gǎ – gas, gō – got**. (Or, you may dictate the words with a slight pause between the blend and the final consonant: **gu:n**.) The child listens for the vowel in the word and then writes the word in the proper column.

LANGUAGE ACTIVITY

“What **g** helper word do you think of when I say:

1. it is used in a car (**gas**)
2. something to chew (**gum**)
3. a cowboy has this? (**gun**)
4. a sudden, strong wind?” (**gust**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **g** blends and words.

STORY – (page 25, 10)

Before reading the story, discuss the picture. Review **said** and **to** as sight words. Teach these sight words: **toy**, **what**, and **like**. (Point out that **oy** in **toy** is a sound they will learn later in more words; that **wh** in **what** is also a sound they will learn later and that the **a** is unphonetic and has the **ō** sound; that **i** in **like** makes the sound of the letter-name and the **e** is silent, as it was in makes, which was learned on page 20.) Write each sight word on the board and have the children read it. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Have children copy and complete the following, selecting the word that makes sense in each.

I like (**gas**, **gum**)

This is a toy (**gun**, **gum**)

I will get a (**gun**, **got**)

Did she A new doll? (**get**, **got**)

The “b” Blends and Words - Page 26

INTRODUCTION – The “b’ Blends

Before starting page 26 (Page 11), adapt the chalkboard introduction on the s blends and adapt them to the n blends.

LANGUAGE ACTIVITY

“What **b** helper word do you think of when I say:

1. a boy’s name? (**Bob**)
2. Used to hit a baseball? (**bat**)
3. used at night to sleep in? (**bed**)
4. Another word for large? (**big**)
5. another word for naughty? (**bad**)
6. another word for sack? (**bag**)
7. a baby wears this? (**bib**)
8. took a bite? (**bit**)

WORD STUDY

Follow instructions for the s blends and words, adapting them to the **b** blends and words.

STORY – (page 26, 11)

Before reading the story, discuss the picture. Review the following sight words: **said, the, what, do, you, like**. There are no new sight words in this story. Write each sight word on the board and ask children to read it.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercises
4. You may wish to ask children to make drawings of a bat (baseball), bus, and bed; ask them to label their drawings.

The “t” Blends and Words - Page 26

INTRODUCTION – The “t’ Blends

Before starting page 27 (Page 11-12), adapt the chalkboard introduction on the **s** blends and adapt them to the **t** blends.

LANGUAGE ACTIVITY

“What **t** helper word do you think of when I say:

1. it is used for a bath (**tub**)
2. a boy’s name (**Tom, Tim, Ted**)
3. a child’s game? (**tag**)
4. cans are made of this? (**tin**)
5. a toy that you can spin? (**top**)
6. a number? (**ten**)
7. another name for a young child? (**tot**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **t** blends and words.

STORY – (page 27, 11-12)

Before reading the story, discuss the picture. Review the following sight words: **the**, and **said**. Teach these sight words: **put**, **into** (point out that this is a compound word they have had), **my** (point out that **y** has the same sound as the letter-name), **spin** (point up **pin** in this word and the two consonants at the beginning of **spin**), **will**. Write each sight word on the board and have the children read it. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the text or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercises
4. You may wish to ask children to make drawings of a **tub**, **top**, or **tot**, and to label their drawings.

Page 28 – Review of Blends and Words

The word groupings on page 28 (12, 13) may be studied with these three points in mind.

1. Are the helpers the same?
2. Are the final consonants the same?
3. What are the words?

Say, “Children, we are going to study each row (to promote left-to-right eye progression) to find and say all the helpers that have an **ă** vowel.” Call on different children to say all the helpers that have an **ă** vowel.” Call on different children to say all the helpers in the first row that have an **ă** vowel in them. Then proceed in the same way for the other vowels and the other rows.

Now, say, “Below the helpers are words. We are going to say the helpers in each pair of words. Then, we’re going to tell if the helpers are the same or different. Look at the first pair of words. What is the helper in the first word? (**sě**) What is the helper in the second word? (**sĩ**) Are the helpers the same? (No, the helpers are different because the vowels are different.) Are the final consonants the same or different? (the same) Now, say the words.” Continue in this way through the first two groups (**sat – sit** through **run – ran**).

Words in the next section (**Sam – sit** through **tan – tag**) are grouped for final consonant discrimination. Words in the third section (**sat – mat** through **bed – fed**) are grouped for beginning consonant discrimination. Continue to study all pairs in the manner described.

You may wish to dictate each pair of words to different children to write at the board. Say, “I am going to dictate a pair of words. You repeat the pair of words and then write them on the board.” In dictating, ask the child to watch your lips as you say the words. Prolong the blend slightly in each to enable the child to hear the two sound sequences.

The “p” Blends and Words - Page 29

INTRODUCTION – The “t’ Blends

Before starting page 29 (page 13), adapt the chalkboard introduction on the **s** blends and adapt them to the **p** blends.

LANGUAGE ACTIVITY

“What **p** helper word do you think of when I say:

1. a small dog? (**pup**)
2. your mother uses this to cook in? (**pan, pot**)
3. a farm animal? (**pig**)
4. to stroke gently (**pat**)
5. a cat or dog may be this (**pet**)
6. it comes in a bottle? (**pop**)
7. a pig lives in this? (**pen**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **p** blends and words.

STORY – (page 29, 13)

Before reading the story, discuss the picture. Review **you** and **like** as sight words. Teach **his** and **are** as sight words. Test the children on said; at this point it has been covered a number of times in the stories and should be part of their known sight vocabulary. You can test children by writing these sentences on the board and asking children to write the word said in each blank space:

Sam _____, “My top is red.”

“My top is blue, “ _____ Bob.

“Mother _____, “come and help me!”

“I will help you, “ _____ Ned.

Then have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to write the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercises
4. You may wish to ask children to make drawings of a **pan, pet, or pig**, and to label their drawings.

The “d” Blends and Words - Page 30

INTRODUCTION – The “d’ Blends

Before starting page 30 (Page 14), adapt the chalkboard introduction on the **s** blends and adapt them to the **d** blends.

LANGUAGE ACTIVITY

“What **d** helper word do you think of when I say:

1. a boy’s name (**Dan, Don**)
2. A girl’s nickname? (**Dot**)
3. another name for a father? (**dad**)
4. To make a hole in the ground (**dig**)
5. a small round mark at the end of a sentences which means stop (**dot**)
6. a word that means not bright? (**dim**)

WORD STUDY

Follow instructions for the **s** blends and words, adapting them to the **p** blends and words.

STORY – (page 30, 14)

Before reading the story, discuss the picture. Review these sight words: **come** and **what**. Teach these sight words: **help, shall, we** (point up similarity of vowel sound in **we** and **he**), **for, asked**. Then, have the story read.

SEATWORK

1. Ask children to build the paired words from the test or from the board.
2. Ask children to writer the words in the proper vowel columns.
3. Adapt “Language Activity” to a written exercises

Mr. Potter stopped at this point on April 20, 2019. He will continue adding material until he has completed the Teacher’s Manual in a few weeks. Check back to see how the work is progressing.

Appendix 1

Linguistic Preface

Many years of painstaking research and word analysis preceded the work of organizing the phonetic facts about our language into the program of instruction found in *Reading with Phonics*.

In a purely phonetic language there are as many letters in the alphabet as there are elementary sounds. Having twenty-six letters in our alphabet, we would expect to have twenty-six elementary sounds.

Actually, there are forty-four elementary sounds in English and only twenty-three alphabet letters with which to indicate them. The letters **c**, **q**, and **x** are superfluous. **C** has the sound of **k**, as in **cap**, and of **s**, as in **cell**. **Q** is used only with **u**, as in **quilt**, and has the sound of **kw**. **X** has the sound of **gz**, as in **exit**, and of **ks**, as in **tax**. The vowels must represent many sounds because the consonants, with very few exceptions, do not vary the sounds they represent.

Vowels are unobstructed sounds; they flow like water from a garden hose. However, in making a consonant sound, the breath is obstructed, as happens when a hand is placed over the opening of the hose, partly obstructing the free flow of water.

A stopped consonant is completely obstructed for an instant, as if the hand over the hose opening completely stopped the flow for an instant.

The voiced stopped consonants are **b**, **d**, and hard **g** (as in **go**). The voiceless stopped consonants are **p**, **t**, and **k** (including the **k** surd of **c**).

The stopped consonants end in an explosive sound at the end of a word, as the **p** in **mop**. This explosive sound passes into the vowel at the beginning of a word, as in **pan**. The following words will illustrate the initial and final stopped consonants: **bell** and **fib**, **den** and **nod**, **gas** and **hug**, **pan** and **mop**, **ten** and **sat**, **kill** and **duck**.

The voiced consonants are **w**, **v**, **l**, **r**, soft **g** (as in **gem** or **engine**), **j**, and **y**. The consonant digraph **th** (as in **then**) is also a voiced sound.

The continuants are consonants which are not stopped but are slightly prolonged. The voiceless continuants are **f**, **h**, **s**, **ch**, **sh**, **th** (as in **thin**), and **wh**.

The nasal sounds are made by the breath passing through the nostrils instead of through the mouth. The nasal consonants are **m** and **n**. The consonant digraph **ng** is also a nasal sound.

These interesting facts have been uncovered by the authors in their exhaustive research:

1. There are 268 monosyllables containing the short sound of **a**, as in **mad**. The only words that are treated as exceptions are **have**, **plaid**, as well as **bade** (not commonly used in this country).
2. There are 223 monosyllables containing the short sound of **e**, as in **led**.
3. There are 365 monosyllables containing the short sound of **i**, as in **pin**. The only common words that are treated as exceptions are **live** and **give**, which must be taught as sight words.
4. There are 134 monosyllables containing the short sound of **o**, as in **top**.
5. There are 251 monosyllables containing the short sound of **u**, as in **gun**.
These sounds present no difficulty, in either word recognition or spelling, for the child who has been carefully taught the consonant and short vowel sounds and how to blend them.
6. Ten per cent of our English syllables contain the long sounds of the vowels, made long by final **e**, as in **made**, **Pete**, **smile**, **hope**, and **cute**.

Ten per cent of our English syllables contain long vowel equivalents, or digraphs. A digraph is a combination of two letters representing a single simple elementary speech sound which may be either a vowel or consonant sound. A vowel digraph usually takes the long sound of the first vowel. The vowel digraphs are as follows:

ai , as in rain	ea , as in meat
ay , as in day	ee , as in feed
ie , as in pie	oe , as in toe
ue , as in sue	oo , as in moon
au , as in haul	oa , as in coat
ow , as in grow	ew , as in new
oo , as in look	aw , as in saw

The consonant digraphs are as follows:

ck , as in sick	ng , as in rang
sh , as in shall	wh , as in when
ch , as in chop	th , as in that

Strictly speaking, **nk**, as in **bank**, is not a digraph because it has two sounds. It is convenient, however, to list it with the digraphs because it is composed of two letters.

A diphthong is a union of two vowels, which form a compound sound. There are four of these in our language:

ou , as in out	ow , as in cow
oi , as in coin	oy , as in boy

Vowels that are modified by rare often-called murmuring diphthongs, although a true diphthong is a pure compound vowel sound. They are **er**, **ir**, **ur**, as in **hurt**; **or**, as in **horse**; and **ar**, as in **farm**.

There are 3,378 monosyllables in our language that contain vowel elements. The purely phonetic monosyllables number 2,931. Therefore, 447 monosyllables are unphonetic and must be taught as sight words. Of these 447 unphonetic syllables, 150 are strictly analogical. The appearance of these analogous words is misleading. In such words as **gold** and **pint** we would expect the vowels to be short, but they are long. We would expect the **ea** in **read** (past tense) to have a long **e** sound, but it has a short **e** sound. We would expect the **ie** in **priest** to have a long **i** sound, but instead it has a long **e** sound.

All this data proves that the great majority of our English monosyllables are purely phonetic. Much the same ratio, as indicated for monosyllables, also applies to polysyllables in our language.

Appendix 2

Introduction

When children enter first grade, they have a comprehension vocabulary numbering thousands of words estimated to be upward of 20,000 words. And most of them are eager to learn to read! Their learning problem is not one of word meanings, but one of word recognition. The solution to teaching them to read lies not in a tightly controlled list of words each of which they must memorize as a configuration, or outline. Rather, the solution lies in teaching them – and early in the first grade – a systematic method of attacking and analyzing words.

Reading with Phonics presents the clearest, most direct, most effective method for helping a child to recognize words. For phonics is the connecting link between the child's comprehension vocabulary and the printed page. It is the key to fluent, independent reading.

Knowledge of the phonetic elements is learned through the auditory, visual, and kinesthetic senses. Children, however, must first be taught to listen for, and to recognize the sounds of phonetic elements in familiar spoken words. They must be made conscious that in every word they speak there are phonetic elements. Take, for example, such phonetic elements as **ai**, **ee**, **ie**, **sh**, **ng**, and **ck**. Unless these sounds are separated for the child from such words as **rain**, **feed**, **cried**, **shall**, **sing**, and **duck**, the children have to depend upon pure memory of the general shape of every word. Knowing the configuration of these words will not necessarily help them in independent reading of other words with like phonetic elements.

After a child knows a sound when he hears it, he is then ready to associate sound and symbol by learning discriminate visually between that symbol and other symbol and by learning to write the letter or symbol correctly.

With a simple stock of the five short vowels and ten consonant sounds, the child can independently unlock more than 150 familiar words, as well as read many new words, and, in so doing, concentrate on meaning. These are all words the child can analyze; he does not need to rely solely on memory of word formation, on context, or on pictures.

Thus, phonics helps the child to crash through the mechanical barrier of word recognition. Through phonics, he gains the power to read stories that have been read to him during his preschool years, plus all the reading material and literature he has not yet encountered.

Learning Methods

Three basic methods of learning are used when a new phonetic element is introduced in *Reading with Phonics* - auditory, visual, and kinesthetic training. First, children are taught to listen for a sound, developing their sense of hearing by means of exercises that are explained under the heading "Auditory Discrimination." Children are then taught to associate the sound and its symbol through their sense of sight by means of exercises that are explained under the heading "Visual Discrimination." Throughout these learnings, kinesthetic development is taking place in the correct movement of the tongue and lips; eye-muscle training by learning to read always from left to right; then, immediately following the auditory and visual exercises, the development of hand and arm through writing; and finally learning is extended to the whole body through games and play.

These games, described in detail, provide opportunities for application of the child's auditory, visual, and kinesthetic powers. Simple line drawings, which may be used as models, have been included in the Teacher's Edition to help illustrate the chalkboard games.

The first fifteen pages (pages 5-19 of *Reading with Phonics*) are devoted to teaching the short vowel sounds - the first sounds an infant makes and ten consonant sounds. These fifteen pages provide a sufficient number of sounds for blending and building words with short vowels. Thus, if a child has learned these fifteen sounds, he can unlock many phonetic words, as well as parts of other phonetic words he has not yet learned or even parts of sight words. (In teaching sight words, it is recommended that the teacher develop and encourage the child's analytical skill as to sounds and symbols. The degree to which this should be done would, of course, depend upon the abilities of the group.)

Step by step, the children learn the other sounds and symbols. By the time they complete *Reading with Phonics*, they know the alphabet and the basic sounds that the letters make, and they can read fluently and efficiently. Forty-three of the forty-four elementary sounds are included. Only the **zh** sound is omitted, due to spelling variability (**azure**, **garage**, **pleasure**, etc.).

Practically every method of reading instruction includes some phonics training. A systematic development of a knowledge of phonics, however, is the best key to reading the great majority of words in the English language. It is only with a basic phonics program that sound, solid results in reading ability may be achieved.

Equipment and Materials

1. If satisfactory results are to be obtained, each pupil should have a copy of *Reading with Phonics*, Pupil's Edition. First, the child needs to have the material in page form for ready and constant reference as the teacher presents and explains the work given in the Teacher's Edition. Then, as he or she grows in command of phonetic principles, *Reading with Phonics* becomes a handbook for reference to those principles the pupil has already learned.

2. *Reading with Phonics*, Teacher's Edition, gives page-by-page instructions and step-by-step procedures to follow when teaching every element on every page of the pupil's book. Included are all the techniques that have been used by the authors and by teachers who have used this system and have secured phenomenal results in helping children learn to read.

Throughout the Teacher's Edition you will observe three uses of parentheses: (1) Information solely for the teacher; (2) reminders to the teacher to use the sound of the letter or letters; and (3) the desired response or answer from the children.

3. Large Phonetic Picture Cards, which provide infallible keys for the sounds they represent, will be found useful and are recommended in teaching the association of sounds and symbols. If a child has no speech impediment, he will learn the correct sounds from the pictures. If a child fails to associate a particular sound with its proper symbol, he has only to refer to the picture.

It is suggested that the teacher put these Phonetic Picture Cards on the chalk ledge when studying a new phonetic element. The Picture Cards may then be placed in some orderly arrangement around the room. If, however, the children show a tendency to use the Phonetic Picture Cards as crutches to associate sounds and symbols, the cards should be taken down for a while.

5. The chalkboard is one of the most useful pieces of instructional equipment in the schoolroom. It should be used in teaching each new sound and symbol, as well as in giving the children practice in writing letters, blends, and words correctly. Some chalkboard work should be done with each phonetic element being studied.

No teacher's guide, of course, can be a blueprint that is to be followed exactly as presented. The instructions in the Teacher's Edition, as well as the instructional material, must be adapted, shortened, varied, or extended to fit the abilities of the children and their reading levels.

Scope and Sequence for *Reading with Phonics*

I. Short Vowel Sounds with Consonants

1. Five Short Vowels” **ă, ě, ĭ, ō, ŭ**
2. Ten Consonants (sounds & letters)
 - 5 Prolngable Consonants: **s, m, f, r, n**
 - 5 Stopped Consonants: **g, b, t, p, d**
3. Short Vowel Blends
 - s**-blends & words
 - m**-blends & words
 - f**-blends & words
 - r**-blends & words
 - n**-blends & words

 - g**-blends & words
 - b**-blends & words
 - t**-blends & words
 - p**-blends & words
 - d**-blends & words
4. Five More Consonants: **k, l, h, j, w**
 - k** sound (letters **c & k**), **ck** as ending
 - l** sound
 - l**-blends & words
 - h** sound
 - h**-blends & words
 - j** sound
 - j**-blends & words
 - w** sound
 - w**-blends & words
5. Four More Consonants: **v, qu, y, z**
 - v** sound
 - “**kw**” (qu) sound
 - v**- and qu-blends
 - y** sound
 - z** sound
 - y**- and **z**-blends
6. Telling and Writing Stories

7. Consonant Digraphs & Other Letter Combinations

sh sound as in **sheep**

sh-blends

ch sound as in **chick**

ch-blends tch “**ch two**, as in **witch**”

tch in words

ng sound as in **king**

words ending in **ng**

nk sound

words ending in **nk**

th sound - Digraph & blends

wh sound **hw** as in **whip**

wh blends

x letter - the sound **ks** as **x**

8. Plural Endings & Possessives

9. Two Consonants before a Vowel. Giant Helpers

(A blend of two consonants *before* a vowel are more difficult than two consonant *after* a vowel. There are 30 blends of 2 consonants before vowels.)

Giant Helper Words

II. Long Vowel Sounds

10. Introduction

11. Long “**a**” Words

12. Long “**i**” words

13. Long “**o**” and “**u**” Words

14. Other Long Vowel Words

15. Long Vowel Review

16. Unphonetic Words (145 words such as **cold**, **find**, **piece**, and **bread**.)

17. Telling and Writing Stories

III. Two-Syllable Words

18. Introduction to 2-syllable (compound) words

19. **-ing** syllable

IV. Vowel Digraphs, Diphthongs, and Silent Letters

20. Vowels modified by r: **ar, er, ir, or, ur**
21. Three Stories
22. **ai** and **ay** & Story
23. **ee** & **ea** & Story
24. **ie** & **y**
25. **oa, oe,** and **ow**
26. Several Stories
27. Silent Letters
 - gh** in **igh**
 - k, w, t, b**
28. **ge** & **dge**
29. short **oo** as in **book** and long **oo** as in **moon** & two stories
30. **ew** and **ue**
31. **a** with **w, u,** and **ll.**
32. Two more stories.
33. “**z**” sound of “**se**”
34. “**f**” sound of “**ph**”
35. Two-Syllable Words ending in “**le.**”

V. Three Initial Consonants

36. **scr, spr, str, spl, thr**
37. “**tion**” and “**sion**”
38. Sound of “**or**” in Unaccented Syllables: actor
39. Three pronunciations of “**ed.**”

VI. Words for Practice Review

40. Pages 117-119: Alphabetical List of common two-syllable words
41. Pages 120-121: Alphabetical List of common three-syllable words
42. Pages 122-127: Review of all vowel sounds. “This is a most important exercise.”
42. Page 128: Sixty important sight words. Most of these sight words have been taught and reviewed many times in the stories in *Reading with Phonics*.
43. Reading Selections. There are seven reading selections at the end of the Teacher’s Manual. They do not appear in the Student Book.

I made this *Scope and Sequence* on April 13, 2019. I worked my way page by page through the Teacher's Manual. My goal was to discover, as best I could, the "Scope and Sequence" that the authors followed. Discovering the "Scope and Sequence" was a rather difficult and tedious job, especially determining the main and sub headings. Although the outline is rather rough and tentative at places, I trust it is complete and accurate enough to guide other researchers in understanding this outstanding phonics program from the past.

I was especially impressed with the emphasis on acquiring phonemic awareness skills before beginning the phonics work.

Three basic methods of learning are used when a new phonetic element is introduced in *Reading with Phonics* –

1. Auditory Training.

Children are taught to listen for a sound, developing their sense of hearing by means of exercises that are explained under the heading "Auditory Discrimination."

2. Visual Training.

Children are then taught to associate the sound and its symbol through their sense of sight by means of exercises that are explained under the heading "Visual Discrimination."

3. Kinesthetic Training.

Throughout these learnings, kinesthetic development is taking place in the correct movement of the tongue and lips; eye-muscle training by learning to read always from left to right; then, immediately following the auditory and visual exercises, the development of hand and arm through writing; and finally learning is extended to the whole body through games and play

Appendix 3

Hay-Wingo – Phonovisual Picture-Sound Correlation

Page	Phoneme	Hay-Wingo	Phonovisual
5.	/ă/	<u>a</u> pple	ca <u>t</u>
6.	/ě/	ele <u>p</u> hant	be <u>d</u>
7.	/i/	<u>I</u> ndian	fi <u>s</u> h
8.	/ö/	<u>o</u> strich	to <u>p</u>
9.	/ü/	<u>u</u> mbrella	du <u>c</u> k
10.	/s/	<u>s</u> quirrel	<u>s</u> aw
11.	/m/	<u>m</u> onkey	<u>m</u> onkey
12.	/f/	<u>f</u> ox	<u>f</u> an (ph)
13.	/r/	<u>r</u> abbit	<u>r</u> abbit
14.	/n/	<u>n</u> est	<u>n</u> est
15.	/g/	<u>g</u> oat	<u>g</u> oat
16.	/b/	<u>b</u> ear	<u>b</u> ear
17.	/t/	<u>t</u> iger	to <u>p</u>
18.	/p/	<u>p</u> ig	<u>p</u> ig
19.	/d/	<u>d</u> og	du <u>c</u> k
31.	/k/	ca <u>t</u> / <u>s</u> ock/ <u>k</u> id	<u>k</u> ey (c, ck)
34.	/l/	<u>l</u> ion	<u>l</u> eaf
36.	/h/	<u>h</u> orse	<u>h</u> orn
41.	/j/	<u>j</u> ug	<u>j</u> ar
43.	/w/	<u>w</u> agon	<u>w</u> agon
45.	/v/	<u>v</u> alentine	<u>v</u> alentine
45.	/qu/	<u>q</u> ueen	<u>q</u> ueen
45.	/z/	<u>z</u> ebra	<u>z</u> ebra
46.	/sh/	<u>sh</u> ee <u>p</u>	<u>sh</u> ip
49.	/ch/	<u>ch</u> ick <u>wi</u> tc <u>h</u>	<u>ch</u> erry (ch, tch)
51.	/ng/ /nk/	(<u>s</u> ing) (<u>s</u> in <u>k</u>)	swin <u>g</u> (ng, nk)
51.	/th/	(<u>th</u> ank)	<u>th</u> ree
51.	/ <u>th</u> /	(<u>th</u> is)	<u>th</u> is
51.	/wh/	(<u>wh</u> ich)	<u>w</u> heel
52.	/x/	(<u>f</u> ix)	bo <u>x</u>
63.	/ā/	(cane)	ca <u>k</u> e (a-e, ai, ay)
63.	/ē/	(<u>m</u> e)	tree (ee, <u>-e</u> , ea)

64.	/ī/	(<u>ri</u> de)	<u>fi</u> ve (i-e, -y, igh)
65.	/ō/	(<u>ho</u> pe)	<u>ro</u> se (o-e, oe, ow, -o)
65.	/ō/	(<u>cu</u> te)	<u>mu</u> le (ew)
68.	/ō/ /ī/	(<u>o</u> ld, <u>co</u> lt, <u>fi</u> nd)	<u>ro</u> se
77.	/ar/	(<u>fa</u> r)	<u>ca</u> r
77.	/or/	(<u>fo</u> r)	<u>fo</u> rk
77.	/ûr/	(<u>he</u> r, <u>si</u> r, <u>tu</u> rn)	<u>fu</u> r (er, ir, or)
83.	/ā/	(<u>rai</u> n)	<u>ca</u> ke (a-e, ay, ai)
83.	/ā/	(<u>lay</u>)	<u>ca</u> ke (a-e, ay, ai)
85.	/ē/	(<u>tree</u>)	<u>tree</u> (ee, -e, ea)
85.	/ē/	(<u>sea</u>)	<u>tree</u> (ee, -e, ea)
87.	/ī/	(<u>li</u> e)	<u>fi</u> ve (i-e, -y, igh)
87.	/ō/	(load, <u>ho</u> e, low)	<u>ro</u> se (o-e, oe, ow, -o)

(Note: Several spelling patterns are taught in Hay-Wingo without picture clues for the sounds. In the chart above, the words in parenthesis in the Hay-Wingo column are examples (underlined) of sounds that have no picture associations. The proper Phonovisual Pattern is listed in the Phonovisual column. There are two advantages to using the Phonovisual Charts for teaching the phonemes and Phoneme-to-grapheme correspondences. **First**, the Phonovisual Charts are organized in linguistic categories. **Second**, the charts enable the teacher to introduce all the sounds the first day and review them everyday therefore to assure mastery through adequate exposure. It is important to know that the Phonovisual Charts present the vowel sounds inside words instead of initially. The Hay-Wingo approach was to teach sounds at the front of the picture-clue words if possible.

Appendix 4

Comprehensive List of Sight Words in *Reading with Phonics*

Note: Missing pages have no story.

Page 20: the, he, makes, house

Page 21: said, come, play

Page 22: funny, do, want, to four

Page 23: after

Page 24: has, cap (**cap** is unphonetic at this point in the program.)

Page 25: toy, what, like

Page 26: No new sight words

Page 27: put, into, my, no, spin, pin, will

Page 29: his, are

Page 30: help, shall, we, for, asked

Page 35: No new sight words

Page 42: fly, jump

Page 44 kite, sky

Page 48: or, sail, could

Page 50: this, three

Page 62: by, suddenly, go, begins, snow

Page 78: little, long, even, where, past, all, they

Page 84: ago, away, head, Christmas, look, want, walk

Page 85: Hare, Alice, replied, might, Dormouse

Page 88: mother, too, I'll, won't, don't

Page 89: wagon, water

Page 92: some, other, now, here

Page 94: of

Page 95: idea, balance, would

Page 101: find, there, wanted

Page 102: Pinocchio, near

Page 105: were

Page 106: once, people, very, half, always

Page 116: No new sight words