The Phonics Lessons
A Course in Intensive Phonics:
Fluency Practice Drills

(Based on Mrs. Elizabeth Browns' Phonics Lessons Videos)

To Be Used in Conjunction with
The Gospel of Mark Reader:
KJV for Young Learners

By Donald L. Potter

January 2016

Lesson 1: d, Short ĭ, f, l, m, n, s, t, p, s, ck. Mark 1:1-28 5% decodable

65 words (3840/sec.=wpm)

did	if	fit	tiff	ill	lid
dill	fill	Lil	lid	mid	dim
mill	Mim	in	din	nil	fin
is	mist	miss	Miss	Sid	Sis
slid	it	sit	mitt	tin	nit
lint	fist	list	Tim	till	lit
lift	slim	still	slid	pin	pit
tip	lip	pill	nip	lisp	ship
sin	dish	fish	nick	Nick	lick
tick	sick	stick	misfit	pippin	insist
dismiss	slid	slip	dipstick	lipstick	

Lesson 2: Short ă, b, h, j, k, r, y, c. Mark 1:29-45 22% decodable

74 words (4440/sec.=wpm)

bid	bin	bit	bill	Bill
a	bat	bad	dab	lab
Al	Mab	bass	Al	tack
lack	back	pass	mass	lass
pal	pad	pan	nap	rash
sham	shack	flap	splat	slap
past	cram	flash	land	lamp
cash	pan	nap	Sam	ham
had	hat	has	hid	him
Hal	Jim	Jill	Janet	jag
jam	jilt	kid	kit	kiss
kin	Kim	Rick	rid	rim
rill	rat	ram	yam	cat
can	cab	cad	cash	Cal
Cass	rabbit	catnip	handstand	

Lesson 3: Short ŏ, g, v, w, x, z, c. Mark 2:1-17   19 % decodable

76 Words (4500/sec=wpm)

on	off	odd	cost	soft
drop	flop	shock	blond	cob
chap	God	gig	gag	bag
lag	fig	dog	log	hog
rig	rag	tag	gosh	van
Vic	vat	vim	win	will
won	wish	wit	twin	Will
box	fox	fax	lax	tax
Max	mix	fix	zip	zap
Zig	sock	smock	lock	clock
shock	bonbon	pompon	foxtrot	stopgap
bobcat	logjam	bosh	posh	loss
lost	slob	slop	slob	snob
catnap	catnip	rabbit	slip	slap
slip	slop	fog	frog	flog

Lesson 4: Short ĕ, wh, th. Mark 2:18-28 25% decodable

49 Words (2820/sec.=wpm)

when	which	set	mess	less
beck	Tex	Ken	kept	led
check	fled	best	bent	blend
get	wet	wept	send	west
investment	indent	Kenneth	endless	Bess
penmanship	best	bend	bent	Trent
blond	blend	fled	sled	left
lift	loft	last	list	lost
bled	bred	mess	mesh	bonnet
Bennett	establishment		the	then

Lesson 5: Short ŭ, Schwa. Mark 3:1-19   31% decodable

<p align="center">60 Words (3600/sec=wpm)</p>

Mutt	gut	Gus	duck	muff
fluff	gruff	stuff	flux	much
runt	truck	buck	gush	such
slush	slug	brush	spun	gun
hum	gum	sum	hum	slum
flux	spun	rut	dump	stump
Uncle	Muppet	subject	sudden	unfit
sunset	suntan	rust	stuck	struck
chuck	chunk	trick	best	bust
poppet	puppet	back	beck	buck
stick	stuck	sunk	bunt	blunt
brunt	rack	rick	rock	ruck

Lesson 6: th; Consonant Pairs. Mark 3:20-25 43%

<p align="center">50 words (3000/sec.=wpm)</p>

bath	Dan	junk	van	thin	wit	zip
vanish	pat	tan	chunk	fan	flash	when
sip	thick	ship	thing	than	thick	is
his	as	has	sins	vans	fish	fishes
bus	busses	rich	riches	boxes	fix	fixes
gush	gushes	mix	mixes	kit	kits	bug
bugs	van	vans	that	then	them	this
thus						

Lesson 7A: Beginning and Ending Consonant Blends. Mark 4:1-23 39% decodable

100 Words (6000/sec.-wpm)

black	bled	blip	bluff	clap
clop	click	clot	club	flap
fleck	flit	flop	fluff	glad
glen	glib	glut	plan	plop
pluck	plus	pluck	stop	sled
step	slosh	slush	stab	splash
split	splint	dwelling	dwindle	twig
twist	twin	twit	twain	swam
swept	swim	swam	swum	strap
stretch	strip	struck	strum	scat
Scott	scud	scum	scrap	script
scrub	scrunch	sketch	sit	skin
skip	skid	skill	brat	Bret
Brit	broth	brush	cram	crest
crib	crop	crush	drat	dress
drip	drop	drug	drum	frat
fresh	frog	French	frill	grin
grit	grog	grub	grip	Grinch
press	prim	prod	trap	trend
trip	truck	shrank	shred	shrink

Lesson 7B: Beginning & Ending Consonant Blends

83 words (4980/sec.=wpm)

shrub	sprint	spring	sprig	last
pest	plant	tent	tint	bunt
blunt	apt	kept	opt	aft
left	lift	loft	tuft	batch
catch	etch	itch	notch	crutch
damp	camp	limp	romp	lump
bank	sink	honk	bunk	ranch
pinch	conch	bunk	and	lend
bond	fund	sand	land	act
fact	trans	lens	bat	blat
brat	oft	opt	lest	lent
brink	brick	snack	smack	stack
sick	sink	splash	slash	stash
smash	scrap	strap	staff	stiff
stuff	brat	drat	fog	flog
frog	dampness	fondness	transgress	dampness
endless	fondness	transgress		

Lesson 8: Short y̆; ph /f/, qu, nk/ng, soft c /s/ and soft g /j/ - Mark 4:24-41   41%

69 Words (4380/sec.=wpm)

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quack     quest   quip     quick      quip       quit
Phil      Philip  Phyllis  phonics    bank       rank
pink      honk    funk     brink      dunk       conk
sang      song    sung     run        lung       thing
ring      sing    wing     bring      cling      ding
ling      cent    cinch    cyst       cap        cop
cup       clack   crop     click      clip       gem
gin       gist    gym      gyp        gap        got
gut       grog    get      quickness  phantom    bing
bling     bring   giblet   goblet     cyst       cast
cost      gist    gust     cinch      conch      bank
bunk      alphabet Christmas
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Lesson 9: Long ā: a_e; ay ai; ei ey - Mark 5:1-24   46%

73 Words (4320/sec.=wpm)

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fade     bake     cave     brave     save    wade
grape    frame    am       bait      trail   bail
hail     mail     tail     brain     rail    stay
pray     clay     lay      may       day     play
say      way      bay      have      age     sage
wage     rage     ace      face      brace   mace
grace    vein     veil     rein      they    whey
prey     convey   brake    brakes    age     ages
make     makes    rate     rates     tail    tails
pane     panes    page     pages     range   ranges
railway  sustain  mayday   mailman   clay    Cray
grand    grain    stay     stray     spray   plaintiff
phrase
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Lesson 10: Long -e, ē: e_e ee ea[1] ie –y –ly -ie - Mark 5:25-43

75 Words (4500/sec.=wpm)

be	me	he	she	Pete	mete
bee	seem	meet	eel	see	thee
flee	fee	heed	queen	feel	week
feet	leek	team	sea	team	leak
eat	ear	read	tea	lea	flea
peat	weak	treat	leak	eave	each
leave	reach	reave	leaf	leaves	heave
weak	feat	seam	thief	niece	chief
yield	piece	field	shield	grief	grieve
bonny	bunny	ugly	happily	lassie	inseam
unseen	concrete	weekend	weekday	beach	beech
preach	seep	sleep	sheep	beast	least
yeast	heat	wheat			

Lesson 11: Long ī: i_e, y_e, igh, -y; ie, -ye, -uy - Mark 5:25-43 70% decodable

73 Words (4380/sec.=wpm)

hi	pi	di	by	my	cry
try	style	dry	fry	mite	bite
prize	rife	drive	wise	kite	mile
high	light	fight	might	sight	sigh
ice	rice	nice	slice	dice	mice
rise	<u>live</u>	pie	lie	tie	die
lie	bye	lye	guy	buy	kind
find	bind	grind	mild	wild	child
Christ	advise	hive	have	advise	advice
slime	lame	blight	bright	Dane	snipe
swipe	sublime	bypass	dine	bile	bale
highest	rightness	sideline	flight	plight	fright
lifeless					

Lesson 12: Long ō: o_e, oa, ow², oe – Mark 6:30-56 75% decodable

73 Words (4320/sec.=wpm)

go	no	so	code	woke
ode	dome	phone	hope	choke
slope	quote	boat	loan	roan
oat	coast	cloak	coat	boast
row	blow	glow	slow	row
owe	bow	sow	mow	toe
hoe	Joe	woe	doe	foe
clove	drove	grove	stove	dōve
old	cold	fold	hold	mold
sold	bolt	colt	molt	volt
jolt	toll	roll	poll	host
most	post	sailboat	roadblock	toenail
oatmeal	phone	prone	show	slow
photo	prototype	phototype	lȯve	glȯve
shȯve	ȧbȯve	<u>dȯve</u>		

Lesson 13: Long ū: u_e, ue, ui, eu, ew – Mark 7:1-23 75% decodable

(41 Words (2460/sec.=wpm)

mu	music	mural	cute	rube
dude	mute	flute	fuse	June
Bruce	huge	luge	cue	due
blue	flue	flu	mute	rue
glue	feud	deuce	euro	sleuth
drew	brew	few	flew	grew
slew	blew	stew	mew	view
suit	bruit	clueless	gruesȯme	Neptune
jukebox				

Lesson 14: Long/Short Vowel Syllable Division Rule Mark 7:24-40 75% decodable

72 Words (4320/sec.-wpm)

cent	city	cinch	cyst	cyclic
cycle	brace	grace	trace	cat
cap	cape	cop	cope	cub
cube	cure	clap	crib	crop
clap	crib	clot	canning	caning
dentist	desist	pinning	pining	lopping
loping	unfit	unit	gap	gape
bandit	basic	met	meet	netting
meeting	septic	sequin	hit	hide
hitting	hiding	whinny	winey	hop
hope	holly	holy	bonnet	bonus
fume	mummy	fuming	sunny	Zuni
musket	music	cyst	hype	mystic
cyber	cypher	trophy	added	acted
counted	crowded			

Lesson 15: Syllable Divisions and –ed endings Mark 8:1-21 78% decodable

52 Words (3210/sec.-wpm)

cupid	open	until	even	Jesus
began	moment	deny	begin	present
present	refuse	refuse	matrix	cypress
linen	enemy	limit	added	acted
counted	crowded	ended	folded	landed
lighted	painted	planted	printed	rested
waited	aimed	burned	called	filled
named	served	rained	rolled	turned
baked	boxed	camped	picked	hoped
jumped	liked	looked	packed	pitched
stropped	wished			

Lesson 16: aw au ou, a as /ä/   Mark 8:22-38 79% decodable

31 Words (1860/sec.-wpm)

saw	law	dawn	lawn	pawn	fawn
raw	paw	crawl	bawl	brawl	drawl
draw	withdraw	seesaw	pause	caught	fought
taught	ought	sought	untaught	faultless	craw
draw	brought	bought	claw	craw	soap
soup					

Lesson 17: oo (short oo and long oo); ou ow[1]; oi oy   Mark 9:1-29 86% decodable

90 Words (5400/sec.=wpm)

cool	soon	goof	food	stoop
boot	doom	hoop	tooth	doom
soup	group	croup	do	who
to	foot	soot	hood	stood
look	cook	book	nook	could
would	should	put	push	bush
out	couch	ouch	mouse	spouse
trout	cloud	house	bounce	mouse
cow	prowl	gown	how	frown
owl	now	how	plow	down
boy	soy	toy	cloy	ploy
Troy	void	joy	enjoy	boil
coin	noise	foil	oil	join
poise	hoist	point	spoil	soil
toil	cookbook	downtown	loudmouth	moonbeam
footloose	couch	crouch	stool	spool
clown	crown	point	paint	fowl
foal	fail	play	ploy	flow

125 Words (7500/sec.=wpm)

dark	fern	jerk	herd	term
camper	cuter	catcher	helper	farmer
pitcher	runner	sitter	better	starter
never	after	earth	search	learn
yearn	bird	birth	dirt	fir
first	girl	sir	stir	third
firm	curb	curl	burn	fur
hurt	purr	urn	urge	actor
janitor	visitor	solar	dollar	word
world	work	worm	worst	bar
barn	car	chart	dark	farm
hard	jar	lark	park	part
spark	smart	star	warm	or
for	cord	fort	born	sport
thorn	ore	bore	chore	corn
horse	work	morning	air	fair
hair	lair	stair	deer	steer
ere	here	mere	pier	ear
dear	fear	spirit	birthday	further
carper	hermit	Merlin	target	current
border	Bert	Bret	brat	Bart
bran	barn	from	form	foam
dart	drat	trap	tarp	torment
forget	trot	tort	birches	britches
hearsay	fearless	fortress	airplane	
searchlight				

Lesson 19: all, ell, ill, oll, ull; all aw Mark 10:1-11 97% decodable

57 Words (3420/sec.=wpm)

Alan	Hal	Sal	Alvin	Cal
all	ball	fall	call	tall
wall	small	Paul	Saul	fault
bell	fell	smell	well	dell
quell	sell	ill	Bill	fill
drill	mill	will	sill	quill
dill	hilt	rill	till	kill
dolly	jolly	Molly	Polly	collie
roll	poll	toll	troll	stroll
pull	bull	hull	full	pell-mell
pillbox	caller	taller	windmill	dollhouse
bullpen	millwright			

Lesson 20: Silent Letters Mark 10:28-52 99 % decodable

41 Words 2460/sec=wpm)

knack	know	knit	knew	knee
knock	thumb	lamb	bomb	climb
limb	debt	wrong	wreath	wrath
write	wrist	wring	gnaw	gnat
gnu	rhyme	rhythm	Psalm	Pterodactyl
pneumonia	tough	cough	enough	rough
slough	laugh	lunge	hinge	stage
huge	edge	ridge	ledge	dodge
drudge				

Lesson 21: Prefixes – Mark 11:1-19   99% decodable

124 Words (7500/sec.=wpm)

prefix	pretend	preschool	premix
preview	prevent	pretext	below
before	begin	behind	betray
betwixt	bestow	review	retrace
refer	return	revert	reluctant
result	reinvent	relax	recall
provide	protect	pronoun	promote
promise	proclaim	project	digest
divert	coopt	coexist	cooperate
cooperation	bilateral	bisect	bilingual
bicycle	about	adrift	afar
alike	ahead	amuse	around
apart	asleep	awake	awhile
enjoy	entire	enrage	engage
enable	inside	into	intrude
invade	inaugurate	invisible	impossible
employ	emigrate	emerge	emergency
employee	export	extend	exert
exercise	examine	extra	undo
unfair	unknown	untie	unreal
abnormal	abstract	abhor	abuse
abandon	absent	important	implore
import	imbalance	impound	imbibe
mandate	manipulate	manpower	display
distant	dismiss	dislike	discover
disembark	condemn	convert	convince
contrive	contract	connect	conclude
diffuse	different	diffident	pertain
permanent	perfect	submit	subsist
submarine	submerge	subtract	antifreeze
antedate	antecedent	antebellum	antechamber

Lesson 22A: Suffixes – Mark 11:20-33   100% decodable

87 Words (5220/sec.=wpm)

nation	section	faction
notation	education	fraction
multiplication	subtraction	fracture
rapture	picture	special
facial	crucial	precede
recede	concede	supersede
proceed	exceed	succeed
happiness	wilderness	awareness
hopelessness	grateful	graceful
meaningful	hopeful	graceful
mouthful	mournful	joyful
unmistakable	unshakable	comparable
capable	dependable	reliable
reversible	defensible	able
cable	jungle	level
camel	runner	sister
better	fallen	broken
driven	passive	resistive
secretive	fish	fishes
bus	busses	box
boxes	fox	foxes
run	runs	fall
falls	boy	boys
potato	potatoes	hero
heroes	echo	echoes
banjo	banjos	albino
albinos	zero	zeros
belief	beliefs	chief
chiefs	leaf	leaves

72 (Words/sec.=wpm)

shelf	shelves	move
movable	peace	peaceable
change	changeable	agree
agreement	change	changeable
argue	agreeing	see
seeing	argue	argument
hoe	hoeing	shoe
shoeing	eye	eying
see	seeing	true
truly	awe	awful
cease	ceaseless	care
careless	hope	hopeful
like	likely	manage
management	complete	completeness
boy	boys	toy
toys	valley	valleys
stay	stays	relay
relays	play	plays
plaid	playing	try
tries	stay	stays
relay	relays	bury
buried	burying	try
tried	trying	shy
shyness	dry	dryness

Lesson 23: Short Vowel Exceptions – Mark 12:1-27 100% decodable!

46 Words (2760/sec.=wpm)

plaid	bead	breast	breath	dead
health	instead	read	threat	thread
tread	wealth	weather	lead	cleanse
measure	says	said	friend	gym
cymbal	cyst	hymn	system	gypsy
been	foreign	sovereign	forfeit	trough
cough	what	taught	caught	fought
does	some	come	done	blood
flood	was	nation	patience	special
musician				

Lesson 24: Syllable Division Between Vowels – Mark 12:28-44 100% decodable!

23 Words (1380/sec=wpm)

meow	cameo	hideous	piteous
media	patio	radii	aquarium
reliant	coordinate	preexist	deify
bionic	cooperate	deice	happier
doer	eyeing	fluid	ruin
congruent	fluent	variety	

The *Phonics Lessons Fluency Drills* are complete with Lesson 24. There are 32 lessons in the programs. I decided to stop with Lesson 24 since the rest of the lessons contain little new information necessary for fluent reading.

Mr. Potter finished creating the *Phonics Lessons Fluency Drills* on January 29, 2016. Updated on Feb. 8, 2016.

Note from Internet Publisher: Donald L. Potter

February 5, 2016

I **designed** these *Phonics Lessons Fluency Drills* to be used with Mrs. Elizabeth Brown's *The Phonics Lessons*. Mrs. Brown's video literacy lessons are available for free in Quicktime format on her website: www.thephonicspage.org. They can also be purchased for a very nominal fee in a DVD movie format. Mrs. Brown designed the lessons to be used with the Apostle Paul's Epistle the Romans in the KJV, an excellent reading choice for teens and adults. I use the same lessons with the *Gospel of Mark Reader: KJV for Young Learners*.

The **purpose** of the *Phonics Lessons Fluency Drills* is to help the students develop automaticity identifying the words taught in the *Phonics Lessons*. I keep a record of my students' accuracy and speed.

The **procedure** is very simple: The students watch Mrs. Brown's teaching the *Phonics Lessons* on the video. Sometimes it is good for the students to repeat lessons to make sure they have mastered all the information. The Universal Pronunciation Print is exceedingly beneficial in helping the students to visualize the pronunciation of the words. This is one of the most important features of the program. After watching the video for a lesson, the students can begin daily work on with the *Fluency Drills*. Time the students and keep a record of their accuracy (# of errors) and speed (words per minute). With practice the accuracy will improve and the speed will increase. Speed + Accuracy = Fluency. This is an indisputable proof of increasing fluency.

Why uppercase letters? The video program is formatted in all uppercase letters. This was done for the specific purpose of helping students overcome their word-shape guessing habits. Students who began their reading instruction with lots of sight-words and very little skill with the letter of the alphabet often develop a weakness in reading and spelling that is often identical to the typical symptoms of dyslexia. In fact the two are so close that some in the field have concluded that much that passes for dyslexia is actually the natural and inevitable result of having been taught sight-words before a strong left to right directionally had been developed, creating a reflex on the right side of the brain to view words as wholes, without clear input of the individual letters of the words. Notice that **bag, beg, big, bog, bug** all have the save shape with a ascender at the beginning of the word and a descender at the end of the words, giving each word the same overall shape, configuration, or silhouette. Then consider **bat, bet, bit, bot, but** which have an ascender at the front and an ascender at the end. Now look at the same words in uppercase letters: BAG BEG BIG BOG BUG and compare them with BAT BET BIT BOT BUT. They are all the same shape. The students are robbed of their shape-clue to identify the words with guessing. Mrs. Brown chose uppercase letters for that reason. It helps the students overcome the right brain guessing habit they acquired during early sight word memorization drills. At first they complain that it is more difficult to read, but this is just because of their dependence on the shape created by the lowercase font to guess the words.

The Results: I believe the changes in basic brain function are dramatic. As the students improve their speed and accuracy with the drills, they are in effect activating a cognitive switch in their brain that enables them increase left brain activity and reduce right brain activity for word identification. The end results are better reading and spelling with higher literacy. They are not just learning new strategies; they are changing basic brain function in the language centers of the brain.