

Contents

Preface, 1913, Florence Akin	5
Preface, 2010, Cheryl Lowe	6
PART ONE: Short-Vowel Words	
Unit 1: Alphabet	10
CVC words	36
Plurals, Possessives, s = /z/	43
Unit 2: CVCC words with consonant teams	
Consonant team: ck	46
Consonant teams: double f, l, s, z	46
Consonant teams: ng, nk	47
Consonant teams: h -teams (ch, sh, th, wh)	49
Consonant teams with silent letters (kn, wr, mb)	52
Unit 3: CVCC words with consonant blends	
Final consonant blends	56
Initial consonant blends (s, r, l)	58
More initial consonant blends (sw, tw, qu)	61
Three-letter blends	62
PART TWO: Long-Vowel Words	
Unit 4: Silent e words	66
Long i & o in CVCC words	73
Soft c and g	75
Three sounds of y	77
Unit 5: Long-vowel teams	
Most common teams for / ō /	82
Most common teams for / ē /	84
Most common teams for / ī /	86
Most common teams for / ā /	87
More vowel teams for / ā / and / ē /	89
Three sounds of ea	91
PART THREE: Ten More Vowel Sounds	
Unit 6: Vowel teams for five special vowel sounds: / oi /, / ou /, / oo /, / öo /, / ô /	96
Unit 7: Vowel teams for r -controlled vowels: / är /, / âr /, / îr /, / ûr /, / ôr /	106
PART FOUR: Advanced Phonics	
Unit 8: Phonograms for short vowels	114
Advanced phonograms	115
Suffixes and prefixes/spelling rules	119
Syllables (open, closed, -le, -el)	125
Variable endings (/ ər /, / ən /)	127
APPENDIX	
Suggestions to Teachers	132
Phonics & Spelling Rules	137
Most Common Words	138

M

m

Mm

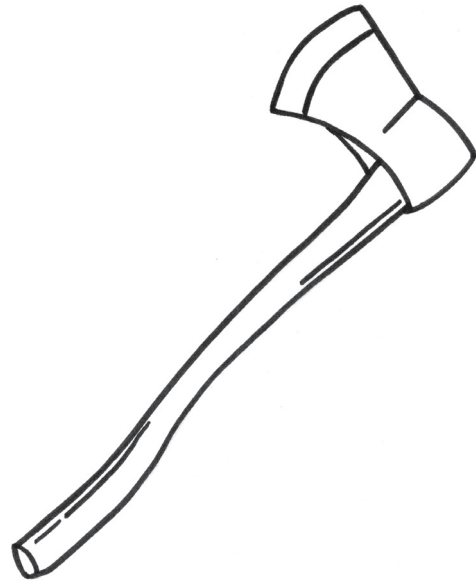
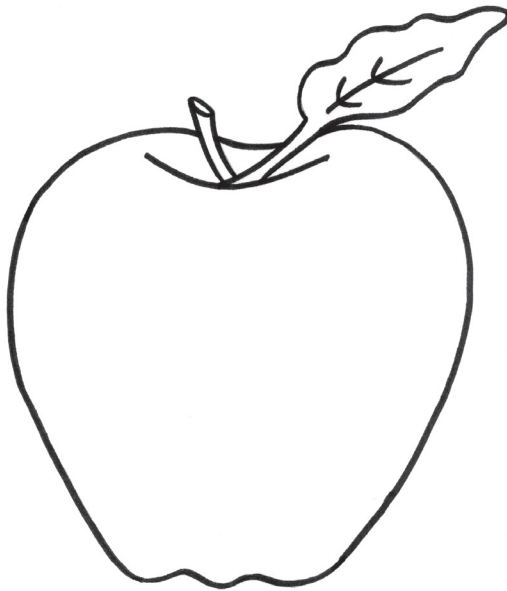


M, n, r, f, s, l represent sounds that may be prolonged, or voiced without a vowel sound. This makes them the easiest of the consonant sounds to blend, and therefore the first to learn. If you have not read both prefaces and the "Suggestions to Teachers" in the Appendix, please do so before proceeding any further.

A

a

Aa



am

A is the first short vowel studied. Pupils can remember the sound of short **a** by isolating the initial sound of the word *apple*. Pupils can now blend two letters to make the word *am* and use it in a sentence: *I am* (child's name).

Final Consonant Team: nk

ank

bank
rank
sank
tank

ink

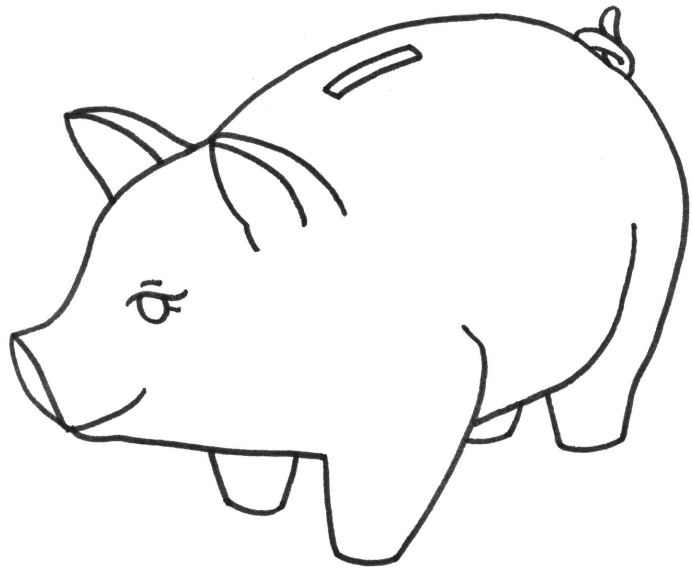
ink
link
sink
mink
pink
wink

onk

honk
bonk

unk

sunk
dunk
bunk
junk



Words ending in **nk** have short vowels only. Try to sound out *bank* phonetically (**ban k**) and you will hear that the **nk** has a special sound. The letter **n** in these words has /ng/, and thus **nk** becomes /ngk/. Do not try to isolate or analyze this sound for your pupil. Just pronounce and practice the endings **ank**, **ink**, **onk**, and **unk** correctly, and s/he will be able to read these words.

Consonant Teams: ch and sh

ch

ch in
ch ap
ch ip
ch at
ch op

ch eck
ch ick
ch ill
ch ink
ch unk

b ench
l unch
b unch
p unch

tch

p atch
l atch
c atch
h atch
m atch

itch
w itch
p itch
h itch

n otch
b otch
D utch

s uch
m uch
r ich

sh

sh ip ash
sh od l ash
sh ed m ash
sh ot s ash
sh op c ash
sh un d ash

sh ut
sh ock
sh ell

d ish
w ish
f ish
h ush
r ush

There are four important **h**-teams: **ch**, **sh**, **th**, **wh**. These teams are phonograms for consonant sounds for which there is no letter in our alphabet. **Ch**, **sh**, and **th** can be initial and terminal. **Wh** is an initial team only. **Note:** /**ch**/ after a short vowel is usually spelled **tch**. (*Such*, *much*, and *rich* are exceptions.)