

Which Is It?

1. In a word like *coat*, the *oa* is usually:
long *a* long *o* short *o* short *a*
2. In a word like *rain*, the *ai* is usually:
long *i* short *a* long *a* short *i*
3. In a word like *please*, the *ea* is usually:
long *e* long *a* short *a* short *e*
4. In a word like *steep* the *ee* is:
short *e* long *e* short *i* not sounded
5. The word *pan* has just one vowel and that vowel is between two consonants. In such words as *pan*, *step*, *will*, and *not*, the vowel is:
short long not sounded
6. In *ind* words (*find*, *kind*, *blind*) the *i* is:
short long not sounded
7. In *ink* words (*ink*, *pink*, *drink*) the *i* is:
short long not sounded
8. In *ight* words (*light*, *sight*, *bright*) the *i* is:
short long not sounded
9. In *ill* words (*fill*, *still*, *mill*) the *i* is:
short long not sounded
10. In *old* words (*old*, *told*, *sold*) the *o* is:
short long not sounded

1	2	3	4	5	6	7	8	9	10
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Mark the score.

Sharp Eyes and Ears

(1) Practice saying the words. (2) The teacher will pronounce one word in each "box" and each pupil will underline the word.

pan pane pin pine dine	seat set sleet slate slat	mild mill will wild mile	bed bead feed fed led	hid hide slide side slid
hope hop hot got goat	step steep sleep slept stop	fine fin hug huge mule	hot hat hate hut hum	bit bite bait bat beat
same say sang sung stung	sit sight bite bit bait	feed fed fell feel heal	cut cute clean kite kit	lick like lock luck trick
fit fight feet beet bet	light fight fit lit bite	mail mill mile meal mule	keep kept slept steep step	boat bat beat bait bite

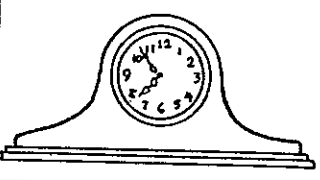
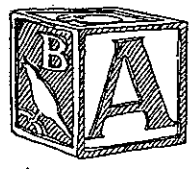
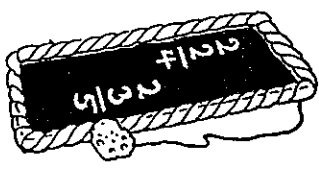
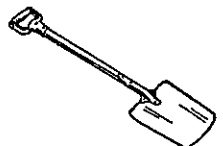
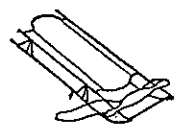
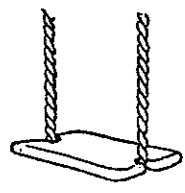



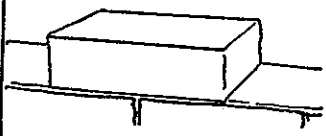
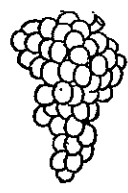

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Mark the score.

Picture Test of Beginning Sounds

Practice pronouncing these words and letter teams.

1	2	3	4	5	6
clock	block	play	spin	sled	swing
cluck	black	plan	spot	sleep	swim
clap	blue	plate	spoke	slide	sweet
clay	blade	please	spade	slid	sweep
cl	bl	pl	sp	sl	sw
7	8	9	10	11	12
flew	drum	frog	bring	gray	tree
float	drink	from	brother	green	train
flour	dress	free	broke	ground	track
flower	drop	fresh	broken	grow	try
fl	dr	fr	br	gr	tr

											
bl cl sp sl	bl sp sl ch	sl dr sp pl	sp sl dr cl								
											
pl sw sl fr	sp sw bl ch	fl dr cl sp	dr fr sw fl								
											
dr fr sl br	gr fr br ch	tr ch gr sl	cl dr gl tr								
1	2	3	4	5	6	7	8	9	10	11	12

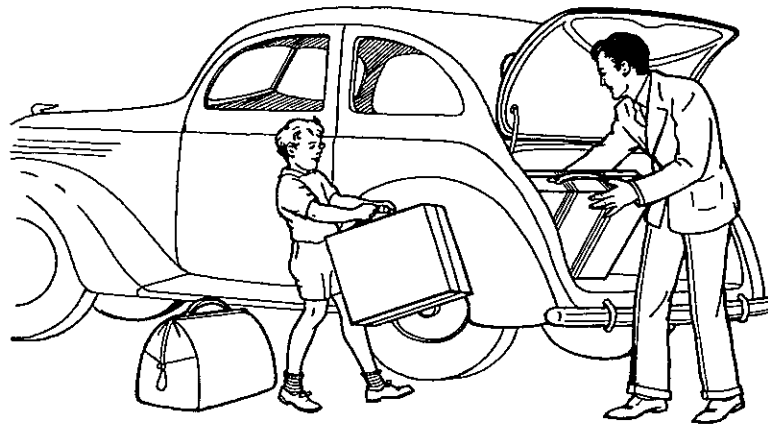
Mark your score.

NOTE: Develop the consonant blend by having a child pronounce each word in the column and finally the consonant blend. After the twelve consonant combinations have been developed, follow the procedure given on page 9.

One Word from Two

Say these words and see how one shorter word is made out of two words.

did not didn't	can not can't	do not don't	is not isn't	could not couldn't
I will I'll	I am I'm	I have I've	let us let's	it is it's



True or Not True?

1. Father isn't very busy. Yes No
2. "I'll bring a bag," said Tom. Yes No
3. They don't go on a trip. Yes No
4. "I can't carry the bag," said Tom. Yes No
5. "Let's go on a trip," said Father. Yes No
6. Tom couldn't carry the bag. Yes No
7. "I'm bringing a bag," said Tom. Yes No
8. Father did help with the bags. Yes No
9. It's fun to go on a trip. Yes No
10. "I've a good helper," said Father. Yes No

1	2	3	4	5	6	7	8	9	10
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Mark the score.

Seeing How Longer Words Are Built by Adding y or er

Practice pronouncing the words in the list. Put the right word in each blank space.

- | | |
|---|---------|
| 1. A pretty little girl has a pretty little | bush |
| 2. I know a little girl with hair. | bushy |
| 3. The bird made a nest in the | curl |
| 4. A fox's tail is very | curly |
| 5. My yard has beautiful green | dust |
| 6. We rolled down the hill. | dusty |
| 7. The floor was covered with | frost |
| 8. The road we traveled was very | frosty |
| 9. This morning everything was covered with | grass |
| 10. It is a cold and morning. | grassy |
| 11. How brightly the stars do | mud |
| 12. Henry's new shoes are very | muddy |
| 13. It rained and I stepped in the | shine |
| 14. I stepped into the mud and now my shoes are | shiny |
| 15. The two dogs had a | bake |
| 16. A bull dog is a good | baker |
| 17. We stayed over night at the auto | camp |
| 18. A good is careful with fire. | camper |
| 19. There were many at the camp. | campers |
| 20. Mother is going to a cake. | fight |
| 21. A man who bakes and sells bread is a | fighter |
| 22. You can water with a cup. | help |
| 23. You can also dip water with a | helper |
| 24. Do you know Mother likes to have a little ? | dip |
| 25. Jack thinks it is fun to be a good | dipper |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Mark the score.

Making One With Two

To make a longer word put in each blank space one of the words in the right-hand list. Be sure to put in the right word.

good.....	to	some.....	nut
in.....	bird	butter.....	fly
out.....	by	pea.....	body
black.....	side	every.....	self
some.....	time	my.....	one
air.....	thing	fire.....	out
pan.....	plane	with.....	place
side.....	be	snow.....	shine
may.....	walk	sun.....	where
every.....	cake	every.....	ball
her.....	cup	bed.....	low
grand.....	self	be.....	room
butter.....	mother	blue.....	hind
rail.....	came	to.....	bird
be.....	road	be.....	day

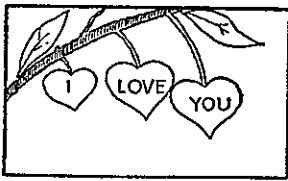

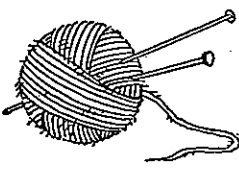
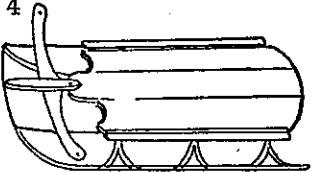
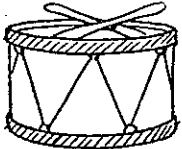
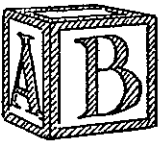
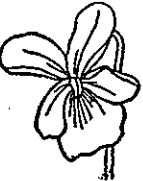

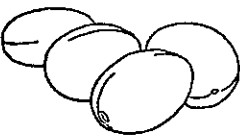

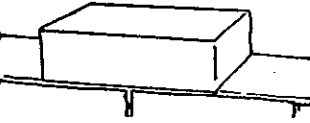

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Mark the score.

Practice pronouncing these words.

1	2	3	4	5	6
Jane	very	you	when	train	draw
Jack	visit	yes	where	track	drive
jump	voice	year	white	tree	dry
just	voices	yarn	which	try	dress
7	8	9	10	11	12
black	fly	sleep	grass	bring	play
blue	flew	sled	gray	brown	place
blow	flower	slide	green	brave	please
blowy	flag	slow	grow	brook	plan

Mark the beginning of the name for each picture.

1 	2 	3 	4 
y j v n	v j i y	y v j k	sh dr tr sl
5 	6 	7 	8 
dr br bl	br bl dl wh	bl fr fl tr	th wh sh ck
9 	10 	11 	12 
pl pu bl tr	re br tr te	bi br pl dr	fr dr gl gr

1	2	3	4	5	6	7	8	9	10	11	12
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Mark the score.

NOTE. Let the children practice giving initial sounds of words above. The pictures should be named before the test begins.

Seeing How Words Are Built

Practice pronouncing the list of words.
Put the right word in each blank space.

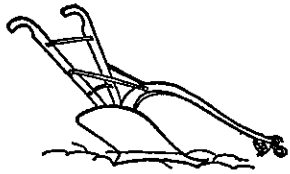
- | | |
|---|----------|
| 1. Her lips were as red as a ripe | city |
| 2. Some birds very much like the ripe | cities |
| 3. New York is our largest | cherry |
| 4. Can you name five great ? | cherries |
| 5. A little boy can eat a big | cooky |
| 6. Can your mother bake good ? | cookies |
| 7. You can buy candy with a | daisy |
| 8. You can get five for a nickel. | daisies |
| 9. The hillside is covered with | penny |
| 10. One flower I like very much is the | pennies |
| 11. Alice likes stories about | pony |
| 12. Henry gave his seat in the car to a | ponies |
| 13. Polite boys tip their caps to | lady |
| 14. A boy likes to ride a | ladies |
| 15. Boys and girls like to ride | fairies |
| 16. At last only one hung upon the tree. | leaf |
| 17. John says it is fun to rake | leaves |
| 18. I am going to buy two of bread. | loaf |
| 19. Bread is sold by the | loaves |
| 20. We need to use to cut our bread. | shelf |
| 21. Mother has many in her kitchen. | shelves |
| 22. The dog belongs to the same family as the | wolf |
| 23. The hungry killed a sheep. | wolves |
| 24. The clock stands on a | knife |
| 25. A boy carries his in his pocket. | knives |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Mark the score.

Matching Pictures and Words: ou and ow Words

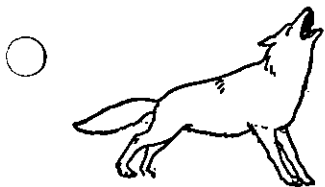
In the words below the *ou* is sounded as it is in *out* and *found*, and *ow* has the same sound. Practice saying the words. Then underline the word that matches the picture in each case.



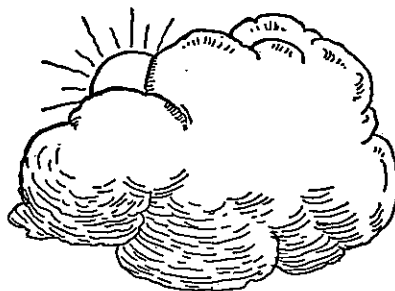
how
plow
flower
power



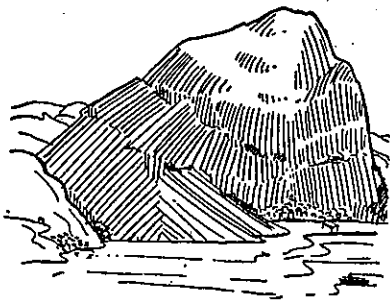
out
shout
about
spout
stout



now
how
howl
owl



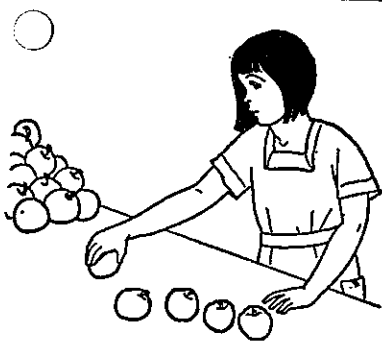
our
flour
loud
cloud
proud



mouth
mountain
thousand
around
about



thousand
mountain
fountain
mouthful
trousers



sound
south
count
about
hour



town
tower
flower
crowd

1

2

3

4

5

6

7

8

Mark the score.

Sharp Eyes with Wh and Th Words

Underline the right word for the blank space.

1. The boys lost hats.
where their there these this
2. Ben said, "Let me"
though thank think thought than
3. "..... is my hat?" said Tom.
When Where Their When Then
4. "..... is my hat," said Dick.
These When There Their Then
5. "..... hat is yours?" said Jim.
Which White Think Thick Where
6. Ben found his hat.
Them When Than Then These
7. Ben's hat was
when white which that with.
8. Tom his hat was gone.
thought though think while
9. Then Tom said, "..... is my hat."
Those Thick What This Their
10. "Your hat is bigger mine," he said.
then when than them this

1	2	3	4	5	6	7	8	9	10
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Mark the score.

Two in One: Find the Right Word

1. Draw a line between the two words in each of the words listed, like this: fire|place

2. Put in the right word for each sentence.

- | | |
|---|--------------|
| 1. A man who puts out fires is a | sunbonnet. |
| 2. A vine that grows grapes is a | cornfield. |
| 3. A field of corn is called a | tonight. |
| 4. A bonnet for keeping the sun off is a | fireman. |
| 5. The night of this day is called | grapevine. |
| 6. The farmer puts his corn into a | horseback. |
| 7. My mother's mother is my | grandmother. |
| <input type="radio"/> 8. Riding on a horse is called riding | bellrope. |
| 9. A rope for a bell is called a | corncrib. |
| 10. Before the rose opens it is a | snowball. |
| 11. The skin of a deer is a | evergreen. |
| 12. A ball made of snow is a | fisherman. |
| 13. A paper with news in it is a | deerskin. |
| 14. A tree that is green all year is an | rosebud. |
| 15. A man who fishes is a | newspaper. |
| 16. A step in front of a door is a | stonework. |
| 17. Air going around and around fast is a | doorstep. |
| <input type="radio"/> 18. Work on stone is called | everybody. |
| 19. A child in my class is my | schoolroom. |
| 20. Following the morning is the | toadstool. |
| 21. One food made of oats is | classmate. |
| 22. For "all the persons" we may say | afternoon. |
| 23. A toad does not sit on a | oatmeal. |
| 24. Kitty likes to toast herself at the | whirlwind |
| 25. A room where school is held is a | fireside. |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Fun with ar Words

Practice pronouncing the words in the list.

Draw a line from the end of each sentence to the right word.

- | | |
|---|----------|
| 1. A boy likes to look at a picture | car |
| 2. The dog is out in the back | card |
| 3. The girl was eating a | hard |
| 4. You can ride in a | yard |
| 5. A bright child is | yarn |
| 6. A dog likes to | barnyard |
| 7. In the daytime it is not | tar |
| 8. On a clear night we see | tart |
| 9. We drove through the | cart |
| 10. An elephant is very | part |
| 11. We heard the song of a meadow..... | start |
| 12. A fire may start from a | smart |
| 13. We can buy apples at the | stars |
| 14. Beets grow in a | bark |
| 15. We see horses in a | dark |
| | park |
| | mark |
| | spark |
| | lark |
| | large |
| | march |
| | sharp |
| | market |
| | garden |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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|---|----------|
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| 9. We drove through the | cart |
| 10. An elephant is very | part |
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| 12. A fire may start from a | smart |
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| 14. Beets grow in a | bark |
| 15. We see horses in a | dark |
| | park |
| | mark |
| | spark |
| | lark |
| | large |
| | march |
| | sharp |
| | market |
| | garden |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Fun with ur and ir Words



Practice saying the words in the list.

Draw a line from the end of the sentence to the right word.

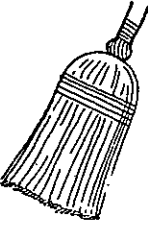
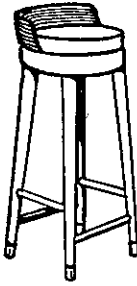

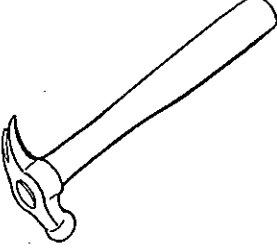
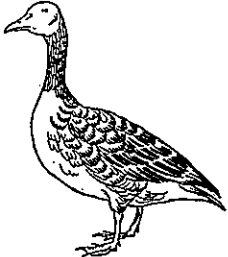
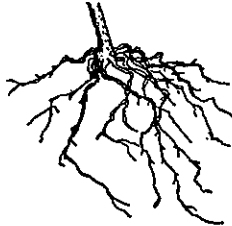


- | | |
|---|---|
| <ol style="list-style-type: none"> 1. A bad burn will 2. The milkweed cradle will open. 3. The man ran because he was in a 4. The doll house has doll in it. 5. On Sunday people go to 6. I like the color 7. After first and second comes 8. Playing makes children 9. A woman wears a around her neck. 10. A man wears a 11. The dust went up and around in a 12. To a man a boy says, "Yes"." 13. The bird began to 14. On my birthday I had a great 15. The boy's face was | <p>turn
burn
burst
hurt
hurry
hurried
furniture
church
turkey
turtle
purple
surprise
curl
bird
third
thirsty
birthday
sir
dirty
skirt
shirt
chirp
first
whirlwind</p> |
|---|---|


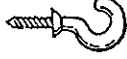

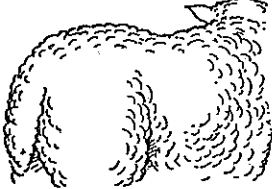


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Mark the score.

Matching Pictures and Words: Long oo Words

	room broom bloom boot		food fool cool stool		too moo moon noon
	soon spoon pool tool		goose loose roof rooster		poor root choose smooth

Short oo Words

	book cook cooky crooked		took hook brook shook		good hood wood stood
	wood wool foot took		wood woods wool woolly		stood shook hood wool

S	1	2	3	4	5	6	7	8	9	10	11	12
O	1	2	3	4	5	6	7	8	9	10	11	12

NOTE: See suggestions on page 64.

Yes-No Fun with oo Words

- (a) Each question is read aloud by one child and answered by another.
- (b) Each child underlines each long oo word.
- (c) Each child reads silently and underlines yes or no for each question.

1. Is the moon a cooky? Yes No
2. Can you look at a balloon? Yes No
3. Does a book have a tooth? Yes No
4. Is wood good food? Yes No
5. Is a boot made of wood? Yes No
6. Does a goose like a brook? Yes No
7. Can you roll a hoop in a room? Yes No
8. Is a goose a good cook? Yes No
9. Do you have books at school? Yes No
10. Did you ever look at a tree in bloom? Yes No
11. Is a balloon made of wood? Yes No
12. Can a cook eat food? Yes No
13. Can a stool say, "Good-by"? Yes No
14. Do you ride a scooter in a brook? Yes No
15. Did a fish ever get loose from a hook? Yes No
16. Can a man put a boot on his foot? Yes No
17. Is a cool brook hot? Yes No
18. Is a cooky good to eat at noon? Yes No
19. Shall we soon be wooden cooks? Yes No
20. Does a book bloom in spring? Yes No

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Two in One

Each of the words in the list on this page has been made by putting two smaller words together.

1. Draw a line from each sentence to the right word.
2. Underline the first word in each of the words listed.
3. Practice saying the words in the list.

- | | |
|---|-------------|
| 1. It is not dark on a moon..... night. | woodpecker |
| 2. The boy under..... to climb the tree. | bluebird |
| 3. A wood..... pecks for his food. | everyone |
| 4. On the nest sat a blue..... | moonlight |
| 5. Every..... likes to watch the bluebirds. | undertook |
| 6. Mother made a birth..... cake. | birthday |
| 7. A wood..... keeps his ax sharp. | fishhook |
| 8. A woods..... is a man who lives in the forest. | woodcutter |
| 9. A fish..... is for catching fish. | schoolrooms |
| 10. Every school has one or more school..... | woodsman |
| 11. A bed..... has one or more beds in it. | forenoon |
| 12. The morning comes before the after..... | afternoon |
| 13. The afternoon comes after the fore..... | pocketbook |
| 14. Father took some money from his pocket..... | bedroom |
| 15. Grandfather under..... what you said to him. | Good-by |
| 16. The man heard foot..... at the door. | understood |
| 17. The boy was playing with a broom..... | broomstick |
| 18. I said "Good-....." to him this morning. | footsteps |


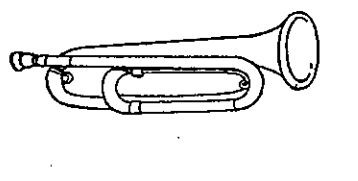
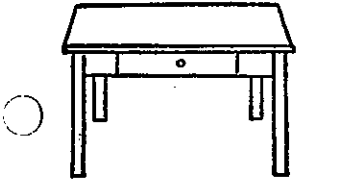
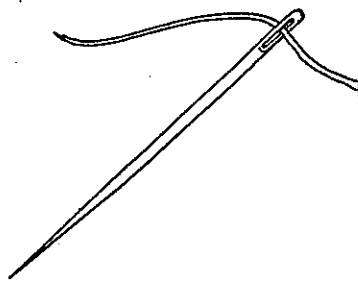
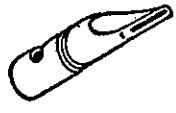
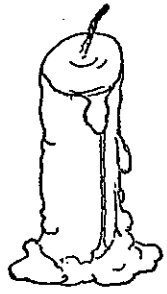
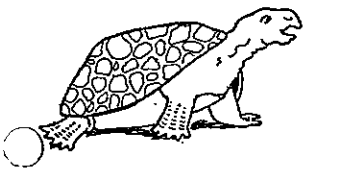
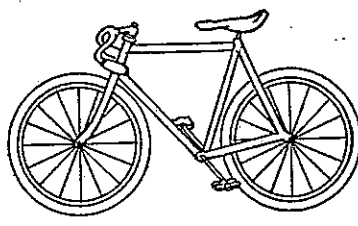

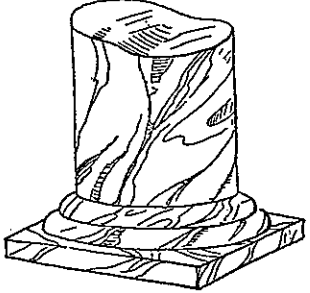
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Mark the score.

NOTE. This type of exercise is valuable in training the child to look for a large known part at the beginning of the word and also to utilize context clues in recognizing the whole word after a beginning part has been recognized.

Fun with Words Ending in le

Draw a line from each picture to the word that fits it.
Practice saying the words.

	<p>table title cradle bugle eagle middle riddle needle candle handle nibble tumble stumble rumble marble double little battle turtle settle whistle cackle tinkle purple bicycle</p>	
		
		
		
		

1	2	3	4	5	6	7	8	9	10
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Mark the score.

Seeing How y Changes to i

Practice pronouncing the list of words.
Put the right word in each blank space.

- | | |
|--|-----------|
| 1. It is lovely for everybody to be | easy |
| 2. Some people are than others. | easier |
| 3. The children played together. | easily |
| 4. Mary is the child in the room. | happy |
| 5. A cat can climb a tree | happier |
| 6. Some stories are to read. | happiest |
| 7. Some stories are than others. | happily |
| 8. "I want you to, " said Mother. | reply |
| 9. The boys home after school. | replied |
| 10. The boy would not to his teacher. | hurry |
| 11. Mother, "Yes, that will be lovely." | hurried |
| 12. Sunday was a day. | day |
| 13. But today is the of all. | daily |
| 14. The faithful sun gives us light every | funny |
| 15. The milkman comes to our house | funniest |
| 16. Children like to look at pictures. | lovely |
| 17. That is the joke I ever heard. | loveliest |
| 18. The boys and girls were having a time. | merry |
| 19. The birds were singing very | merrily |
| 20. Stone is than wood. | angry |
| 21. The dog barked at the man. | angrily |
| 22. The boy was foolish to become | heavy |
| 23. An armful of gold would be very | heavier |
| 24. On Easter Sunday we see many white | lily |
| 25. The is a lovely flower. | lilies |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Mark the score.

Draw a Line Under

1. Three things good to eat:	beans barns	cord corn	bread brick
2. Two things a boy can do:	swim in the air swim in water	ride a horse drive a horse	
3. Three things that fly in the air:	kite kilt	crow cows	sailboats seaplanes
4. Three animals you can ride:	house horse	donkey monkey	camel candle
5. Three birds that fly high in the air:	pigeons pieces	grasshopper snowbirds	chickens catbirds
6. Three other things that fly:	butterflies butterbean	boats bats	bees beets
7. Three things men wear:	suit soup	bonnet tie	skirt shirt
8. Two animals that are the most like a cat:	fox deer	tiger lion	wolves elephant
9. Two animals most like a dog:	camel turtle	fox rabbit	hare wolf
10. One thing a cat can do that a dog cannot do:	bark at you dig in the earth	climb a tree catch a ball	

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Mark the score.

Fun with Words Ending in er, ter, and ther

Practice saying the words in the list.

Draw a line from the end of the sentence to the right word.

- | | |
|--|----------|
| 1. The boy was eating a | player |
| 2. He had just turned the | farmer |
| 3. The girl cut her | singer |
| 4. James has a little | cracker |
| 5. He was about to the house. | corner |
| 6. The frightened bird was all in a | finger |
| 7. A good dog will mind his | after |
| 8. The boys are ready to the peaches. | faster |
| 9. Little sister has a big | sister |
| 10. The rooster lost a | enter |
| 11. Many people go to church on | flutter |
| 12. The two brothers always go to school | butter |
| 13. This window had a | letter |
| 14. The ball rolled and | better |
| 15. In the woods he saw a | shutter |
| | Easter |
| | master |
| | winter |
| | father |
| | farther |
| | feather |
| | panther |
| | brother |
| | gather |
| | rather |
| | together |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Mark the score.

The Two Sounds of c

The letter *c* usually has the sound of *k*, but when the *c* comes before *e* or *i* it has the sound of *s*.

Practice pronouncing the words.







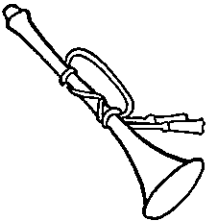

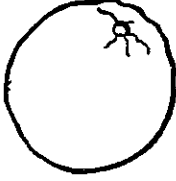
Put the right word in each blank space.

- | | |
|--|---------|
| 1. The boys planned a bicycle | race |
| 2. This cave is a cold, dark | Grace |
| 3. Some children like to pictures. | lace |
| 4. Girls like on their clothes. | place |
| 5. Do you know a girl named ? | trace |
| 6. Put the right word in this blank | space |
| 7. Hurrah! The pond is covered with | ice |
| 8. Before crossing the street, always look | rice |
| 9. In some countries the people live mostly on | price |
| 10. In winter eggs sell at a high | twice |
| 11. At last we came to the king's | fence |
| 12. We planted peas, radishes, and | lettuce |
| 13. is much better than war. | notice |
| 14. All around our yard is a | palace |
| 15. There was a on the door. | peace |
| 16. A nickel is five | prince |
| 17. He rode his horse like a | quince |
| 18. One child was in the of the ring. | cents |
| 19. We have a flowering | center |
| 20. Above our heads in this room is the | cellar |
| 21. Things keep cool in a | ceiling |
| 22. On Christmas morning children get | city |
| 23. We saw many wild animals at the | circle |
| 24. We all sat on the floor in a | circus |
| 25. We moved from the country into the | excited |

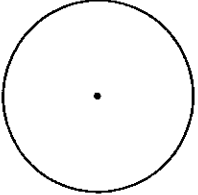
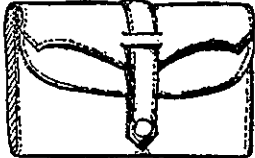




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Mark the score.

Finding the Right Word: ar and or Words

	<p>car card cart carpenter</p>		<p>barn harm bark hard</p>		<p>large lark park part</p>
	<p>car jar star start</p>		<p>bark dark mark market</p>		<p>far tar farmer party</p>
	<p>corn corner horn born</p>		<p>for fork form forest</p>		<p>orange north short forget</p>

Words with ir, ur, er, ter, or ther

	<p>circus circle first third</p>		<p>burn burst purr purse</p>		<p>hurt hurry purse nurse</p>
	<p>finger pitcher nearer bigger</p>		<p>letter better sister winter</p>		<p>gather feather father farther</p>

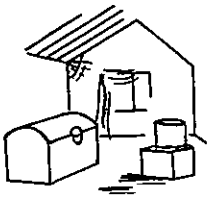
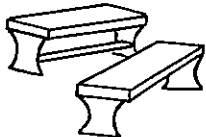

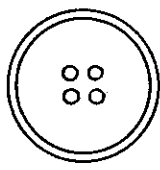

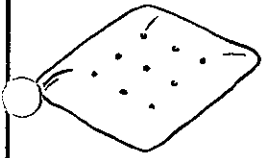


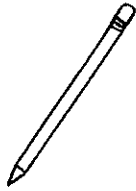

S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

O 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

NOTE: Use a procedure similar to that suggested for the long and short vowel pages. See page 64.

Finding the Beginning Word

Each of the words below is made up of a word with something added. Draw a line under the beginning word within the longer word.

				
attic	benches	brownie	button	captain
				
cracker	fairy	lettuce	pencil	slipper

baker

beaten

begin

biggest

broken

candle

careful

cattle

cooky

couldn't

caddy

dipper

Easter

eaten

farther

faster

fastest

forget

friendly

hardly

helper

hidden

invite

ladder

lovely

penny

playful

quickly

rattle

rubber

skipping

sleepy

Sunday

tomorrow

trotted

windmill

your

yourself

outside

downstairs

To the Teacher

Book I of this series provides for integrated ear and eye training, develops ability to make a visual analysis of the simpler derived forms into the base form and the ending (*s, es, ing, ed*), introduces the sounds of the initial consonants in meaningful situations with experience in combining the aids of initial sound and context clue, introduces the short and long sounds of vowels with five pages devoted to each, and gives training in relation to confusions of the simpler words. Word families of *old, all, and ew* are introduced.

Book II continues the training in analysis of derived forms and introduces the analysis of the simpler compound words and contractions. Sounds of consonant digraphs (*sh, ch, th, wh*) and of the simpler consonant blends, such as *st, cl, tr, bl*, are introduced and experience is given in combining such initial sounds and context clues in recognizing new words. The vowel sounds are reviewed in new situations and training is given in discrimination of vowel sounds as an aid in avoiding and overcoming confusions of words similar in general configuration. Other phonetic elements are introduced as follows: main sounds of *ou, ow, oo, ar, air, ir, ur, er, or, ter, ther*; concepts of *vowel and consonant*; building longer words by adding *n, en, r, er, est, ful, y, ly*, by changing *y* to *i* and adding *es*, and by changing *f* to *v* and adding *es*; short *y*, long *y*, consonant *y*, silent *y*; the two sounds of *c*. Exercises to avoid and overcome confusions of words similar in form involving consonant errors, reversals, omissions, and insertions are included. Ability to recognize two-syllable words by seeing the two recognition units in each is developed.

The suggestions related to the exercises involving the long and short sounds of vowels are as follows:

LONG AND SHORT SOUNDS OF VOWELS, pages 15, 16, 17, 19, 20, 24, 25, 27, 28, 54.

Purpose: To teach the sound of the vowel, to train in inspectional analysis in combination with meaning and sound clues, and to expand the child's reading vocabulary.

Procedure: (1) Develop the sound of the vowel from known words in blackboard exercises, letting the child suggest other words which rhyme with the known words listed by the teacher. For example, the teacher lists horizontally on the blackboard the known words *an, at, had, and*; have the children say these and derive the short sound of *a*; then the children suggest words which rhyme with *an*, and the teacher writes them under *an*, and so on. In many cases the teacher will find step (1) unnecessary and may begin with step (2).

(2) First conduct the exercise in the workbook orally, having the child give orally the word that matches the picture in each case. If the child has difficulty, advise him to say the name of the picture and think what letter it begins with. Conduct practice in pronouncing the lists of words.

(3) The next day use the exercise as a silent-reading test, having each child draw a line from the picture in each case to the word in the square which he thinks matches the picture. After the papers are checked, each child should color the square in the S ladder containing his score.

(4) Later use the page for an oral word-recognition test. For testing, say one word in each unit and let each child underline the word he thinks you have pronounced. Check and mark the score at the bottom of the page.

Method and Techniques

Three main aids to word recognition. There are three kinds of aids to word recognition which the child may use: (1) meaning or context including pictures; (2) visual aids (word-form clues and visual analysis into parts); and (3) phonetic knowledge.

Versatility. Success in reading requires that the child through experience and skillful teacher guidance acquire versatility in utilizing these three main kinds of aids in combination. Over-dependence on any one type should be avoided. Traditional phonetic methods depended too largely upon one plan of attack in case of word-recognition difficulty.

Ear training and eye training. Ear training through oral exercises may precede direct teaching of the sounds of visual symbols. Even so, the integrated eye and ear training provided in these workbooks is very important.

When introduce sounds? The introduction of sounds of letters or letter groups should be delayed until at least about 100 words have been learned in connection with pre-primer and primer reading. During this time the child learns to recognize words on the basis of word-form clues, context clues, and visual analysis.

First word analysis. The first training in word analysis is that of guiding the child in seeing the base form in the simple derived form, such as *run* in *runs*, *go* in *going*, and *play* in *playing*. He soon learns to analyze the derived form into the base form and ending and get the word without separate sounding of parts.

First sounds to introduce. Because the initial consonant sounds may be combined with context clues in getting new or difficult words, we have the child as to what sounds the child should learn first. With a knowledge of the initial consonant sounds the child can tell whether the new word is *hen* or *chicken* after the context has given him the idea clue. Often, sensing the sound or motor equivalent of the initial consonant combined with context suggestions, will enable the child to solve a word-recognition difficulty. This procedure also aids in building the habit of left-to-right perception.

Teaching and applying sounds of new elements. The sound of a new phonetic element should be derived from known words and then the acquired knowledge applied as an aid in recognizing new words.

Sequence and application. The course should be so planned that each step will readily combine with

the recognition aids previously taught to facilitate immediate application in the daily reading. The course should progress gradually from the easiest phonetic elements and words to more difficult ones.

Vowel sounds. A large percent of phonograms having vowels, also a large percent of one-syllable words, and even a larger percent of syllables, contain long or short vowel sounds. Since the vowel sounds and the rules governing the long and short sounds of vowels are very important in recognition and correct pronunciation of polysyllabic words, this course makes adequate provision for continued instruction related to vowel sounds from level to level with particular application to polysyllabic words.

Method of word analysis. The procedure on the part of the child in case of word-recognition difficulty should be that of inspectional analysis and blending through mental and inner speech functions. The child should not form the habit of separate sounding or analytical pronunciation. After the child has adequate phonetic knowledge for word analysis, he should be trained (1) to focus upon the initial letter, letter combination, or syllable, getting in mind the pronunciation; (2) to look forward to see the remaining part of the word; (3) to return the eyes to the beginning part of the word, viewing it as a whole; and (4) to say the word as a whole. In case the child does not succeed it may be advisable to ask him to sound or pronounce the beginning of the word—the initial consonant, consonant combination, or syllable. Separate pronunciation of the parts of a one-syllable word, a common procedure in traditional phonetic systems, is a too-long-drawn-out process. Too often the child tears the word apart orally and fails in the blending process required for recognition of the whole.

Syllabication and analysis of polysyllabic words. In the upper reaches of word analysis as an aid to recognition, skill in syllabication is essential. In this series of workbooks this skill is developed gradually and emphasized in Book III. Too often phonetic systems and school instruction fail to provide for these upper reaches of instruction, leaving a serious gap handicapping many pupils in the third and fourth grades.

Word confusions. The course in these workbooks has been planned to prevent and remedy errors due to word confusions common among retarded readers as follows: vowel errors (*went* for *want*); consonant errors (*sent* for *send*); reversal errors (*saw* for *was*, *left* for *felt*); addition of sounds (*track* for *tack*); omission of sounds (*bind* for *blind*).