

How to Teach Phonics eBook

How to Teach Phonics

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Title: How to Teach Phonics

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=How to Teach
Phonics=

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FOREWORD

Phonics is not a method of teaching reading, but it is a *necessary part* of every good, modern method. It is the key to word mastery, and word mastery is one of the first essentials in learning to read. A knowledge of the sounds of letters, and of the effect of the position of the letter upon its sound, is an essential means of mastering the mechanics of reading, and of enabling children to become independent readers.

A knowledge of phonics not only gives power to pronounce new words, but it trains the ear, develops clear articulation and correct enunciation, and aids in spelling. Later, when diacritical marks are introduced, it aids in the use of the dictionary. The habit of

attacking and pronouncing words of entirely new form, develops self-confidence in the child, and the pleasure he experiences in mastering difficulties without help, constantly leads to new effort.

The little foreigner, greatly handicapped where reading is taught by the word and sentence methods only, begins on an equal basis with his American neighbor, when the "Alphabet by sound" is taught.

In recent years only has the subject of phonics found a place on the daily school program; and there is perhaps, no other subject on the primary program so vaguely outlined in the average teacher's mind and therefore taught with so little system and definite purpose.

The present need is a systematic and comprehensive but simple method of phonics teaching thruout the primary grades, that will enable any teacher, using any good text in reading, to successfully teach the phonetic facts, carefully grading the difficulties by easy and consecutive steps thus preparing the pupils for independent effort in thot getting, and opening for him the door to the literary treasures of the ages.

It is with the hope of aiding the earnest teacher in the accomplishment of this purpose that "How To Teach Phonics" is published.

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L.M.W.

LEARNING TO READ

Every sound and pedagogical method of teaching reading must include two basic principles.

1. Reading must begin in the life of the child, with real thought content. Whether the thought unit be a word, a sentence, or a story, it must represent some idea or image that appeals to the child's interests and adjusts itself to his experience.
2. It must proceed with a mastery of not only words, but of the sound symbols of which words are composed.

The child's love for the story, his desire to satisfy a conscious need, gives him an immediate and compelling motive for mastering the symbols, which in themselves are of incidental and subordinate interest. While he is learning to read, he feels that he is reading to learn and "symbols are turned into habit."

If the child is to understand from the beginning that reading is that getting, we must begin with the sentence, rhyme or other language unit. If a story is the initial step, a few well chosen sentences that tell the heart of the story will constitute the first black board reading lesson.

The next step is the analysis of the sentence, or the study and recognition of the individual words therein.

Finally the word is separated into its elementary sounds, the study of the sound symbols growing out of the stock of words learned first as purely sight words.

Following this phonic analysis comes the final step, the blending of these phonic elements to produce new words. Thus gradually increasing prominence is given to the discovery of new words by this analytic-synthetic process, and less time to sight word drills, until they are entirely omitted, except for the teaching of unphonetic words.

There should be at least two ten-minute lessons in phonics each day. These lessons are not reading lessons and should not trespass on the regular reading period, when that getting and that giving are uppermost.

While greater prominence is given to the that phase in reading, the technical drill and active effort in mastering the mechanical phase is of equal importance as necessary preparation for good reading.

FIRST YEAR

1. Ear Training:

From the first day a definite place on the program should be given to phonics. This period, at first very short, will gradually increase to ten, fifteen or twenty minutes.

To enable pupils to recognize words when separated into their elementary sounds, exercises in "listening and doing," will constitute the first step in phonics teaching. Words are sounded slowly and distinctly by the teacher and pronounced or acted out by the pupils.

ACTION GAME

(First Day.)



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c-l-a-p s-w-ee-p f-l-y b-ow d-u-s-t r-u-n j-u-m-p s-i-t s-l-ee-p p-u-sh d-r-i-nk w-a-k-e m-a-r-ch s-t-a-n-d s-t-r-e-t-ch

If at first children are not able to distinguish the words when separated thus; s-t-a-n-d, d-r-i-nk, blend the sound less slowly thus: st-and, dr-ink, gradually increasing the difficulty to st-an-d, d-r-ink, and finally to the complete analysis.

These ear training exercises should continue until a “phonetic sense” is established. Not all children can readily blend sounds and “hear the word.” Patient drill for weeks, even months, may be necessary before a sense of phonetic values is attained. Haphazard and spasmodic work is fatal to progress; but a few minutes of brisk, lively drill, given regularly each day will accomplish wonders.

The exercises should be varied from day to day to insure active interest and effort.

Second Day:

Touch your n-o-se; your ch-ee-k; your ch-i-n; l-i-p-s; k-n-ee; f-oo-t; b-oo-k; p-e-n-c-i-l; d-e-s-k; sh-o-e; d-r-e-ss, etc.

Third Day:

Place a number of toys in a basket. Pupils find as the teacher sounds the name of each, saying: “Find the t-o-p”; “the s-p-oo-l;” “the d-o-ll”; “the h-o-r-n”; etc.

Fourth Day:

Sound the names of pupils in class; or names of animals; colors, fruits, places, etc.

Fifth Day:

R-u-n to m-e.
C-l-a-p your h-a-n-d-s.
W-a-v-e the f-l-a-g.
C-l-o-se the d-oo-r.
F-o-l-d your a-r-m-s.
B-r-i-n-g m-e a r-e-d b-a-ll.
B-ou-n-ce the b-a-ll.
Th-r-ow the b-a-ll to Fr-e-d.
R-i-n-g the b-e-ll.
H-o-p to m-e.
S-i-t in m-y ch-air.
R-u-n to the ch-ar-t.
S-i-n-g a s-o-n-g.
B-r-i-n-g me the p-oin-t-er.



B-o-w to m-e.
F-l-y a k-i-t-e.
S-w-ee-p the fl-oo-r.
R-o-c-k the b-a-b-y.
W-a-sh your f-a-ce.
D-u-s-t the ch-air-s.
Sh-a-k-e the r-u-g.
F-ee-d the h-e-n-s.
C-a-ll the ch-i-ck-s.
M-i-l-k the c-ow.
Ch-o-p w-oo-d.
R-ow a b-oa-t.
B-l-ow the h-o-r-n.

The pupil should now begin sounding words for himself, at first, if need be, repeating the sounds after the teacher, then being encouraged to attempt them alone. He will soon be able to “spell by sound” names of common objects in the room, as well as easy and familiar words dictated by the teacher.

II. Teach the Single Consonant Sounds.

b, d, f, h, j, k, l, m, n, p, r, s (as in see), v, w, g (hard), c (hard), and qu as in queer.

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Teach but one sound for each letter at first. Nothing need be said at this time about the fact that some letters have more than one sound. When words like “city” or “gem” occur simply explain that sometimes “c” or “g” has this sound, (giving the soft sound), but continue in the phonic drill to teach the sounds that will be needed first—those most often met in the early reading. The sounds of initial s and y are taught first, rather than final y and s; q is taught with the u—qu (as in quiet, queer, quick) not q alone.

The sounds must be given distinctly and correctly by the teacher, and she should insist on perfect responses. Good reading is impossible without clear and distinct articulation.

1. Analyze Known Words in Teaching the Consonant Sounds.

For the first lesson teach perhaps two consonant sounds. Suppose the words “ball” and “red” are chosen to be analyzed as words familiar to the class. (Selected from the reading lessons as the ones best known and most easily remembered.)

Write “b all” on the board, and pointing to the separated parts, sound slowly several times. Pupils repeat. Teacher say, “Show the letter that says ‘b.’ The part that says ‘all.’ Write “b” under “ball” thus:

b all
b

Pupil sound “b” several times, as it is written elsewhere on the black board.

Proceed with “red” in the same way. Keep these two forms,

b all r ed
b r

before the class, asking frequently for the sounds until thoroly fixed in mind.

For the second lesson, review “b” and “r” and teach one or two new consonants. It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.

Suppose “c” is to be taught next and the type word chosen is “cup.” It is not necessary to teach the consonants in the order in which they occur in the alphabet,—it will depend rather upon the occurrence in the primer of the words chosen for type words. Write the word “cup.” Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, c up, and let the pupils make an effort to sound the parts alone. If they fail, sound it for them asking them to repeat it after you. Proceed as with “ball” and “red,” being sure that each one gives the sound correctly.

(1.) After teaching “c” say, “Who can find a word on the chart beginning with this sound?” “In your books?” “on the blackboard?” the pupil sounding the letter as he points to it.

(2) Say, “I’m thinking of another word beginning with “c.” “It is something Grandpa uses in walking.” (Cane.) “I’m thinking of something sweet that you like to eat.” (Cake) (Candy) “Of the name of someone in this class.” (Clara) (Carl) “A little yellow bird.” (Canary) “You think of a word beginning with that sound.” “Another.” “Another.”

2. Begin At Once Applying Knowledge of the Sounds Learned.

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As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word “catch” appears, the pupils sound “c,” the teacher pronouncing “atch” underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. If the new word is “cab,” the only help from the teacher is the short sound of “a”. This given the pupil sounds “a” and “b” slowly; then faster, until the result of the blended sounds is “ab.” Combine “c” with “ab” in the same manner until by the blending of the sounds the word is recognized. Only such help should be given, as will enable the pupil to help himself.

“Ball,” “red” and “cup” now become type words with which “b” “r” and “c” are associated respectively, and from which the pupil gets his “cue” if he fails to give the sound of the letter at sight. Thus all the consonants are taught, from suitable sight words which the child has already learned. They need not however, be the ones given here,—for “b” it may be “baby,” “ball,” “boy,” or “box,” but let it be a word familiar to the class and easily remembered. For “d” it may be “doll,” “day,” or “dog;” for “y,” “you,” “yellow,” etc.

The teacher should previously go through the text and select the words she wishes to use as type words in teaching the consonant sounds.

3. First Steps in Writing and Spelling.

As each consonant sound is taught its written form may be learned. On rough manila paper, using waxed crayons, make copies of the letters about two inches in height, for each pupil. At his desk the child traces with his fore finger, going over the smooth path again and again—thus developing psycho-motor co-ordination. Each time the letter is traced, the pupil sounds it softly, and as soon as he is sure of the form, runs to the board and writes it.

The writing at first may be entirely at the blackboard, where the teacher’s copy may be reproduced. For the slower ones who have difficulty with the form, a good practice is to “write it in the air,” the pupil pointing with index finger and following the teacher as she writes, also tracing the teacher’s copy with pointer, using free, rapid movement. (Tracing with crayon or pencil tends to slow, cramped writing, and should not be encouraged.) Thus when the forms of the letters are learned and associated with the sound, the pupils are able to write phonetic words from dictation as well as to “spell by sound.”

4. Consonant Drill.

(1) With a rubber pen, a set of type, or with black crayola, and cardboard, a set of consonant cards may be made, one for each sound. On one side of the card is written or printed the type word with the consonant sound below; on the other side, the consonant alone, thus:

Page 6

```

-----
| b all | | b |
| b    | | B |
-----

```

The number of cards will increase each day as new sounds are learned. Rapid daily drill with these cards is most valuable in associating instantly the sound with its symbol and should be continued until every child knows every sound. After the analysis the side of the card containing only the consonant should be used for the drill. But if the pupil fails to give the right sound, or is unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.

Other devices for teaching the consonants are sometimes used by successful teachers who do not use the type-words and cards. For instance, the letter may be associated with its sound in this way:—The clock says “t”; the angry cat, “f”; the cow says “m”; *etc.* The difficulty here is to find suitable symbols for each sound. If, for example, the sounds of “l”, “v” and “sh” are represented by a spinning wheel, a buzz saw, and a water wheel respectively, and if the child is not familiar with these symbols, they will not call up a definite sound in his mind; but if “l” is taught from “little,” “sh” from “sheep,” and “v” from “very,” (or other familiar words,) there can be no uncertainty and no time need be spent by the child in laboring to retain and associate the sounds with unfamiliar symbols.

Not the method, but the motive, is the essential thing. What we want is that every child should know the consonants thoroly. Get the *motive*, then use the method that brings the best results with the least expenditure of time and energy.

(2) For variety in reviewing and fixing the consonant sounds, give frequent dictation exercises.

a. With all the consonants on the board, the teacher sounds any consonant, the pupil finds and repeats the sound as he points it out. As the teacher points, pupils sound, occasionally in concert, and in individual recitation of the entire list. Individual work should predominate, to make sure that the pupil is giving the correct sound and putting forth independent effort.

b. Pupils write sounds as teacher dictates. If a pupil fails to recall and write the form, the teacher may pronounce the type word and ask the pupil to sound the initial consonant (tell the first sound in the word). To illustrate: The teacher pronounces “cup”, pupils sound “c”, then write it. If they have mastered the written forms they will enjoy this exercise.

Children soon acquire the ability and become possessed of the desire to write whole words. Then the teacher should direct this effort, teaching the child to visualize (get a picture of the word as a whole) and write short, simple words.

5. *Blending.*

When a number of consonant sounds are mastered, practice in blending may begin. When the need arises—when words are met which begin with a combination of consonants the blends are taught, *e.g.*, bright—b, r,—br, br ight, bright. f, l,—fl, fl ower, flower. Keep a separate set of cards for these blends—and drill upon them as the list grows.



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(br, pl, fl, sl, cr, gl, gr, bl, cl, fr, pr, st, tr, str, sp, sw, tw, sk.)

gr ow dr aw pl ay s ky sm all sl ay fl ower cr ow st ay st and cl ean fr ay gl ass pr ay tr ay
br own sp in str ay bl ue sw ing sl ow st ore sl ack bl ow tr ack dw arf gl ow

The teacher must pronounce the syllables that the children have, as yet, no power to master, e.g., with the word “grow”, (1) the children will blend g and r, gr; (2) teacher pronounces “ow”; (3) children blend “gr” and “ow” until they recognise “grow.”

Teach also the digraphs sh, ch, th, wh, as they are met in the common words in use: when, they, chick, etc.

sh eep ch ick wh at th at sh ell ch ild wh en th is sh y ch air wh y th ese sh ore ch ill wh
ere th ose sh ine ch erry wh ich th ere sh ow ch ildren th en th eir sh e ch urch th ey th
ey sh all ch ase sh ould ch est

III. Teach the Short Vowels.

Since more than 60 per cent of the vowels are short, and since short vowels outnumber long vowels by about four to one, they are taught first. Teach one vowel at a time by combining with the known consonants. And what fun it is, when short “a” is introduced, to blend it with the consonants and listen to discover “word sounds.” Henceforth the children will take delight in “unlocking” new words, without the teacher’s help. She will see to it, of course, that the words are simple and purely phonetic at first; as:

c-a-n, can h-a-d, had c-a-p, cap m-a-t, mat c-a-t, cat m-a-n, man r-a-t, rat f-a-n, fan h-a-
t, hat s-a-t, sat

Whole “families” are discovered by placing the vowel with the initial or the final consonants, thus:

ca n r at f an ca p h at an d ca t c at s an d ca b b at st an d ma t f at l an d ma n s at b
an d

The children will enjoy forming all the families possible with the known sounds.

Short “a” Families or Phonograms.

at an ap ad ack ag and r ang b ank
b at c an c ap h ad b ack b ag b and s ang r ank
c at m an g ap l ad h ack f ag h and b ang s ank
f at p an l ap m ad J ack j ag l and h ang t ank
m at t an m ap g ad l ack l ag s and f ang bl ank
p at r an n ap b ad p ack n ag st and cl ang cr ank

N at f an r ap c ad r ack r ag gr and spr ang dr ank
s at b an s ap f ad s ack s ag br and Fr ank

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r at D an t ap p ad t ack t ag str and pl ank
 h at N an tr ap s ad st ack w ag th ank
 th at V an str ap gl ad sl ack st ag
 sn ap br ad tr ack br ag
 wr ap bl ack dr ag

After a little drill in analyzing the words of a family, (sounding the consonant and phonogram separately) they should be pronounced at sight, analyzing the word only when the pupil fails in pronunciation.

The teacher's chart of phonograms as she works it out for herself may be something like this.

[(a]	[)e]	i	[)o]	[)u]
at	et	it	ot	ut
ack	ed	ick	ock	ub
ad	en	id	od	uck
ag	est	ig	og	ug
an	end	im	op	um
ap	edge	in	ong	un
and	ent	ip	oss	uff
ang	ess	ift		ung
ank	ell	ing		unk
ash		ink		ump
amp		ill		ush
ust				

While this gives the teacher a working chart, it is neither necessary nor advisable that the above order be always followed in teaching the phonograms and sounding series of words, nor that they be systematically completed before other phonograms found in the words of the reading lessons are taught. Such phonograms as "ound" from "found", "un" from "run", "ight" from "bright", "est" from "nest", "ark" from "lark", etc., may be taught as soon as these sight words are made a part of the child's reading vocabulary.

f ound	r un	br ight
ound	un	ight
s ound	f un	m ight



r ound	s un	r ight
gr ound	b un	f ight
b ound	g un	fr ight
p ound	n un	l ight
f ound	r un	s ight
h ound	s un	sl ight
ar ound	st un	n ight

n est	l ark	c atch
est	ark	atch
b est	d ark	h atch
l est	b ark	m atch
p est	m ark	m atch
r est	h ark	b atch
t est	p ark	l atch
v est	sp ark	p atch
w est	st ark	th atch
cr est	sh ark	scr atch
ch est		sn atch
gu est		

Attention is not called here to the various vowel sounds, but the complete phonogram is taught at sight.

Short "e" Phonograms.

bed h en b end b ent
 fed d en l end c ent
 led p en m end d ent
 n ed m en s end l ent
 r ed B en t end s ent
 Fr ed t en bl end r ent
 sh ed wr en sp end t ent
 sl ed th en tr end w ent
 bl ed wh en sp ent
 gl en

edge	B ess	b ell	sh ell
h edge	l ess	c ell	sm ell
l edge	bl ess	s ell	sp ell
s edge	ch ess	t ell	sw ell
w edge	dr ess	f ell	dw ell
pl edge	pr ess	n ell	
sl edge	gu ess	w ell	

Short "i" Phonograms.



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D ick s ick cl ick th ick k ick t ick qu ick tr ick l ick w ick sl ick p ick br ick st ick

b id p ig d im p in th in

d id b ig h im t in tw in

h id f ig J im b in

k id d ig r im f in

l id r ig T im s in

r id w ig tr im w in

sl id tw ig br im ch in

sk id sk im gr in

sl im sk in

sw im sp in

d ip l ift s ing p ink b ill

h ip g ift k ing l ink f ill

l ip s ift r ing m ink h ill

n ip dr ift w ing s ink J ill

r ip sh ift br ing w ink k ill

s ip sw ift cl ing bl ink m ill

t ip thr ift sl ing br ink p ill

ch ip st ing dr ink t ill

cl ip str ing ch ink w ill

sl ip spr ing cl ink ch ill

dr ip sw ing shr ink sp ill

gr ip th ing th ink st ill

sh ip wr ing tr ill

sk ip

tr ip

str ip

wh ip

Short "o" Phonograms.

B ob n od c ock d og

c ob p od l ock h og

r ob r od r ock l og

s ob h od s ock f og

m ob c od m ock fr og

j ob cl od bl ock c og

f ob pl od cl ock j og

kn ob tr od cr ock cl og

thr ob sh od fl ock



kn ock
st ock

h op t op sh op m op st op sl op l op dr op pr op s op cr op
s ong l oss
l ong t oss
d ong R oss
g ong m oss
str ong b oss
wr ong cr oss
pr ong fl oss
thr ong gl oss

Phonograms Containing Short "u".

r ub d uck b ug r un
t ub l uck h ug s un
c ub t uck j ug f un
h ub cl uck l ug b un
cl ub pl uck m ug g un
gr ub sh uck p ug sp un
scr ub tr uck r ug st un
st ub str uck t ug sh un
sn ub dr ug
pl ug
sn ug

dr um c uff r ung
pl um m uff s ung
ch um p uff h ung
g um h uff l ung
h um b uff cl ung
sc um bl uff fl ung
gl um gr uff sl ung
st uff st ung
spr ung
sw ung
str ung

b unk j ump h ush m ust
h unk b ump m ush j ust
j unk l ump r ush r ust
ch unk h ump g ush d ust
dr unk p ump br ush cr ust
sk unk d ump cr ush tr ust
sp unk st ump bl ush thr ust



tr unk th ump pl ush
thr ush

From the beginning review daily the phonograms taught.

Thus by means of these daily drills in pronunciation, the pupil gains power in mastering new words. He constantly makes intelligent and practical application of the knowledge he has gained in pronouncing a letter or a combination of letters in a certain way, under certain conditions.

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Diacritical Marks

The child has no need of diacritical marks at this time; indeed he has little need for them until the fourth year, when the use of the dictionary is taught. The new dictionaries greatly simplify the matter of mastering the diacritical marks, and lessen the number needed, by re-writing unphonetic words in simple phonetic spelling.

During the first three years do not retard the child's progress, and weaken his power to apply the knowledge which his previous experience has given him, by marking words to aid him in pronunciation. At best, the marks are artificial and questionable aids.

PHONIC PLAYS

Much necessary drill can be made interesting by infusing the *spirit* of play into an exercise that would otherwise be formal.

1. "Hide and Seek"

"Hide and Seek" at once suggests a game. The teacher introduces it simply by saying: "We'll play these sounds are hiding from us. Who can find them?"

Place the consonant cards on the blackboard ledge. The teacher writes any consonant on the board and immediately erases it. A pupil finds the card containing the same consonant, sounds it, and replaces the card.

Teacher writes several sounds on the board, then erases them. Pupil finds corresponding sounds on cards, in the order written.

2. "Fishing"

(Fish in pond.) Cards placed in a row on black board ledge. (Catching fish.) Pupil takes as many as he can sound correctly.

Single and blended consonants, and digraphs written on cardboard cut in form of fish, and put into the mirror lake on the sand table. Children "catch fish" in turn.

3. "Guess."

A pupil thinks of a word containing a known phonogram, which is communicated to the teacher. The child standing before the class then says, "I am thinking of a word belonging to the "an" family." The word, we will say, is "fan." A child who is called on asks, "Is it c an?" The first child replies, "It is not can." Another asks, "Is it m an?" etc., until the correct word is discovered.

4. "Run Home."

For reviewing phonograms and fixing the vowel sounds as well, the following game is used.

Draw pictures of several houses on the board, writing a different phonogram in each, explaining that these are the names of the families living there, as, "ed," "eg," "est," "en," etc. Distribute to the class cards containing a word with one of these endings, and let "the children run home." Those holding the words ten, pen, men and hen, will run to the house where "en" lives. The children holding rest, best, nest, etc., will group themselves at the house of "est."

Again let several children represent mothers and stand before the class holding phonograms. As Mother "ed" calls her children, those holding cards containing red, led, fed, Fred, and bed, will run to her. If a child belonging to the "est" family should come, she will send back the stray child, saying pleasantly, "You do not belong in my family." A little voice drill as practiced in the music lesson may be used here. The mother calls "Children" on 1 and 8 of the scale (low and high do thus:

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1-8 8-1

child-dren), the children replying as they come, "We're here."

For individual tests let the mother call out all her children from the other families, the children coming to her as she calls their card names.

RHYME STORIES

Enliven the phonic drills occasionally by originating little rhymes, using the words of the series to be reviewed. Write the words on the board in columns, or upon cards. As the teacher repeats a line of the jingle, she pauses for the children to supply the rhyme words.

Grandma was taking a cozy nap
Her hands were folded in her (lap)
When she wakened she heard a (tap)
In the maple tree that was full of (sap.)
She soon spied the tapper—he wore a red (cap)
White vest and black coat, and his wings gave a (flap)
As he hopped about with a rap-a-tap-(tap)
What did he want—was he looking for (sap)?
Ah no, but for grubs, which he ate quick as (snap)
Can you name this gay drummer who wears a red (cap)?

II.

As soon as possible introduce a number of phonograms into the same story.

I have a little pet
Who is as black as (jet)
She sits upon a mat
And watches for a (rat.)
Her coat is smooth as silk,
She likes to drink sweet (milk)
She grows so fast and fat
That soon she'll be a (cat)
Can't you guess? Now what a pity
'Tis the dearest little ().

SPELLING BY SOUND

An easy step now, which the children will enjoy is the writing of the words of given families as a dictation exercise, followed by sentences as soon as the use of the capital and period have been taught. Such sentences as the following may be given after a number of short “a” phonograms are mastered:

The cat sat on a mat.
Nan has a fan.
The cat is fat.
The cat can see the pan.
The man has a hat.
Dan has a bat.
Dan has a hat and a cap.
The bag is in the cab.

When phonograms containing the other short vowels are known, words may be pronounced miscellaneously from different series or families; as, run, cap, pet, ran, pin, top, followed by sentences made up of miscellaneous words, as,—

“Run red hen.”
“Nan has a fan.”
“Get the hat pin.”
“Ned can spin a top.”
“Nat set the trap.”
“Jack run back and get the sack.”
“A fat man got in the hack.”
“Can Sam get the hat?”

THE ALPHABET AND ORAL SPELLING

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The names of letters should not be formally taught until their sounds are thoroly fixed in mind; otherwise the names and sounds will be confused. Pupils who begin by “learning their letters” will be found spelling out a word (naming over the letters) in order to arrive at the pronunciation. Attention must be focused on the *sounds only*, at first. When the consonant sounds are mastered by every member of the class, and they have gained some proficiency in pronouncing words by blending these with the short and long vowel sounds, the *names* of the letters may be taught, and the alphabet committed to memory in order.

While as a rule, most children learn the majority of the letters incidentally by the end of the first year, it often happens that some remain ignorant of the alphabetical order until they come to use the dictionary, and are greatly handicapped.

To Associate the Name of the Letter With Its Sound.

(1) The teacher names the letter as she points to it and the children give the corresponding sound; (2) As the teacher sounds the letter, pupils name the letter sounded. (3) Repeat with the letters erased from the board.

Oral spelling may begin *after* the sounds have first been mastered—and as soon as the names of the letters are taught. Spell only the phonetic words at first. The lists of families of words which have been written from dictation may now be spelled orally.

The spelling recitation may be both oral and written, but written spelling should predominate the first year. Unphonetic words should be taught by visualizing—getting the form of the word as a whole. The teacher writes the word on the board in free rapid hand, pupils observe for a moment, getting a mental picture of the form; the word is erased by the teacher, and reproduced on the board by the pupil.

While oral spelling aids the “ear-minded” pupil and gives variety in the recitation, written spelling should predominate for the reasons that (1) in practical life, spelling is used almost wholly in expressing thought in writing; (2) the eye and hand should be trained equally with the ear. It is often true that good oral spellers will fail in writing the same words for want of practice. (3) In the written recitation each pupil can spell a greater number of words and in less time than is possible in oral spelling.

SEAT WORK

1. Distribute pages from magazines or old readers and let pupils underline words beginning with a certain consonant (the one being taught). If different colored pencils are used, the same pages can be used a number of times. When the “m” sound is being taught let all words beginning with that sound be marked with black; at another

seat work period, words beginning with “b” are marked with “green;” and again, words beginning with “f” sound are marked with blue pencils, *etc.*



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Underline digraphs, blended consonants, and phonograms.

2. The teacher writes a phonogram on the board and below it all the consonant sounds from which words may be built. Pupils write the entire words.
3. Phonograms are written on the board; pupils supply consonants and write out the words.
4. Have a number of phonograms and three or four sets of consonants in envelopes. Give an envelope to each child and let him build the words on his desk. Duplicate copies can be made on a hectograph, one set for each lesson; then if one envelope from each set is preserved, those miscellaneous lessons can be used in review for a long time, each child using a different set each time.
5. Write on the board lists of words ending in various phonograms and let the children re-write them, arranging in columns according to phonograms.
6. Write families from memory.

GENERAL SUGGESTIONS

1. At least two daily periods should be given to phonics. The first lessons will be short, but after some advance has been made, ten to fifteen minutes should be given.
2. As far as possible let the words for phonic drill be those that will occur in the new reading lessons.
3. Constantly review all familiar sounds, phonograms, digraphs, blends, *etc.*, when met in new words, and so teach pupils to apply their knowledge of phonics.
4. Teaching them to “pantomime” the sounds—representing them mutely by movement of the lips, tongue and palate, will aid them in silent study at their seats.
5. By the end of the first year the pupil’s phonetic knowledge, combined with his vocabulary of sight words and his power to discover a new word, either phonetically or by the context, ought to enable him to read independently any primer, and to read during the year from eight to twelve or more primers and first readers.
6. In reading, pupils should be taught to get the meaning chiefly by context—by the parts which precede or follow the difficult word and are so associated with it as to throw light upon its meaning.
7. When a word cannot be pronounced phonetically, the teacher should assist by giving the sound needed, but the pupil will soon discover that by using his wits in phonics as in

other things, he can get the new word for himself by the sense of what he is reading, e.g., in the sentence, “The farmer came into the field” he meets the new word “field.” Naturally a second year pupil, who has learned the reasons for sounding will apply the long sound of “i;”—as he reads it does not make sense, so he tries short “i.” Still the sentence is meaningless, so he tries again with “e” and reads a sentence which satisfies him, because the meaning is clear.

If the first year pupil pronounces the word “coat” as co-at (recognizing the last combination as a member of the “at” family) the teacher will underline and call his attention to the digraph “oa” which he has already learned to pronounce as long “o.” Most pupils however, meeting the word in a sentence—as, “The caterpillar’s coat is green”—would, if reading thoughtfully recognize the word by the context.

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8. Drill on obscure sounds should be omitted the first year. Unphonetic words should be taught as sight words: as: one, many, been, said, they, ought, eight.
9. Begin to combine words and syllables into longer words as soon as possible: door-step, in-deed, hand-some, be-fore, ham-mer-ing, in-no-cent, for-get-ful, car-pen-ter, side-walk, mis-take.
10. Give time increasingly to analytic-synthetic word study, e.g.—“eight” and “rain” are taught as sight words.

eigh t	r ain	
Analysis:	eigh	ain
w eigh	p ain	
w eight	pl ain	
Synthesis:	n eigh	com plain
n eigh bor	com plain ing	

ARTICULATION

Exercises to correct faulty articulation and secure flexibility should be given frequently. Constant vigilance is necessary in overcoming the common errors shown in the following examples.

“I will eat you,” said the troll. (not “e-chew”)
 Dear little baby, close your eye. (not “clo-zhure eye”)
 “I will then,” said Red Hen, and she did. (not “an’ she did.”)
 Put your right hand in. (not “put chure”)
 —you, and you, and you. (an’ Jew.)
 Father will meet you (meat chew) at the station.
 The leaves turned to red and gold. (red Dan gold)
 “No matter what you hear, (what chew) no matter what you see,
 Raggylug, don’t you move.” (don’t chew)
 Tender flowers come forth to greet her. (gree-ter)
 It is not at all (a-tall) like the mother bird.

Have the pupils practice such exercises as:—

Did you? Don’t you? Would you? Should you? Could you? (Not “did Jew,”
 “don’t chew” etc.)
 Where shall I meet you? (not meat chew)



When shall I meet you?
She sells sea shells.

Pupils usually have difficulty with words ending in sts, dth, pth. Lists of such words should be drilled upon:—

Nests, vests, posts, hosts, boasts, fists, mists, frosts, length, breadth, depth.

“He thrusts his fists against the posts,
And still insists he sees the ghosts.”

(If necessary show the pupils how to adjust the vocal organs to make the different sounds.)

m, n, ng (nasal)

p, b, w, m (lips) f, v (lips and teeth) t, d, s, z, n (tongue and hard palate.) j, ch, (tongue and hard palate-back) k, g, ng (tongue and soft palate.) y, l (tongue, hard palate and soft palate.) p, b, d, t, j, k, h, g, ch (momentary) w, f, v, s, l, r, y, th, sh (continuous)

The majority of children learn the sounds by imitation and repetition. The above is to help the teacher in giving the sounds correctly.

SECOND YEAR

I. Review Single and Blended Consonants, Digraphs, Short and Long Vowels, and All Phonograms.

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II. Continue Pronouncing Exercises, Teaching New Phonograms.

Continue word study by the analytic-synthetic process. These phonic drills will deal largely with the new words that occur in the daily reading lessons.

III. Syllabication.

In mastering the pronunciation of new words, pupils should acquire the habit of analyzing them into syllables.

The ear must be trained to *hear* syllables, they should be *separately pronounced*, and *clearly imaged*. This makes for effective spelling later. Most of the difficulties in spelling are removed when the habit of breaking up a complex word into its elements is acquired.

re mem ber ther mom e ter sep a rate in de pen dence dan de lion mul ti pli ca tion beau ti ful re frig er a tor

IV. Teach the Long Vowel Sounds.

We have found that the short vowels predominate in the English language. The long vowel sounds come next in frequency. When the child has mastered the letters and combinations representing these two sounds, he is able to recognize a large majority of the phonetic words in our language.

Phonetic words follow definite rules of pronunciation. These rules are not to be formally taught in the first and second years, but pointed out by examples, so that the visual and auditory image may be associated.

To illustrate: When there are two or more vowels in a word of one syllable, the first vowel is long, and the last silent, as: came, leaf, coat, rain.

“When there is one vowel in the word and it is the last, it is long,” as: me, he, fly.

All vowels are short unless modified by position.

Have the children notice the effect of final “e” upon some of their short vowel words. These lists will furnish good pronunciation drills.

mat	mate	bit	bite	tap	tape
pan	pane	rod	rode	fad	fade
fat	fate	hat	hate	mad	made
can	cane	pin	pine	rat	rate
not	note	rob	robe	pet	Pete



man mane din dine dim dime
cap cape fin fine spin spine
hid hide mop mope kit kite
hop hope plum plume rip ripe
tub tube cub cube
cut cute
tun tune

Call attention to the vowel digraphs in the same way: ea, ai, oa, ay.

deaf seat bean neat leaves meat heat peach lean please eagle clean eat seam teach
mean stream glean read squeal wean

While there are exceptions, as in the words “head” and “bread,” the digraph “ea” has the sound of long “e” in nearly three-fourths of the words in which it occurs and should be so taught. The visual image “ea” should call up the auditory image of long “e.” When the child meets the exceptions the context must be relied on to aid him.

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Likewise in the following list, the new fact to be taught is the digraph “ai” having the long sound of “a.” Blending the initial and final consonants with this, the pupil pronounces the new list of words without further aid.

rain chain faith daisy wait main paint daily nail brain faint plainly pail drain snail waist
pain claim frail complain pain train praise sailor aim plain quail raise maid braid sprain
trail mail

The digraph “oa” and “ay” may be taught with equal ease the first year. There is no reason for deferring them; they should be taught as soon as the children have need for them.

coat toast roar load goat roam float road moan toad roam throat oar boat oat meal croak
soar foam loaf soap coarse loaves groan board goal boast cloak coach poach roastsay
day may gay hay play slay pray lay clay dray gray nay bray way stay pay tray sway
spray ray stray jay stray

LONG VOWEL PHONOGRAMS

(These lists are for rapid pronunciation drills.)

c ame	f ade	f ace	sh ape
l ame	m ade	l ace	gr ape
g ame	w ade	p ace	m ate
n ame	bl ade	r ace	d ate
s ame	gr ade	br ace	f ate
t ame	sh ade	Gr ace	g ate
bl ame	sp ade	pl ace	h ate
fl ame	gl ade	sp ace	K ate
sh ame	tr ade	tr ace	

c age	b ake	s ale	l ate
p age	c ake	b ale	r ate
r age	l ake	p ale	cr ate
s age	m ake	t ale	gr ate
w age	r ake	sc ale	pl ate
st age	s ake	st ale	sk ate
t ake	wh ale	st ate	
w ake	g ale	g ave	
c ane	dr ake	d ale	s ave
l ane	fl ake	c ape	c ave
m ane	qu ake	t ape	p ave



p ane sh ake cr ape r ave
v ane sn ake dr ape w ave
cr ane st ake scr ape br ave
pl ane br ake gr ave
sh ave
sl ave
st ave
cr ave

b e h eed s eek
h e s eed m eek
m e w eed w eek
w e r eed ch eek
sh e b leed cr eek
th e br eed sl eek
tr ee gr eed p eek
s ee sp eed Gr eek
b ee st eed f eet
th ee fr eed b eet
fl ee f eel m eet
kn ee p eel fl eet
fr ee h eel gr eet
thr ee r eel sh eet
gl ee kn eel sl eet
sk ee st eel str eet
d eed wh eel sw eet
n eed
f eed

p eep d eem
d eep s eem
k eep t eem
ch eep br eeze
w eep fr eeze
cr eep sn eeze
sh eep squ eeze
sl eep wh eeze
st eep
sw eep



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d eer	m ice	pr ide	kn ife
ch eer	n ice	gl ide	str ife
qu eer	r ice	gu ide	h igh
sh eer	pr ice	sl ide	s igh
st eer	sl ice	str ide	n igh
sn eer	sp ice	d ie	th igh
gr een	tr ice	t ie	l ight
qu een	tw ice	l ie	m ight
pr een	r ide	d ied	r ight
scr een	s ide	dr ied	br ight
w een	h ide	fr ied	f ight
spl een	t ide	sp ied	n ight
s een	w ide	l ife	s ight
k een	br ide	w ife	
f ife			

t ight f ind t ire
 fr ight m ind w ire
 sl ight b ind f ire
 kn ight r ind h ire
 w ind m ire
 l ike bl ind sp ire
 d ike gr ind squ ire
 p ike
 h ike f ine k ite
 t ike d ine b ite
 sp ike m ine m ite
 str ike n ine qu ite
 p ine sm ite
 p ile v ine sp ite
 t ile br ine spr ite
 m ile sh ine wh ite
 N ile sp ine wr ite
 f ile sw ine
 sm ile th ine f ive
 st ile tw ine h ive
 wh ile wh ine d ive
 l ive
 d ime r ipe dr ive
 l ime p ipe str ive
 t ime w ipe thr ive



ch ime sn ipe
sl ime tr ipe m y
pr ime str ipe b y
fl y
cr y

dr y c old b one ch ose
fr y s old dr one th ose
pr y b old ph one cl ose
sh y m old sh one w ove
sk y t old thr one dr ove
sl y f old gr ove
sp y g old r ope cl ove
spr y h old h ope st ove
st y sc old d ope
tr y sl ope h oe
wh y h ole t oe
p ole c ore J oe
r obe m ole m ore f oe
gl obe s ole p ore w oe
r ode st ole t ore
j oke wh ole w ore d oor
p oke r oll s ore fl oor
w oke tr oll ch ore
br oke str oll sh ore m ow
ch oke sn ore r ow
sm oke c olt st ore s ow
sp oke b olt b ow
str oke j olt t orn bl ow
v olt w orn sl ow
sh orn sn ow
h ome cr ow
t one r ose fl ow
st one n ose gl ow
h ose gr ow
p ose kn ow
sh ow

thr ow t ube bl ue
s own c ube d ue
bl own m ule h ue
gr own f ume c ue
fl own pl ume gl ue
thr own J une fl ue



t une
c ure
p ure

The Diphthongs oi, oy, ou, ow.

oi	oy	m ound	ow
b oil	b oy	gr ound	c ow
s oil	j oy	c ount	n ow
t oil	t oy	m ount	h ow
c oil	R oy	h our	b ow
br oil	tr oy	fl our	br ow
sp oil	ou	h ouse	f owl
m ouse	h owl		

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v oice	l oud	bl ouse	gr owl
ch oice	cl oud	p out	sc owl
c oin	pr oud	sh out	d own
j oin	c ouch	sp out	g own
j oint	p ouch	spr out	t own
p oint	s ound	st out	br own
n oise	b ound	tr out	cl own
m oist	r ound	m outh	cr own
f ound	s outh	dr own	
w ound		fr own	

DIGRAPHS

(For rapid pronunciation drills.)

sh	ch	th	wh	th
sh eep	ch ick	bath	wh en	then
sh ell	ch ild	both	wh y	they
sh y	ch air	doth	wh ere	these
sh ore	ch ill	mirth	wh ich	those
sh ine	cherry	worth	wh at	the
sh ow	ch ildren	birth	wh ile	thy
sh e	ch urch	tooth	wh ose	that
sh all	ch ase	loth	wh ite	this
sh ould	ch est	girth	wh ale	thus
sh ake	ch ange	thin	wh eat	thine
sh ame	ch alk	thick	wh eel	there
sh ape	ch ain	think	wh ack	their
sh are	ch ance	throat	wh ip	them
sh ark	ch arge	thorn	wh irl	though
sh arp	ch ap	three	wh et	thou
sh awl	ch apel	third	wh ey	
sh ed	ch apter	thaw	wh isper	
sh ear	ch arm		wh istle	
sh epherd	ch eck			

THIRD YEAR

I. Rules or Reasons for Sounds.

(The effect of the position of the letter upon its sound.)

II. Effect of "r" Upon Vowels.

III. Equivalents.

IV. Teach Vowel Sounds Other Than Long and Short Sounds, by Analyzing Known Words and Phonograms.

Pupils know the phonogram "ark," learned when the following list of words was pronounced: bark, dark, hark, lark, mark, park, shark, *etc.* Attention is now called to the long Italian "a" sound (two dots above) and other lists pronounced; as, farm, barn, sharp, charm. Broad "a" (two dots below) is taught by recalling the familiar phonogram "all" and the series: ball, fall, call, tall, small, *etc.*, pronounced. Also other lists containing this sound: as, walk, salt, caught, chalk, haul, claw, cause.

(The rules for sounds apply to the individual syllables in words of more than one syllable as well as to monosyllables.)

HOW TO DISTINGUISH BETWEEN VOWELS AND CONSONANTS

Before the rules for the sounds are taken up, it will be necessary that the pupils know how to distinguish the vowels from the consonants.

Have the vowels on the board, also lists of words, and drill on finding the vowels in the lists. The teacher says, "These letters are called vowels." "How many vowels are there?" "Find a vowel in this word"—pointing to one of the words in the lists. As the pupil finds it he says, "This is a vowel." Find the vowels in all the words in the lists.



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PHONICS AND LANGUAGE

When the vowels and consonants can be distinguished, pupils can be taught the use of the articles “a” and “an”.

“An” is used before words beginning with vowels; “a” before words beginning with consonants. Lists of words are placed on the board to be copied, and the proper article supplied.

apple ball
stem eye
peach owl
orange flower
table uncle
ink-stand

Use the article “the” with the same list of words in oral expression, pronouncing “the” with the long sound of “e” before words beginning with vowels, as “The apple,” “The ink-stand.”

The apple is on the table. The peach is ripe. The flower and *the* orange are for you. *The* owl has bright eyes. *The* ice is smooth and hard. Grandfather sits in *the* arm chair. Is *the* envelope sealed? *The* old man leans on the cane.

RULES OR REASONS FOR SOUNDS

The real difficulty in phonics lies in the fact that the pronunciation of the English language abounds in inconsistencies. Its letters have no fixed values and represent different sounds in different words.

While there are but twenty-six letters in the English alphabet there are forty-four elementary sounds in the English language.

Thus far but one sound for each consonant has been taught and emphasized. Incidentally the fact that some of the letters have more than one sound has been discovered, as c in city, g in gentle,—but now definite teaching is given concerning them. The new sound is taught with its diacritical mark and the reason given, e.g. “c before e, i, or y is soft.”

When a reason or rule for marking is given, lists of words illustrating the rule should be sounded and pronounced. The teacher marks the word as the reason is given. Lists of words may be marked by the pupils as a dictation exercise.

The above use of *diacritical marks* does not apply to the pernicious practice of marking words to aid in pronunciation, but to show the purpose of marks, which is merely to indicate the sound.

Teach that the sound of the letter depends upon its position in the word, and not upon the diacritical marks.

REASONS FOR SOUNDS

1. When there is one vowel in the word and it is at the last, it is long.

me	he	my	sky
be	the	by	cry
we	she	fly	try

2. One vowel in the word, not at the last, is short; as, mat, nest, pond.

(Refer to short vowel lists to test this rule.)

3. When there are two or more vowels in a syllable, or a word of one syllable the first vowel is long, and the last are silent; as: mate, sneeze, day. (Teacher marks the long and silent vowels as the reason for the sound is given.)

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Children mark these words and give reason: game, kite, make, coat, meat, wait.

After rules (1 to 3) are clearly developed, apply them by marking and pronouncing these words and giving reasons.

coat man neat he nine box sun feel kite she run me take we seam heat bit tan bite mad
made take cape the mane cap lake

Rule 4.

When double consonants occur, the last is silent; tel_l_, bac_k_.

back bell kill dress duck Jack fell till Jess tack pack Nell fill less press lack Bell pill neck
luck sack sell will Bess still tack tell hill block stick shall well mill peck trill shell yell rock
clock struck

Rule 5.

T before ch is silent: ca_t_ch.

hatch switch ditch match stretch pitch latch thatch stitch patch sketch fetch hitch scratch
match watch snatch crutch

Rule 6.

N before g, the sound of ng ([n=]): sing, also n before k—[n=]g,—i[n=]k.

bang song lank rang long bank sang strong sank hang thing tank wink cling sung sink
swing lung think sing swung brink sting stung

Rule 7.

Initial k before n is silent—knife.

knee knew know knack knot knock knob knell knife knelt known kneel

Rule 8.

Initial w before r is silent—write.

wry wren written wring wreak wrist wrong wrote wriggle write wretch wrench wrap
wreath writing

Rule 9.

Initial g before n is silent—gnaw.



gnat	gnarl	gnu
gnaw	gneiss	gnome

Rule 10.

C before e, i or y is soft.—cent, city, cypress.

face cent nice lace cell price place ice slice race rice twice Grace mice cypress cylinder
cyclone

(Hard c is found before a, o, and u or a consonant.)

Rule 11.

G before e, i or y is soft,—gentle, giant, gypsy. (Get and give are common exceptions.)

age gentle gem cage gin gypsy page gill giraffe rage ginger wage sage giant gipsy

Exercise—Pronounce and mark the following words, and tell whether they contain the soft or hard sounds of g.



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go gay gate globe dog bag garden glass gentle cage general forge geese gather wagon
glove gem game George forget germ Gill Grace grain

Note effect of final e on hard g.

rag	rage	sag	sage
wag	wage	stag	stage

Rule 12.

I before gh—i is long and gh silent—ni_gh_t.

light right fight night bright fright sight high slight might thigh flight tight sigh plight

Rule 13.

Final y in words of more than one syllable is short,—cherry.

dainty pity ferry plainly city lightly rainy naughty berry daisy thirty merry daily dreary
cherry

Rule 14.

Final e in words of more than one syllable is silent.—gentl_e_,
Nelli_e_.

Rule 15.

Effect of r upon vowels.

[er] [ir] [or] [ur] her bird work urn fern sir word turn term stir worm hurt herd girl world
purr jerk first worst burn ever chirp worth churn serve whirl worse burst perch thirst
worship church kernel fir worthy curve verse firm worry curb verb third fur germ birth
blur herb birch curd stern thirty curl

OTHER EQUIVALENTS

a==e [(a)]==(e)

they eight care heir obey weight bare their prey freight fare there weigh neigh hair
where sleigh veins fair stair reign whey chair pear skein rein pair

a==[o] a==[(o)] au==aw==ou



what not call nor haul ought
was odd raw for fault bought
watch cot want corn cause sought
wasp got walk cord pause caw
wash hop salt short caught saw
drop dog hall storm naught paw
spot fog draw horse naughty draw
talk morn thought thaw

ou==ow [=ew]==[=u]

our how dew due out now few hue hour cow mew blue flour bow new June trout plow
Jew tune shout owl pew plume mouth growl hue pure sound brown glue flute mouse
crowd ground flower house drown

ew==[oo]==o==[u..] o==oo==[u..]



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grew do poor rude wolf wool
 chew you soon rule could foot
 crew to noon tool would good
 brew shoe whom school should hood
 drew prove food spool woman wood
 threw broad whose roof shook stood
 screw moon tomb broom crook pull
 strew goose stoop roost hook bush
 shrewd took full
 brook put
 book puss
 look

o==[]u] oy==oi

come fun boy oil none gun joy soil son run Roy voice dove sup toy spoil love cup troy
 joint some sun join point ton hum coin choice won drum noise noise does plum toil
 moist touch nut glove shut month much none must

FOURTH YEAR

I. Review and continue to apply the principles of pronunciation, with a more complete mastery of the vowel and consonant sounds as found in Webster's dictionary.

II. Teach the diacritical marks found in the dictionary to be used. The marks needed will be found at the foot of each page of the dictionary.

III. Teach the use of the dictionary.

(1) See that every child owns, if possible, one of the new dictionaries, in which unphonetic words are respelled phonetically.

(2) See that all know the alphabet in order.

(3) Pupils practice finding names in the telephone directory, catalogs, reference books, *etc.*

(4) Practice arranging lists of words in alphabetical order, as in the following dictation exercise.

Rewrite these words in the order in which they would occur in the dictionary.



chance value alarm hurdle green evergreen window feather indeed leave sapwood
monkey bruise kernel double jelly

Also lists like these:—a step more difficult.

arbor angry alarm after artist age afford apron apple appear athletic approve assist
answer always anchor

After teaching the alphabetical order, with dictionary in hand, have the pupil trace the word to its letter, then to its page.

Having found his way to the word, he must now learn to read what the dictionary has to tell him about it. His attention is called to syllabification as well as to diacritical marks. (Those found at the foot of the page will furnish the key to pronunciation.)

He finds that his dictionary is a means of learning not only the pronunciation of words, but their meaning and spelling. Later, as soon as the parts of speech are known, he should learn the various uses of words—their grammatical uses, derivation, *etc.*, and come to regard the dictionary as one of his commonest tools, as necessary as other books of reference.

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But here the teacher's task is not done. Provided with the key to the mastery of symbols, her pupils may still fail to use this key to unlock the vast literary treasures in store for them. They must be taught *what to read*, as well as *how to read*. They must be introduced to the school library and if possible to the public library. Dr. Elliot has said: "The uplifting of the democratic masses depends upon the implanting at school of the taste for good reading."

Moreover that teacher does her pupils the most important and lasting service who develops in them not only *an appreciation of good literature*, but *the habit of reading it*.

Transcriber's note:

Non-ascii diacritical marks represented as follows: [(a] a below inverted breve [)e] e below breve [(e] e below inverted breve [)o] o below breve [(o] o below inverted breve [)u] u below breve [=u] u below macron [n=] n above macron [u..] u above diaresis [er] *er below tilde* [ir] *ir below tilde* [or] *or below tilde* [ur] *ur below tilde* [=ew] ew below macron [=oo] oo below macron

Words such as *thot*, *thotfully* and *thoroly* are spelt as per original.