Auditory and visual exercises for developing phonetic skills in grade one

Carter, Florence E.

Boston University

http://hdl.handle.net/2144/21356

Boston University
Auditory and visual exercises for developing phonetic skills in grade one
BOSTON UNIVERSITY
SCHOOL OF EDUCATION
Service Paper
AUDITORY AND VISUAL EXERCISES FOR DEVELOPING
PHONETIC SKILLS IN GRADE ONE

Submitted by
Florence Evelyn Carter
(B.S. in Education)
(Worcester State Teachers College, 1936)
In partial fulfillment of the requirements
for the degree of
Master of Education
1949
INTRODUCTION

The purpose of this study is to build exercises that will develop phonetic skills in grade one. The exercises are planned to accompany the basal first grade texts of the Unit-Activity Series.

Forty-six lessons are presented based on the vocabulary of the basal primer and first reader. The lessons are designed to develop auditory discrimination and visual discrimination power that will help the pupil in learning to read. The exercises include initial and final consonants, initial blends, and the most common phonograms used in the reading vocabulary of the series.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>LIST OF LESSONS</td>
<td>iii-v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER I</td>
<td></td>
</tr>
<tr>
<td>SUMMARY OF PREVIOUS RESEARCH</td>
<td>1-15</td>
</tr>
<tr>
<td>CHAPTER II</td>
<td></td>
</tr>
<tr>
<td>PLAN OF THE EXERCISES</td>
<td>16-25</td>
</tr>
<tr>
<td>VOCABULARY OF THE UNIT-ACTIVITY READING SERIES GRADE ONE</td>
<td>26-29</td>
</tr>
<tr>
<td>MOST COMMON RHYMES IN TOM'S TRIP, AT HOME AND AWAY, IN CITY AND COUNTRY</td>
<td>32</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>34-170</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>171-173</td>
</tr>
</tbody>
</table>
# LIST OF LESSONS

<table>
<thead>
<tr>
<th>LESSON</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INITIAL CONSONANT M.</td>
<td>35-40</td>
</tr>
<tr>
<td>II. INITIAL CONSONANT W.</td>
<td>41-45</td>
</tr>
<tr>
<td>III. INITIAL CONSONANT B.</td>
<td>44-46</td>
</tr>
<tr>
<td>IV. INITIAL CONSONANT D.</td>
<td>47-50</td>
</tr>
<tr>
<td>V. INITIAL CONSONANTS M W B D REVIEW LESSON</td>
<td>51-54</td>
</tr>
<tr>
<td>VI. INITIAL CONSONANT H.</td>
<td>55-57</td>
</tr>
<tr>
<td>VII. INITIAL CONSONANT T.</td>
<td>58-61</td>
</tr>
<tr>
<td>VIII. INITIAL CONSONANT P.</td>
<td>62-65</td>
</tr>
<tr>
<td>IX. INITIAL CONSONANT R.'</td>
<td>66-69</td>
</tr>
<tr>
<td>X. INITIAL CONSONANTS H T P R REVIEW LESSON</td>
<td>70-73</td>
</tr>
<tr>
<td>XI. INITIAL CONSONANT S.</td>
<td>74-76</td>
</tr>
<tr>
<td>XII. INITIAL CONSONANT C.</td>
<td>77-78</td>
</tr>
<tr>
<td>XIII. INITIAL CONSONANT F.</td>
<td>79-82</td>
</tr>
<tr>
<td>XIV. INITIAL CONSONANT G.</td>
<td>83-85</td>
</tr>
<tr>
<td>XV. INITIAL CONSONANTS S C F G REVIEW LESSON</td>
<td>36-37</td>
</tr>
<tr>
<td>XVI. INITIAL CONSONANTS J K.'</td>
<td>88-91</td>
</tr>
<tr>
<td>XVII. INITIAL CONSONANT L.'</td>
<td>92-94</td>
</tr>
<tr>
<td>XVIII. INITIAL CONSONANT N.'</td>
<td>95-97</td>
</tr>
<tr>
<td>XIX. INITIAL CONSONANTS Y V.'</td>
<td>98-99</td>
</tr>
<tr>
<td>XX. INITIAL CONSONANTS J K L N Y V. REVIEW LESSON</td>
<td>100-101</td>
</tr>
<tr>
<td>XXI. INITIAL CONSONANT BLEND TH.</td>
<td>102-103</td>
</tr>
<tr>
<td>Lesson</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>XXII.</td>
<td>Initial Consonant Blend SH.</td>
</tr>
<tr>
<td>XXIII.</td>
<td>Initial Consonant Blend CH.</td>
</tr>
<tr>
<td>XXIV.</td>
<td>Initial Consonant Blend WH.</td>
</tr>
<tr>
<td>XXV.</td>
<td>Initial Blends GR DR.</td>
</tr>
<tr>
<td>XXVI.</td>
<td>Initial Blend BR.</td>
</tr>
<tr>
<td>XXVII.</td>
<td>Initial Blends GR LR BR.</td>
</tr>
<tr>
<td>XXVIII.</td>
<td>Initial Blends CL FL PL BL.</td>
</tr>
<tr>
<td>XXIX.</td>
<td>Initial Blends CL FL PL BL REVIEW LESSON</td>
</tr>
<tr>
<td>XXX.</td>
<td>Initial Blends CL FL PL BL REVIEW LESSON</td>
</tr>
<tr>
<td>XXXI.</td>
<td>Initial Blends SW ST.</td>
</tr>
<tr>
<td>XXXII.</td>
<td>Words That Rhyme With May.</td>
</tr>
<tr>
<td>XXXIII.</td>
<td>Words That Rhyme With At.</td>
</tr>
<tr>
<td>XXXIV.</td>
<td>Words That Rhyme With Book.</td>
</tr>
<tr>
<td>XXXV.</td>
<td>Words That Rhyme With All.</td>
</tr>
<tr>
<td>XXXVI.</td>
<td>Words That Rhyme With May At Book All REVIEW LESSON</td>
</tr>
<tr>
<td>XXXVII.</td>
<td>Words That Rhyme With Hen.</td>
</tr>
<tr>
<td>XXXVIII.</td>
<td>Words That Rhyme With Round.</td>
</tr>
<tr>
<td>XXXIX.</td>
<td>Words That Rhyme With Sleep.</td>
</tr>
<tr>
<td>XL.</td>
<td>Words That Rhyme With Sing.</td>
</tr>
<tr>
<td>XLI.</td>
<td>Words That Rhyme With Hen Round Sleep Sing REVIEW LESSON</td>
</tr>
<tr>
<td>XLII.</td>
<td>Final Consonants S G.</td>
</tr>
<tr>
<td>XLIII.</td>
<td>Final Consonants N P.</td>
</tr>
</tbody>
</table>
LESSON PAGE
XLIV. FINAL CONSONANTS D M. 161-163
XLV. FINAL CONSONANTS T R. 164-166
XLVI. FINAL BLENDS CH SH TH. 167-170
<table>
<thead>
<tr>
<th>Table Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREQUENCY OF INITIAL CONSONANTS</td>
<td>30</td>
</tr>
<tr>
<td>FREQUENCY OF INITIAL BLENDS</td>
<td>31</td>
</tr>
<tr>
<td>FREQUENCY OF FINAL CONSONANT ENDINGS</td>
<td>33</td>
</tr>
</tbody>
</table>
"In the renewed search for ways of improving reading instruction, attention has been drawn to the need for more intensive and wider use of phonics as a contributing factor."

Is a definite phonic program in the primary grades desirable? Can specific results be cited that will fully justify increased attention to auditory discrimination, visual discrimination, and the recognition of familiar elements in words? Experimental work in the field and the opinions of investigators will be considered.

"The two most common weaknesses found in children who fail to learn to read are poor auditory and visual perceptions of word elements," states Durrell. He feels that an essential part of the reading readiness program in the first grade should be to overcome these weaknesses.

Investigators have found that training in auditory and visual discrimination contribute greatly to the child's progress in beginning reading.

Murphy carried on an experiment with 540 first grade


2 Durrell, Donald D., Improvement of Basic Reading Abilities World Book Co. 1940 p. 230

children to evaluate the effect of specific training in auditory and visual discrimination. She found that the experimental groups were superior to the control groups in reading achievement at every measurement following the period of training. The experimental groups gained in auditory and visual discrimination as a result of the training and showed significant increase over control groups in rate of learning scores.

Also, working in the experimental field, Junkins\textsuperscript{1} concluded that the ability to see likenesses and differences in word forms improved by specific teaching. There was definite evidence that instruction and practice in visual discrimination improved the rate of learning of new words.

Betts\textsuperscript{2} and Gray\textsuperscript{3} say that the ability to be a good observer of the likenesses and differences among word forms appears to be an important factor in learning to read. The power to discriminate between word forms and word sounds is a prerequisite to the development of word perception and is related to retention.

\textsuperscript{1}Junkins, K.M., \textit{The Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Reading}}

\textsuperscript{2}Betts, Emmett Albert, \textit{Foundations of Reading Instruction}}
American Book Co. 1946 p. 129

\textsuperscript{3}Thirty-sixth Yearbook, National Society for the Study of Education, Part I, \textit{The Teaching of Reading, A Second Report}}
Public School Publishing Co. 1937 p. 84
The principle of "look alike, sound alike" is very useful, according to Dolch and we want to help children to discover it. A habit of visual analysis helps both sight recognition and sounding attacks.

Marion Monroe states that poor sound discrimination may offer a confusing factor in the formation of associations between words and their visual symbols.

Crossley studied the effect of the use of lantern slides in developing auditory and visual discrimination. She constructed a series of lessons and tested before and after instruction. She found that auditory discrimination does affect beginning reading and is apparently more significant than mental age. In comparing the reading of two groups of children each having a high mental age but differing abilities in auditory discrimination there was a statistically significant difference in favor of the group with the high auditory scores. In comparing the reading of two groups each having low mental age and differing auditory ability, the group with the greater auditory skill was superior. A comparison of the

1 Dolch, Edward W., Teaching Primary Reading
Garrard Press 1940 p. 220

2 Monroe, Marion, Children Who Cannot Read
University of Chicago Press 1932 p. 93-98

groups as a whole showed significant differences in the learning rate in favor of the experimental groups. Children subjected to auditory discrimination of vowel sounds profited from such training. The reading scores of the experimental groups were superior to those of the control groups.

Baker\(^1\) studied the reading of children in grades four through eight who had attended remedial reading classes. She reports that training in phonetic analysis is necessary because the child must be conscious of the sounds that a combination of letters represent. This tends to eliminate the confusion that similar appearing words cause.

An experiment to show the relationship of phonic ability and reading was completed by Tiffin and McKinnis.\(^2\) Each child was given an informal phonic test and two reading tests. Correlations between the two tests were computed. It was found that phonic ability and reading were significantly related. They concluded that a reading program without provision for a mastery of phonic principles was inadequate.

In 1930, Lohman\(^3\) made an investigation of the opinions

---


of educators in regard to phonics and found that there was a
definite feeling that phonics are necessary in beginning
reading.

There is evidence that children in kindergarten observe
letters in their early experience with written language.
Wilson and Fleming\(^1\) found that children were letter conscious
in early stages of reading and that attention by young children
to letter forms seemed to be basic to the reading program.
Words which are similar in form cannot be learned without
calling attention to the letters.

A summary of the opinions of reading investigators in
regard to the effect of varied amounts of phonetic training
was made by Agnew.\(^2\) The advantages of phonetic training are
summed up as follows:

1. It has a long history, therefore, must be of some
   value.
2. It gives independence in word recognition.
3. It unlocks new words.
4. It promotes correct pronunciation and enunciation.
5. It improves the quality of the oral reading in breath
   control and speech coordination.
6. It gives valuable ear training in recognizing sounds.

\(^1\) Wilson, Frank T., and Fleming, Cecile W., "Letter
Consciousness of Beginners in Reading", Pedagogical Seminary
December, 1938

\(^2\) Agnew, Donald C., Effect of Varied Amount of Phonetic
Training in Primary Reading Duke University Press 1937
7. It improves spelling.

8. Many cases of reading disability are traced to deficiencies in word recognition and sound analysis. These are overcome by remedial work involving phonetic training.

A study by Smith\(^1\) showed that getting a "clear-cut visual impression" was important in perceiving a word. There was a high correlation between power to match and reading ability.

Kottmeyer\(^2\) says there is no question whether or not we should teach letter sounds or methods of syllabification. To read independently a child must and does learn these skills.

A number of investigations have been made in which phonic instruction seemed to contribute no great value and considerable criticism was justified.

Agnew\(^3\) sums up the criticisms of phonic training as follows:

1. It tends to isolate words from their meaningful function.

2. It tends to encourage neglect of context clues.

3. It sacrifices interest.

4. It is impractical—too many non-phonetic words.

\(^1\) Smith, Mila B., "Matching Ability as a Factor in First Grade Reading", *Journal of Educational Psychology*, Vol. 19 p. 560-571 November, 1928


\(^3\) Agnew, Donald C., *Effect of Varied Amount of Phonetic Training in Primary Reading* Duke University Press 1937 p. 7-8
5. It is unnecessary for many pupils, its advantages can be obtained without formal training.

6. It encourages the breaking up of words into unnecessarily small elements.

7. It narrows the eye-voice span.

8. It emphasizes too explicit articulation.

Agnew's conclusion was that a number of objections have been exaggerated. He found no evidence that phonetic analysis tended to sacrifice interest in content of the reading, resulted in neglect of context clues, resulted in unnecessarily laborious recognition of unfamiliar words, or that it appeared to be unnecessary because its advantages might be obtained without formal training. Some data showed that large amounts of phonics slowed up oral reading but this was counteracted by greater accuracy.

After an eight week experiment Tate concluded that thirty-minute daily periods for instruction in phonics caused an unbalanced development with phonic ability superior to ability to comprehend words, sentences, and paragraphs. The phonic method was superior to so-called "look and say" method in developing the skill to recognize words.

Granting that phonetic instruction is desirable and necessary, we shall now consider two other aspects—the period in the child's development when we shall begin to make him

1 Tate, Harry L., "The Influence of Phonics on Silent Reading in Grade One", Elementary School Journal, Vol. 37 p. 752-763 June, 1936
conscious of letters and sound elements, the methods we shall employ.

Several writers believe that the beginning stages of phonics are a part of reading readiness, and the results of their experiments justify their opinions. The child is ready for the first steps in word analysis, that is, auditory and visual discrimination, in the kindergarten and early first grade.

M. Lucille Harrison\(^1\) says that auditory training in the readiness period will help pupils to recognize that words that they hear spoken have sound elements and that these sound elements have likenesses and differences. In the readiness program, visual training will teach the pupils to recognize visual likenesses and differences in letters and words, and that the characters known as letters have names.

The experiments of Murphy\(^2\) and Junkins\(^3\) carried on in beginning first grade achieved the valuable results noted previously.


According to the Twenty-fourth Yearbook[^1], separate work in phonics should begin when the child has established the habit of thought getting, has a reasonable stock of sight words, and has begun to note gross likenesses and differences in words.

Dolch[^2] says the type of mental ability necessary for word analysis comes later than that for sight reading. The relation between mental maturity and phonic achievement is very high. A mental age of seven years is necessary for word analysis.

Betts[^3] would give specific attention to phonics after the child has developed the initial reading skills, abilities, and attitudes, at primer, first reader, and second reader levels. His criteria for determining a child's readiness for word analysis may be expressed as follows:

1. Does the child read for meaning?
2. Does the child read, phrasing properly?
3. Does the child have adequate control over sight word techniques?
4. Does the child have an adequate sight vocabulary (75-100 words)?


[^3]: Betts, Errett Albert, Foundations of Reading Instruction. American Book Co. 1946 p. 615-616
Another writer, Kottmeyer\textsuperscript{1}, thinks that children should probably be $7\frac{1}{2}$ years mentally before given sound blending in concentrated doses.

The Newark Experiment\textsuperscript{2} showed that phonics functioned very little in the first five months of the first grade. They were of some value in the second five months, and of more value in the second grade.

In considering the time to teach phonics, Smith\textsuperscript{3} adds, "until further investigation, common sense advises informal and incidental work in auditory and visual discrimination throughout the first grade."

It is generally agreed that phonics should be developed as another tool for effective reading and not as an end in itself.

McKee\textsuperscript{4} and others say that the child should know that spoken words are made up of sounds, and that there are words with different sound elements and words with similar sound elements. Definite habits ought to be established such as:

\begin{itemize}
  \item Smith, Nila B., "Shall We Teach Phonics", *Elementary English*, Vol. 20 p. 60-67 February, 1943
\end{itemize}
seeing printed words when viewed in detail from left to right, comparing new words met with other words, and using the phonetic attack when other methods fail. We should aim to improve the child's method of seeing words in the most useful direction.

Dolch\(^1\) expresses the view that the first purpose of phonics is to serve as an aid in recognizing words and later to work out new words independently. Children should find immediate use for their phonetic knowledge and appreciate its usefulness. They ought to have a general plan of visual analysis.

A list of the products of good phonetic development is presented by Gunderson\(^2\) as follows:

1. Knowledge of a number of phonetic elements.
2. Use in actual reading situations.
3. Habit of seeing words as units.
4. Habit of attacking unknown words and discovering them independently.

Gates\(^3\) says the child needs to see the word as a group of simple familiar parts, and to see the word clearly.

\(^{1}\) Dolch, Edward W., \textit{The Psychology and Teaching of Reading} Garrard Press 1931 p. 69-117


\(^{3}\) Gates, Arthur I., \textit{The Improvement of Reading} The Macmillan Co. 1937 p. 304
Betts also gives us a list of specific goals.
1. Confidence in attacking new words independently.
2. Systematic analysis.
3. Habit of checking identity of word against probable meaning in the sentence.
4. Facility in reading.
5. Speech, clear enunciation and accurate pronunciation.

A study of the various plans for developing phonetic skill reveals a number of broad principles.

Phonics and first grade reading should be closely related. Unrelated lists of words for the phonic program cannot be justified. Training in phonics should help the child recognize words he is reading. Analysis of words should begin with the child's sight vocabulary, and should be used simultaneously with configuration and context clues.

The child needs much practice in noticing likenesses and differences in words he sees and hears. His efficiency in analysis is based on his skill in visual and auditory discrimination and his ability to remember word forms.

Words should be dealt with as units, and attention called to phonetic elements by covering or underlining the parts of

1 Betts, Emmett Albert, *Foundations of Reading Instruction* American Book Co. 1946 p. 616
2 Ibid. p. 616
3 Gray, William S., *On Their Own in Reading* Scott Foresman and Co. 1948 p. 61
the word. Considerable skill and so as not to detract from the meaning of the reading selection, phonics should be developed in a period by itself.

Exercises for teaching word elements should be followed by use of the words in context. The words should also be developed in quick recognition exercises.

Two of the main elements in a reading readiness program, according to M. Lucille Harrison are auditory and visual training. The following detailed learnings are important:

- the ability to hear and differentiate between the sounds with which spoken words begin, using the most common single consonant sounds and the most common blends; and the ability to hear rhyming endings and to differentiate between non-rhyming endings in words. In the visual program, the following detailed learnings are important:
  - the ability to name and note likenesses and differences in single letters which are very different, somewhat similar, highly confusing; the ability to examine a word visually, beginning at the left and observing the letters all the way through the word; and the ability to notice likenesses and differences in words that are very different, that are almost identical, and that are commonly

1 Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, Report of the National Committee on Reading, Public School Publishing Co. 1925 p. 90

reversed.

Betts¹ speaking of the order of development for the word analysis skills says:

"Develop visual analysis skills in this sequence in order to insure proper achievement for the pupils: auditory discrimination between specific speech sounds, auditory perception of specific sounds, recognition of relationship between the sound of word elements and the letters representing the sounds (visual, auditory perception), visual perception."

Murphy² by analyzing the auditory and visual tests given the children in her experiment found that the relative order of difficulty in developing phonetic skills was: initial sounds, initial blends, rhymes, and final consonants.

Biggy³ in her study found the relative order of difficulty of initial consonants, initial blends, final consonants, and rhymes for auditory discrimination based on 237 cases. The order of difficulty for initial consonants was: g, r, h, s, p, j, n, t, l, m, v, w. The order of difficulty for blends was: ch, sp, tr, st, sh. The order of difficulty for final consonants was: y, s, t, k, l, n, g, p, d. The order of

¹ Betts, Emmett Albert, Foundations of Reading Instruction American Book Co. 1946 p. 636


difficulty for rhymes was: ing, an, un, and, at.

The experimental work that has been carried on in this field furnishes the student of reading with a basis for understanding the problems involved, and a challenge to utilize the better methods of instruction.
CHAPTER II

PLAN OF THE EXERCISES

The specific purpose of these exercises is to build up the auditory and visual discrimination of those phonetic elements which will be most helpful to the child in his vocabulary development.

Experimenters in the field have concluded that the reading readiness program should include the development of the ability to hear, see, and differentiate between initial consonants, initial blends, and rhymes. Murphy\(^1\) found that the order of difficulty in developing phonetic skills was: initial consonants, initial blends, rhymes, and final consonants. This order is followed in constructing these exercises.

Several plans were considered to determine what initial consonants to present and in what order they should be introduced. It was decided to begin with the consonants found most frequently in the child's early reading vocabulary. The child would then be dealing with the word elements most familiar to him and would be gaining phonetic skill that could be applied at once.

The words in the vocabularies of the first grade books of

the Unit-Activity Series, Tom's Trip, At Home and Away, and In City and Country were listed alphabetically according to the first letter of each word. The number of times each letter was used as an initial consonant was found. This frequency was used to determine the order of introducing the initial consonants. The initial consonants are presented in this order: m, w, b, d, h, t, r, s, f, l, n, x, v.

The vocabulary of the series was again studied to determine the most common blends and their frequencies. The blends are grouped in such a way as to make use of their common characteristics. The first group are the special blends: th, sh, ch, wh. These are followed by cr, dr, br, cl, fl, bl, bl, sw, and st.

The rhymes presented are those found most often in the same reading vocabulary. They are as follows: ay, at, ook, all, en, ould, eep, ing.

The lessons on final consonants include the most common ones found in the vocabulary. They are: n, r, d, w, t, l, s, z.

The final blends developed are sh, ch and th.

Review lessons are provided at regular intervals. They occur in most instances after four lessons of new material.

There are forty-six lessons. Each lesson is in two parts,
auditory practice and visual practice. There is no definite time limit for the exercises; each is planned for approximately ten minutes. The auditory practice should be given in one period and the visual practice in another period.

The auditory portion of each lesson provides that the child hear the phonetic element in familiar sight words, that he learn the name of the letter or letters of which it consists, that he distinguish it from similar elements in other words, and that he recognize it in his own vocabulary. The visual portion of each lesson provides that the child see the phonetic element in familiar sight words, that he distinguish it from similar elements in other words, and that he write it. Each lesson is accompanied by complete directions.

Many devices are employed to motivate the lessons and to secure the repetition necessary to acquire the skills. In the auditory exercises the pupils listen and clap, listen and stand, guess riddles, supply missing words, climb hills and ladders, race, and play baseball and basketball. In the visual exercises the pupils underline the words or parts of words that are similar, find the names of pictures, box and circle words and parts of words, write letters and words, and cut and paste.

Lesson I is presented here as a sample lesson.
LESSON I-a

INITIAL CONSONANT M (AUDITORY PRACTICE)

To the Teacher: Develop an awareness of the similarity of the first sounds of the familiar sight words beginning with m by the following discussion.

"I am going to write some words on the board. All the words begin with the same letter."

Write these words on the board.
me     mother     may     man     morning     made

"These words all begin with m. Say each word after me. Try to feel how you hold your lips together as you say the m. m has a sort of humming sound."

"I am going to put a line under each m in these words."

"I shall tell you something about another word that begins with the same letter as me, mother, and may. Can you guess what it is?"

"Something you drink."

"Milk is right. It begins with m. We shall put all our words that begin with m together on the blackboard."

Make and keep a list of sight words and words suggested by the children.

"The man who brings the milk."

"Millman is right. We'll add it to our list of words."

"Is there someone's name that begins with m?"
I-a

"I shall say some words. Most of them begin with m. Raise your hand if you hear a word that doesn't begin with m. Listen carefully."

Say the words clearly but with no extra stress on the initial consonants.

may mouse mother make took man
must said
my most back nice for milk
meadow more
more march mark meat ribbon monkey
moon middle door

"Can you think of some more words that begin with m?"

Add these words to the list of words that begin with m.
LESSON I-b

INITIAL CONSONANT M (VISUAL PRACTICE)

To the Teacher: Give practice in observing the visual symbol \( m \) as a beginning consonant in individual words and in words that are parts of sentences. Use the following exercises.

Write this line of words on the board.

me man my

"All of these words begin with \( m \)."

Write these words on the board.

make mother do milk

"I shall put a line under one word that begins with \( m \)."

Who can find another?

"Put a line under the word. There is one more to find."

Write these words on the board.

mother hat me make

"Who can find the words that begin with \( m \)?"
Directions:

"Look at the first word in the top line. Does it begin with m? It does, so we'll draw a line under it. Look right across the line. Are there any more words that begin with m? Yes, the last word does. Draw a line under it. Look at the next line. Can you find the words that begin with m? Draw a line under each."

Check to see that everyone understands.

"Now, go ahead and find all of the words that begin with m and put a line under each."
I-b

me
mice
take
make
said
did
mine
may
fall
mother
more
early
man
ball
top
nest
up
milk
sister
for
must
might
no
most
mouse
right
many
my
miss
these
mail
meat

Directions:
"Here are some stories. Can you find the words that begin with m?"

"Draw a line under each word that begins with m."

1. The man will go to see my mother in the morning.
2. Mother, may I make a dress for my doll?

Check.
Give practice in writing the letter m on the board.

Directions:
"Find the short line that has a letter m on it. Now, write an m on each of the other lines."

Directions:
"Here are some pictures of things that begin with m. You will find two words beside each picture. One of the words tells about the picture. Put a circle around the word that tells about the picture."

Check.

- can
- man
- mittens
- kittens
- milk
- table
- mouse
- house
The phonic lessons should be started when the child has a sight vocabulary of about seventy-five words. The phonetic elements are introduced as parts of familiar words.

The vocabulary of the Unit-Activity Series\(^1\) and Dolch's List\(^2\), "The First Thousand Words for Children's Reading", are the basic sources of the words used in the exercises.

It is the intention of the writer that these exercises help make the child conscious of the phonetic elements that are present in words he sees and hears. This is not an attempt to teach him new words.

---

1 Smith, Nila B., The Unit-Activity Reading Series Silver Burdett Co. 1935, 1940

2 Dolch, Edward W., Teaching Primary Reading Garrard Press 1940
<table>
<thead>
<tr>
<th>Vocabulary of Tom's Trip</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
</tr>
<tr>
<td><strong>dear</strong></td>
</tr>
<tr>
<td><strong>grandmother</strong></td>
</tr>
<tr>
<td><strong>going</strong></td>
</tr>
<tr>
<td><strong>not</strong></td>
</tr>
<tr>
<td><strong>night</strong></td>
</tr>
</tbody>
</table>
| **visit** | **wanted** | **yes** | **you** | **will** | **wrote** | **with** | **was** | **went** | **was** | **with**
## VOCABULARY OF AT HOME AND AWAY

<table>
<thead>
<tr>
<th>away</th>
<th>baker</th>
<th>came</th>
<th>dresses</th>
<th>engine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>breakfast</td>
<td>choo</td>
<td>day</td>
<td>eat</td>
</tr>
<tr>
<td>automobile</td>
<td>bread</td>
<td>chairs</td>
<td>do</td>
<td>eggs</td>
</tr>
<tr>
<td>about</td>
<td>but</td>
<td>chug-chug</td>
<td>did</td>
<td>eyes</td>
</tr>
<tr>
<td>after</td>
<td>basket</td>
<td>clip-pity-clap</td>
<td>ding</td>
<td></td>
</tr>
<tr>
<td>at</td>
<td>bow-wow</td>
<td>cut</td>
<td>dong</td>
<td></td>
</tr>
<tr>
<td>another</td>
<td>big</td>
<td>can</td>
<td>dishes</td>
<td>five</td>
</tr>
<tr>
<td>airplane</td>
<td>bear</td>
<td>cat</td>
<td>dry</td>
<td>flew</td>
</tr>
<tr>
<td>ask</td>
<td>book</td>
<td>could</td>
<td>dried</td>
<td>find</td>
</tr>
<tr>
<td>an</td>
<td>boy</td>
<td>close</td>
<td>dust</td>
<td>fun</td>
</tr>
<tr>
<td></td>
<td>back</td>
<td>cake</td>
<td>dusted</td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td>barn</td>
<td>children</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bottle</td>
<td>cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brook</td>
<td>cream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>give</td>
<td></td>
<td>cows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>getting</td>
<td>had</td>
<td>chicken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grocery</td>
<td>it</td>
<td>catch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>get</td>
<td>her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>got</td>
<td>his</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hear</td>
<td>ice</td>
<td>like</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>horse</td>
<td>lay</td>
<td>make</td>
<td></td>
</tr>
<tr>
<td>grass</td>
<td>know</td>
<td></td>
<td>my</td>
<td></td>
</tr>
<tr>
<td>gave</td>
<td></td>
<td>kitten</td>
<td>must</td>
<td></td>
</tr>
<tr>
<td>girl</td>
<td>he</td>
<td></td>
<td>morning</td>
<td></td>
</tr>
<tr>
<td>good-by</td>
<td>how</td>
<td></td>
<td>milk</td>
<td></td>
</tr>
<tr>
<td>goes</td>
<td>him</td>
<td></td>
<td>milkman</td>
<td></td>
</tr>
<tr>
<td>put</td>
<td></td>
<td></td>
<td>meadow</td>
<td></td>
</tr>
<tr>
<td>pulled</td>
<td>ran</td>
<td></td>
<td>now</td>
<td></td>
</tr>
<tr>
<td>playhouse</td>
<td>see</td>
<td></td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td>run</td>
<td>sleepy</td>
<td>shall</td>
<td>then</td>
</tr>
<tr>
<td>Polly</td>
<td>rabbit</td>
<td>sleep</td>
<td>sticks</td>
<td>them</td>
</tr>
<tr>
<td>paper</td>
<td>red</td>
<td>street</td>
<td>she</td>
<td>table</td>
</tr>
<tr>
<td>playground</td>
<td></td>
<td>sing</td>
<td>swing</td>
<td>they</td>
</tr>
<tr>
<td>played</td>
<td></td>
<td>sleeping</td>
<td>slide</td>
<td>there</td>
</tr>
<tr>
<td>fail</td>
<td></td>
<td>some</td>
<td>sand</td>
<td>took</td>
</tr>
<tr>
<td>sleep</td>
<td></td>
<td>sweep</td>
<td>soon</td>
<td>told</td>
</tr>
<tr>
<td>pet</td>
<td></td>
<td>so</td>
<td>stories</td>
<td>things</td>
</tr>
<tr>
<td>big</td>
<td></td>
<td>swept</td>
<td>straw</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>saw</td>
<td>stack</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>story</td>
<td>sheep</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>safe</td>
<td>sweater</td>
<td></td>
</tr>
<tr>
<td>tree</td>
<td>under</td>
<td>want</td>
<td>your</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>toy</td>
<td></td>
<td>were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teddy</td>
<td></td>
<td>was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>their</td>
<td></td>
<td>walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>too</td>
<td></td>
<td>wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>toot</td>
<td></td>
<td>woolly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>turkey</td>
<td></td>
<td>white</td>
<td></td>
<td></td>
</tr>
<tr>
<td>turtle</td>
<td></td>
<td>when</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>wish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>whistle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VOCABULARY OF IN CITY AND COUNTRY**

<table>
<thead>
<tr>
<th>air</th>
<th>blocks</th>
<th>baby</th>
<th>called</th>
</tr>
</thead>
<tbody>
<tr>
<td>around</td>
<td>black</td>
<td>bag</td>
<td>call</td>
</tr>
<tr>
<td>again</td>
<td>brown</td>
<td>began</td>
<td>corn</td>
</tr>
<tr>
<td>asked</td>
<td>blackboard</td>
<td>bob-tail</td>
<td>carrots</td>
</tr>
<tr>
<td>always</td>
<td>be</td>
<td>balls</td>
<td>cuddly</td>
</tr>
<tr>
<td>apples</td>
<td>Bunny</td>
<td>birds</td>
<td>cabbages</td>
</tr>
<tr>
<td>arm</td>
<td>butter</td>
<td>bird</td>
<td>coat</td>
</tr>
<tr>
<td>as</td>
<td>box</td>
<td>babies</td>
<td>clown</td>
</tr>
<tr>
<td>animals</td>
<td>bought</td>
<td>badly</td>
<td>climed</td>
</tr>
<tr>
<td>asleep</td>
<td>blew</td>
<td>beans</td>
<td>coo</td>
</tr>
<tr>
<td>almost</td>
<td>buy</td>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>across</td>
<td>brought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td>farm</td>
<td>found</td>
<td>garage</td>
</tr>
<tr>
<td>Dimply</td>
<td>flat</td>
<td>fire</td>
<td>has</td>
</tr>
<tr>
<td>Dot</td>
<td>food</td>
<td>fall</td>
<td>hands</td>
</tr>
<tr>
<td>didn't</td>
<td>flower</td>
<td>four</td>
<td>hummed</td>
</tr>
<tr>
<td>don't</td>
<td>from</td>
<td>flying</td>
<td>happy</td>
</tr>
<tr>
<td>Daddy</td>
<td>fat</td>
<td>field</td>
<td>hear</td>
</tr>
<tr>
<td></td>
<td>fruit</td>
<td>fly</td>
<td>heard</td>
</tr>
<tr>
<td>every</td>
<td>fast</td>
<td>fine</td>
<td>horns</td>
</tr>
<tr>
<td>elephant</td>
<td>fireman</td>
<td></td>
<td>hurt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>head</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hunt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>haycock</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>holes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hat</td>
</tr>
</tbody>
</table>
if  look  Miss  near  oh  others
jumped  legs  my  nurse  next  our
just  laughed  more  next  opened
Johnny  long  met  nest  once
jump  ladder  many  might  old
juice  lion  Mother's  mouse 
keep

playing
please
room
summer
sent
por
pennies
road
something
Sugcr
policeman
paw
round
stop
Sboba
plants
peanuts
read
sang
pot
pigeon
raining
snow
painted
poor
raincoat
Sallу
paint
plowed
rain
sick
postman
planted
ride
stay
d pictures
pumpkins
ring
small
pounds
pull
robin
strong
pudgy
peas
row
scarecrow
party
popcorn
robins
puppy
pocket
tires
umbrella
water
while
zoo
thought
what
winter
that
who
woods
time
very
weigh
west
tell
vines
weighed
wind
teacher
vegetables
where
worms
ten
well
wheat
three
why
would
turned
walked
woodpecker
ten
way
woodshed
three
waggon
thin
think
<table>
<thead>
<tr>
<th>INITIAL CONSONANT</th>
<th>TOM'S TRIP</th>
<th>AT HOME AND AWAY</th>
<th>IN CITY AND COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>3</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>c</td>
<td>4</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>d</td>
<td>4</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>f</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>g</td>
<td>3</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>h</td>
<td>3</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>j</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>k</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>m</td>
<td>6</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>n</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>p</td>
<td>1</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>r</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>s</td>
<td>2</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>t</td>
<td>4</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>v</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>w</td>
<td>5</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>y</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>z</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>INITIAL BLENDS</td>
<td>TOM'S TRIP</td>
<td>AT HOME AND AWAY</td>
<td>IN CITY AND COUNTRY</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>gr</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>sh</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>th</td>
<td>2</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>tr</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>br</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ch</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>cl</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>cr</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>dr</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>fl</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>pl</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>sl</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>st</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>sw</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>wh</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>bl</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>fr</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>sn</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>sm</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>sc</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Most Common Rhymes

**TOM'S TRIP, AT HOME AND AWAY, IN CITY AND COUNTRY**

<table>
<thead>
<tr>
<th>may</th>
<th>at</th>
<th>all</th>
<th>hen</th>
<th>book</th>
<th>ding</th>
</tr>
</thead>
<tbody>
<tr>
<td>away</td>
<td>cat</td>
<td>ball</td>
<td>then</td>
<td>brook</td>
<td>sing</td>
</tr>
<tr>
<td>day</td>
<td>flat</td>
<td>call</td>
<td>when</td>
<td>cook</td>
<td>swing</td>
</tr>
<tr>
<td>lay</td>
<td>fat</td>
<td>fall</td>
<td>men</td>
<td>look</td>
<td>thing</td>
</tr>
<tr>
<td>play</td>
<td>hat</td>
<td>small</td>
<td>ten</td>
<td>took</td>
<td>ring</td>
</tr>
<tr>
<td>gray</td>
<td>that</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td>sat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>get</th>
<th>got</th>
<th>peep</th>
<th>found</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet</td>
<td>Dot</td>
<td>sweep</td>
<td>ground</td>
</tr>
<tr>
<td>let</td>
<td>pot</td>
<td>sheep</td>
<td>pound</td>
</tr>
<tr>
<td>met</td>
<td>not</td>
<td>keep</td>
<td>round</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sleep</td>
<td>around</td>
</tr>
</tbody>
</table>
### Frequency of Final Consonant Endings

<table>
<thead>
<tr>
<th>Final Consonant</th>
<th>Tom's Trip</th>
<th>At Home and Away</th>
<th>In City and Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>3</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>k</td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>l</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>m</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>n</td>
<td>3</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>p</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>r</td>
<td>8</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>s</td>
<td>5</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>t</td>
<td>4</td>
<td>17</td>
<td>32</td>
</tr>
</tbody>
</table>
LESSON I-a

INITIAL CONSONANT M (AUDITORY PRACTICE)

To the Teacher: Develop an awareness of the similarity of the first sounds of the familiar sight words beginning with m by the following discussion.

"I am going to write some words on the board. All the words begin with the same letter."

Write these words on the board.

me mother may man morning made

"These words all begin with m. Say each word after me. Try to feel how you hold your lips together as you say the m. m has a sort of humming sound."

"I am going to put a line under each m in these words."

"I shall tell you something about another word that begins with the same letter as me, mother, and may. Can you guess what it is?"

"Something you drink."

"Milk is right. It begins with m. We shall put all our words that begin with m together on the blackboard."

Make and keep a list of sight words and words suggested by the children.

"The man who brings the milk."

"Milkman is right. We'll add it to our list of words."

"Is there someone's name that begins with m?"
I-a

"I shall say some words. Most of them begin with m. Raise your hand if you hear a word that doesn't begin with m. Listen carefully."

Say the words clearly but with no extra stress on the initial consonants.

may mouse mother make took man
must said
my most back mice for milk
meadow more
more march mark meat ribbon monkey
moon middle door

"Can you think of some more words that begin with m?"
Add these words to the list of words that begin with m.
LESSON I-b

INITIAL CONSONANT M (VISUAL PRACTICE)

To the Teacher: Give practice in observing the visual symbol m as a beginning consonant in individual words and in words that are parts of sentences. Use the following exercises.

Write this line of words on the board.

me  man  my

"All of these words begin with m"

Write these words on the board.

make  mother  do  milk

"I shall put a line under one word that begins with m. Who can find another?"

"Put a line under the word. There is one more to find."

Write these words on the board.

mother  hat  me  make

"Who can find the words that begin with m?"
Directions:

"Look at the first word in the top line. Does it begin with m? It does, so we'll draw a line under it. Look right across the line. Are there any more words that begin with m? Yes, the last word does. Draw a line under it. Look at the next line. Can you find the words that begin with m? Draw a line under each."

Check to see that everyone understands.

"Now, go ahead and find all of the words that begin with m and put a line under each."
Directions:
"Here are some stories. Can you find the words that begin with m?"

"Draw a line under each word that begins with m."

1. The man will go to see my mother in the morning.
2. Mother, may I make a dress for my doll?
I-b

Give practice in writing the letter \( m \) on the board.

Directions:

"Find the short line that has a letter \( m \) on it. Now, write an \( m \) on each of the other lines."

Directions:

"Here are some pictures of things that begin with \( m \). You will find two words beside each picture. One of the words tells about the picture. Put a circle around the word that tells about the picture."

Check.

- can
- man
- mittens
- kittens
- milk
- table
- mouse
- house
LESSON II-a

INITIAL CONSONANT W (AUDITORY PRACTICE)

Write these words on the board.

wanted will went was with

"The words that I have written on the board all begin with the same letter. Say the words after me slowly."

"Each word begins with a w."

"You hold your lips the way you do when you are going to whistle. The w makes a sound like the wind."

"Say the words again after me."

"I will say four words. Listen, and see if you can tell me the word that does not begin with w."

wash walk cold window
wagon wood we farm
book watch will wanted
walk table woodpecker wing

"Can you think of some names that begin with w?"
"Can you think of other words?

Make and keep a list of sight words and other words suggested by children.
LESSON II-b

INITIAL CONSONANT W (VISUAL PRACTICE)

Write these words on the board.

wanted was with will

"Look carefully at the first letter in each word. All the words begin with the same letter. It is a w."

"Now I am going to write some more words. Some of the words will begin with w."

Write these words on the board: wagon we farm went

"Who can find a word that begins with w?"

"Put a line under it."

"Who can find the other words that begin with w?"

Write this line of words and discuss in the same way.

way some walk time
II-b

Directions:
"Put a line under all the words that begin with w."

walk      did      window      hill
cake      we       brook       wanted
went      see       watch       give
make      today     under       work

Directions:
"Look at the pictures. Under each picture is a word that tells what is in the picture. Color the pictures that begin with w."

window    wagon     basket

Give practice writing the letter w on the board.
"Find the line that has a w on it. Write w on the other lines."
LESSON III-a

INITIAL CONSONANT B (AUDITORY PRACTICE)

Write a b on the board.

"The name of this letter is b. I am going to write some words from our reading that begin with b."

Write on the board.

bed  big  baggage

"Say the words slowly after me. Listen carefully to the b at the beginning of each word."

"I will put a line under the b in each word.

"Say these words that begin with b."

baker  bat  band  bicycle  butter  beans
box  bag

"Say these names."

Billy  Bobby  Barbara  Brian  Betty

"I shall say some sentences. Listen and see if you can hear the words that begin with b."

1. Goldilocks ate from the big bear's bowl.
2. She slept in the little bear's bed.
3. He put the berries in the basket.
4. Barry bought the cake from the baker.
5. Billy began to play with the ball.

"Can you think of other words that begin with b?"

Make and keep a list of the words.
LESSON III-b

INITIAL CONSONANT B (VISUAL PRACTICE)

Put these words on the board.

bed  box  bat

"Each of these words begins with b. I am going to put a circle around the b at the beginning of each word."

Write these lists of words on the board.

1. box  bicycle  basket  butter
2. card  bed  band  little
3. bought  went  took  bag
4. brown  house  kitten  door
5. paint  bird  beans  pail
6. paper  block  do  did

"I want someone to find the words that begin with b in the first row."

"Put a circle around the b."
III-b

Directions:

"Look at the first word. Does it begin with b? It does. So draw a line from the first word to the b in the middle. Does the next word begin with b? It does. Draw a line from this word to the b in the middle. Draw a line from every word in each column that begins with b to the b in the middle."

big
box
six
bear
bread
house
pullman

bed
made
bad
barn
brook
cook
jump

Give practice in writing b on the board.

"Write b on these lines."
LESSON IV-a

INITIAL CONSONANT D (AUDITORY PRACTICE)

Write these four words on the board.

dear   dining   dinner   doll

"All these words begin with the same letter. The first
letter in each word is d.

"Say each word slowly after me and listen carefully to
the first sound."

Draw or find pictures of a dog, a doll, a duck, and a
door.

"The names of these pictures begin with d. Say the
name of each as I point."

"Listen and see if you can hear some words that begin
with d."

Hickory, dickory, dock,
The mouse ran up the clock.

Dimplly Dot was round and fat.

Ding, dong, bell,
Pussy's in the well.

"Say these words after me. Listen to the d at the
beginning of every word."

dish   doctor   down   dust

does   dime   done   don't

"Can you think of other words that begin with d?
Keep a list of the words."
LESSON IV-b

INITIAL CONSONANT D (VISUAL PRACTICE)

Write these words on the board.

doll    dog    dear

"Let's look at the _d_ at the beginning of each of the words. I'll put a line under it."

Put these rows of words on the board.

1. dear    dot    say    does
2. green   tree    day    dinner
3. door    house    don't    dot
4. ball    dog    baby    deer
5. do      pail    penny    dog

"This time we will find the words that begin with _d_ in each row. We shall have to have very good eyes as some other letters look very much like the _d_."

"Who would like to find the first word that begins with _d_? Put a circle around the _d_."

Continue in the same way through the rows.
IV-b

Directions:

"Look at the first word. It begins with d. So draw a line from the first word to the d in the middle. Draw a line from each word that begins with d to the d in the middle. Be sure you look carefully."

doll                   desk
more                   dish
do                     dot
kitten                 don't
day                    no
pear                  d    ball
dinner                drink
hall                   did
dog                    dry
book                   dear
door                   brown

Check.
Directions:

"Look at the first picture. What is it? Read the two sentences beside the first picture. Which one tells what is in the picture? Draw a line under this sentence. Find the sentence that goes with each of the other pictures. Put a line under each."

This is a boy.
This is a dog.

This is a doll.
This is a ball.

This is a duck.
This is a rock.

Give practice in writing the d on the board and on paper.
LESSON V-a

INITIAL CONSONANTS M W B D (AUDITORY PRACTICE)

REVIEW LESSON

"Today we shall talk about all the sounds you have been listening for."

Write these two words on the board.

   mother     me

"What letter do the words begin with?"

"M is right."

"Listen to these four words that I shall say. Two of the words begin with m. Raise your hand if you know the two words.

   me     by     lake     may

"Here are some others."

   do     mother     might     say
   carrot     may     hop     milk
   meat     boy     nest     miss

Write these two words on the board.

   will     was

"What letter do the words begin with?"

"W is right."

"Listen to these four words. Two of the words begin with w. Can you hear the words?"

   water     hand     we     fall
V-a

"Listen again for the two words that begin with w."
make   leaf   wind   wake
not    walk    wood    paper

Write these two words on the board. Say the words.
big    baggage

"What letter do these two words begin with?"

"b is right."

"This time listen for words that begin with b. Raise your hand if you know."
boy    back    make    city
butter    garden    basket    fruit
throw    bicycle    kick    ball

Write these two words on the board. Say the words.
dear    doll

"What letter do these two words begin with?"

"d is right."

"This time listen for two words that begin with d."
dog    horse    mill    doll
lunch    dear    dish    picnic
do    day    letter    when
"Would you like to play a game?"

"I shall make two ladders for you to climb. I shall put a beginning letter on each step."

<table>
<thead>
<tr>
<th>m</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>m</td>
</tr>
<tr>
<td>d</td>
<td>b</td>
</tr>
<tr>
<td>b</td>
<td>w</td>
</tr>
</tbody>
</table>

"We shall have two teams."

Divide class into two groups.

"To climb each step of the ladder, you must give a word that begins with the letter on the step. Everyone who can climb the ladder may write his name beside the ladder. The team that has more names at the top is the winner. Let's go."

Choose a member of one team to begin, followed by a member of the other team. Continue in this way.
LESSON V-b

INITIAL CONSONANTS M W B D (VISUAL PRACTICE)

Directions:

"Here are four columns of words. Look at the top of the first column. See what the beginning letter is in the first word. Yes, it is w. Look at the rest of the words in the column. Put a line under each word that begins with w."

"Look at the second column."

"Put a line under each word that begins like the first word. What letter will you look for?"

"Look at the next column."

"Put a line under each word that begins like the first word. What letter will you look for?"

"What letter will you look for in the last column? Put a line under each word that begins like the first word."

<table>
<thead>
<tr>
<th>we</th>
<th>bed</th>
<th>may</th>
<th>dear</th>
</tr>
</thead>
<tbody>
<tr>
<td>went</td>
<td>may</td>
<td>see</td>
<td>doll</td>
</tr>
<tr>
<td>make</td>
<td>book</td>
<td>me</td>
<td>day</td>
</tr>
<tr>
<td>doll</td>
<td>basket</td>
<td>man</td>
<td>big</td>
</tr>
<tr>
<td>wanted</td>
<td>hat</td>
<td>made</td>
<td>door</td>
</tr>
<tr>
<td>wake</td>
<td>day</td>
<td>walk</td>
<td>do</td>
</tr>
<tr>
<td>will</td>
<td>boy</td>
<td>morning</td>
<td>he</td>
</tr>
</tbody>
</table>

"Can you say these words?"

<table>
<thead>
<tr>
<th>me</th>
<th>make</th>
<th>wanted</th>
<th>baggage</th>
<th>dear</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>my</td>
<td>will</td>
<td>bed</td>
<td>dining</td>
</tr>
<tr>
<td>may</td>
<td>went</td>
<td>big</td>
<td>dinner</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>was</td>
<td>baker</td>
<td>doll</td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td>with</td>
<td></td>
<td>day</td>
<td></td>
</tr>
<tr>
<td>made</td>
<td>want</td>
<td></td>
<td>do</td>
<td></td>
</tr>
</tbody>
</table>
LESSON VI-a

INITIAL CONSONANT H (AUDITORY PRACTICE)

Write these words on the board.
home  help  have

"Each of these words begins with an h. Say each word after me slowly. Listen to the first sound. H is a whispered sound."

"Say these words. Each word begins with h."
horse  head  hat  hit  hope  hair
happy  hello

"Here are some names that begin with h. Say them after me."
Henry  Harriet  Harry  Harold  Howard
Helen

"Here is another listening game. I shall say four words. Three of the words begin with h, one word begins with a different letter. Raise your hand if you can tell me the word that begins with a different letter."
house  horse  band  home
hat  game  head  hand
come  hat  hall  hammer
hair  doll  hot  had

"Can you think of some words that begin with h?"
Keep a list of the words.
LESSON VI-b

INITIAL CONSONANT H (VISUAL PRACTICE)

Write these words on the board. Say the words.

home    help    have

"We know that each of these words begins with h. I am going to put a box around the h in the first word. Can anyone put a box around the h in the other two words?"

"I shall put more lines of words on the board so that other children may find the h in the words."

his    had    make    help
see    he    his    read
hop    tree    high    horse

Write these sentences on the board.

1. I will help you to get home.
2. May I have a hammer?
3. I see her house.
4. Do you hear my horse running?
5. Two hens are in our hen house.

"Look at the first sentence. Do you see any words that begin with h? I want someone to put a box around the h."

Do the other sentences in the same way.
VI-b

Directions:

"Look at the words in the first box. Point to the two words in the first box that begin with h. Draw a line between the two words that begin with h." Check each paper.

"Look across to the next box. Point to the two words that begin with h. Draw a line between the two words." Check each paper.

"Go ahead and do the other boxes."

- home cake
- must house

- help he
- make too

- have back
- had door

- his had
- no ball

- band horse
- he now

- hear do
- man his
LESSON VII-a

INITIAL CONSONANT T (AUDITORY PRACTICE)

Write these words on the board.
Tom take to table
"Say the words after me. Each of the words begins with a t."

"When you say the t you should feel the tip of your tongue just in back of your upper teeth. The sound of a t is something like the sound of a watch ticking, t-t-t-t. Say the words on the board again."

"Say these words after me. Each word begins with t."
top toy tail take took told
turkey teacher

"We shall play another game. Do you know what a riddle is? One player tells something about a thing. Then the other players try to guess what it is."

"I'll tell you something about a word. You try to guess what the word is. All the answers begin with t."
Two vegetables that begin with t. (turnip, tomato)
A game that begins with t. (tennis, tag)
Something to put plates on. (table)
An animal that carries his house on his back. (turtle)
What the watch tells us. (time)

"What words did we find that begin with t?"
"I am going to say five words. One of the words does not begin with t. Raise your hand if you can tell me the word that does not begin with t.

tell  take  make  to  table

ten  two  tiny  did  tall

talk  town  hop  toy  tires

teacher  Teddy  told  turn  bottle
LESSON VII-b

INITIAL CONSONANT T (VISUAL PRACTICE)

Write these words on the board.

toy      table      to

"Each of these words begins with a t. I want someone to point to the t in each word."

Write these rows of words on the board.

1. table      to      key      took      band
2. take      like      top      too      hot
3. here      told      feed      to      two
4. tail      bed      call      tall      four
5. turkey     paper      talk      toy      fire

Give practice in writing t on the blackboard.
Directions:

"Look at the first picture. The word under the picture tells what it is in the picture. Does the word begin with t? It does. Color the picture. Color each picture that begins with t."

top
fork
bed
turkey
table
hat
LESSON VIII-a

INITIAL CONSONANT P (AUDITORY PRACTICE)

Write these words on the board.
pullman       put       pulled
"The first letter in each of these words is p. Say the words slowly after me."
"You hold your lips together when you say the p. It is a whispered sound."
"Here are some names that begin with p. Say them after me."
Peter     Polly     Paul     Patsy     Pauline
"Say these words that begin with p."
peep     pail     pet     pig     picture
"I am going to say a rhyme. Can you hear some words that begin with p?"

Peter, Peter, Pumpkin Eater,
Had a wife and couldn't keep her,
He put her in a pumpkin shell,
And there he kept her very well.

"What words did you hear that begin with p?"
"Can you guess these riddles? All the answers begin with p."
Something you write with.  (pen, pencil)
Small green vegetable.  (peas)
Corn that is popped.  (popcorn)
A dog has four.  (paws)
A man who directs traffic.  (policeman)
VIII-a

It is used to make a kite. (paper)
Little chickens say this. (peep, peep)
A small dog. (puppy)

LESSON VIII-b

INITIAL CONSONANT P (VISUAL PRACTICE)

Write these words on the board:
pullman  put  pulled

"Look at the first letter in each word. It is a p. I shall put a circle around the p in each word."

Write these rows of words on the board.
1. put  place  run  pot
2. play  near  pet  pig
3. seven  post  kite  pound
4. paint  broke  car  pilot

"Look at the first row. Does the first word begin with p? I'll put a circle around the p. Does the next word begin with p?"

Call on a pupil to put a circle around the p. Go through the exercise calling on different pupils.

Give practice writing the letter p on the blackboard and on paper.
VIII-b

Directions:

"Look at the first word. Does it begin with p? It does. Put a line under the word. Do you see any other words in the first row that begin with p? Put a line under the words. Put a line under each word that begins with p."

pullman put take pail
house postman pot kite
doll policeman pulled dinner
pocket party back penny
pony box dot pack
pat bat quack paint

"Write a p on each of these lines."

[Blank lines filled with handwritten p's]
VIII-b

Directions:

"Look at the first picture. It is a pig. What is the first letter in pig? Look at the sentence after the picture. There are two words at the end of the sentence. Which is the right word? Put a line under it. Do the same with the other two sentences."

This is a pig.

This is a fence.

This is a pail.
LESSON IX-a

INITIAL CONSONANT R (AUDITORY PRACTICE)

Write these words on the board.
right ready ran run red
"Say each word after me."
"The first letter in each word is r. Say these names after me. Each name begins with r."
Robert Raymond Ronald Ralph Rita
"These words begin with r. Say them after me."
robin ring ride ribbon round
room road
"Listen and see if you can hear a word that does not begin with r."
race rang rich deck raincoat rock
meadow riddle running
"Can you think of some words that begin with r?"
Make a list of the words suggested by the children.
Pronounce the words and have the children repeat them.
LESSON IX-b

INITIAL CONSONANT R (VISUAL PRACTICE)

Write these words on the board. Say the words.
red    right    ran

"Look at the first letter in each word. It is r."

Write these rows of words on the board.
1. right  ride  said  bought  ran
2. red    way    no    us    ring
3. me     room   round  hat    visit
4. new    row    robin  run    some
5. ribbon making road rain rang

"Look at the first word. It begins with r. I am going to put a circle around the r. We shall take turns finding the words that begin with r and putting a circle around the r."
IX-b

Directions:

"Look at the first two words. There is a block under each word. Which word begins with r? Point to the word. Fill in the block in under the word that begins with r."

Demonstrate on the blackboard.

"Fill in the block under each word that begins with r."

\[
\begin{array}{llll}
\text{red} & \text{bed} & \text{right} & \text{night} \\
\rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} \\
\text{rake} & \text{make} & \text{rest} & \text{nest} \\
\rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} \\
\text{ride} & \text{slide} & \text{bat} & \text{rat} \\
\rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm} & \rule{0.5cm}{0.1cm}
\end{array}
\]

Give practice in making r at the blackboard.

"Write an r in each space."
Directions:

"Cut out the words at the bottom of the page. Find five words that begin with r. Paste the words that begin with r on the rabbit."

<table>
<thead>
<tr>
<th>ring</th>
<th>rod</th>
<th>rake</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>went</td>
<td>ride</td>
<td>rock</td>
<td>hand</td>
</tr>
</tbody>
</table>
LESSON X-a

INITIAL CONSONANTS H T P R (AUDITORY PRACTICE)

Write these words on the board.

home  help  
take  table  
put   pullman  
right  ready  

"What are the two words in the first row? What is the first letter in each word?"

"What are the two words in the second row? What is the first letter in each word?"

"What are the two words in the third row? What is the first letter in each word?"

"What are the two words in the last row? What is the first letter in each word?"

"Would you like to play a game? It will be a listening game and four children may play at once."

Write these four columns of letters on the board with wide spaces between the columns.

<table>
<thead>
<tr>
<th>h</th>
<th>t</th>
<th>p</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>r</td>
<td>r</td>
<td>p</td>
</tr>
<tr>
<td>p</td>
<td>p</td>
<td>t</td>
<td>h</td>
</tr>
<tr>
<td>r</td>
<td>h</td>
<td>h</td>
<td>r</td>
</tr>
</tbody>
</table>
"Each column has the same four letters. A player will stand in front of each column."

Choose players.

"I shall say a word. Top. What is the first letter in top? T is right. So each of you will point to the t in your column. Point to it. That one was just for practice. It is really a race. The first player who points to the right letter puts a check mark at the top of his column. (Demonstrate) The player who has the most check marks wins."

Use the following list of words.

right  to  ray  ready
take  red  Harry  pullman
hand  hat  table  had
package  party  took  hill
pocket  hot  pulled  rabbit

Change players and continue.
LESSON X-b

INITIAL CONSONANTS H T P R (VISUAL PRACTICE)

Directions:

"Look at the first picture. What is in the first picture? What is the first letter in rabbit? Draw a line from the picture of the rabbit to the r which is the first letter of rabbit. Draw a line from each picture to the first letter of its name."
Directions:

"Cut out the words at the bottom of the page. Look at the four columns. There is a letter at the top of each column. What letter is at the top of the first column? Paste all the words that begin with r in the first column. What letter is at the top of the second column? Paste all the words that begin with t in the second column. Paste the words in the right column."

<table>
<thead>
<tr>
<th>r</th>
<th>t</th>
<th>h</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay</td>
<td>ran</td>
<td>pulled</td>
<td>take</td>
</tr>
<tr>
<td>right</td>
<td>home</td>
<td>have</td>
<td>to</td>
</tr>
<tr>
<td>rabbit</td>
<td>table</td>
<td>red</td>
<td>pullman</td>
</tr>
<tr>
<td>help</td>
<td>run</td>
<td>pail</td>
<td>paint</td>
</tr>
</tbody>
</table>

"How many words are there that begin with r? How many begin with t? How many begin with h? How many begin with p?"
LESSON XI-a

INITIAL CONSONANT S (AUDITORY PRACTICE)

Write these words on the board.

Sandy said see sing

"Say each word after me. The first letter in each of these words is s. S makes a hissing sound like a radiator. See if you can hear the s in these words. Say each word after me."

some so saw safe sand sat
sign six seven

"See if you can hear any words that begin with s in these sentences."

1. Simple Simon met a pieman.
2. Tommy Tucker sang for his supper.
3. "See, see," said little Sally.
4. The sailor went to sea.
5. Sing a song of sixpence.
6. See-saw, Marjorie Daw.

Write this poem called The Teakettle Song\(^1\) on the board.

The teakettle sits on the stove
S-S,
And sings a little song
S-S-S,
S-S-S-S-S-S-S-

\(^1\)Barrows and Hall, Games and Jingles for Speech Development, Expression Co. 1936 p. 64-65
"This is a little poem in which you hear the s sound many times. Listen."

"Perhaps, you would like to make the sound of the teakettle as I read the other words."

"What words do you hear that begin with s?"

"Can you think of some words that begin with s? Make a list of the words. Say the words and have the children repeat them after you.

LESSON XI-b

INITIAL CONSONANT S (VISUAL PRACTICE)

Write these words on the board.

so    see    said

"The first letter in each word is s. Who can put a circle around each s?"

Write these sentences on the board.

Sally saw something in the sand.

Sally sat on the sofa.

She will see the sign on the street.

I saw the sun in the sky.

"Look at the first sentence. Who can find one word that begins with s? Put a line under it."

Have the children take turns finding words that begin with s. Read each sentence.
XI-b

Directions:
"Look at the first word. It begins with _s_. Draw a line from the first word to the _s_ in the middle. Draw a line from each word that begins with _s_ to the _s_ in the middle."

say    soft
see    sound
pay    away
said    _s_
under
surprise    so
soon
seen    Sally
table    sat
round

Give practice making the letter _s_ on the board.
"Make an _s_ on each line."

\[ S \]
LESSON XII-a

INITIAL CONSONANT C (AUDITORY PRACTICE)

Write these words on the board.
country come car conductor

"The first letter in each word is c. Say the words after me. Listen carefully to the first sound in each word."

"Here are some more words. Each word begins with c. Say them after me."
cow cat camel cup came candy
cone can cut

"Now I will say four words. All the words but one will begin with c. Can you tell me which word does not begin with c?

1. cat canary candle bottle
2. cowboy mother conductor cookie
3. cap could cake good
4. catch call little cook

"Here are some riddles. The first letter in the answer is c."

Two vegetables that are good for you. (carrots, cabbage)
Something you wear when it is cold. (coat)
Something to put wild animals in. (cage)
Mother bakes one. (cake)
Something to drink from. (cup)
A bird that sings in the house. (canary)
XII-a

A baby cow.  (calf)

Something to put on the floor.  (carpet)

"Can you think of other words that begin with c?"
Make a list of the words.

LESSON XII-b

INITIAL CONSONANT C (VISUAL PRACTICE)

Write these words on the board.

country  car  came  conductor

"Each of these words begins with c.  I'll put a circle around the c in the first word.  Can anyone find the c in the next word?  All right.  Put a circle around it.

Write these rows of words on the board.

1. came  camp  cat  country  do
2. boy  cow  for  hear  car
3. cut  eat  cook  every  cake
4. see  can  could  camel  at
5. cat  eggs  said  eating  call

"Look at the first row of words.  Can you see any words that begin with c?  Put a line under the words that begin with c."

Call on different pupils.
Directions:

"This is a little story. Look for the words that begin with c. Draw a line under each word that begins with a c."

Tom came to visit us in the country. He had a new coat and cap. When the car came, Nancy ran out. Tom wanted to see the cow and the calf and all the other animals. Mother said, "Come and see the carrots and the corn, too."

Tom liked to visit the country.

"How many words did you find? _____
"Who would like to read the story?"

"We're going to practice writing c on the blackboard."
"Write the letter c on these lines."

C _____ _____ _____
LESSON XIII-a
INITIAL CONSONANT F (AUDITORY PRACTICE)

Write these words on the board.

for father fire

"Say these words after me. The first letter in each word is \( f \). Here are some words that begin with \( f \). Say them after me."

fireman fast farm food fat first
fan fork

"When you say the \( f \) your bottom lip touches your top teeth."

"Now I will say some more words. If I say a word that doesn't begin with \( f \) you stand up. Ready."

field fine found fair tent four
five fence fox
feather funny fill fall fork face
jump forget feet family
fix first finish fun full fit
give food farm

"Can you think of some names that begin with \( f \)?"

"Can you think of other words that begin with \( f \)?"

Make a list of the words. Say the words in the list and have the children repeat each one.
LESSON XIII-b

INITIAL CONSONANT F (VISUAL PRACTICE)

Write these words on the board.
for father fire fast

"Look at the first letter in each word. It is f."

Write these two columns of words on the board.

<table>
<thead>
<tr>
<th>father</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>food</td>
</tr>
<tr>
<td>pull</td>
<td>feed</td>
</tr>
<tr>
<td>fox</td>
<td>fire</td>
</tr>
<tr>
<td>fireman</td>
<td>f</td>
</tr>
<tr>
<td>tree</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>fast</td>
</tr>
<tr>
<td>top</td>
<td>took</td>
</tr>
<tr>
<td>four</td>
<td>five</td>
</tr>
<tr>
<td>tell</td>
<td>fell</td>
</tr>
</tbody>
</table>

"What is the first letter in the first word? Draw a line from the word to the f in the middle. What does the next word have as a first letter? Draw a line from the word to the f."

Go through the columns calling on different pupils.
Directions:

"Look at the first box. Can you see two words that begin with f? Draw a line between the two words that begin with f. Look at the next box. Find the two words that begin with f. Draw a line between the words." (Check)

"Go ahead and do the other boxes."

<table>
<thead>
<tr>
<th>fire</th>
<th>say</th>
<th>for</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>bring</td>
<td>door</td>
<td>five</td>
</tr>
<tr>
<td>kind</td>
<td>feed</td>
<td>fell</td>
<td>back</td>
</tr>
<tr>
<td>little</td>
<td>fan</td>
<td>here</td>
<td>father</td>
</tr>
<tr>
<td>fun</td>
<td>top</td>
<td>fox</td>
<td>face</td>
</tr>
<tr>
<td>king</td>
<td>fire</td>
<td>hat</td>
<td>two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tree</td>
<td>too</td>
</tr>
<tr>
<td></td>
<td></td>
<td>food</td>
<td>funny</td>
</tr>
</tbody>
</table>

"We shall practice making f on the board."

"Write f on these lines."
LESSON XIV-a

INITIAL CONSONANT G (AUDITORY PRACTICE)

Write these words on the board.
"Say these words after me. Each word begins with a g."
"Here are some more words that begin with g. Say them after me."
get good-by girl got gate goose
goldfish goat

"Here are some riddles. Each answer begins with a g."
Something you put in a car. (gas)
The building in which a car is kept. (garage)
Vegetables are planted here. (garden)
Something you get at Christmas. (gifts)
Something to chew. (gum)
The little girl who visited the bears. (Goldilocks)

"Can you hear some words that begin with g in these sentences that I am going to read."
1. The man got his car from the garage.
2. I guess he is ready to say good-by.
3. The good little girl went into the garden.
4. Peter Rabbit got through the gate and into the garden.

"Can you think of other words that begin with g?"
Make a list of the words.
LESSON XIV-b

INITIAL CONSONANT G (VISUAL PRACTICE)

Write these words on the board.

  go    get    girl    going

"Look at the first letter in each word. It is a g."

"Who can put a circle around the g in the first word?"

Ask other pupils to find the g and circle it in the other words.

Write these words on the board.

  got    dress    gate    more
  for    gold    kitten    grade
  game    garage    book    good
  yes    gone    gave    clean

"Look carefully at the first letter of each word. I am going to ask each of you to find a word that begins with g and to put a circle around the g."

Call on individual pupils.
Directions:

"Look at the first word. Does it begin with $g$? Draw a line under the word. Draw a line under all the words that begin with $g$.

get     do     may     guess     gone
like    grew    good     peep     girl
gate    geese    quack    tree     grade
gold    say     yes      door     you
jump    your    good-by   just     your
grocery hall    jolly    game     give

Give practice writing $g$ on the board.

"Write a $g$ on each of these lines."
LESSON XV-a

INITIAL CONSONANTS S C F G (AUDITORY PRACTICE)

REVIEW LESSON

"The last few days we have been talking about four letters that may begin words. The letters are s, c, f, g. Let's see how well you remember them."

"I am going to say a word, sec. What is the first letter in sec? S is right. Jack gave me the answer. Now he will think of another word that begins with s. Next everyone in his row will think of a word that begins with s."

Suggested words to use.

fall sing get fire cat say goat country

Draw a hill on the board. Put these consonants at various intervals along the hill.

"Here is a hill for you to climb. As you go up you must give a word that begins with the letter you pass. Who would like to try to climb the hill?"
LESSON XV-b

INITIAL CONSONANTS S C F G (VISUAL PRACTICE)

REVIEW LESSON

Directions:

"Look at the first column. There is a line under the top word. What is the first letter in the word. S is right. Look down the first column. Put a line under every word that begins with s. What letter do we look for in the second column? What letter do we look for in the next column? What letter do we look for in the last column? In each column put a line under each word that has the same first letter as the top word."

<table>
<thead>
<tr>
<th>sing</th>
<th>come</th>
<th>funny</th>
<th>get</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>every</td>
<td>for</td>
<td>go</td>
</tr>
<tr>
<td>and</td>
<td>call</td>
<td>letter</td>
<td>gone</td>
</tr>
<tr>
<td>eat</td>
<td>catch</td>
<td>hear</td>
<td>you</td>
</tr>
<tr>
<td>sat</td>
<td>bring</td>
<td>four</td>
<td>jump</td>
</tr>
<tr>
<td>song</td>
<td>could</td>
<td>table</td>
<td>gate</td>
</tr>
<tr>
<td>said</td>
<td>came</td>
<td>fall</td>
<td>quack</td>
</tr>
<tr>
<td>right</td>
<td>said</td>
<td>five</td>
<td>green</td>
</tr>
<tr>
<td>summer</td>
<td>eating</td>
<td>father</td>
<td>your</td>
</tr>
<tr>
<td>see</td>
<td>corn</td>
<td>tree</td>
<td>garden</td>
</tr>
<tr>
<td>orange</td>
<td>camel</td>
<td>fire</td>
<td>garage</td>
</tr>
</tbody>
</table>

There are ___ words that begin with s.
There are ___ words that begin with c.
There are ___ words that begin with f.
There are ___ words that begin with g.
LESSON XVI-a

INITIAL CONSONANTS J K (AUDITORY PRACTICE)

Write this rhyme on the board.

Jack, be nimble
Jack, be quick
Jack, jump over the candlestick.

"I am sure you know this rhyme. I'll read it first. Then you read it with me."

"I am going to put a line under four words."
Put a line under Jack, Jack, Jack, jump.

"These words are Jack, Jack, Jack, Jump. The first letter in each word is J. Say each word after me."

"Say these words. Each one begins with j.
jelly jump just juice jingle
jolly jail

"What are the answers to these riddles? The answer to each begins with j."

A girl and boy who went up the hill to get water.

(Jack, Jill)
The name of a month. (January, June, July)
The man who takes care of the school. (janitor)
A pumpkin face. (jack-o-lantern)

"Can you think of other words that begin with j?"
Keep a list of the words that are suggested.
Write these words on the board.

can    could    call

"Say these words after me."

"What is the first letter in these words? There is another letter that has the same sound as the c."

Draw or show pictures of a kitten, a key, and a kite.

"What are these pictures? Kitten, key, and kite each begin with k."

"Here are some more riddles. The first letter of each answer is k."

The grade that comes before the first grade.  
(Kindergarten)

Something to open the door with.  
(key)

A room in the house.  
(kitchen)

The father of the princess.  
(king)

What a boy does with a football.  
(kick)
LESSON XVI-b

INITIAL CONSONANTS J K (VISUAL PRACTICE)

Directions:

"Look at the first word in each row. There is a line under each word. The first letter in each word is j. Look across the first row. Do you see any more words that begin with j? Put a line under each word that begins with j. Go ahead and do all the rows."

<table>
<thead>
<tr>
<th>jar</th>
<th>jumping</th>
<th>doing</th>
<th>jingle</th>
<th>job</th>
</tr>
</thead>
<tbody>
<tr>
<td>jelly</td>
<td>fox</td>
<td>big</td>
<td>table</td>
<td>jar</td>
</tr>
<tr>
<td>jam</td>
<td>jump</td>
<td>yet</td>
<td>jumps</td>
<td>jell</td>
</tr>
<tr>
<td>jump</td>
<td>just</td>
<td>gone</td>
<td>juice</td>
<td>happy</td>
</tr>
<tr>
<td>jello</td>
<td>go</td>
<td>jumped</td>
<td>jacket</td>
<td>garden</td>
</tr>
<tr>
<td>Jane</td>
<td>gray</td>
<td>Jill</td>
<td>yes</td>
<td>Jack</td>
</tr>
</tbody>
</table>

Directions:

"The first word in each row begins with k. Look across the row and find the words that begin with k. Put a line under each word that begins with k."

<table>
<thead>
<tr>
<th>kite</th>
<th>make</th>
<th>king</th>
<th>keep</th>
<th>door</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>kettle</td>
<td>letter</td>
<td>kitchen</td>
<td>little</td>
</tr>
<tr>
<td>kitten</td>
<td>began</td>
<td>kick</td>
<td>horse</td>
<td>kind</td>
</tr>
<tr>
<td>keep</td>
<td>hear</td>
<td>kittens</td>
<td>horns</td>
<td>kill</td>
</tr>
</tbody>
</table>
XVI-b

Give practice in writing the \( j \) on the board.

"Write \( j \) on these lines."

Give practice in writing the \( k \) on the board.

"Write \( k \) on these lines."
LESSON XVII-a

INITIAL CONSONANT L (AUDITORY PRACTICE)

Write these words on the board.
little  letter  let  like
"Say the words after me."
"The first letter in each word is l."
"Each of these words begins with l. Say them after me."
lady  laugh  lamb  light  listen  look ladder  leaves
"I am going to read some sentences. I shall read all but the last word. Can you finish the sentence with a word that begins with l?"

Mary had a little ______.  (lamb)
Grandmother wrote a ______.  (letter)
The dog hurt his ______.  (leg)
Jack turned the key in the ______.  (lock)
The sign said Stop, Look and ______.  (Listener)
It was dark. Susan put on the ______.  (light)
Peter looked at the funny picture and ______ (laughed)
"Can you think of any other words that begin with l?"

Make a list of the words.
LESSON XVII-b
INITIAL CONSONANT L (VISUAL PRACTICE)

Write these words on the board.
little letter let like

Say the words.
"The first letter in each word is l. I shall put a
circle around the l in the first word. Who can put a circle
around another l?"

Do the others in the same way.

Write these words on the board.
look likes more laugh
saw leg take lamb
lion lay hear lie
have little kite long

Have the children find and circle the l when it is the
first letter in the word.

Give practice in writing the l.
Directions:

"Look at the first word. Does it begin with l? Draw a line from the first word to the l in the middle. Draw a line from each word that begins with l to the l in the middle.

look
have
listen
let
try
light
kick
like
letter
lake
lion
dog

bake
leaves
lady
far
laughed
long
father
ladder
lived
baker
lie
lay

"Write two words that begin with l."
LESSON XVIII-a

INITIAL CONSONANT N (AUDITORY PRACTICE)

Write these words on the board.

night Nancy not now

"Say the words after me. Listen to the first sound!"

"The first letter in each word is n."

"Here are some more words that begin with n. Say them after me!"

nest north nothing near new never
nine nobody

"Listen carefully to these words. Most of the words will begin with n. If you hear a word that does not begin with n, you should clap."

noise number nose nice dishes
newspaper note hat noon nurse music
next

"Here are some more riddles. The first letter in the answer is n."

The people who live near you. (neighbors)
Another name for five cents. (nickel)
Squirrels gather them. (nuts)
Something used at the table. (napkin)
One more than eight. (nine)

"Can you think of other words that begin with n?"

Make a list of the words. Pronounce each word and have the children repeat it.
LESSON XVIII-b

INITIAL CONSONANT N (VISUAL PRACTICE)

Write these words on the board.

night    not    now

Read the words.

"Look at the first letter in each word. It is an n. Who can put a circle around each n?"

Write these two columns of words on the board.

<table>
<thead>
<tr>
<th>nice</th>
<th>paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>neck</td>
</tr>
<tr>
<td>sat</td>
<td>need</td>
</tr>
<tr>
<td>table</td>
<td>drive</td>
</tr>
<tr>
<td>nest</td>
<td>sleep</td>
</tr>
<tr>
<td>box</td>
<td>near</td>
</tr>
<tr>
<td>note</td>
<td>help</td>
</tr>
<tr>
<td>nose</td>
<td>name</td>
</tr>
<tr>
<td>light</td>
<td>milk</td>
</tr>
</tbody>
</table>

Ask different pupils to find n at the beginning of a word.

Give practice writing n on the blackboard.
Directions:

"Find each word that begins with n. Put a circle around each word that begins with n."

nest  car  not  too  night
take  new  now  way  come
no    nap  nurse  house  kite
next  make  west  near  need
may   nice  name  must  nose

"There are ___ words that begin with n."

"Write n on these lines.

n

"Write these two words that begin with n."

now

nine
LESSON XIX-a

INITIAL CONSONANTS Y V (AUDITORY PRACTICE)

Write these words on the board.

yes  you  your

"Say these words after me. The first letter in each word is y. We do not find as many words that begin with y as we do for most of the other letters."

"Here are a few. Say them after me."

year  yesterday  yard  yours  young
yet  yellow

"Now, I am going to say some words that begin with the same letter as visit. The first letter in visit is y. Say the words after me."

very  vacation  vegetables  valentine
vines  vest  voice  victrola

If the sound of b is made instead of the y, teach the child to hold his upper lip back while bringing the lower lip to the upper teeth."
LESSON XIX-b

INITIAL CONSONANTS Y V (VISUAL PRACTICE)

Write these two words on the board.

visit very

"The first letter in visit and very is v. Who can put a line under the v?"

Write yes and you on the board.

"The first letter in each word is y."

Give practice writing on the board and on paper.

Directions:

"Look at the first word, visit. What is the first letter in visit? There is a box around visit. Put a box around each word that begins with v. Look at the other word at the top, you. What is the first letter in you? There is a circle around you. Put a circle around each word that begins with y."

you take very yours year
get vegetables near vase valentine
wanted yellow jump mother yet
yard got will vines yourself
wait violet visit yes wood

There are ___ words that begin with v.
There are ___ words that begin with y.
LESSON XX-a

INITIAL CONSONANTS J K L N Y V (AUDITORY PRACTICE)

Write these familiar words on the board.
jump  kite  little  night  yes  visit

"Who would like to read the words that are on the board?"

"We are going to use these words in a little game."

"I shall say a word, let. The first letter in let is the same as the first letter in one of the words on the board. I want someone to point to the word that begins with the same letter as let."

"Here is another word to try, nest. I want someone to point to the word on the board that begins with the same letter as nest."

"Now we'll have two children come up and stand in front of the words. I'll say a word and we'll see which one can point first to the word on the board that begins with the same letter."

Give many pupils an opportunity to try.

The following is a list of words to use.
jump  kitten  lady  nest  yes  vase
jingle  key  laugh  north  you  vine
jelly  kite  ladder  nice  your  violet
just  kitchen  lamb  number  yard  valentine
joke  king  leaves  new  year  voice
juice  kick  light  no  yet  very
LESSON XX-b

INITIAL CONSONANTS J K L N Y V (VISUAL PRACTICE)

Directions:

"Look at the first word in the first row. What is the first letter in the word? Put a line under each word in the row that begins with k. What letter do you look for in the second row? Do the second row. What letter do you look for in the third row? Go ahead and do each row."

<table>
<thead>
<tr>
<th>kitten</th>
<th>with</th>
<th>king</th>
<th>light</th>
<th>house</th>
</tr>
</thead>
<tbody>
<tr>
<td>very</td>
<td>vines</td>
<td>could</td>
<td>vegetables</td>
<td>paper</td>
</tr>
<tr>
<td>name</td>
<td>hat</td>
<td>near</td>
<td>gray</td>
<td>now</td>
</tr>
<tr>
<td>yes</td>
<td>ground</td>
<td>year</td>
<td>fire</td>
<td>yours</td>
</tr>
<tr>
<td>letter</td>
<td>long</td>
<td>horse</td>
<td>second</td>
<td>lie</td>
</tr>
<tr>
<td>just</td>
<td>pretty</td>
<td>jam</td>
<td>told</td>
<td>jumped</td>
</tr>
<tr>
<td>now</td>
<td>need</td>
<td>rose</td>
<td>new</td>
<td>farmer</td>
</tr>
<tr>
<td>kite</td>
<td>kept</td>
<td>home</td>
<td>kitchen</td>
<td>key</td>
</tr>
<tr>
<td>you</td>
<td>yard</td>
<td>yellow</td>
<td>green</td>
<td>bump</td>
</tr>
<tr>
<td>jump</td>
<td>game</td>
<td>jelly</td>
<td>for</td>
<td>looked</td>
</tr>
<tr>
<td>like</td>
<td>look</td>
<td>bought</td>
<td>dress</td>
<td>vest</td>
</tr>
<tr>
<td>visit</td>
<td>sheep</td>
<td>run</td>
<td>valentine</td>
<td>were</td>
</tr>
<tr>
<td>let</td>
<td>hurry</td>
<td>lay</td>
<td>bread</td>
<td>light</td>
</tr>
<tr>
<td>no</td>
<td>nap</td>
<td>coat</td>
<td>make</td>
<td>mail</td>
</tr>
</tbody>
</table>
LESSON XXI-a

INITIAL CONSONANT BLEND TH (AUDITORY PRACTICE)

Write these words on the board.

this  the  thought  thank

"Say these words after me."

"Two letters work together to make the first sound in each of the words. The letters are th. Watch my mouth as I say the th." 

Repeat the words.

"Here are some other words that begin with th."

that  they  those  them  thin  think

there  things  three  thimble  thumb  thirsty

"What are the words that begin with th in each one of these sentences?"

1. There are three books in that desk.
2. The boy came to their house on Thursday.
3. I threw the ball over there.
4. Thank you for the gift.
5. This thing is not yours.
6. I heard the thunder.
7. That boy is too thin.

"Can you think of some words that begin with th?"
LESSON XXI-b

INITIAL CONSONANT BLEND TH (VISUAL EXERCISE)

Directions:
"Look at the first word. It begins with the letters th. Draw a line from the first word to the th in the middle. Draw a line from each word that begins with th to the th in the middle."

this  white

that  the

take  thin

they  train

third  th  frog

who  think

thirty  those

for  flat

thought  though

Directions:
"Put a line under each word that begins with th."

I saw that house.

I thought he was right.

Is this the baggage car?

"Write two words that begin with th."
LESSON XXII-a

INITIAL CONSONANT BLEND SH (AUDITORY PRACTICE)

Write these words on the board.
Shep shall she
"Say these words after me."
"These words begin with sh. The two letters work together to make the first sound. Sometimes we say this sound when we want a person to be quiet. Sh-sh-sh."
"Here are some words that begin with sh. Say them after me."
sheep shed shake shower shook
shop shoe shovel
"Let's try some riddles. The answer to each riddle begins with sh."
Something to cut with. (shears)
A large boat. (ship)
To close something. (shut)
To call loudly. (shout)
Something to put things on. (shelf)
You do it with a gun. (shoot)
Another name for a movie. (show)
What the sun does. (shine)
Can you think of some words that begin with sh?
Make a list of the words.
LESSON XXII-b

INITIAL CONSONANT BLEND SH (VISUAL PRACTICE)

Write these words on the board.

shall she

"Who would like to put a circle around the sh in each of these words?"

Write these sentences on the board.

1. I shall go to the shop.
2. He said she was going.
3. The sheep went into the shed.
4. Please put the shears on the shelf.

"Now we'll find the words that begin with sh and put a line under the word."

Have different pupils find the words.
Directions:

"Look at the first box. Find two words that begin with sh. Draw a line between the two words. In each box draw a line between the two words that begin with sh."

she shed
the at
sheep sweep
thing shall
stop shall
whistle shell
swing glad
she shed
when she
shake she
slide swing

"Write each of these words two times on the lines. What are the first two letters in each word?"

she
shall
LESSON XXIII-a

INITIAL CONSONANT BLEND CH (AUDITORY PRACTICE)

Write these words on the board.
choo chairs chug children

"Say these words after me. Listen closely to the first sound in each word."

"The first two letters work together and make the first sound. The letters are ch. The sound is something like the sound a train makes as it is moving out of the station. Ch-ch-ch-ch."

"See if you can hear the ch in these words. Say each word after me."
cheese china chew chocolate chowder
church chase chicken

"Listen to these words. If you hear a word that begins with ch, stand."
basket squirrel chimney chair breakfast
jelly sweater chipmunk
flower chain gate climb chin shower
cheese blanket champion

"Let's see if you can think of some more words that begin with ch."

Make a list on the board.
LESSON XXIII-b

INITIAL CONSONANT BLEND CH (VISUAL PRACTICE)

Directions:

"Look at the word at the top. It begins with ch. There is a line under the word. Look at the first column of words. Put a line under each word that begins with ch. Do the same with each column."

<table>
<thead>
<tr>
<th>chair</th>
<th>slow</th>
<th>choo</th>
<th>chimney</th>
<th>those</th>
</tr>
</thead>
<tbody>
<tr>
<td>clock</td>
<td>cheese</td>
<td>children</td>
<td>close</td>
<td>show</td>
</tr>
<tr>
<td>chalk</td>
<td>chicken</td>
<td>called</td>
<td>check</td>
<td>play</td>
</tr>
<tr>
<td>black</td>
<td>thick</td>
<td>cheer</td>
<td>sheep</td>
<td>chain</td>
</tr>
<tr>
<td>chug</td>
<td>color</td>
<td>chum</td>
<td>child</td>
<td>clown</td>
</tr>
<tr>
<td>close</td>
<td>chocolate</td>
<td>clean</td>
<td>crayon</td>
<td>choose</td>
</tr>
</tbody>
</table>

There are ___ words that begin with ch.

Directions:

"Find three words that begin with ch. Put a line under each word. Write the three words that begin with ch on the lines below."

1. He sat on the chair.
2. The child found a small chain.
LESSON XXIV-a

INITIAL CONSONANT BLEND WH (AUDITORY PRACTICE)

Write these words on the board.
what where why while
"Say each word after me. Two letters work together to make the first sound in each word. The first two letters in each word are wh. I'll put a line under the wh."

"Listen to these words that begin with wh. Say each one after me."
wheat when whether which
"The answers to these riddles begin with wh. Can you tell me the answers?"
One of the colors in the flag. (white)
Something the policeman blows. (whistle)
To speak with a very quiet voice. (whisper)
An automobile has four of these. (wheels)
"I am going to read four words. All but one will begin with wh. Can you tell me the word that does not begin with wh?"
why where this which
chain whether wheel when
whistle wake wheat white
why what they wheels
"Can you think of some more words that begin with wh?"
Make a list. Pronounce the words and have the children repeat each word."
LESSON XXIV-b

INITIAL CONSONANT BLEND WH (VISUAL PRACTICE)

Write these words on the board.

wheel white when where what why

Put a circle around the wh in the first word. Have the put a circle around the wh in each word.

Directions:

"Look at the first box. Find the two words that begin with wh. Draw a line between the two words. Do the other boxes in the same way."

<table>
<thead>
<tr>
<th>why</th>
<th>which</th>
<th>chair</th>
<th>wheel</th>
</tr>
</thead>
<tbody>
<tr>
<td>drop</td>
<td>climb</td>
<td>which</td>
<td>stone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thank</td>
<td>whisper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>this</th>
<th>when</th>
<th>there</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>black</td>
<td>white</td>
<td>wheel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>those</td>
<td>what</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wheel</th>
<th>why</th>
<th>shall</th>
<th>wheat</th>
</tr>
</thead>
<tbody>
<tr>
<td>both</td>
<td>wet</td>
<td>she</td>
<td>where</td>
</tr>
<tr>
<td></td>
<td></td>
<td>then</td>
<td>whistle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>why</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>church</td>
</tr>
</tbody>
</table>
LESSON XXV-a

INITIAL BLENDS GR DR (AUDITORY PRACTICE)

Write these words on the board.
grandmother  grocery  grass  green

"Say these words after me."

"These words all begin with the same two letters. The letters are GR. You know the sound of the G and of the R. In these words we hear the two sounds right together."

"Listen to the GR in these words. Say the words after me."
ground  gray  grow  grew  grade  great

"Let's play a listening game. You will listen for a word that doesn't begin with GR. When you hear one you will clap."
glass  grew  grow  chair  ground

gray  brought

green  grocery  dress  grade  grandfather

"Now I shall write some words that begin with DR."
Write the words on the board.
dresses  dry  drink

"Say the words after me. We hear the D and the R right together."

"These words begin with DR. Say them after me."
dried  draw  drive  drop

"Here are some riddles. The answer to each is a word that begins with DR."
The man who drives a car.  (driver)
The noise a raindrop makes.  (drip)

"Now let's see if you can think of some words that begin with gr and dr. I shall make two columns; one for words beginning with gr and one for words beginning with dr."
LESSON XXV-b

INITIAL BLENDS GR DR (VISUAL PRACTICE)

Write these words on the board.
grass grocery green

"I am going to put a box around the gr in the first word. Who can put a box around the gr in the next words?"

Write these words on the board.
dress draw dry

"I am going to put a circle around the dr in the first word. Who can put a circle around the dr in the next two words?"
Directions:

"Put a box around each gr that begins a word. Put a circle around each dr that begins a word.

dress  grass  draw  ground
stop   drop   flower  green
gray   dry    down   bring
grow   grocery grade  print
drive  frog   dried  grandmother
grew   drink  grow  chair

"Write three words that begin with gr."

gr

"Write three words that begin with dr."

dr
LESSON XXVI-a

INITIAL BLEND BR (AUDITORY PRACTICE)

Write these words on the board.
brook  brought  bread

"Say these two words after me."

"The first two letters are br. We hear the sound of
the b and r right together."

"Here are some other words that begin with br. Say them
after me."
break  bring  bright  brother

"Here are some riddles. Each answer begins with br."
A color.  (brown)
Something you use on your hair.  (brush)
Something found over water.  (bridge)
A part of a tree.  (branch)
Something used to sweep the floor.  (broom)
Something chimneys are made of.  (bricks)
A kind of food.  (bread)
The first meal of the day.  (breakfast)

"Can you think of other words that begin with br?"
Make a list of the words.
LESSON XXVI-b

INITIAL BLEND BR (VISUAL PRACTICE)

Write these words on the board.
brook broke bread breakfast

"Look at the first two letters in each word. They are br. Who can put a line under the br in the first word?"

Have other children put a line under the br in the other words.

Directions:

"Look at the first word. What two letters are at the beginning of the word? Find a word that begins with br in the second column. Draw a line from the first word in the first column to a word in the second column that begins with br. Find another word that begins with br in the first column and another that begins with br in the second column. Draw a line between the two words. Do the rest of the columns in the same way."

<table>
<thead>
<tr>
<th>broken</th>
<th>grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>bright</td>
</tr>
<tr>
<td>breakfast</td>
<td>brother</td>
</tr>
<tr>
<td>bridge</td>
<td>plant</td>
</tr>
<tr>
<td>please</td>
<td>sheep</td>
</tr>
<tr>
<td>grass</td>
<td>brave</td>
</tr>
<tr>
<td>brook</td>
<td>drink</td>
</tr>
<tr>
<td>bread</td>
<td>break</td>
</tr>
<tr>
<td>draw</td>
<td>bring</td>
</tr>
<tr>
<td>brought</td>
<td>branch</td>
</tr>
</tbody>
</table>
LESSON XXVII-a

INITIAL BLENDS GR DR BR (AUDITORY PRACTICE)

Write these words on the board.

green   dress   bread

"The first word I have written on the board is **green**. What are the first two letters in **green**? Can you think of two other words that begin with **gr**? I shall write the words in the first column under **green**."

"The word at the top of the second column is **dress**. What are the first two letters? Can you think of two other words to put in this column?"

"What are the first two letters in the last word? Can you think of two other words to write in this column?"

"Do you think you would like to play baseball with the words?"

Draw a baseball diamond on the board. Write the blends as shown.

"To get on first base, a player must give a word that begins with **gr**; to get to second, he must give a word that begins with **br**; to get to third, he must give a word that begins with **dr**; to get home he must give a word that begins with **br**. When a player goes all the way around he makes a home run. Let's see how many home runs we can have."
Lesson XXVII-b

Initial blends gr dr br (Visual Practice)

Directions:

"Cut out the words at the bottom of the page. Paste all the words that begin with gr in column 1 under green. Paste the words that begin with dr in column 2 under dress. Paste the words that begin with br in column 3 under bread.

<table>
<thead>
<tr>
<th>green</th>
<th>dress</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>grass</td>
<td>breakfast</td>
<td>brook</td>
<td>dream</td>
</tr>
<tr>
<td>cry</td>
<td>gray</td>
<td>glass</td>
<td>grocery</td>
</tr>
<tr>
<td>brick</td>
<td>drink</td>
<td>tree</td>
<td>dried</td>
</tr>
<tr>
<td>branch</td>
<td>shout</td>
<td>brown</td>
<td>dry</td>
</tr>
</tbody>
</table>
LESSON XXVIII-a

INITIAL BLENDS CL FL (AUDITORY PRACTICE)

Write these words on the board.

close      clippity-clap      clown

"Say the words after me."

"The first two letters in these words are cl. See if
you can hear the cl in these words. Say them after me."

climbed    clean      clock      closed      cloud
clap      class      clothes

"I am going to say three words. There will be one
word that will not begin with cl; the other words will.
Raise your hand if you can tell me the word that does not
begin with cl."

clap    clown    back

dress      cloud    clean

closed    black      climb

cloth    flower    clear

"We have been talking about words that began with cl.
Now I am going to write some words that begin with fl."

flew      flat      flower

"Say the words after me. This time we shall hear the
sound of the f with the sound of the l."

"Here are some more words that begin with fl."

flag      floor      fly      flying
"I am going to read some sentences. See if you can hear some words that begin with fl."

1. The children carried flowers and flags.
2. Florence saw the flier as he stepped out of the plane.
3. The flat box lay on the floor unopened.

"Can you think of some words that begin with cl?"
Make a list of the words.

"Can you think of some words that begin with fl?"
Make a list of the words.
LESSON XXVIII-b

INITIAL BLENDS CL FL (VISUAL PRACTICE)

Write these two columns of words on the board.

climbed        flew

climbed        flew

climbed        flew

climbed        flew

Put a box around the cl in the first word.

Have different pupils box the cl in the other words.

Put a circle around the fl in the first word in the second column.

Have the pupils circle the fl in the other words.
Directions:

"Put a box around each cl that begins a word. Put a circle around each fl that begins a word."

clown    thing    fly    cloud
flat      clock    chain   shall
stand     flew      floor   clay
chair     flower    cloth    clap
class     play      flying   chimney

"Write two words that begin with cl." 

[Blank lines]

"Write two words that begin with fl." 

[Blank lines]
LESSON XXIX-a

INITIAL BLENDS PL BL (AUDITORY PRACTICE)

Write these words on the board.
play playing plants please
"Say these words after me."
"What are the first two letters in each word?"
"These words begin with pl. Say them after me."
plate plain place planting planted
played playhouse

Write these words on the board.
block black blackboard blew
"What are the first two letters in these words?"
"These words begin with bl; the others we just spoke about begin with pl. Say the words."
"These words begin with bl. Say them after me."
blind blow blowing
"I am going to say some words. When you hear one that begins with bl, clap."
drop chain grow blew from
brought blind thought blow bring
blowing break play clean bleed
"Can you think of some words that begin with bl?"
"Can you think of some words that begin with pl?"
Make lists of the words. Pronounce and have children repeat.
LESSON XXIX-b

INITIAL BLENDS PL BL (VISUAL PRACTICE)

Write these words on the board.

play   plant   please

"Who can put a box around the pl in the first word?"

Have the pupils box the pl in the other words.

Write these words on the board.

block   black   blackboard

Have the children box the bl in each word.

Directions:

"Draw a line from each word beginning with pl to the pl in the middle. Draw a line from each word beginning with bl to the bl in the middle."

play   plant   block   playing   climbing   place   slide   planted   print
plain   blue   long   playhouse   blackboard   blind   playing   blocks   plants
LESSON XXX-a

INITIAL BLENDS CL PL PL BL (AUDITORY PRACTICE)

REVIEW LESSON

Review these lists of words that begin with cl, fl, pl, and bl. Say a word and have the pupils repeat it. Ask what the first two letters are in each group. Add words from the lists previously suggested by the pupils.

<table>
<thead>
<tr>
<th>close</th>
<th>flew</th>
<th>play</th>
<th>black</th>
</tr>
</thead>
<tbody>
<tr>
<td>clippity-clap</td>
<td>flat</td>
<td>plant</td>
<td>block</td>
</tr>
<tr>
<td>clown</td>
<td>flower</td>
<td>please</td>
<td>blue</td>
</tr>
<tr>
<td>class</td>
<td>fly</td>
<td>playhouse</td>
<td>blind</td>
</tr>
<tr>
<td>clothes</td>
<td>floor</td>
<td>playing</td>
<td>blow</td>
</tr>
<tr>
<td>clock</td>
<td>flag</td>
<td></td>
<td>blackboard</td>
</tr>
<tr>
<td>climbed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"I am going to make a hill for you to climb."

Draw a hill on the board. Write the blends as shown.

```
fl
cl
pl
```

"To climb the hill you must give a word that begins with each of the letter combinations. Who would like to try? The first word must begin with fl, the next with cl and so on up the hill."
Directions:

"Cut out the words at the bottom of the page. Look at the first balloon. It has the letters cl in it. Paste a word that begins with cl in the first balloon. The next balloon has pl in it. Paste a word that begins with pl in this balloon. Paste a word in each balloon. The word must begin with the two letters that are in the balloon."

<table>
<thead>
<tr>
<th>climb</th>
<th>play</th>
<th>blue</th>
<th>clown</th>
<th>black</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>please</td>
<td>fly</td>
<td>clock</td>
<td>floor</td>
</tr>
</tbody>
</table>
LEsson XXXI-a

Initial blends SW ST (Auditory Practice)

Write these words on the board.

Swing sweater sweep swept

"Say these words after me."

"The first two letters in each of the words are SW.

Let's say the words together."

"Another word that begins with SW is sweet."

"Now we shall hear some words that begin with ST."

Write these words on the board.

Story sticks stories stack stop

Stores stay

"Say the words after me."

"Here are some other words that begin with ST."

Stairs station stove stone stomach stocking still

"Listen for the words that begin with ST. Clap when you hear one."

Stop brook please store star shall

Small start

Spot stand chin children sting

Storm track step

"Can you think of some words that begin with SW?"

"Can you think of some words that begin with ST?"

Make lists of the words.
LESSON XXXI-b

INITIAL BLENDS SW ST (VISUAL PRACTICE)

Directions:

"Look at the first column. The first word begins with st. Put a circle around the word. Point to the next word in the column that begins with st. Put a circle around the word. Put a circle around each word that begins with st.

store  tree  that  sting  stores
shop  stocking  stand  small  shop
stack  swing  stick  story  truck
station  step  shoe  stood  skin
sky  stopped  storm  sleep  stories
stack  stone  school  stove  slow

"Write three words that begin with st."

______________________________
______________________________
______________________________

"Write these two words that begin with sw."

swing

______________________________
______________________________

sweep
LESSON XXXII-a

WORDS THAT RHYME WITH MAY (AUDITORY PRACTICE)

Write these words on the board.

may  day  play  say

"Say each word after me."

"Each of these words has the same ending. Each word ends with ay. We say the words rhyme."

"I am going to read a little poem about a woodpecker. You will hear some words that rhyme with may and day."

"Woodpecker, woodpecker, pecking away,
Woodpecker, busy the livelong day,
Working away, working away,
Woodpecker, busiest bird in May."

"Two of the words that rhyme are away and day. What is the other word that rhymes with them?"

"I am going to read two lines. The last words in each line should rhyme. Can you fill in the last word?"

"Billy, Billy," called Ted, one day.
"Come over to my house and ____." (play)

The gingerbread boy said, "I can not stay, For I am running ____." (away)

Little Kitty Gray
Runs and jumps at ____ (play)

"Wait for me," called little May
"For I am going your ____." (way)

1Stoddard, Clara E., Sounds for Little Folks, Expression Co., Boston 1940 p. 37
"Listen to these words that I shall read. Can you hear any words that rhyme with *may* and *day*?"

<table>
<thead>
<tr>
<th>fall</th>
<th>milk</th>
<th>say</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>hay</td>
<td>sing</td>
<td>trunk</td>
</tr>
<tr>
<td>look</td>
<td>make</td>
<td>stay</td>
<td>tell</td>
</tr>
<tr>
<td>lay</td>
<td>swing</td>
<td>keep</td>
<td>might</td>
</tr>
<tr>
<td>still</td>
<td>way</td>
<td>train</td>
<td>gray</td>
</tr>
</tbody>
</table>

"Now we shall say all the words we have found that rhyme with *may* and *day*. Say them after me."

<table>
<thead>
<tr>
<th>may</th>
<th>day</th>
<th>away</th>
<th>lay</th>
<th>play</th>
<th>gray</th>
</tr>
</thead>
<tbody>
<tr>
<td>stay</td>
<td>hay</td>
<td>way</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON XXXII-b

WORDS THAT RHYME WITH MAY (VISUAL PRACTICE)

Directions:

"Look at the first word. The word ends with ay. Look across the top line and find another word that ends with ay. Put a line under the word. The two words rhyme. In each line find the word that rhymes with the first word.

<table>
<thead>
<tr>
<th>way</th>
<th>like</th>
<th>keep</th>
<th>stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>met</td>
<td>fall</td>
<td>may</td>
</tr>
<tr>
<td>play</td>
<td>gray</td>
<td>house</td>
<td>not</td>
</tr>
<tr>
<td>lay</td>
<td>make</td>
<td>away</td>
<td>train</td>
</tr>
<tr>
<td>hay</td>
<td>day</td>
<td>door</td>
<td>see</td>
</tr>
<tr>
<td>way</td>
<td>hop</td>
<td>flat</td>
<td>gay</td>
</tr>
<tr>
<td>day</td>
<td>can</td>
<td>play</td>
<td>jam</td>
</tr>
<tr>
<td>stay</td>
<td>may</td>
<td>lake</td>
<td>rain</td>
</tr>
</tbody>
</table>

"Write a word that rhymes with the first word."

may
day
LESSON XXXIII-a

WORDS THAT RHYME WITH AT (AUDITORY PRACTICE)

Write these words on the board.

cat  flat  fat  hat

"Say these words after me."

"Each of these words have the same ending, at. So we say the words rhyme. We'll say the words again."

"I am going to say four words. One of the words will end with at. Can you hear the word that ends with at?"

keep  make  fall  bat
may  sat  did  step
that  let  well  sing
tell  street  sand  fat
man  hat  take  lay
stop  look  flat  track
cart  bread  cook  cat

"Now let's make a list of all the words we have heard that rhyme with at."

Write them on the board.

at  hat
    cat  sat
    flat  bat
    fat  that

"Say each word after me."
LESSON XXXIII-b

WORDS THAT RHYME WITH AT (VISUAL PRACTICE)

Write these words on the board.

fat   cat   that   sat

"Each word ends with at. I am going to put a box around the ending, at in the first word."

Have the pupils box the at in the other words.

Directions:

"Draw a line from each word that ends with at to the at in the middle."

sat make
me flat
pin bed
cat rat
that at fat
let met
take sat
hat cap
can let
bat that

"Write four words that end with at."
Directions:

"Find the word that rhymes with the first word in each line. Put a line under it. What ending will you be looking for in each line?"

<table>
<thead>
<tr>
<th>cat</th>
<th>sing</th>
<th>that</th>
<th>tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>hat</td>
<td>lay</td>
<td>train</td>
</tr>
<tr>
<td>bat</td>
<td>let</td>
<td>sat</td>
<td>did</td>
</tr>
<tr>
<td>that</td>
<td>did</td>
<td>cat</td>
<td>met</td>
</tr>
<tr>
<td>sat</td>
<td>bad</td>
<td>may</td>
<td>that</td>
</tr>
<tr>
<td>flat</td>
<td>met</td>
<td>hat</td>
<td>can</td>
</tr>
</tbody>
</table>
LESSON XXXIV-a

WORDS THAT RHYME WITH BOOK (AUDITORY PRACTICE)

Write these words on the board.

book  look  cook  took

"Say these words after me."

"These words have the same ending. They rhyme. I'll put a line around the parts that are alike in each word.
The letters at the end of each word are ook."

"I am going to read you a poem. See if you can hear the words that rhyme with book and look."

Little brook, little brook,
You have such a happy look,
Such a very merry manner,
As you swerve and curve and crook.

James Whitcomb Riley

"What are the words that rhyme with book and look?"

"Brook, look, and crook are the words that rhyme."

"I am going to say some words. If you hear a word that rhymes with book, I want you to clap."

make  seen  train  look  boy  round
let  brook  more
thing  took  lake  cook  tail  start
should  look

"I'll read a little story. Finish my story with a word that rhymes with book."

Fishes in the brook,
I'll catch you on my ___  (hook)

1Stoddard, Clara B., Sounds for Little Folks
Expression Co., Boston 1940 p. 134
"I," said the cook, Read it in my book.

Write the words that end with ook on the board. Have the children say them.

"Can you think of any other words that rhyme with book?"
LESSON XXXIV-b

WORDS THAT RHYME WITH BOOK (VISUAL PRACTICE)

Write these words on the board. Box the *ook* in the first word.  *book* look cook took

"I have put a box around the *ook* in *book*. Who can put a box around the *ook* in the other words?"

Directions:

"Look for the words that end with *ook*. Put a box around the *ook* in each word."

cook stay book may
take said brook cook
shall make look like
look room broke say
rake soon brook noon
school took book foot

Write a word that rhymes.

Directions:

"Look at the first box. There is a word in it that ends with *ook*. What other letter do you see in the box? Write *ook* after the *c* and make a word that rhymes with *book*. In the other boxes write a word that rhymes with the top word."

book look brook
Directions:

"Put a circle around each word that ends with ook in these sentences."

Look at my book.
The children played near the brook.
Mother will cook the dinner.
Tom took Sandy home
I will look for the ball.
There are ___ words that end with ook.
"Read the sentences."
LESSON XXV-a

WORDS THAT RHYME WITH ALL (AUDITORY PRACTICE)

Write these words on the board.
ball  fall  call

"Say the words after me. Each word has the same ending all. The words rhyme. The ending all is a word all by itself. What does it say? All is right."

"Listen to these sentences. Can you hear a word that rhymes with ball?"

The boys marched into the hall.

"What is the word that rhymes with ball?"

The dog jumped over the wall.
He was a very small boy.

"What words have we found that end with all? I'll write each word on the board as someone gives it to me."

"Can you think of other words that end with all?"

Make a list of the words. Have the pupils say the words.
LESSON XXXV-b

WORDS THAT RHYME WITH ALL (VISUAL PRACTICE)

Write the words on the board. Say the words.

ball  call  wall

"There is a line under the all in the first word."

Have pupils put a line under the all in the other words.

Directions:

"Find the words that end with all. Draw a line from each word that ends with all to the all in the middle."

ball  smoke

come  small

call  tall

small  back

take  call

tall  all  saw

sat  ball

wall  walk

sat  will

smell  little

fall  fall

still  talk

"Write three words that rhyme with ball."
LESSON XXXVI-a

WORDS THAT RHYME WITH MAY, AT, BOOK, ALL

(AUDITORY PRACTICE)

REVIEW LESSON

Make four columns on the board. Write the following words, one at the top of each column.

<table>
<thead>
<tr>
<th>may</th>
<th>cat</th>
<th>book</th>
<th>all</th>
</tr>
</thead>
</table>

"We shall see how many words you can remember that rhyme with each word at the top of a column."

"What are some words that rhyme with may? I shall write them in the column under may."

"What are some words that rhyme with cat? I'll write the words under cat."

Ask for the other words in the same way.

"Do you remember how we played baseball with words?"

Draw a baseball diamond on the board. Write the words book at all may at each base as shown in the diagram.

"You must start at home plate. To get to first base you give a word that rhymes with may. To get to second you give a word that rhymes with at, and so on. If you go all the way round you make a home run. Let's play ball."
LESSON XXXVI-b

WORDS THAT RHYME WITH MAY, AT, BOOK, ALL

(VISUAL PRACTICE)

Directions:

"Cut out the words at the bottom of the page. Paste the words that rhyme with at in the at house. Paste the words that rhyme with ball in the ball house. Fill the other houses in the same way."

<table>
<thead>
<tr>
<th>cat</th>
<th>may</th>
<th>look</th>
<th>sat</th>
<th>call</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>flat</td>
<td>gray</td>
<td>ball</td>
<td>brook</td>
<td>fall</td>
</tr>
</tbody>
</table>
LESSON XXXVII-a

WORDS THAT RHYME WITH HEN (AUDITORY PRACTICE)

Write these words on the board.

hen  then  men

"Say the words after me. Listen carefully to the ends of the words."

"These words rhyme for the endings are the same. The last letters in each word are en. Let's say the words again."

"Can you hear a word that rhymes with hen in this sentence?"

The boy counted ten eggs.

"Ten rhymes with hen and then. See if you can hear another one in this sentence."

When will you come home?

"The answers to these riddles rhyme with hen."

A boy's name. (Ben)

Something to write with. (pen)

"I am going to say four words. Two of the words in each group will rhyme. The words will end in en. Listen."

see  men  may  pen
when  take  ten  not
met  gone  Ben  hen
ten  ran  then  fun
wet  men  ten  sand

"Can you think of any other words that rhyme with hen?"
LESSON XXXVII-b

WORDS THAT RHYME WITH HEN (VISUAL PRACTICE)

Write these words on the board.
hen then men ten

"Who can put a box around the en in the first word?"

Have other pupils find and box the en in the other words.

Directions:

"Find the words that rhyme in each box. The words end in en. Draw a line between the two words that rhyme."

<table>
<thead>
<tr>
<th>men</th>
<th>the</th>
<th>when</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>hen</td>
<td>ten</td>
<td>do</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ran</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>ten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>can</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>hen</td>
</tr>
<tr>
<td>when</td>
<td>then</td>
</tr>
<tr>
<td>what</td>
<td>man</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>men</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>when</td>
</tr>
<tr>
<td>hen</td>
<td>ten</td>
</tr>
<tr>
<td>tan</td>
<td>hand</td>
</tr>
<tr>
<td>when</td>
<td>let</td>
</tr>
<tr>
<td>men</td>
<td>mine</td>
</tr>
</tbody>
</table>
LESSON XXXVIII-a

WORDS THAT RHYME WITH ROUND (AUDITORY PRACTICE)

Write these words on the board.
found  ground  pound
"Say each word after me."
"These words rhyme. The ending of each word is ound.
"Let's say the words again."
"I am going to read some sentences. Can you hear some words that end with ound?"
The wheel turned round and round.
We could not hear a sound.
He looked all around.
"I am going to say a little rhyme. The last word in each line will end in ound."
She spun round and round,
Then fell to the ground.
"What are the two words that rhyme?"
"Now I am going to say one line. Can you add a line that will rhyme?"
Two little birds I have found,

Write these letters on the board: f  gr  m  s  f  r
"Use these letters and make words ending in ound. The first word is found. Who can tell me what the next word will be?"

Find the other words in the same way.
LESSON XXXVIII-b

WORDS THAT RHYME WITH ROUND (VISUAL PRACTICE)

Directions:

"The first word in each line ends with round. In each line find a word that rhymes with the first word. Put a line under the word that rhymes with the first word."

found take sound shall
round small little bound
ground found running cover
round sand kind ground
sound thought round lost
around stand pound bought
sound town found band
ground loud want bound
round ground pond about
round down found could

Directions:

"Put a line under each word that ends with sound."

Tom and Nancy looked all around. They stepped softly this way and that way. They looked up at the tree and along the ground. Then Nancy said, "Tom, Tom, I have found him."

Tom looked. Nancy pointed up into the tree. There, not making a sound, sat the little squirrel.

Read the story.
LESSON XXXIX-a

WORDS THAT RHYME WITH SLEEP (AUDITORY PRACTICE)

Read the nursery rhyme Little Bo-Peep.

Little Bo-Peep has lost her sheep
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.

Mother Goose

"There are two words in the first line that rhyme. Peep is one, and sheep is the other. I'll write these two words on the board."

"The letters that are the same in each word are eep."

"Can you hear another word that rhymes with peep and sheep in this sentence?"

I will keep the picture.

"Keep does rhyme with peep and sheep. Listen for another."

in this sentence."

The little boy went to sleep.

"Sleep rhymes with peep and sheep. Now we have four words that rhyme. Let's get them all on the board."

peep sheep keep sleep

"Say the words with me."

"Finish each of these sentences with a word that rhymes with peep."

Father said that I might have the ball to _____. (keep)
Little Boy Blue fell fast _____. (asleep)
The little chick said, "_____ , ____." (Peep)
Lassie helped to bring home the ______. (sheep)
Nancy was helping Mother.
She said, "Let me ____." (sweep)
"Can you think of other words that rhyme with peep?"
LESSON XXXIX-b

WORDS THAT RHYME WITH SLEEP (VISUAL PRACTICE)

Write these words on the board.

peep sheep keep sleep sweep

Put a line under the _een in the first word.

Have different pupils put a line under the _een in the other words.

Directions:

"In the first box find the two words that end with _een. Draw a line between the two words. Do the other boxes in the same way."

<table>
<thead>
<tr>
<th>hill</th>
<th>peep</th>
<th>keep</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>grow</td>
<td>like</td>
<td>field</td>
</tr>
<tr>
<td>sweep</td>
<td>kept</td>
<td>send</td>
<td>room</td>
</tr>
<tr>
<td>letter</td>
<td>peep</td>
<td>sleep</td>
<td>sheep</td>
</tr>
<tr>
<td>keep</td>
<td>seat</td>
<td>peep</td>
<td>sweep</td>
</tr>
<tr>
<td>seen</td>
<td>sleep</td>
<td>peep</td>
<td>sweep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>seem</td>
<td>peep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sweep</td>
<td>paint</td>
</tr>
</tbody>
</table>
LESSON XL-a

WORDS THAT RHYME WITH SING (AUDITORY PRACTICE)

Write these words on the board:

sing  swing  thing  ding

"Say the words after me."

"These words rhyme. They all have the same ending."

"Listen and see if you can hear the words that rhyme."

Ding! Ding! Ding!
The fire bells do ring.

A letter I bring,
From the little king.

The children sing
As they swing.

"Now I would like to have you tell me the words we have heard that end with ing. I shall write them on the board as you give them."

sing  swing  thing  ding  ring
bring  king

"I am going to say four words. Two of the words rhyme. They end with ing. Can you tell me the words that rhyme?"

right  sing  wing  day
bring  did  king  can
swing  rang  song  thing
bag   string  tree  ring

"Can you think of any other words that rhyme with sing?"
LESSON XL-b

WORDS THAT RHYME WITH SING (VISUAL PRACTICE)

Directions:

"Look at the first word. It ends with ing. There is a line under the word. Look across the first line. Find another words that ends with ing and draw a line under it. Do the other lines in the same way."

thing     let     sing     trunk
wing      thing    right    dog
king      book     bought    ring
bring     light     big      swing
thing      ring     early    baker
sing      find     king      fish
ding      wing     vines     begin
swing     rang     dong     ding

Write three words that end with ing."
LESSON XLI-a

WORDS THAT Rhyme WITH Hen, SLEEP, ROUND, SING

(AUDITORY PRACTICE)

REVIEW LESSON

Review words rhyming with hen, sleep, round, sing.
Write these words on the blackboard.

<table>
<thead>
<tr>
<th>hen</th>
<th>sleep</th>
<th>round</th>
<th>sing</th>
</tr>
</thead>
<tbody>
<tr>
<td>then</td>
<td>peep</td>
<td>found</td>
<td>swing</td>
</tr>
<tr>
<td>men</td>
<td>sheep</td>
<td>ground</td>
<td>thing</td>
</tr>
<tr>
<td>ten</td>
<td>sleep</td>
<td>pound</td>
<td>ding</td>
</tr>
<tr>
<td>Ben</td>
<td>keep</td>
<td>around</td>
<td>ring</td>
</tr>
<tr>
<td>when</td>
<td></td>
<td>sound</td>
<td>bring</td>
</tr>
<tr>
<td>pen</td>
<td></td>
<td></td>
<td>king</td>
</tr>
</tbody>
</table>

"The words in the first column rhyme with hen. Say the words after me."

"Can anyone read the words in the first column?"

"The words in the second column rhyme with sleep. Say the words after me."

"Can anyone read the words in the second column?"

"I am going to read four words. Can you tell me the two words that rhyme in each group?"

<table>
<thead>
<tr>
<th>peep</th>
<th>make</th>
<th>do</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>found</td>
<td>place</td>
<td>round</td>
</tr>
<tr>
<td>cap</td>
<td>men</td>
<td>ten</td>
<td>sent</td>
</tr>
<tr>
<td>sweep</td>
<td>keep</td>
<td>face</td>
<td>feet</td>
</tr>
</tbody>
</table>
"Let's see if we can play basketball with the words. We try to make baskets by throwing the ball into the basket. Here is the basket and the four balls."

"On each ball you will see a word. What do the words say?"

"To make a basket you must give a word that rhymes with the word on the ball. I'll point to the ball that you are to throw. Each player will throw three balls. How many of you can make three baskets?"
LESSON XLI-b

WORDS THAT RHYME WITH HEN, SLEEP, ROUND, SING

(VISUAL PRACTICE)

REVIEW LESSON

Directions:

"Look at the first column. Put a line under each word that rhymes with the word at the top of the column. Do the other columns in the same way."

<table>
<thead>
<tr>
<th>found</th>
<th>sweep</th>
<th>ring</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>came</td>
<td>take</td>
<td>thing</td>
<td>hen</td>
</tr>
<tr>
<td>sound</td>
<td>big</td>
<td>sing</td>
<td>made</td>
</tr>
<tr>
<td>train</td>
<td>keep</td>
<td>night</td>
<td>tan</td>
</tr>
<tr>
<td>mound</td>
<td>sand</td>
<td>make</td>
<td>ten</td>
</tr>
<tr>
<td>dust</td>
<td>sleep</td>
<td>song</td>
<td>made</td>
</tr>
<tr>
<td>low</td>
<td>slide</td>
<td>bring</td>
<td>fun</td>
</tr>
<tr>
<td>fun</td>
<td>peep</td>
<td>leg</td>
<td>see</td>
</tr>
<tr>
<td>around</td>
<td>read</td>
<td>begin</td>
<td>Ben</td>
</tr>
<tr>
<td>pound</td>
<td>sheep</td>
<td>swing</td>
<td>want</td>
</tr>
<tr>
<td>find</td>
<td>cream</td>
<td>went</td>
<td>pen</td>
</tr>
<tr>
<td>house</td>
<td>kept</td>
<td>ding</td>
<td>when</td>
</tr>
<tr>
<td>pond</td>
<td>peep</td>
<td>spring</td>
<td>them</td>
</tr>
</tbody>
</table>
LESSON XLII-a

FINAL CONSONANTS S G (AUDITORY PRACTICE)

Write these words on the board.

said  see  so

"Who can read these words?"

"What is the first letter in each word? S is the first letter."

"Now I am going to write some other words. The last letter in these words will be s."

boys  us  this  kittens

"Say the words after me. Listen carefully to the last letter."

"Here are some others. Say them after me."

has  is  was  grass  his  across

house  apples  yes  chairs  cows  eggs

"Can you think of some words that have an s at the end?"

"Listen carefully to these words. You should hear a s at the end."

    dog    leg    pig

"Say the words after me."

"What is the last letter in each word?"

"Say these words. Each word ends with a s."

    leg    big    bag    flag    frog    eggs    jug
"Listen to these words. Clap when you hear a word that ends with £."

wait boys big work stone
might flag sleep puppy dig
make sound pocket log today
left lunch egg jump bug

"Can you think of other words that end with £?"
LESSON XLII-b

FINAL CONSONANTS S G (VISUAL PRACTICE)

Directions:

"Look at the first word. What is the last letter in the word? Look across the row. Put a line under each word that ends with a g. Look at the first word in the next row. What is the last letter in the word? Put a line under each word that ends with an s. Put a line under each word in the row that has the same last letter as the first word in the row."

<table>
<thead>
<tr>
<th>leg</th>
<th>calf</th>
<th>big</th>
<th>flag</th>
<th>door</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>cows</td>
<td>room</td>
<td>take</td>
<td>has</td>
<td>his</td>
<td>chair</td>
</tr>
<tr>
<td>big</td>
<td>jug</td>
<td>play</td>
<td>frog</td>
<td>may</td>
<td>pig</td>
</tr>
<tr>
<td>kittens</td>
<td>horses</td>
<td>cats</td>
<td>move</td>
<td>his</td>
<td>have</td>
</tr>
<tr>
<td>flag</td>
<td>jump</td>
<td>egg</td>
<td>day</td>
<td>dog</td>
<td>dig</td>
</tr>
<tr>
<td>books</td>
<td>button</td>
<td>candy</td>
<td>coats</td>
<td>dresses</td>
<td>this</td>
</tr>
</tbody>
</table>

"Write three words that end with s."

"Write three words that end with t."
LESSON XLIII-a

FINAL CONSONANTS N P (AUDITORY PRACTICE)

Write these words on the board.

nest  no  night  not

"Who can read these words?"

"What is the first letter in each word?"

"Now I am going to write some other words. In these words the last letter will be n."

man  train  barn  can

"Say the words after me. Listen carefully to the last letter in each word."

"I am going to read some words that end with the letter n. Say each word after me."

fun  hen  down  then  chicken  clown

green  run  children

"Can you think of some other words? The last letter must be n."

"Now we shall talk about another letter. We know it when it is at the beginning of a word."

Write these words on the board. Say each word.

pull  pet  put  pig

"What is the first letter in each word? P is right."

"Listen for the p at the end of the word."

sheep  clap  up  Shep  help  hop

"Say each word after me."
"I am going to say four words. Which word has an n at the end?"

<table>
<thead>
<tr>
<th>take</th>
<th>let</th>
<th>skip</th>
<th>done</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>asleep</td>
<td>bed</td>
<td>morning</td>
</tr>
<tr>
<td>round</td>
<td>basket</td>
<td>hop</td>
<td>king</td>
</tr>
<tr>
<td>rabbit</td>
<td>field</td>
<td>run</td>
<td>jump</td>
</tr>
<tr>
<td>ran</td>
<td>hop</td>
<td>cut</td>
<td>letter</td>
</tr>
</tbody>
</table>

"Can you think of some words that end with an n?"
LESSON XLIII-b

FINAL CONSONANTS N P (VISUAL PRACTICE)

Directions:

"Look at the first word in the first column. What is the last letter in the word? \( \mathbf{p} \) is right. Draw a line from the first word to the \( \mathbf{p} \) in the middle. Draw a line from each word that ends with a \( \mathbf{n} \) to the \( \mathbf{p} \) in the middle."

"What is the last letter in the second word? \( \mathbf{n} \) is right. Draw a line from the word to the \( \mathbf{n} \) in the middle. Draw a line from each word that ends with an \( \mathbf{n} \) to the \( \mathbf{n} \) in the middle."

help  n  rain
man  sleep
barn  ship
up  sleep
train  p  began
kitten  n  jump
run
sleep  fireman
when
hop

"Write a word that ends with an \( \mathbf{n} \). On the same line write a word that ends with a \( \mathbf{p} \)."
LESSON XLIV-a

FINAL CONSONANTS D M (AUDITORY PRACTICE)

"Today we are going to talk about the d and the m. We have seen and heard these letters at the beginning of words. Now we shall see and hear the d and m at the end of words. Let's look at these words."

Write the words on the board.

doll dear dining day

"Who can read the words?"

"Let's all the say the words."

"What is the first letter in each word?"

"Now I shall say some words and you will hear the d at the end of the words."

bed and said bread

"What is the last letter in each word?"

"Listen and see if you can hear some words that end with d in these sentences."

The bird made a nest in the field.
She had a red ribbon on her head.
Ted heard the boy call.
The bird could not find any food.

"Can you think of some other words? The last letter must be d?"

"I'm going to write some other words on the board and read the words to you. What is the first letter in each word?"
XLIV-a

make morning mother man

M is the first letter. Now we shall find m at the end of some words. Listen!

arm hum room farm

"Do you hear the m at the end of the words?"

"Say these words. The last letter in each word is m."

storm him am from broom them

"Can you think of some words that end with an m?"
LESSON XLIV-b

FINAL CONSONANTS D M (VISUAL PRACTICE)

Directions:

"Look at the word in the box. What is the last letter in the word? Put a box around each word that ends with a d. Look at the word in a circle. What is the last letter in the word? Put a circle around each word that ends with an m."

<table>
<thead>
<tr>
<th>sand</th>
<th>farm</th>
</tr>
</thead>
<tbody>
<tr>
<td>found</td>
<td>bread farm boat</td>
</tr>
<tr>
<td>street food storm am</td>
<td></td>
</tr>
<tr>
<td>said hum cream and</td>
<td></td>
</tr>
<tr>
<td>from field him Tom</td>
<td></td>
</tr>
<tr>
<td>them room find fed</td>
<td></td>
</tr>
<tr>
<td>keep bed jam red</td>
<td></td>
</tr>
</tbody>
</table>

"Write three words that end with d."

"Write three words that end with m."
LESSON XLV-a

FINAL CONSONANTS T R (AUDITORY PRACTICE)

"What is the first letter in each of these words?"
Write the words on the board. Say the words.
top  table  tires  tell
"Let's all say the words together."
"Look at these words."
Write the words on the board.
not  night  went  let
"Say each word after me."
"The last letter in each word is _t. Here are some other words that end with _t. Say each word after me."
but  cut  cat  eat  get  hat  coat
hunt
"Listen to these words. Stand when you hear a word that doesn't end with a _t."
basket  got  pet  want  boys  eat
night  dear  wet
next  just  moon  rabbit  swept  fat
don't  sick  let  meat
"Can you think of some words that end with a _t?"
"We know this letter when it is at the beginning of a word. Look at these words."
Write the words on the board.
ready  right  robins  rain
"What is the first letter in each of the words?"
"Who would like to read the words?"
"Let's all read the words together."
"Listen to the r at the end of these words."
dear  dinner  baker  mother
Write the words on the board.
"Say each word after me."
"Say these words that end with an r."
paper  sweater  bear  ladder  near  your
"Can you think of any words that end with an r?"
LESSON XLV-b

FINAL CONSONANTS T R (VISUAL PRACTICE)

Directions:

"Look at the first box. Two of the words end with a t. Draw a line between the two words. Two of the words in the same box end with an r. Draw a line between the two words that end with an r. Do the same in each box."

<table>
<thead>
<tr>
<th>cat</th>
<th>dear</th>
<th>out</th>
<th>not</th>
<th>hear</th>
<th>dust</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>next</td>
<td>supper</td>
<td>under</td>
<td>let</td>
<td>air</td>
</tr>
<tr>
<td>after</td>
<td>mother</td>
<td>get</td>
<td>hear</td>
<td>eat</td>
<td>at</td>
</tr>
<tr>
<td>count</td>
<td>sweet</td>
<td>cut</td>
<td>four</td>
<td>hair</td>
<td>fair</td>
</tr>
<tr>
<td>year</td>
<td>her</td>
<td>dinner</td>
<td>went</td>
<td>our</td>
<td>light</td>
</tr>
<tr>
<td>let</td>
<td>night</td>
<td>met</td>
<td>near</td>
<td>their</td>
<td>fat</td>
</tr>
</tbody>
</table>
LessonXLVI-a

Final Consonant Blends CH, SH, TH

Auditory Practice

Write these words on the board.


cchoo  chair

"Say the words after me."

"What two letters are at the beginning of these words? CH is right. We found that these two letters made one sound."

"Now here are some words in which CH is the last sound. Listen carefully and say the words after me."

catch  lunch  match  which  march

porch  watch  each

"Here are some riddles. The last two letters in each answer are CH."

Part of a tree. (branch)

A spring month. (March)

A piece of cloth used to cover a hole. (patch)

A kind of fruit. (peach)

"Can you think of some words that end with CH?"

"Here are some words that begin with SH. Say them after me."

she  shall  show

"Now I shall say some words that end with SH. Listen."

fish  wash  dish
Write the words on the board
"Here are some others. Say them after me."
sash toothbrush hush squash wish
paintbrush rush fresh
"Can you think of some words that end with sh?"
Write these words on the board.
this they thought them
"Say these words after me."
"What are the first two letters in each word?"
"Now I shall say some words that end with th. Say each word after me."
path north bath mouth month cloth
with both
"The answers to these riddles end with th."
A girl's name. (Ruth, Beth)
Something to chew with. (teeth)
Where the birds go in winter. (South)
The next grade after the third. (fourth)
"Can you think of any words that end with th?"
LESSON XLVI-b

FINAL CONSONANT BLENDS CH, SH, TH

VISUAL PRACTICE

Directions:

"Put a circle around the sh in these words."

I wish I could wash that dish.
Please bring the brush to me.

Directions:

"Put a circle around the ch in these words."

You may pitch the ball and I shall catch it.
Which watch did you give him?

Directions:

"Put a circle around the th in these words."

Ruth has nice teeth and a pretty mouth.
Both of us want to go with you.
Directions:

"Look at the first word in the first column. What are the last two letters? Find a word in the second column that ends with sh. Draw a line between the two words. Look at each word in the first column. Find a word in the second column that ends with the same two letters. Draw a line between the two words."

<table>
<thead>
<tr>
<th>wish</th>
<th>south</th>
</tr>
</thead>
<tbody>
<tr>
<td>with</td>
<td>lunch</td>
</tr>
<tr>
<td>catch</td>
<td>fish</td>
</tr>
<tr>
<td>march</td>
<td>dish</td>
</tr>
<tr>
<td>brush</td>
<td>watch</td>
</tr>
<tr>
<td>both</td>
<td>mouse</td>
</tr>
</tbody>
</table>

"Write a word that ends with sh. On the same line write a word that ends with ch."

"Write two words that end with th."
BIBLIOGRAPHY


Lohmann, Elsa, "Phonics Taught in Our First Grades throughout the United States", *Educational Method*, Volume 9 January, 1930

Monroe, Marion, *Children Who Cannot Read*. University of Chicago Press, Chicago 1932


Smith, Nila E., "Shall We Teach Phonics?", *Elementary English*, Volume 20 February, 1943

Smith, Nila B., "Matching Ability as a Factor in First Grade Reading", *Journal of Educational Psychology*, Volume 19 November, 1928

Tate, Harry L., "The Influence of Phonics on Silent Reading in Grade One", *Elementary School Journal*, Volume 37 June, 1936

Wilson, Frank T., and Fleming, Cecile W., "Letter Consciousness of Beginners in Reading", Pedagogical Seminary and Journal of Genetic Psychology, Volume 53  December, 1938