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Exercises to increase auditory and visual discrimination in grade IV

Cullen, Mabelle Lenardson

Boston University

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EXERCISES TO INCREASE AUDITORY
AND VISUAL DISCRIMINATION IN GRADE IV

Submitted by
Mabelle Lenardson Cullen
(A.B., Pembroke College in Brown University, 1931)

In partial fulfillment of requirements for
the degree of Master of Education

1949
First Reader: Donald D. Durrell, Dean of the School of Education and Professor of Education

Second Reader: Helen Blair Sullivan, Professor of Education
Acknowledgment

The writer wishes to express her sincere appreciation and thanks to Dr. Donald D. Durrell, Dean of the School of Education, for his assistance in planning and carrying out this service paper.
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CHAPTER I
REVIEW OF RESEARCH

The problem of this study is to build exercises to improve auditory and visual discrimination in Grade IV. It is the purpose of the writer to give the pupil the ability to attack words independently through word analysis by ear and eye training in the similarities and differences of words.

Research in this field shows that this type of training is needed. Many leading investigators have written of the importance of training in auditory and visual discrimination.

Monroe writes on this subject:

Inaccurate articulation and reading disability may come from a common cause, the inability to discriminate successfully the sounds of words. The child models his articulation to match the auditory pattern of the word as presented by another. When he can give himself the same auditory stimulus which is given by another person, the word will appear to himself to be correctly articulated. If his auditory discrimination is poor, he may confuse similar words in both speech and reading without recognizing the error. He may, however, learn to articulate not on the basis of sounds but on the basis of imitation of movement of the lips and speech organs. . . .

3 Project

RESEARCH PROPOSAL

An experimental study on the effects of stress on productivity. The objective is to investigate the relationship between stress levels and productivity in a corporate environment. By analyzing the data collected, it is hoped to identify effective strategies for managing stress and enhancing productivity. The study will involve a sample of employees from a large corporation, with data collected through questionnaires and performance metrics. The results will be analyzed using statistical methods to determine the significance of the relationships found.
The poor sound discrimination may offer a confusing factor in the formation of associations between words and their visual symbols. A child who cannot differentiate the words "send", "sand"; "bud", "but"; or "dime", "dine", etc., when he hears them will have to depend upon other cues, context, etc., to get their proper meanings. The formation of the visual auditory associations in reading may therefore be complicated through the lack of precision in audition.

1/ It is McKee's opinion that:

Pupils should be helped through 'ear training' to discover that spoken words, despite their apparent unity, are composed of distinctive sound elements or syllables, in order that when they begin to observe and study printed words they may more easily see the word parts that correspond to the sound.

2/ Durrell says:

There are many levels and types of word analysis and many different methods of approach in teaching the skills involved. A complete program would include ear training to give the child skill in attending to the auditory elements of words, visual training for the recognition of the visual elements that accompany word sounds, and, above all, provision for independent use of the skills.


Betts gives the following abilities as necessary for developing auditory and visual discrimination:

The major instructional job in the vocabulary development facet of language instruction are outlined as follows:

**Auditory Discrimination.** To develop the ability to observe likenesses and differences in the sounds of words.

1. To note likenesses and differences in the initial sounds of words.
2. To note likenesses and differences in the final sounds of words.
3. To detect rhyming elements in words.

**Visual Discrimination.** To develop the ability to observe likenesses and differences in the forms of words.

1. To note differences in the general configuration of words.
2. To note characteristic details of words as a means of discrimination.

Dolch states that:

Phonic readiness may be developed. The method is usually called "ear training." Early in the first grade, the teacher may begin calling attention to how words sound alike. Children usually notice this fact in the case of rhymes.

Dolch gives the following steps in learning sounds:

1. Single consonant sounds
2. Consonant digraphs
3. Short sounds of vowels


3/ Ibid., p. 221.
4. Long sounds of vowels
5. Final e rule
6. Double vowels
7. Diphthongs
8. Soft g and g.
9. Number of syllables
10. Division into syllables.

Again, in reading Gates we find:

The abilities to see similarities and differences among words; to identify letters, phonograms and syllables in words; to translate these letters or letter combinations into sounds; and to combine these visual elements or sound units into whole word forms and whole word sounds have long been recognized as useful reading skills.

Experimental research in this field, though meager, points to the fact that auditory and visual discrimination is an important factor in the teaching of reading. Murphy has made an extensive study of the effect of training in auditory and visual discrimination on beginning readers. She tested 540 children in 13 first grades in their rate of learning, visual perception, and auditory discrimination. Her tests were administered at the beginning of the year, after specific training had been given, and at the end of the year. For this study she selected four groups of children approximately equal in learning rate, mental age, chronological age, and in their auditory and


visual test scores. The first group was given both auditory and visual training, the second group, visual exercises only, the third, auditory exercises only, and the fourth group which was the control group, had no specific training but continued with the regular reading lessons. The material for the auditory and visual training was given for 10 minutes each day over a period of 30 days during the regular reading class. The auditory exercises consisted of training in recognizing initial and final consonants, initial and final blends, and in rhyming sounds. The visual exercises trained the children in the ability to see similarities and differences in words and word elements. At the close of the experiment, all children were retested, and again at the end of the year so that any gains could be measured.

The results of this study showed that all experimental groups were superior to the control group at every measuring period after auditory and visual training had been given. Tests at the end of the year showed the increasing order of teaching materials to be: (1) visual perception training; (2) auditory perception training; (3) visual and auditory training combined. The order of increasing effectiveness of materials shown from tests administered immediately after the training period was: (1) auditory perception training; (2) visual perception training; (3) combined auditory and visual training. From this it appears that
Any fool can make a mistake, but it takes a kind-hearted person to pardon one.

The best revenge is to be quiet and work hard.

Success comes to those who persever when all others have given up.

Always remember, the greatest glory in living lies not so much in triumph as in the resolution to rise over adversity.

Life is what happens when you're busy making other plans.

Never let the fear of the unknown keep you from exploring.

Believe in yourself and all that you are.

The greatest gift is a good friend, second to none.

Success is not final, failure is not fatal: It is the courage to continue that counts.

The greatest value of life is not so much what we get, but who we become.

The future belongs to those who believe in the beauty of their dreams.

Success is not final, failure is not fatal: It is the courage to continue that counts.

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The future belongs to those who believe in the beauty of their dreams.
specific training in auditory and visual discrimination has a definite place in the reading program.

1/

Tufts analyzed three tests of auditory discrimination to determine the items that cause the most difficulty for beginning readers. She tested the middle sounds in words, rhymes, beginning consonants and blends, and final consonants, in visual forms as well as by pictures. She constructed items similar to those found in the Monroe Reading Aptitude Tests, the Gates Reading Readiness Test, revised 1940, and the Murphy unpublished Auditory Discrimination Test, Boston University, 1940. The 201 boys and girls from five different first grades were selected. From this study she found that auditory tests of rhymes and middle sounds in words did not have as much value as those items testing initial and final consonants and beginning blends. Tests using words instead of pictures proved to be equally effective and reliable.

2/

Meek made an investigation of 71 children, four, five, and six years of age, in respect to the effect of certain factors related to reading, upon their learning rate. The factors she selected were: (1) varying amounts of initial practice; (2) varying amounts of later practice; and


2/ Lois H. Meek, A Study of Learning and Retention in Young Children. Contributions to Education, No. 164, Teachers College, Columbia University, New York, 1925.
(3) similarity of associated words. Meek's conclusions are:

1. The children did, deliberately or accidentally, hit upon certain letters or groups of letters for means of identification of words.

2. The last two letters were more often used as cues than the first two or middle two letters.

3. The initial letter was more often used as a cue than the final letter.

4. The middle two letters were used least of all as a cue.

5. Certain letters or groups of letters which have a peculiar formation, such as i, g, 1l, o, k, seem to be selected as cues.

6. There are scarcely any data on whether the geometrical shape of the words is used as a cue.

7. In general, the cue selected seems to be dependent upon the total situation which is set up.

An experimental study was made by Garrison and Heard on the value of phonetics on children entering school who had no knowledge of reading. On the basis of the Pintner-Cunningham Primary Mental Test the following four groups were formed: a bright phonetic group; a bright non-phonetic group; a dull phonetic group, and a dull non-phonetic group.

1/ Meek, op. cit., pp. 58-59.

Two of the groups were given training in phonetics for two years, and all groups were tested in the third year. The conclusions of this study showed that phonetic training, while it makes children more independent in the pronunciation of words, seems to be more effective in the latter part of the primary grades. Garrison and Heard conclude that "It appears that work in meaningful exercises which are planned to increase comprehension and to teach discrimination of words is more important than phonetics."

Bond carried out research in determining the auditory and speech characteristics of poor readers in relation to their reading retardation. He used a matched control type of research on pupils of Grades 2 and 3. His experimental group consisted of poor readers and his control group of good readers. Each group which contained phonetic and non-phonetic readers was matched on the basis of intelligence and auditory tests. The results showed that instruction must be adjusted to a pupil's sensory limitations or extreme difficulty or complete failure would occur in his reading development.

Rossignol, in a recent study, determined the relationship between hearing acuity and reading performance before hearing acuity reaches its maximum, and determined the relationship between reading performance and speech production. She selected 229 children in Grades 1A, 1B, and 2A for this study. They were given tests of hearing acuity and two speech tests: one modeled after the Lorge Raubichak Test, and the other, the Sound Repetition Test. The Gates Primary Reading Test, Type 3, Paragraph Reading, Form 1, was given to measure silent reading ability and the Pintner-Cunningham Primary Test, Form A, to measure intelligence. The oral section of the Durrell Analysis of Reading Difficulty was used to measure the children's understanding of oral material.

Rossignol's findings showed that:

The relationships between hearing acuity and speech production in the learning of new words, between hearing acuity and reading performance, and between reading performance and speech production are significantly non-chance.

Barden constructed exercises in auditory and visual discrimination for training third and fourth grade children.


2/ Ibid., p. 40.

These exercises consisted of initial and final consonants, initial and final blends, rhyming words, and various common word elements such as: ai, ea, oa. They were taught to 86 third and fourth grade pupils in three schools. Her results showed that her exercises improved the auditory and visual discrimination of the pupils.

Crossley prepared a series of lantern slides as an aid in teaching auditory and visual discrimination to 605 children in 20 first grades. As a result of this study, she found that there was a statistically significant gain in the learning rate of the experimental group at the end of the teaching period. The children profited by training in the auditory discrimination of vowel sounds. Although there was no statistically significant difference in the visual discrimination scores of the group as a whole, the experimental group showed gain in the second and third quarters of the training period.

Research studies have been made in determining the difficulties of certain letters and word elements. Davidson tested the letters b, d, p, and q, on 48 kindergarten children and 111 first graders. She found


that practically all kindergarten children confused these letters. Letters which are reversals of each other were the most difficult to discriminate, but that this ability increased with increasing mental maturity.

Wilson and Fleming studied the letter consciousness of beginning readers. They found that young children gave early and clear attention to letter forms and sounds as basic elements of and keys to reading.

Biggy established a relative order of difficulty of word elements in auditory discrimination. After testing 237 children in 7 first grades she established the following results:

Relative Order of Difficulty in Initial Sounds

| g  |
| r  |
| h  |
| s  |
| p j n |
| t m |
| l v w |


Relative Order of Difficulty of Initial Blends

ch
sp
sh

Relative Order of Difficulty of Final Consonants

y
st
k
l
ng
p
d

All of these consonants but y and s were more difficult than the most difficult initial consonants.

Relative Order of Difficulty of Rhymes

ing
at
an, un
and

1/
Kelley made a similar study on the 314 children in four communities to establish a relative order of difficulty of consonants and vowels, and of vowels themselves. After giving a series of auditory perception tests, she established the following order:

1. Short sounds of vowels at the beginning of a word:
   o i a u e

2. Short sounds of vowels in the middle of a word:
   o a e i u

3. Long sounds of vowels in the middle of a word.

Vowel sounds seemed more difficult to hear than either initial or final consonants. The short sounds of vowels as beginning sounds were the most easily discriminated. Vowels occurring in the middle of words, whether long or short sounds, were the most difficult to discriminate. Whether vowel sounds were short or long, their position in the word affected their difficulty. Research in the relationship between reading and spelling difficulties brings out the fact that both auditory and visual discrimination of word elements are important factors in reading ability.


Carter constructed tests of auditory and visual discrimination and of kinaesthetic factors which were used to diagnose the spelling difficulties of 18 pupils in grades 5 and 6. She found a correlation of .6365 between visual

perception and spelling achievement, and a correlation of .5729 between auditory discrimination and spelling achievement.

In the light of the foregoing research, it is felt that specific exercises in auditory and visual discrimination will help to increase a child’s ability in word analysis. It is the purpose of the writer to build such exercises in order to give fourth grade pupils a basis for independent attack in new words. These exercises include the following elements:

1. Initial and Final Consonants
2. Initial and Final Blends
3. Long and Short Vowels
4. Syllabication
5. Compound Words

In developing these exercises similar materials were noted in the following workbooks.
List of Workbooks


Smith, Nila Banton, "Practice Pad to be Used with Near and Far." New York: Silver Burdett Company, 1937.


CHAPTER II
CONSTRUCTION OF MATERIALS

Although word analysis is usually taught to beginning readers it is felt by the writer that this ability should be continued with children in the fourth grade who have difficulty in reading. Therefore, it is the purpose of this study to build exercises in word analysis for those children who are in the lowest third of the fourth grade in reading.

The first step in constructing the exercises was to decide upon the words to be used. The Boston University Educational Clinic Fourth Grade List was selected for the majority of the words. In some instances, the children are asked to supply words in both the auditory and the visual exercises. In these cases, words were picked from the Boston University Educational Clinic Primary Word List.

The next step was to plan the exercises. Originally it was planned to teach consonants, blends, and vowels by transfer patterns entirely. That is, to choose a word part and change the initial consonants only, - as c a t to h a t to s a t to h a t. Final consonants would be taught by changing c u t to c u b to c u p; beginning blends sheet to greet, and ending blends coast to coach. In the case of vowels, b e l l might be changed to b i l l
which in turn would be changed to b a l l. Short vowels were to be changed to long vowels by the addition of final e, as in changing m a d to m a d e. These lessons were to consist of auditory exercises followed by visual exercises. It was decided to allow a minimum of twenty minutes for each lesson.

Six preliminary lessons, together with four reviews were tried out in Providence, Rhode Island in January, 1949. The groups selected were from the lowest third of the fourth grade in reading and ungraded pupils reading at the fourth grade level. The following lessons were used:

Lesson 1  Initial Consonants  h a t - c a t - s a t
Lesson 2  Final Consonants  c u p - c u b - c u t
Review
Lesson 3  Beginning Blends  b l o w - g r o w - s n o w
Lesson 4  Ending Blends  w i s h - w i t h
Review
Lesson 5  Short and Long Vowels,  a, e, i,  m a n - m a n e,
her- here, rid - r i d
Lesson 6  Short and Long Vowels,  o, u  r o b - r o b e
out - c u t
Reviews

Groups selected. In the Providence school system the grades are divided into two parts. The first half of the fourth grade is called 4B and the latter half, 4A. Eighteen children comprising the lowest third of the 4B grade were selected, seven from the 4A group, and six
ungraded children reading at the fourth grade level, making a total of 31 children. These pupils were selected on the basis of the results of the Metropolitan Achievement Tests, Elementary S, administered in October, and teachers' marks.

Results.

Table I gives the percentages of error computed as a result of giving the exercises. From these results it was felt that all the children needed auditory and visual practice in word analysis. It seemed that this training was particularly needed in the 4B grade. After analyzing the results obtained from administering these preliminary exercises, it was decided that additional exercises were needed for each lesson. The following exercises were added:

Four lessons to teach initial consonants.
Three lessons and one review to teach final consonants.
Six lessons to teach beginning blends.
Six lessons and one review to teach final blends.
Eleven lessons and one review to teach vowels.

Besides these exercises there are five lessons on dividing words into syllables and two lessons, teaching compound words. This makes a total of 43 lessons and 7 reviews. Table II gives a complete daily lesson plan. Each lesson contains both auditory and visual exercises, each lesson requiring approximately twenty minutes.
[Text not visible]
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<thead>
<tr>
<th>Exercises</th>
<th>GRADE</th>
<th>Un-graded</th>
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<tbody>
<tr>
<td></td>
<td>4B</td>
<td>4A</td>
</tr>
<tr>
<td>Initial Consonants</td>
<td>36.1</td>
<td>14.3</td>
</tr>
<tr>
<td>Final Consonants</td>
<td>36.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Review of Initial and Final Consonants</td>
<td>12.8</td>
<td>1.4</td>
</tr>
<tr>
<td>Initial Blends</td>
<td>26.1</td>
<td>15.7</td>
</tr>
<tr>
<td>Final Blends</td>
<td>52.8</td>
<td>33.3</td>
</tr>
<tr>
<td>Review of Initial and Final Blends</td>
<td>56.8</td>
<td>23.1</td>
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<tr>
<td>Short and Long Vowels, a,e,i</td>
<td>7.04</td>
<td>1.4</td>
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<tr>
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<td>0.0</td>
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<td>Review of Vowels</td>
<td>40.3</td>
<td>7.9</td>
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<tr>
<td>Review of Vowels</td>
<td>33.5</td>
<td>14.3</td>
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<td>Total</td>
<td>34.87</td>
<td>12.14</td>
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## TABLE II
### DAILY LESSON PLAN

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<th>Time</th>
<th>Details of Lesson</th>
<th>Reviews</th>
<th>Elements Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st day</td>
<td>b,c,f,h,l,r,n</td>
<td></td>
<td>Initial Consonants</td>
</tr>
<tr>
<td>2nd day</td>
<td>d,s,k,j,t,m,p</td>
<td></td>
<td>Initial Consonants</td>
</tr>
<tr>
<td>3rd day</td>
<td>g,v,w,x,y,z</td>
<td></td>
<td>Initial Consonants</td>
</tr>
<tr>
<td>4th day</td>
<td>ball - fall-call,etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>5th day</td>
<td>had-bad-sad, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>6th day</td>
<td>t,p,f,l,v,n,g</td>
<td></td>
<td>Final Consonants</td>
</tr>
<tr>
<td>7th day</td>
<td>b,r,m,c,z,d,s</td>
<td>Initial and Final Consonants</td>
<td></td>
</tr>
<tr>
<td>8th day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th day</td>
<td>cup-cub-cut,etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>10th day</td>
<td>seal-seam-seat,etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>11th day</td>
<td></td>
<td>Initial and Final Consonants</td>
<td></td>
</tr>
<tr>
<td>12th day</td>
<td>bl,br,ch,cl,cr,dr,fl, fr</td>
<td></td>
<td>Beginning Blends</td>
</tr>
<tr>
<td>13th day</td>
<td>gl,pl,pr,sh,sl,sm,sn, sp</td>
<td></td>
<td>Beginning Blends</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Group by Category</th>
<th>Note</th>
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</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>Active</td>
<td>Group A</td>
<td></td>
</tr>
<tr>
<td>Jane Smith</td>
<td>Active</td>
<td>Group B</td>
<td></td>
</tr>
<tr>
<td>Mr. Johnson</td>
<td>Active</td>
<td>Group C</td>
<td></td>
</tr>
<tr>
<td>Mrs. Brown</td>
<td>Active</td>
<td>Group D</td>
<td></td>
</tr>
<tr>
<td>Sarah Lee</td>
<td>Active</td>
<td>Group E</td>
<td></td>
</tr>
</tbody>
</table>

This table lists the names, status, group, and notes of various individuals.
<table>
<thead>
<tr>
<th>Time</th>
<th>Details of Lesson</th>
<th>Reviews</th>
<th>Elements Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th day</td>
<td>st, sw, th, tr, tw, spr,</td>
<td></td>
<td>Beginning Blends</td>
</tr>
<tr>
<td></td>
<td>scr, str, thr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15th day</td>
<td>star - scar - spar, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>16th day</td>
<td>sheet-greet-sweet, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>17th day</td>
<td>clove-drove-grove, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>18th day</td>
<td>threw-screw, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>19th day</td>
<td>sh, ch, ck, nk, lk, ry</td>
<td></td>
<td>Final Blends</td>
</tr>
<tr>
<td>20th day</td>
<td>nt, rk, nd, rd, rt</td>
<td></td>
<td>Final Blends</td>
</tr>
<tr>
<td>21st day</td>
<td>st, rm, rn, re, th</td>
<td></td>
<td>Final Blends</td>
</tr>
<tr>
<td>22nd day</td>
<td></td>
<td></td>
<td>Initial and Final Blends</td>
</tr>
<tr>
<td>23rd day</td>
<td>tramp-trash, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>24th day</td>
<td>just-junk, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>25th day</td>
<td>tend-term, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>26th day</td>
<td>coast-coach, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>27th day</td>
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<td></td>
<td>Initial and Final Blends</td>
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<tr>
<td>Code</td>
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<tr>
<td>ABC</td>
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<td>DEF</td>
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</tr>
<tr>
<td>GHI</td>
<td>Item 3</td>
<td>Unit</td>
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<tr>
<td>JKL</td>
<td>Item 4</td>
<td>Unit</td>
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<tr>
<td>MNO</td>
<td>Item 5</td>
<td>Unit</td>
<td>50</td>
</tr>
<tr>
<td>PQR</td>
<td>Item 6</td>
<td>Unit</td>
<td>60</td>
</tr>
<tr>
<td>STU</td>
<td>Item 7</td>
<td>Unit</td>
<td>70</td>
</tr>
<tr>
<td>VWX</td>
<td>Item 8</td>
<td>Unit</td>
<td>80</td>
</tr>
<tr>
<td>YZT</td>
<td>Item 9</td>
<td>Unit</td>
<td>90</td>
</tr>
<tr>
<td>UBV</td>
<td>Item 10</td>
<td>Unit</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: Units and amounts are placeholders and should be replaced with actual data.
<table>
<thead>
<tr>
<th>Time</th>
<th>Details of Lesson</th>
<th>Reviews</th>
<th>Elements Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>28th day</td>
<td>Short a</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>29th day</td>
<td>Long a</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>30th day</td>
<td>Short e</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>31st day</td>
<td>Long e</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>32nd day</td>
<td>Short i</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>33rd day</td>
<td>Long i</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>34th day</td>
<td>rat-rate, etc.</td>
<td></td>
<td>Transfer Patterns</td>
</tr>
<tr>
<td>35th day</td>
<td>spin-spine,etc.</td>
<td></td>
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<td></td>
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<td>short u</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>39th day</td>
<td>long u</td>
<td></td>
<td>Vowels</td>
</tr>
<tr>
<td>40th day</td>
<td></td>
<td>Long and short vowels</td>
<td>Transfer Patterns</td>
</tr>
<tr>
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<td>not-note, etc.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>43rd day</td>
<td>single consonant between two vowels</td>
<td></td>
<td>Syllabication</td>
</tr>
<tr>
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<td></td>
<td>Syllabication</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>46th day</td>
<td>y at the end of a word</td>
<td></td>
<td>Syllabication</td>
</tr>
<tr>
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<td>Q.M.</td>
<td>Grade</td>
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</tr>
<tr>
<td>------</td>
<td>------</td>
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<td></td>
</tr>
<tr>
<td>Ice</td>
<td>3.25</td>
<td>24 A</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td>1.75</td>
<td>15.75</td>
<td></td>
</tr>
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<td>21.40</td>
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</tr>
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</tr>
<tr>
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<td>35.75</td>
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</tr>
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<td>Salt</td>
<td>4.00</td>
<td>40.50</td>
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</tr>
<tr>
<td>Salt</td>
<td>4.50</td>
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<td></td>
</tr>
<tr>
<td>Salt</td>
<td>5.00</td>
<td>50.10</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td>5.50</td>
<td>54.85</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
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<td></td>
</tr>
<tr>
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<td>7.00</td>
<td>69.10</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td>7.50</td>
<td>73.85</td>
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</tr>
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<td>8.00</td>
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</tr>
<tr>
<td>Salt</td>
<td>8.50</td>
<td>83.35</td>
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</tr>
<tr>
<td>Salt</td>
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<td>88.10</td>
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</tr>
<tr>
<td>Ice</td>
<td>4.00</td>
<td>60.00</td>
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<tr>
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<td>Ice</td>
<td>5.50</td>
<td>73.50</td>
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<tr>
<td>Ice</td>
<td>6.00</td>
<td>78.00</td>
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</tr>
<tr>
<td>Ice</td>
<td>6.50</td>
<td>82.50</td>
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</tr>
<tr>
<td>Ice</td>
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<td>87.00</td>
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</tr>
<tr>
<td>Ice</td>
<td>7.50</td>
<td>91.50</td>
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<tr>
<td>Ice</td>
<td>8.00</td>
<td>96.00</td>
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<td></td>
</tr>
<tr>
<td>Ice</td>
<td>9.00</td>
<td>105.00</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Details of Lesson</td>
<td>Reviews</td>
<td>Elements Taught</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>47th day</td>
<td>Endings es, en, et, er</td>
<td>Syllabication</td>
<td></td>
</tr>
<tr>
<td>48th day</td>
<td></td>
<td>Syllabication</td>
<td></td>
</tr>
<tr>
<td>49th day</td>
<td></td>
<td>Compounds</td>
<td></td>
</tr>
<tr>
<td>50th day</td>
<td></td>
<td>Compounds</td>
<td></td>
</tr>
</tbody>
</table>

It is planned to give these exercises each day for ten weeks to the lowest group during the reading period. The exercises are varied to keep the interest level high and some lessons are motivated by games. Although separate review lessons are given, most daily lessons give a brief review of what has been previously taught. The following samples from the daily exercises will show the method used. The first day’s lesson teaches the initial consonants b, c, f, h, l, r, and n. The instructions are, "Listen carefully while I pronounce these words. See if you can tell me the first letter in each one." Four words with b are dictated. The children are asked to pronounce the words after the teacher and name the first letter. The words are then written on the board so that the children can get a visual picture of them. Words beginning with the other letters taught in this lesson are also dictated. The pupils are
Catholic 73 state.

<table>
<thead>
<tr>
<th>Year</th>
<th>Make</th>
<th>Model</th>
<th>Mileage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>Ford</td>
<td>Fairlane</td>
<td>20,000</td>
</tr>
<tr>
<td>1956</td>
<td>Ford</td>
<td>Fairlane</td>
<td>22,000</td>
</tr>
<tr>
<td>1957</td>
<td>Ford</td>
<td>Fairlane</td>
<td>24,000</td>
</tr>
</tbody>
</table>

Note: All data was processed using BERT for readability and accuracy.
asked to give some names beginning with f and h. At the end of this auditory lesson the teacher dictates a group of five words, one of which begins with b. The children are asked to raise their hands when they hear a word beginning with b. Groups of words are dictated in the same manner for the other letters taught. The visual exercises for this lesson consist of two columns of words beginning with the letters just taught. The directions for the exercise are, "Draw a line from each word in the first column to a word in the second column that begins with the same letter."

In the second lesson, riddles are asked to be answered orally, such as, "The answer begins with t. You eat me at Thanksgiving." Lesson 5 teaches initial consonants by transfer pattern in the following manner. Had, sad, and bad are written on the board. The children then underline the part that is alike in these words. The teacher then writes zone on the board and asks, "Who can change the first letter in this word to make a word that tells what a dog likes?" She then asks the children to change bone to a word that tells something that holds ice cream. This same procedure is used to change wine to vine to line; and yarn to barn to darn. The visual exercise follows the method shown in this sample where the pupils supply the missing first letter.
the world. In 1922, a long-time friend of mine, Dr. John Smith, was invited to lecture at the University of Cambridge. He spoke on the latest developments in physics and astronomy, which were of great interest to the students. During his stay, Smith oversaw a series of experiments conducted by a group of students led by Mr. James Brown. These experiments involved observing the effects of cosmic rays on various materials. The results were groundbreaking and led to further research in the field of particle physics. Smith also published several articles on his findings, which were widely recognized and used as a foundation for future studies.
- ings are for fingers.
- ings rule countries.
- ings are a part of airplanes.
- ings is what a bird does.

On the tenth day when final consonants are taught by transfer patterns, a game is played. The words seal, seed, and hoof and leap are written on the board. The group is divided into two teams. Each child has a turn in making the words above into new words by changing the last letter only. One point is scored for each new word given correctly. The team with the most points wins.

Vowels are taught in syllables. For example, in Lesson 24, where short a is taught, the syllables at, an, ad, am, and ap are written on the board. The teacher gives several examples of words which contain these syllables. Then the syllables ab, ack, and, and ash are presented, and the children are asked to give words which contain these syllables. The visual exercise for Lesson 28, on short i contains sentences such as:

____ this pail with water
fell fill fall

The children are to choose the correct word to complete the sentence.

On the thirty-fifth day, final e is added to the words bath, sham, spit, and spin to show that the
preceding sounds become long in this case. On the forty-first day the opposite method is used. That is, the words note, robe, rode, and slope are written on the board. The children are asked to erase the final e in each of these words and then pronounce them.

In the lessons on syllabication the rules are presented to the children and examples given in the auditory exercises. Visual exercises consist of practices in dividing words into syllables.

The final two lessons are on compound words. It is hoped that by this time the pupils have a method of word analysis that will aid them in attacking these words. The exercises in these two lessons consist of analyzing compound words either by finding the two words that make up one compound word or by making up compound words from two smaller words.

A complete copy of the exercises will be found in the Appendix.
Limitations to This Study

To make this study more complete the following elements could be included:

1. Diphthongs
2. Digraphs
3. Prefixes and Suffixes
4. Additional Rules for Syllabication
5. Stress and Accent
6. Use of the Dictionary

Suggestions for Further Research

1. Enlarge the scope of the exercises by including additional elements to be taught.
2. Conduct an experiment with these exercises to determine the value of this type of training on fourth grade pupils.
3. Develop these exercises for use in the improvement of spelling.
BIBLIOGRAPHY
Bibliography


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---, "Remedial Treatment in Reading." Elementary English Review, 10: 95-97; 112, April, 1933.


Exercises to Increase Auditory and Visual Discrimination in Grade IV
First Day

Initial Consonants  b c f h l r n

Lesson 1  Auditory Exercises

Listen carefully while I pronounce these words. See if you can tell me the first letter in each one.

Dictate:  bacon  beggar  border

Have children pronounce these words and have one child name the first letter.

Write the words on the board.

The words which I am going to pronounce this time begin with c. Can you tell me whether the c has a hard sound or a soft sound?

Dictate:  cabbage  cedar  celery  coffee

Write the words on the board.

Have one child pronounce the soft c words and another child pronounce the hard c words.

Can you tell me the first letter in these words?

Dictate:  fender  healthy  hockey  future

Write these words on the board.

Have them pronounced.

Think of some names that begin with f and h.

Tell me the first letter in these words.

Dictate:  lawn  needle  rumble

Have children give a few words beginning with these letters.

Write these words on the board.
First Day (continued)

Now I am going to say some words.

Raise your hand when you hear a word beginning with:

<table>
<thead>
<tr>
<th>b</th>
<th>c</th>
<th>f</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>rifle</td>
<td>hospital</td>
<td>burning</td>
<td>hollow</td>
</tr>
<tr>
<td>became</td>
<td>litter</td>
<td>robber</td>
<td>fancy</td>
</tr>
<tr>
<td>nephew</td>
<td>banana</td>
<td>hyacinth</td>
<td>borrow</td>
</tr>
<tr>
<td>locker</td>
<td>feather</td>
<td>favorite</td>
<td>cabin</td>
</tr>
<tr>
<td>ferry</td>
<td>collision</td>
<td>nation</td>
<td>records</td>
</tr>
<tr>
<td>l</td>
<td>r</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>cellar</td>
<td>farmer</td>
<td>badge</td>
<td></td>
</tr>
<tr>
<td>boxer</td>
<td>human</td>
<td>regular</td>
<td></td>
</tr>
<tr>
<td>rider</td>
<td>rapid</td>
<td>holiday</td>
<td></td>
</tr>
<tr>
<td>loaves</td>
<td>notion</td>
<td>final</td>
<td></td>
</tr>
<tr>
<td>fifteen</td>
<td>lemon</td>
<td>nut</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 1  Visual Exercises

Draw a line from each word in the first column to a word in the second column that begins with the same letter.

bounce  foolish
forgot  happen
hunter  belong
roots  ladder
nonsense  certain
leader  nurse
collar  raise
Second Day

Initial Consonants  d  s  k  j  t  m  p

Lesson 2  Auditory Exercises

Dictate:  desk  key  keeper  dairy

What is the first letter of these words?

Write words on the board.

Have them pronounced.

Name an animal that begins with d; with k.

Dictate:  saddle  signal  janitor  junk

Who can tell me the beginning letters?

Write the words on the board.

Have them pronounced.

Name a month that begins with s; with j.

What is the first letter in these words?

Dictate:  term  pulpit  museum

Write the words on the board.

Have them pronounced.

Answer these riddles with words beginning with t, p, or m.

(Write these letters on the board).

Who can answer these riddles?

t-- 1. You eat me at Thanksgiving. (turkey)
p-- 2. I hold milk or water. (pail, pitcher)
m-- 3. Use me to get a light. (match)
p-- 4. I am a small amount of money. (penny)
t-- 5. I am a day of the week. (Tuesday, Thursday)
Second Day

Lesson 2  Visual Exercises

See if you can fill in the missing letters in your list of words.

I will pronounce the whole word.

Children's List

_  uty
_  ucceed
_  een
_  ewels
_  ailor

Teacher's List

duty
succeed
keen
jewels
tailor

elan
arasol
onday
ustice
owder
melon
parasol
Monday
justice
powder
Third Day

Initial Consonants  g v w x y z

Lesson 3  Auditory Exercises

The words which I am going to pronounce begin with either hard g or soft g. Listen carefully for the difference in the sound.

Dictate:  gown  guitar  gentle  gem

Write the words on the board.

Which words begin with hard g?
Which with soft g?

You tell me some words beginning with hard g; with soft g. Listen for the first letter in these words.

Dictate:  verse  visitor  wigwam  wedding

What letters did you hear?

What flower do you know beginning with v? (violet)
What part of a bird begins with w? (wing)
This word begins with x. It is a musical instrument. Say it after me.

Dictate:  xylophone

What is the first letter in these words?

Dictate:  yawn  youth  zinc  zero

What letters begin these words?

Write the words on the board.

Have the words pronounced.
Third Day

When I say these words, you write down the beginning letter.

Write the first letter of each word.

Dictate:

yeast                   xylophone
garment                 yours
vain                    zoo
widow                   geranium
zebra                   vacation

Lesson 3       Visual Exercises

Here are some pairs of words. Some of them begin with the same letter and some begin with different letters.

Put S if they begin with the same letter and D if they begin with different letters.

giant - gather         Valentine-yourself
zoo-zebra              gallop-you'll
yesterday-vegetable    weigh-weather
voice-wet              velvet-valley
wicked-war             golden-gum
Fourth Day

Initial Consonants by Transfer

Lesson 4. Auditory Exercises

Listen carefully while I pronounce these words. See if you can hear the first letter.

Dictate: ball back bottom bed

Have a child write the first letter on the board.

Write ball on the board.

Erase the b and put f in its place. Have the new word pronounced. Ask what was done to change this word. In the same manner, change fall to call, to ball and to tall.

Write the following words on the board, and have the children suggest new words for each, by changing the initial consonant.

- gate   bell   cat   land

You would expect to get the following:

- late   fell   mat   sand
- mate   tell   rat   band
- rate   sell   bat   hand
To be continued...
Fourth Day

Lesson 4. Visual Exercises

Change the first letter of each word in the column to make a word that will fit into the sentence beside it. You will only need to change the first letter of the word. The first one is done for you.

1. fat The boy hit the ball with a bat.
2. sight The sun gives____.
3. how A___gives milk.
4. born The children have___their hats.
5. way It was a rainy___.
6. took She is reading a___.
7. rattle The men fought a____.
8. keep The unhappy girl began to___.
9. band He has a pen in his___.
10. lad Mary has a pretty___ball.
Fifth Day

Initial Consonants by Transfer

Lesson 5  Auditory Exercises

Dictate: had bad sad
What is the first letter in these words?
Write these words on the board.
Have a child underline the part that is alike in each word.

Write zone on the board.
Who can change the first letter to make a word that tells what a dog likes? (bone)
Change this word to something that holds ice cream. (cone)
Write wine on the board.
Who can change this word to a word that tells what grapes grow on? (vine)
Change it to something we hang clothes on. (line)
Write yarn on the board.
Who can change this word to one that tells where cows are kept? (barn)
Change it to a word that tells how we mend socks. (darn)
Fifth Day

Lesson 5. Visual Exercises

Fill in the missing letter in each word.

- ocks are for boats.
- ocks are for doors.
- ocks are for feet.
- ocks are on shores.

- ails are for boards.
- ails are for boats.
- ails are on cows.
- ails hold milk and water.

- ings are for fingers.
- ings rule countries.
- ings are a part of airplanes.
- ings is what a bird does.
GSI 1955

[Data and text not legible or clear]

[Further data and text not legible or clear]
Sixth Day

Final Consonants  t p f l v n g

Lesson 6. Auditory Exercises

Today I want you to listen for the last or final letter in these words.

Dictate: beet carpet leap map

Have a different child pronounce each word and tell the last letter.

Review by asking for the first letter in these words, also.

Write the words on the board.

Have them give other words, ending in t and p.

Dictate: leaf manual nail pave rove woof

Have each word pronounced and the last letter given.

Note that the e is silent in rove and in pave.

Have one child say a word beginning with f and another word ending in f. Do the same for l and v.

Dictate: woven van tug nag

Have words pronounced and the last letter given.

What letter does each word begin with?

Write the words on the board.

See if you can answer these riddles.

This word ends in t

You will find it on a bed. (blanket)
Sixth Day

This word ends in p.
This is what horses do when they go fast. (gallop)

This word ends in f.
It is the top of a house. (roof)

This word ends in l.
This is found on a hat. (veil)

This word ends in the sound of v.
There is a silent e at the end.

This is what bees live in. (hive)

This word ends in n.
It means to stay. (remain)

This word ends in g.
You do this with a shovel. (dig)
Lesson 6. Visual Exercises

Underline the last letter of each word and beside each word write another word that ends just like it. The first one is done for you.

<table>
<thead>
<tr>
<th>word</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>not</td>
</tr>
<tr>
<td>chief</td>
<td></td>
</tr>
<tr>
<td>dozen</td>
<td></td>
</tr>
<tr>
<td>hail</td>
<td></td>
</tr>
<tr>
<td>bag</td>
<td></td>
</tr>
<tr>
<td>nap</td>
<td></td>
</tr>
<tr>
<td>oil</td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td></td>
</tr>
</tbody>
</table>

hat, chief, dozen, hail, bag, nap, oil, meat
Seventh Day

Final Consonants  b r m c z d s

Lesson 7.  Auditory Exercises

Listen for the last letter in these words.

Dictate:  j o b  l e t t e r  n e a r  t a b

Have the words pronounced and the last letter given.

Review by asking what each first letter is.

Write the words on the board.

Now you think of some words that end in  b ;  in  r .

These words end in different letters.  Can you tell what they are ?

Dictate:  m i m i c  t o n i c  f r o z e  c r a z e

h a m  m u m

Write the words on the board.

Explain that the  e  is silent in  froze  and  craze .

Review the beginning letters of the words.

Here are some more words.

Listen again for the final letter.

Dictate:  b e a d  g a s  h i d  f u s s

Review the beginning letters of these words.

Write them on the board.

I am going to say some words to you.  All but one of each group of words has the same last letter.  Raise your hand when you hear the word with a different ending letter.

What is it ?
<table>
<thead>
<tr>
<th>Dictate:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bib</td>
<td>year</td>
<td>electric</td>
</tr>
<tr>
<td>cab</td>
<td>wig</td>
<td>public</td>
</tr>
<tr>
<td>cap</td>
<td>tinker</td>
<td>traffic</td>
</tr>
<tr>
<td>mob</td>
<td>separator</td>
<td>lilac</td>
</tr>
<tr>
<td>web</td>
<td>reader</td>
<td>coax</td>
</tr>
<tr>
<td>feel</td>
<td>puss</td>
<td></td>
</tr>
<tr>
<td>dad</td>
<td>recess</td>
<td></td>
</tr>
<tr>
<td>lid</td>
<td>tennis</td>
<td></td>
</tr>
<tr>
<td>heed</td>
<td>besides</td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td>beam</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 7. Visual Exercises

In each box underline the word that ends like the word on top of it.

<table>
<thead>
<tr>
<th>Bar</th>
<th>deal</th>
<th>cab</th>
<th>fan</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>deaf</td>
<td>rub</td>
<td>fad</td>
</tr>
<tr>
<td>car</td>
<td>dear</td>
<td>rut</td>
<td>bade</td>
</tr>
<tr>
<td>cat</td>
<td>neat</td>
<td>rat</td>
<td>bale</td>
</tr>
<tr>
<td>bag</td>
<td>seal</td>
<td>rag</td>
<td>bat</td>
</tr>
<tr>
<td>tag</td>
<td>seam</td>
<td>raid</td>
<td>bun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>habit</th>
<th>loop</th>
<th>jug</th>
<th>ram</th>
</tr>
</thead>
<tbody>
<tr>
<td>hanger</td>
<td>coal</td>
<td>wad</td>
<td>tar</td>
</tr>
<tr>
<td>teacher</td>
<td>hut</td>
<td>jig</td>
<td>sow</td>
</tr>
<tr>
<td>ticket</td>
<td>loan</td>
<td>wax</td>
<td>sip</td>
</tr>
<tr>
<td>heaven</td>
<td>loaf</td>
<td>yoke</td>
<td>sag</td>
</tr>
<tr>
<td>pearly</td>
<td>lip</td>
<td>jay</td>
<td>ham</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seed</th>
<th>frolic</th>
<th>squeeze</th>
<th>turnip</th>
</tr>
</thead>
<tbody>
<tr>
<td>beam</td>
<td>carol</td>
<td>blaze</td>
<td>tunnel</td>
</tr>
<tr>
<td>feat</td>
<td>foster</td>
<td>bean</td>
<td>gallop</td>
</tr>
<tr>
<td>meat</td>
<td>pardon</td>
<td>sear</td>
<td>timber</td>
</tr>
<tr>
<td>nook</td>
<td>cousin</td>
<td>soul</td>
<td>coax</td>
</tr>
<tr>
<td>weed</td>
<td>picnic</td>
<td>soup</td>
<td>cannon</td>
</tr>
</tbody>
</table>
Eighth Day

Review of Initial and Final Consonants

The first letters in these words are missing. The letters are given but they are mixed up. Can you put them where they belong?

1. \[b c f h l r n\]
   \[\_\_\_\text{arther}\quad \_\_\_\text{adio}\]
   \[\_\_\_\text{ecome}\quad \_\_\_\text{apkin}\]
   \[\_\_\_\text{ollege}\quad \_\_\_\text{adies}\]
   \[\_\_\_\text{otel}\]

2. \[d s k j t m p\]
   \[\_\_\_\text{ance}\quad \_\_\_\text{itcher}\]
   \[\_\_\_\text{elly}\quad \_\_\_\text{arble}\]
   \[\_\_\_\text{eys}\quad \_\_\_\text{eeth}\]
   \[\_\_\_\text{afe}\]

3. \[g v w x y z\]
   \[\_\_\_\text{asoline}\quad \_\_\_\text{oice}\]
   \[\_\_\_\text{illing}\quad \_\_\_\text{esterday}\]
   \[\_\_\_\text{oo}\quad \_\_\_\text{ylophone}\]

The last letters in these words are missing. The letters are given, but they are mixed up. Can you put them where they belong?

4. \[t p f l n g\]
   \[\_\_\_\text{grou}\quad \_\_\_\text{genera}\quad \_\_\_\text{fo}\quad \_\_\_\text{chie}\quad \_\_\_\text{frui}\quad \_\_\_\text{withi}\]

5. \[b r m c d s\]
   \[\_\_\_\text{musi}\quad \_\_\_\text{cracker}\quad \_\_\_\text{gra}\quad \_\_\_\text{lou}\quad \_\_\_\text{groce}\quad \_\_\_\text{swi}\]
Ninth Day

Final Consonants by Transfer

Lesson 8. Auditory Exercises

Write these letters on the board.

d, j, n, p, and r

Ask the children to give words beginning with these letters.

Now I want you to listen for the last sound in these words.

Dictate: heat bit lid wood

What letter did you hear? What is the last letter in these words?

pen room coat rub self

After the sound has been given for each word, write the word on the board and have the last letter underlined.

Write milk on the board. Have it pronounced and the last letter underlined. Erase the m and change the word to silk. Have it pronounced. Change to sill. Have it pronounced. Ask what was done this time.

Change the following groups of words in the same manner.

cup hear foot pair
cub heat fool pain
cut beat tool pail
cud bean toot paid
Ninth Day

Lesson 8. Visual Exercises

Change the last letter of the word in the column to make a word that will fit the sentence beside it. The first one is done for you.

1. let The captain led his men to battle.
2. cup The boy __ his finger.
3. heat I could not ___ what he said.
4. pet John can write with pencil or ___.
5. pig The captain will ___ a medal on the hero.
6. cool We ___ on a stove.
7. life Can you ___ that box?
8. paid There is water in the ___.
9. our Go ___ and play.
10. darn At night it is ___.
Lesson 9. Auditory Exercises

Listen for the final sounds in these words.
Dictate: seal  seed  hoof  leap
Have words pronounced and final letter given.
Review by asking what the first letter is.
Write the words on the board in a row.
Today we will play a game.
The group is divided into two teams. Each child has a turn in making the above words into new words by changing the last letter.
Count one point for each new word.
The team obtaining the most points wins.
The new word must be pronounced correctly in order to score a point.

Other words to be used:

    tool  sour  head  lean
Lesson 9. Visual Exercises

See if you can change the last letter of each word to make a new word. The meaning of the new word is given. The first is done for you.

Change s e e k to what the farmer plants in the ground. seed
Change g u m to what a hunter carries. gum
Change j a m to the bottle that holds it jam.
Change m a i d to what we do with the letters we write. maid
Change r a i n to what trains run on. rain
Change b e a d to something a bird has. bead
Change c o o n to something we keep chickens in. coon
Change h a r k which means to hurt. hark
Change p e a l to a fruit. peal
Change t e a r to a group of boys playing baseball. tear
Eleventh Day

Review of Initial and Final Consonants by Transfer

Mimeograph the following page of words for the children. The teacher pronounces one word in each group. Children underline the word they hear in each group.

Children's Words

<table>
<thead>
<tr>
<th>back</th>
<th>holes</th>
<th>wing</th>
<th>lend</th>
</tr>
</thead>
<tbody>
<tr>
<td>tack</td>
<td>hole</td>
<td>sing</td>
<td>lent</td>
</tr>
<tr>
<td>sack</td>
<td>roles</td>
<td>king</td>
<td>sent</td>
</tr>
<tr>
<td>lack</td>
<td>role</td>
<td>ring</td>
<td>send</td>
</tr>
<tr>
<td>eye</td>
<td>rut</td>
<td>sill</td>
<td>cup</td>
</tr>
<tr>
<td>bye</td>
<td>rug</td>
<td>bill</td>
<td>cub</td>
</tr>
<tr>
<td>lye</td>
<td>rub</td>
<td>fill</td>
<td>cud</td>
</tr>
<tr>
<td>dye</td>
<td>run</td>
<td>hill</td>
<td>cut</td>
</tr>
<tr>
<td>wine</td>
<td>tire</td>
<td>fair</td>
<td>nails</td>
</tr>
<tr>
<td>dine</td>
<td>fire</td>
<td>hair</td>
<td>pails</td>
</tr>
<tr>
<td>pine</td>
<td>hire</td>
<td>pair</td>
<td>sails</td>
</tr>
<tr>
<td>pint</td>
<td>wire</td>
<td>lair</td>
<td>tails</td>
</tr>
<tr>
<td>gave</td>
<td>paste</td>
<td>bore</td>
<td>hat</td>
</tr>
<tr>
<td>gate</td>
<td>waste</td>
<td>born</td>
<td>had</td>
</tr>
<tr>
<td>game</td>
<td>baste</td>
<td>wore</td>
<td>dad</td>
</tr>
<tr>
<td>gale</td>
<td>taste</td>
<td>worn</td>
<td>lad</td>
</tr>
<tr>
<td>Year</td>
<td>Value1</td>
<td>Value2</td>
<td>Value3</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>2001</td>
<td>123</td>
<td>456</td>
<td>789</td>
</tr>
<tr>
<td>2002</td>
<td>234</td>
<td>567</td>
<td>890</td>
</tr>
<tr>
<td>2003</td>
<td>345</td>
<td>678</td>
<td>901</td>
</tr>
<tr>
<td>2004</td>
<td>456</td>
<td>789</td>
<td>010</td>
</tr>
<tr>
<td>2005</td>
<td>567</td>
<td>890</td>
<td>101</td>
</tr>
<tr>
<td>2006</td>
<td>678</td>
<td>901</td>
<td>202</td>
</tr>
<tr>
<td>2007</td>
<td>789</td>
<td>010</td>
<td>303</td>
</tr>
<tr>
<td>2008</td>
<td>890</td>
<td>101</td>
<td>404</td>
</tr>
<tr>
<td>2009</td>
<td>901</td>
<td>202</td>
<td>505</td>
</tr>
<tr>
<td>2010</td>
<td>101</td>
<td>303</td>
<td>606</td>
</tr>
</tbody>
</table>
Eleventh Day

Children's Words (continued)

<table>
<thead>
<tr>
<th>bare</th>
<th>ear</th>
<th>fun</th>
<th>pan</th>
</tr>
</thead>
<tbody>
<tr>
<td>ware</td>
<td>hear</td>
<td>sun</td>
<td>pat</td>
</tr>
<tr>
<td>care</td>
<td>tear</td>
<td>sum</td>
<td>pad</td>
</tr>
<tr>
<td>cart</td>
<td>dear</td>
<td>gum</td>
<td>pal</td>
</tr>
</tbody>
</table>

Teacher's List

lack
holes
wing
sent
bye
rug
hill
cut
pine
fire
lair
nails
gate
paste
born
dad
care
dear
sun
pad
Twelfth Day
Beginning Blends bl br ch cl cr dr fl fr

Lesson 10. Auditory Exercises
Today I want you to listen for the first two letters in these words.
Dictate: bless bloomers branch breathe
Have these words pronounced.
Write them on the board.
What words can you tell me that begin with bl ? with br ?
Dictate: checkers chilly clever clothing croquet crayons
Have these words pronounced.
What are the first two letters that you hear in these words ?
Write the words on the board.
I am thinking of something on the wall of this room that begins with cl . What is it ? ( clock )
I am thinking of something you do with your jaws that begins with ch . What is it ? ( chew )
I am thinking of something a baby sleeps in that begins with cr.
What is it ? ( crib, cradle )
Listen carefully for the first two letters in these words.
Dictate: dragon drawn flicker flower friend fry
Have the words pronounced and the first two letters given.
Twelfth Day

Write: dr fl and fr on the board. I am going to say some words beginning with these letters. Each time I say a word, write down the first two letters you hear.

Dictate:

<table>
<thead>
<tr>
<th>freight</th>
<th>drench</th>
</tr>
</thead>
<tbody>
<tr>
<td>dresser</td>
<td>droop</td>
</tr>
<tr>
<td>flavor</td>
<td>freckles</td>
</tr>
<tr>
<td>frost</td>
<td>flash</td>
</tr>
<tr>
<td>fluffy</td>
<td>frisky</td>
</tr>
</tbody>
</table>
Lesson 10. Visual Exercises

Find the two letters that will complete the words in these sentences.

bl  br  ch  cl  cr  dr  fl  fr

It is a __ oudy day.

Use a __ otter to dry the ink.

Father is the __ iver of the car.

A dog likes to __ ighten a cat.

The boy became so cold his teeth began to __ atter.

John __ ought the book to Mary.

We had __ ackers and milk for lunch.

There was a great __ apping of wings as the birds flew off.
Thirteenth Day
Beginning Blends gl pl pr sh sl sm sn sp

Lesson 11. Auditory Exercises
Listen carefully while I say these words.
Dictate: glance globe platter plantation
What two letters began each word?
Have words pronounced.
Write them on the board.
Can you answer these riddles?
I am the fruit that was found in Little Jack Horner's pie. (plum)
I cover a person's hand. (glove)
I help people to see better. (glasses)

Now listen for the first two letters in these words.
Dictate: prepare prairie sharpen
shepherd slanting sleigh
Have words pronounced and first two letters given.
Write the words on the board.
This answer begins with sl.
I am worn on the feet. (slippers)

pr
I am the head of a school. (principal)

sh
I put a point on pencils. (sharpener)
Thirteenth Day

Dictate: smack smother snappy
        snail spinach spoonful

What are some of the first two letters that you heard?
Have words pronounced.
Write them on the board.

I begin with sp.
I am an animal that spins a web. (spider)

I begin with sm
I come out of a chimney. (smoke)

I begin with sn.
I mean to grab quickly. (snatch)
Lesson 11. Visual Exercises

How many words can you write beginning with these letters?
Put them in the right columns.
Try to think of five of each kind.

gl  pl  pr  sh

sl  sm  sn  sp
Lesson 12. Auditory Exercises
Listen for the first two letters in these words.
Dictate: standard sturdy swarm switch
What letters did you hear?
Have the words pronounced.
Write them on the board.
Repeat these sentences after me.

The steep steel steeple stood stiffly.
The swift swallow flew above the swimmer.
Now listen for the first two letters in these words.
Dictate: thunder thorn traveler tremendous
twinkle twisted
Have words pronounced and first two letters given.
Write the words on the board.
Say these sentences after me.
The twin twisted the twine in the twilight.
Tony tried a trick on his tricycle.
Thirty thieves hid in the thorny thicket.
This time I want you to listen for three beginning letters.
Dictate: strength strict
Who heard the three letters? What are they?
I.
Fourteenth Day

Listen again:

Dictate:  sprinkle  sprained

What three letters did you hear?

Dictate:  scramble  scribble

Who can tell me the first three letters this time?

Dictate:  thrifty  throat

What three beginning letters did you hear?

Write all of the above three letter words on the board and have them pronounced.
Lesson 12. Visual Exercises

Underline a word in each sentence below that begins with the same two letters as the word in front of the sentence. The first one is done for you.

stead A ship was lost in the storm.
swung Mother swept the stairs.
thumb I sew with a thimble.
triangle They found the pirate's treasure.
twelve Stars twinkle in the sky.

This time you match the first three letters of the words instead of two.

strain The stout stranger walked away.
sprout The tiger sprang swiftly.
screw Strips of paper were torn into scraps.
throne Mother asked the boy to do three things for her.
Fifteenth Day

Beginning Blends by Transfer

Lesson 13. Auditory Exercises

Listen carefully for the first letter as I say these words.

Dictate: car keep rush back

Have words pronounced.

Have child circle first letter on board.

Put an s in front of car.

Have word pronounced.

Ask what was done to the word.

Change to star

Ask what the first two letters are.

Change to spar then to char.

In the same manner change the following words:

lass rush back

glass brush crack

Have children substitute two letters for the first two letters in these words:

stay dress flame show

You might expect to get the following:

play bless blame blow

gray press frame grow

pray tress shame snow
Lesson 13. Visual Exercises

See if you can finish these rhyming sentences.
The first two letters of the missing words are given.

1. When you sleep you may dr ____.
2. Out of the engine came st ____.
3. The color of the kitten is gr____.
4. Children like to pl ____.
5. The baby began to cr ____.
6. To do your best you must tr ____.
7. Mary colored the chair br ____.
8. At the circus we saw a cl ____.
9. From a tree you cut a st ____.
10. A baby hen is called a ch ____.
Lesson 14. Auditory Exercises

Write on the board:

plank sheet drip blot

I want to see how many new words you can make by changing the first two letters of these words.

Write them on the board as they are given.

Possible new words are:

- drank
- blank
- crank
- spank
- greet
- sweet
- tweet
- sleet
- flip
- grip
- slip
- snip
- plot
- slot
- spot
- trot
- fleet
- ship
- shot
Sixteenth Day

Lesson 14. Visual Exercises

Add ade to these beginning letters.

bl sh sp gr tr

Now fill in the blanks in these sentences with the words you have made.

The gardener dug up the garden with a _____.
You are in the fourth _____.
Have you any stamps to _____?
When the weather is hot, sit in the _____.
The knife has a keen _____.

Add ing to these beginning letters.

cl fl sl st sw th

Now fill in the blanks in these sentences with the words you have made.

The boy carries his broken arm in a _____.
Father bought a new ______.
The sailors _____ to the raft.
He hasn't a _____ to do.
Can you ____ this stone across the brook?
A bee can _____.
Lesson 15. Auditory Exercises

Write on the board:

ove um in ell ay

Divide the group into two teams.
Each child has a turn in adding two letters before each word part and in making new words with these word parts. Score one point for each word made in this way. The word must be correctly pronounced to score. The team with the most points wins.
Seventeenth Day

Lesson 15. Visual Exercises

Make up flash cards containing these words:

- blaze
- press
- brave
- shade
- check
- slum
- click
- smug
- crow
- sniff
- droop
- spark
- flock
- stake
- fright
- swell
- glove
- treat
- plumb
- twice

Children have list of words containing these words and others similar to them. As child sees the flashed word he underlines the one just like it on his list.
Children's List

As you see a word flashed by the teacher, underline the word just like it on your list.

blaze press
craze dress
shave shade
brave trade
speck scum
check slum
click smug
chick snug
crow sniff
slow stiff
stoop shark
droop spark
frock spake
flock stake
fright swell
flight smell
glove cheat
shove treat
crumb twice
plumb price
Lesson 16. Auditory Exercises

Write strap on the board.
Change it to scrap.
Ask what was done to change the word.
Have both words pronounced.

Write spray on the board.
Change it to stray.
Ask how it was changed.
Have both words pronounced.

Write string on the board.
Ask if anyone can change the first three letters to make a new word. (spring)

Write strain on the board.
Who can change the first three letters of this word to make a new word that tells how a person sometimes hurts his ankle? (sprain)
Lesson 16. Visual Exercises

Here are some beginning letters:

<table>
<thead>
<tr>
<th>str</th>
<th>spr</th>
<th>scr</th>
<th>thr</th>
</tr>
</thead>
</table>

Here are some word parts.

<table>
<thead>
<tr>
<th>amble</th>
<th>inkle</th>
<th>oke</th>
<th>ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>uck</td>
<td>ide</td>
<td>ang</td>
<td>sw</td>
</tr>
<tr>
<td>ing</td>
<td>oat</td>
<td>een</td>
<td>eam</td>
</tr>
<tr>
<td>aps</td>
<td>ain</td>
<td>ead</td>
<td>out</td>
</tr>
<tr>
<td>ift</td>
<td>one</td>
<td>ip</td>
<td>ibble</td>
</tr>
</tbody>
</table>

Can you put the letters in front of the word parts to make words?
Nineteenth Day

Final Blends sh ch ck nk lk ry

Lesson 17. Auditory Exercises

Listen carefully and see if you can hear the last two letters in these words.

Dictate: finish radish English varnish
What are the last two letters?
Repeat words.
What is the first letter in each word?
Write words on the board.
Have them pronounced.

Dictate: Dutch launch preach speech
What last two letters did you hear?
Write words on the board.
Have them pronounced.

Dictate: block shack chalk stalk
What are the first two letters in these words?
Write the words on the board.
Have last two letters underlined.
Have words pronounced.

Dictate: slink crank factory grocery
What are the last two letters you hear in these words?
Write the words on the board.
Have them pronounced.

Name a part of the eyelid ending in sh. (eyelash)
Lesson 17. Auditory Exercises (continued)

Name a month ending in ch. (March)

Name an automobile ending in ck. (Buick)

Name a color ending in nk. (pink)

Name a word that means to say words ending in lk. (talk)

Name a month that ends in ry. (January, February)
Lesson 17. Visual Exercises

You have a list of words with the last two letters missing. The teacher will pronounce the words. You fill in the last two letters.

- fo __
- libra __
- chee __
- sma __
- squa __
- spina __
- chu __
- dit __
- vani __
- glo __

- pi__
- sta__
- mer__
- spla__
- delive__
- it__
- ne__
- sa__
- tha__
- bri__

**Teacher’s List**

- folk
- library
- cheery
- smack
- squash
- spinach
- chuck
- ditch
- vanish
- glory

- pick
- stack
- merry
- splash
- delivery
- itch
- neck
- sash
- thank
- brink
Lesson 18. Auditory Exercises

Listen carefully while I say these words.

Dictate: absent amount mint important
What are the last two letters?
Write the words on the board.

Have the words pronounced.

Dictate: shark fork work beyond mend strand
What were the last two letters that you heard in these words?
Write words on the board.
Have them pronounced.

Dictate: afford apart herd shirt
curd airport standard
What two final letters did you hear in these words?
Write the words on the board.
Have them pronounced.

Say these sentences after me.

A lord can afford a sword.
My pleasant aunt wasn't in her apartment.
Mark! A lark is singing in the park.
A kind friend helped the blind man.

See the dirt on his shirt.
Twentieth Day

Lesson 18. Visual Exercises

Underline a word in each row which ends in the same two letters as the first word. The first one is done for you.

<table>
<thead>
<tr>
<th>hart</th>
<th>factory</th>
<th>ancient</th>
<th>dessert</th>
<th>hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>mint</td>
<td>guard</td>
<td>front</td>
<td>flirt</td>
<td>brand</td>
</tr>
<tr>
<td>dark</td>
<td>clerk</td>
<td>heard</td>
<td>court</td>
<td>indent</td>
</tr>
<tr>
<td>curd</td>
<td>cork</td>
<td>pretend</td>
<td>squirt</td>
<td>oxford</td>
</tr>
<tr>
<td>mound</td>
<td>obedient</td>
<td>sport</td>
<td>wound</td>
<td>fork</td>
</tr>
<tr>
<td>grind</td>
<td>fund</td>
<td>tart</td>
<td>point</td>
<td>cord</td>
</tr>
<tr>
<td>backward</td>
<td>flint</td>
<td>tend</td>
<td>entire</td>
<td>aboard</td>
</tr>
<tr>
<td>shark</td>
<td>toward</td>
<td>lark</td>
<td>fond</td>
<td>brink</td>
</tr>
<tr>
<td>chart</td>
<td>strand</td>
<td>court</td>
<td>drench</td>
<td>wash</td>
</tr>
<tr>
<td>count</td>
<td>invent</td>
<td>angry</td>
<td>bunch</td>
<td>bush</td>
</tr>
</tbody>
</table>
Lesson 19. Auditory Exercises

Today I want to see who can tell me the last two letters in these words.

Dictate: crust priest truth cloth

Review beginning blends.
Write words on the board.
Have them pronounced.
Tell me other words ending in st; th.

Dictate: firm charm pattern thorn

stare posture

What are the last two letters in these words?
Write them on the board.
Have them pronounced.
Tell me a word meaning a kind of light ending in rm. (lantern)

A word meaning an animal used for bait ending in rm. (worm)

A word ending in re meaning to make better. (cure)
Lesson 19. Visual Exercises

Draw a line between the words in the first column that end with the same two letters as the words in the second column.

faith     western
stern     term
perform    guest
pasture    fifth
beast     snore
Twenty-second Day

Review of Beginning and Final Blends

Here are some beginning letters.

bl  cl  dr  fr  gl
pl  sn  sw  st  th

Here are some word parts.

oud  isky ouse  ide  agon
atch  unge  allow  imble  aff

Put the letters in front of the word parts to make words.

Here are groups of three beginning letters.

scr  str  spr  thr

Put them with these word parts to make words.

oke  amble  ift  inkle

These are ending letters.

sh  nk  re  ry  nt
rd  st  rk  rt  rm

Put them after these word parts to make words.

fini  eve  dra  amou  bake
harve  orcha  cle  perfo  repo
Twenty-third Day
Final Blends by Transfer

Lesson 20. Auditory Exercises

Listen for the first letter in these words.

Dictate: went yellow visit jar

Ask for the first letter as you say each word.

Now listen for the first two letters in these words.

Dictate: twist swing clash grub

Ask for the first two letters each time a word is pronounced.

Write ship on the board. Ask for final letter. Change to shirt. Ask for last two letters. Ask how the word was changed.

Change these words in the same manner, asking for the last two letters each time.

mush wish link tramp
much with list trash
Twenty-third Day

Lesson 20. Visual Exercises

See if you can put the last two letters on the unfinished words.

Once a robin broke his wi__. A ki__ man took ca__ of the bi__ until he was well. The robin became tame. When he was able to fly again, he did not go sou__. He stayed near the man's home for almost a year.
Twenty-fourth Day

Final Blends by Transfer

Lesson 21. Auditory Exercises

Today I want to see who can tell me the last two letters in these words.

Dictate:

just post more fire breath worth

Write words on the board.

Have them pronounced.

Change the last two letters in just to make a word meaning old papers and rags. (junk)

Change the last two letters in post to make a word meaning the meat from a pig. (pork)

Change the last two letters in more to make a word meaning an insect. (moth)

Change fire to make a word meaning discover. (find)

Change breath to a word meaning the part of a robin that is red. (breast)

Change worth to a word meaning very bad. (worst)
Lesson 21. Visual Exercises

See if you can complete these words.

We eat with a fo____.
Out of snow we make a fo____.
Another name for people is fo____.

On the beach we find sa____.
During the storm a ship sa____.
Around her waist was a sa____.

The blade of the knife is sha____.
This is a big fish. sha____
Your part of anything is your sha____.
Lesson 22. Auditory Exercises

Write on the board:

flint spank tend hard charm

Have the words pronounced.

Have a child underline the last two letters of each word.

Now I am going to change these words into other words.

Watch and see what I do.

Erase the nt of flint and add rt. What letters did I change? What is the new word?

In the same manner change:

spank to spark

tend to term

hard to hash

charm to chart
## Twenty-fifth Day

### Lesson 22. Visual Exercises

You have eight blocks of words with five words in each block. The teacher will hold up one word for each block. Underline the word you see.

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>stack</td>
<td>folk</td>
<td>spare</td>
<td>sunk</td>
</tr>
<tr>
<td>stock</td>
<td>fish</td>
<td>spank</td>
<td>sulk</td>
</tr>
<tr>
<td>stalk</td>
<td>fist</td>
<td>spark</td>
<td>sock</td>
</tr>
<tr>
<td>stork</td>
<td>fork</td>
<td>shack</td>
<td>sore</td>
</tr>
<tr>
<td>storm</td>
<td>form</td>
<td>share</td>
<td>sort</td>
</tr>
<tr>
<td>hark</td>
<td>tack</td>
<td>crush</td>
<td>walk</td>
</tr>
<tr>
<td>harm</td>
<td>tick</td>
<td>crash</td>
<td>want</td>
</tr>
<tr>
<td>hind</td>
<td>tart</td>
<td>charm</td>
<td>warm</td>
</tr>
<tr>
<td>hart</td>
<td>tank</td>
<td>chart</td>
<td>ware</td>
</tr>
<tr>
<td>hint</td>
<td>tint</td>
<td>crust</td>
<td>wash</td>
</tr>
</tbody>
</table>

### Teacher's List

- stalk
- form
- shack
- sunk
- hart
- tick
- crust
- want
Lesson 23. Auditory Exercises

Write on the board: coast

Who can change this word to a word meaning a man who trains a football team? (coach)

Change warm to a word that means to go by foot. (walk)
Change warn to a word that means to clean clothes. (wash)
Change dart to a word that means to go very fast. (dash)
Change faith to a word that means a make-believe story. (fairy)
Twenty-sixth Day

Lesson 23. Visual Exercises

Fill in the blanks in these sentences with one of the words below it.

1. The toast was ____.
   burnt    burst
2. Soldiers often ____.
   marsh    march
3. We went for a walk in the ____.
   pant     park
4. A ship has a ____.
   mast     mash
5. Her dress is made of ____.
   sink     silk
6. John has a ____ in his yard.
   tent     tend
7. The fence is made of ____.
   wire     wick
8. The blade of the knife was covered with ____.
   runt     rust
Twenty-seventh Day
Review of Beginning and Ending Blends

See if you can climb these stairs by adding two letters in front of each sound to make a word.

Finish the words in these sentences. The last two letters of each word are given.

1. The time is half ___ st eight.
2. John is eating a ___ ch.
3. Mary likes to ___ sh her hair.
4. The dog is thirsty and wants a ___ nk.
5. A dog has strong ___ th.
Twenty-eighth Day

Short a

Lesson 24. Auditory Exercises

These word parts have a short a sound.

Write on the board: at an ad am ap

Pronounce them after me.

Now I am going to make some words out of these word parts.

Write on the board:

- bat
cat
cattle

- can
fan
fancy

- sad
pad
paddle

- slam
sham
example

- slap
rapid
captain

Pronounce these word parts after me.

Write and pronounce:

- ab
ack
and
ash

Who can tell me some words made up of these word parts?

Possible words:

- cab
stab
grab

- black
shack
track
crackers

- band
sand
hand
land

- crash
dash
flash
smash
Lesson 24. Visual Exercises

Can you find words to fit under these word parts? You will find all the words you need below. Two of the words have been placed for you.

<table>
<thead>
<tr>
<th>at</th>
<th>an</th>
<th>ad</th>
<th>am</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ap</th>
<th>ab</th>
<th>ash</th>
<th>ack</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>sack</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pattern</th>
<th>camp</th>
<th>dandy</th>
<th>strap</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabin</td>
<td>sample</td>
<td>mattress</td>
<td>badly</td>
</tr>
<tr>
<td>cash</td>
<td>tadpole</td>
<td>habit</td>
<td>tackle</td>
</tr>
<tr>
<td>capture</td>
<td>track</td>
<td>splash</td>
<td>planter</td>
</tr>
</tbody>
</table>

mat | sack

mat
Lesson 25. Auditory Exercises

Our words for today have the long a sound. Here are some word parts with long a.

Write on the board:

ake   are   ay   ate   aste

Pronounce them after me.

I will make a word out of each word part, then you tell me some more like them.

Write:

bake   careful   maybe   hesitate   haste

Have words pronounced.

Review short a words.

Write on the board:

happy   trash   pantry   glance

Have them pronounced.

Now write:

ale   ame   ace   awe   ape

Have them pronounced.

Ask for words containing these word parts.
Lesson 25. Visual Exercises

Cross out all words that do not contain long a.

<table>
<thead>
<tr>
<th>word</th>
<th>word</th>
<th>word</th>
<th>word</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>quake</td>
<td>careless</td>
<td>grab</td>
<td>fate</td>
<td></td>
</tr>
<tr>
<td>brake</td>
<td>candle</td>
<td>subway</td>
<td>platter</td>
<td></td>
</tr>
<tr>
<td>stack</td>
<td>hare</td>
<td>tray</td>
<td>mate</td>
<td></td>
</tr>
<tr>
<td>wake</td>
<td>spare</td>
<td>decay</td>
<td>state</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td>glare</td>
<td>crayon</td>
<td>gate</td>
<td></td>
</tr>
<tr>
<td>baste</td>
<td>bakery</td>
<td>became</td>
<td>lace</td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td>lake</td>
<td>lame</td>
<td>rack</td>
<td></td>
</tr>
<tr>
<td>haste</td>
<td>maker</td>
<td>shame</td>
<td>bracelet</td>
<td></td>
</tr>
<tr>
<td>hasten</td>
<td>tack</td>
<td>damp</td>
<td>disgrace</td>
<td></td>
</tr>
<tr>
<td>crash</td>
<td>spake</td>
<td>tame</td>
<td>trace</td>
<td></td>
</tr>
<tr>
<td>strap</td>
<td>shape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grave</td>
<td>cape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slave</td>
<td>clap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wave</td>
<td>grape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rave</td>
<td>escape</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 26. Auditory Exercises

These word parts have a short e sound.

Say them after me.

Dictate:

er ent eck est ell

Write them on the board.

Now I am going to make some words out of these word parts.

Write:

herd apartment check west dwell

Have words pronounced.

Write these word parts on the board.

el en et ess ect

I shall make some new words out of these parts. Then you make some others like them.

Write:

jewel gentle garret dress collect

Have these words pronounced.

Say these sentences after me.

He inspected the electricity and found it perfect.

The mattress was sent to the mistress by express.

He let the letter drop into the basket.

The vessel carried barrels of fuel.

I do not intend to lend a pen to my friend.
Lesson 26. Visual Exercises

Underline the part of the word in each group that is like the word above it.

<table>
<thead>
<tr>
<th>clever</th>
<th>tent</th>
<th>deck</th>
<th>vest</th>
</tr>
</thead>
<tbody>
<tr>
<td>grocer</td>
<td>invent</td>
<td>neck</td>
<td>contest</td>
</tr>
<tr>
<td>service</td>
<td>rent</td>
<td>speck</td>
<td>western</td>
</tr>
<tr>
<td>perform</td>
<td>parents</td>
<td>check</td>
<td>nest</td>
</tr>
<tr>
<td>operate</td>
<td>impatient</td>
<td>checkers</td>
<td>honest</td>
</tr>
<tr>
<td>perfume</td>
<td>government</td>
<td>wreck</td>
<td>chest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cellar</th>
<th>duel</th>
<th>gentle</th>
<th>bonnet</th>
</tr>
</thead>
<tbody>
<tr>
<td>mellow</td>
<td>belt</td>
<td>sense</td>
<td>garret</td>
</tr>
<tr>
<td>propeller</td>
<td>twelve</td>
<td>linen</td>
<td>quiet</td>
</tr>
<tr>
<td>spelling</td>
<td>celebrate</td>
<td>hidden</td>
<td>bucket</td>
</tr>
<tr>
<td>swell</td>
<td>label</td>
<td>engineer</td>
<td>hatchet</td>
</tr>
<tr>
<td>jello</td>
<td>shelter</td>
<td>fender</td>
<td>metal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>press</th>
<th>direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>princess</td>
<td>collect</td>
</tr>
<tr>
<td>blessing</td>
<td>insect</td>
</tr>
<tr>
<td>harness</td>
<td>correct</td>
</tr>
<tr>
<td>recess</td>
<td>inspect</td>
</tr>
<tr>
<td>dresser</td>
<td>perfect</td>
</tr>
</tbody>
</table>
Thirty-first Day

Long e

Lesson 27. Auditory Exercises

Listen to these word parts which contain long e.

Pronounce them after me.

Dictate and write on the board.

\[ e \quad ee \quad be \quad de \quad ere \]

I shall make some words out of these.

\[ erase \quad glee \quad because \quad deny \quad mere \]

Have the words pronounced.

Have a child underline the long e's.

Write these word parts on the board.

\[ eet \quad een \quad eep \quad eed \quad eel \]

Make them into words:

\[ beet \quad green \quad keep \quad seed \quad heel \]

Have them pronounced.

Answer these questions with words which contain long e.

Bridges are made of _____. (steel)

Sugar is _____. (sweet)

We keep mosquitoes out of the house with ___. (screens)

When you make a mistake you rub it out with an ____ (eraser)

A blind man cannot ___. (see)

It is cloudy but the rain has not ___. (begun)

The wallpaper has a pretty _____. (design)

Bring the book to me. Put it ___. (here)

At night we _____. (sleep)

The airplane traveled at a great _____. (speed)
Lesson 27. Visual Exercises

These words have a short e and a long e in them. Underline the long e's only.

- electric
- sweeten
- weeder
- keeper
- peeler
- deliver
- even
- develop
- eleven
- department
Thirty-second Day

Short i

Lesson 28. Auditory Exercises

Listen to these words. Tell me what vowel sounds you hear. Is it short or long?

Dictate: lens lace mad smell here hat deep lake

Listen for short i in these word parts.

Dictate:

\textit{it id ig im ip}

Write them on the board.

What words can you make out of these word parts?

Listen to these word parts.

Dictate:

\textit{in ick is ill ist}

Here are some words made out of these word parts.

Pronounce them.

\textit{cousin sticky tennis bill dentist}

\textit{prince cricket history shrill mister}
Lesson 28. Visual Exercises

Choose the correct word to fill in the blanks in these sentences.

1. He took a little ____ of cake.
   - bat  bit  bet

2. Take the ____ off the pan.
   - lid  lad  led

3. That is a ____ balloon.
   - bag  beg  big

4. Will you go with ____?
   - ham  hem  him

5. Do not ____ your skirt.
   - rep  rap  rip

6. Mother is wearing a new ____.
   - pin  pan  pen

7. Please ____ up the papers.
   - pack  pick  peck

8. ____ this pail with water.
   - fell  fill  fall
Lesson 29. Auditory Exercises

Listen for the long i sound in these word parts.

Dictate:
ight ine ide ite ire

Write them on the board.

Have them pronounced.

Have children make up words with these word parts.

Dictate:
ind ice ipe ike ive

Write them on the board.

Have them pronounced.

This time I will make up a word for each word part.

Write:
kindness lice stripe strike arrive

Have these words pronounced.

Divide the children into two teams. First child chooses a word part and says a word containing it. A child on the other team must say a word containing the same sound. Another word part is chosen and the game continues in this manner until all the word parts have been used. Correct the errors. The team with fewer errors wins.
Lesson 29. Visual Exercises

Can you finish these rhymes?

I was filled with delight
When I saw the beautiful _____.

I am always polite
When a letter I _____.

Whenever I like
I may ride my _____.

The sun does shine
The day is _____.

The shore is wide
When it is low ____.
Thirty-fourth Day

Short and Long Vowels a, e, i, by Transfer

Lesson 30. Auditory Exercises

Listen for the middle sound of these words. The middle letter is short a.

Write these words on the board and pronounce them.

rat fad sham slat cap

Ask for other words that contain short a.

When I add e to these words, the e is silent and the a has a long sound. Add e to each of the words above, and pronounce them. Have children repeat them after you. Have children name other words containing long a.

Write on the board these words.

rid her twin met

Have children add e to each of these words. Have them pronounce the new word as they do so. Have them tell the name of the vowel and whether it is short or long.

Write on the board.

shed wine Pete lit

Have children tell the short i word, long e word, etc.
Lesson 30.  Visual Exercises

ban  wren  crib  clam  west
rip  met  clad  lit  clan
rit  bib  bet  cab  lip
est  pad  lid  fan  jet
gas  let  fin  lad  chin
dip  fret  pet  pan  pen

Place all short a words under crab.
Put the short e words under step, and
the short i words under slip. You will
find ten of each.

    crab    step    slip
Thirty-fifth Day

Short and Long Vowels, a, e, i, by Transfer

Lesson 31. Auditory Exercises

Dictate:

bath sham spit spin

Which vowel sounds do you hear?
Write them on the board.
Have them pronounced.
Have a child add e to each word.
Have children pronounce the words with e added.

Dictate:

step bet bled met wed

What vowel do you hear?
Write words on the board.
Have them pronounced.

Sometimes we can double the e in words to make a new word
with the long e sound.
Write:

steep beet bleed meet weed

Have these words pronounced.
Lesson 31. Visual Exercises

Add e to these words, either in the middle or at the end to get a long vowel sound. Write the new words beside the words given.

fad       fed
quit      quit
pip       pip
step      step
slat      slat
slid      slid
can       can
red       red
cap       cap
Lesson 32. Auditory Exercises

In these word parts you will hear the sound of short o.

Dictate:
  ot  all  of  og

Write them on the board.
Have them pronounced.

Pronounce these words.

Write:
  blotter  dollar  shop  frog

Have children underline the part of these words that is like those above.

Listen to these word parts.

Write and dictate:
  ob  od  om  ock

Pronounce them after me.

Tell me the sound a turkey makes _____. (gobble)
Write this under ob.

What word means new? _____. (modern)
Write under od.

What word means to give your word? _____. (promise)
Write under om.

We tell time by the _____. (clock)
Write under ock.
Lesson 32. Visual Exercises

See how many words you can make out of these word parts. They all contain short o.

ot  op  og  ob

od  om  oll  ock
Thirty-seventh Day

Long o

Lesson 33. Auditory Exercises

These word parts contain long o.

Write:
  ole  oke  ose  ove

Have them pronounced.

You make up some words using these word parts.

Listen to these words. What kind of an o do you hear?

Dictate:
  smock  romper  plot  poll

Short o is correct.

Now listen while I pronounce these word parts.

Dictate and write:
  o  ow  old  one

Here are some words made up of these word parts.

Write and pronounce:
  buffalo  blow  bold  cone

Have children pronounce these words. Raise your hand when you hear long o in these words.

  holly  choke  toss  glove
  pole  mock  close  clove
  doll  rock  chose  drove
  Eskimo  swallow  collar  shone
  carrot  stop  scold  on
  cargo  crow  dollar  upon
Lesson 33. Visual Exercises

In each block cross out the word that does not rhyme.

<table>
<thead>
<tr>
<th>fold</th>
<th>dragon</th>
<th>spoke</th>
<th>clove</th>
</tr>
</thead>
<tbody>
<tr>
<td>scold</td>
<td>shame</td>
<td>stroke</td>
<td>rob</td>
</tr>
<tr>
<td>sold</td>
<td>tone</td>
<td>smoke</td>
<td>drove</td>
</tr>
<tr>
<td>gold</td>
<td>zone</td>
<td>flock</td>
<td>wove</td>
</tr>
<tr>
<td>jolly</td>
<td>xylophone</td>
<td>yoke</td>
<td>grove</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>snow</th>
<th>pole</th>
<th>hero</th>
<th>chose</th>
</tr>
</thead>
<tbody>
<tr>
<td>stow</td>
<td>role</td>
<td>pardon</td>
<td>close</td>
</tr>
<tr>
<td>store</td>
<td>rode</td>
<td>Chicago</td>
<td>those</td>
</tr>
<tr>
<td>flow</td>
<td>sole</td>
<td>buffalo</td>
<td>hose</td>
</tr>
<tr>
<td>slow</td>
<td>stole</td>
<td>Eskimo</td>
<td>boss</td>
</tr>
<tr>
<td>Year</td>
<td>Value 1</td>
<td>Value 2</td>
<td>Value 3</td>
</tr>
<tr>
<td>------</td>
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<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>2010</td>
<td>1234</td>
<td>5678</td>
<td>9012</td>
</tr>
<tr>
<td>2011</td>
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</tr>
<tr>
<td>2012</td>
<td>1234</td>
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<td>1234</td>
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<td>5678</td>
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<td>2017</td>
<td>1234</td>
<td>5678</td>
<td>9012</td>
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<td>2018</td>
<td>1234</td>
<td>5678</td>
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<tr>
<td>2019</td>
<td>1234</td>
<td>5678</td>
<td>9012</td>
</tr>
<tr>
<td>2020</td>
<td>1234</td>
<td>5678</td>
<td>9012</td>
</tr>
</tbody>
</table>
Thirty-eighth Day

Short u

Lesson 34. Auditory Exercises

Listen carefully for the short u sound in these word parts.

Dictate and write:

ud up um un ut

Have sounds pronounced.

Tell me some words that contain these word parts.

These words have a short u sound.

Dictate:

suck club dust muff bug

Write them on the board.

Have them pronounced.

Divide the children into two groups. Each child has a turn in giving words to rhyme with those above. Each correct word scores one point. The team with the most points wins.
Lesson 34. Visual Exercises

Underline the part of the word in each group that is like the first word.

<table>
<thead>
<tr>
<th>jug</th>
<th>bud</th>
<th>buck</th>
<th>sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>ugly</td>
<td>muddy</td>
<td>buckle</td>
<td>humming</td>
</tr>
<tr>
<td>suggest</td>
<td>studied</td>
<td>struck</td>
<td>lumber</td>
</tr>
<tr>
<td>slug</td>
<td>judge</td>
<td>bucket</td>
<td>hum</td>
</tr>
<tr>
<td>plug</td>
<td>cud</td>
<td>sucker</td>
<td>thumb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hunter</th>
<th>nuts</th>
<th>must</th>
<th>cub</th>
</tr>
</thead>
<tbody>
<tr>
<td>stung</td>
<td>button</td>
<td>August</td>
<td>shrub</td>
</tr>
<tr>
<td>thunder</td>
<td>crutch</td>
<td>crust</td>
<td>public</td>
</tr>
<tr>
<td>until</td>
<td>shutter</td>
<td>dusty</td>
<td>rubbers</td>
</tr>
<tr>
<td>munch</td>
<td>rut</td>
<td>mustard</td>
<td>subway</td>
</tr>
<tr>
<td>Year</td>
<td>Quantity</td>
<td>Unit</td>
<td>Total</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>2000</td>
<td>1200</td>
<td>1</td>
<td>1200</td>
</tr>
<tr>
<td>2001</td>
<td>1400</td>
<td>1</td>
<td>1400</td>
</tr>
<tr>
<td>2002</td>
<td>1600</td>
<td>1</td>
<td>1600</td>
</tr>
<tr>
<td>2003</td>
<td>1800</td>
<td>1</td>
<td>1800</td>
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<tr>
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<td>1</td>
<td>2000</td>
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<td>1</td>
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<td>2007</td>
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</tr>
<tr>
<td>2020</td>
<td>5200</td>
<td>1</td>
<td>5200</td>
</tr>
</tbody>
</table>
Lesson 35. Auditory Exercises

These words contain long u.

Dictate:
   cube  cure  mule  duel  muse

Write them on the board.
Have them pronounced.

Who can give me a rhyme for each one?

Listen to these words.

Which u do you hear?

Dictate:
   pucker  trust  plum  Sunday

Listen to these words.

Which u do you hear?

Dictate:
   ambulance  bugle  minuend  music

Each group of words that I am going to say contains only one long u word. Raise your hand when you hear long u.

Dictate:
   tulips  dull  under  puzzle
   muff   slum  dumb  sunny
   dug    sugar  muscle  grub
   cub    junk  peanut  cub
   must   nut   ruin   argue
   unite  pluck  judge  subtract
   undress pup   club   cube
   untie  pupil  hug    cuff
   understand punch  rude  sun
   unless  pump  luck  slush
Lesson 35. Visual Exercises

Underline all the long u's you can find.

- tulips
- stuck
- cuff
- pure
- pupil
- mud
- tub
- mule
- rug
- cute
- drum
- bugle
- sung
- bumble
- musical
- hush
- cube
- shut
- excuse
- fuel
Fortieth Day
Review of Long and Short Vowels

Number your paper from 1 to 20. As I say these words, write down whether you hear long or short a, e, i, o, or u. For example, if I should say cut, you would write down, short u.

Teacher's List

bells    kit
rice     chest
blot     mug
bran     dash
here     wipe
hill     seek
spoke    doll
cave     quake
suds     pure
use      flow
Lesson 36. Auditory Exercises
The letters, a, e, i, o, u, and sometimes y are called vowels. Listen carefully and see if you can tell me whether the vowels in these words are long or short. Then name the vowels.

bet craze snip drive
The long vowels have the sound of their own name.
Listen for them. What vowel do you hear?

note robe rode slope
Have the children erase the e and pronounce.
Listen for the sound of this vowel.

cute tube cube cure
What vowel did you hear?
How can you change these words to make the u short?
Have the children erase the e and pronounce.
Lesson 36. Visual Exercises

Look at each word in the first column. Find a word that rhymes with it in the second column. Write the word beside the word in the second column with which it rhymes.

<table>
<thead>
<tr>
<th>tune</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>crop</td>
<td>June</td>
</tr>
<tr>
<td>tone</td>
<td>fun</td>
</tr>
<tr>
<td>sun</td>
<td>bone</td>
</tr>
<tr>
<td>cube</td>
<td>hot</td>
</tr>
<tr>
<td>stove</td>
<td>mug</td>
</tr>
<tr>
<td>cot</td>
<td>tube</td>
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<tr>
<td>rug</td>
<td>grove</td>
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<tr>
<td>fuse</td>
<td>mob</td>
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<td>rob</td>
<td>use</td>
</tr>
<tr>
<td>Year</td>
<td>Value</td>
</tr>
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<td>-------</td>
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<td>5000</td>
</tr>
<tr>
<td>2012</td>
<td>5500</td>
</tr>
</tbody>
</table>
Forty-second Day

Review of Short and Long Vowels by Transfer

In each of these groups of words there is one word that does not belong. Can you find the word in each group that does not belong there, and underline it?

<table>
<thead>
<tr>
<th>Fat</th>
<th>Hot</th>
<th>Came</th>
<th>But</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat</td>
<td>Note</td>
<td>Ham</td>
<td>Cute</td>
</tr>
<tr>
<td>Sat</td>
<td>Pot</td>
<td>Lame</td>
<td>Rut</td>
</tr>
<tr>
<td>Hate</td>
<td>Lot</td>
<td>Shame</td>
<td>Nut</td>
</tr>
<tr>
<td>Rat</td>
<td>Dot</td>
<td>Flame</td>
<td>But</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fir</th>
<th>Set</th>
<th>Hope</th>
<th>Him</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>Get</td>
<td>Mope</td>
<td>Skim</td>
</tr>
<tr>
<td>Wire</td>
<td>Bet</td>
<td>Top</td>
<td>Slim</td>
</tr>
<tr>
<td>Hire</td>
<td>Let</td>
<td>Rope</td>
<td>Dime</td>
</tr>
<tr>
<td>Tire</td>
<td>Mete</td>
<td>Slope</td>
<td>Trim</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Us</th>
<th>Hide</th>
<th>Blade</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuse</td>
<td>Did</td>
<td>Spade</td>
<td>Mob</td>
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<tr>
<td>Muse</td>
<td>Slide</td>
<td>Clad</td>
<td>Cob</td>
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<tr>
<td>Use</td>
<td>Ride</td>
<td>Made</td>
<td>Rob</td>
</tr>
<tr>
<td>Excuse</td>
<td>Bride</td>
<td>Wade</td>
<td>Rob</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cub</th>
<th>Future</th>
<th>Chin</th>
<th>Cage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rub</td>
<td>Adventure</td>
<td>Shine</td>
<td>Crag</td>
</tr>
<tr>
<td>Tube</td>
<td>Cure</td>
<td>Skin</td>
<td>Page</td>
</tr>
<tr>
<td>Club</td>
<td>Purr</td>
<td>Spin</td>
<td>Stage</td>
</tr>
<tr>
<td>Stub</td>
<td>Pure</td>
<td>Thin</td>
<td>Rage</td>
</tr>
</tbody>
</table>
Forty-third Day

Syllabication - Single Consonants between Two Vowels

Lesson 37. Auditory Exercises

Name the vowels.
All other letters are consonants.
We are going to learn to divide words into syllables so that we can pronounce them more easily.

Write on the board:

  over  ever  apron  awoke  evil

A single consonant between two vowels goes with the following vowel.

What are the two vowels in o v e r? What is the consonant between them? Then v goes with the second syllable and the word is divided like this o/ ver

Have word pronounced.

Continue in like manner for the other four words.

Write on the board:

  even  unite  motor  paper  melon

Ask how many syllables there are in these words.

How would you divide them?

Give the rule.

Have the words pronounced.
Forty-third Day

Lesson 37. Visual Exercises

Divide these words into syllables.

water recess
bacon repair
below pilot
total cement
tiger report
caboose potatoes
promote cigar
provide native
pupil garage
radish favor
Forty-fourth Day

Syllabication- Double Consonants between Two Vowels

Lesson 38. Auditory Exercises

Write on the board:

butter  button  pillow  batter  vessel

Double consonants between two vowels are divided between the
two consonants. What are the double consonants in butter? What are the two vowels? Then butter will be divided this way: but/ter.

Pronounce the word.

Do the same for the other four words.

Write:

bullet  rubber  humming  squirrel  trolley

Ask how many syllables in these words.

How would they be divided? Why?

Give the rule.

Have the words pronounced.
Lesson 38. Visual Exercises

Double consonants between two vowels are divided between the two consonants.

Divide these words into syllables.

- swimming
- twitter
- tassel
- swallow
- surround
- berries
- valley
- cotton
- stopper
- collect
- wedding
- grammar
- litter
- mittens
- mirror
- morrow
- mutton
- pattern
- robber
- barrel

Review:

A single consonant between two vowels goes with the following syllable.

Divide these words into syllables.

- cedar
- China
- erase
- final
- habit
<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
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<td>Value 10</td>
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<tr>
<td>Value 16</td>
<td>Value 17</td>
<td>Value 18</td>
</tr>
<tr>
<td>Value 19</td>
<td>Value 20</td>
<td>Value 21</td>
</tr>
</tbody>
</table>
Lesson 39. Auditory Exercises

Today we will work with words ending in le.
The consonant before le goes with the le.
Write: bumble candle Bible able
Divide these words.
Name the consonant before the le.
Have a child divide each word.
Now pronounce the words.
Write:

| bugle     | noble       |
| cycle     | paddle      |
| apple     | pebble      |
| circle    | rifle       |
| cradle    | thimble     |
| dimple    | title       |
| gentle    | trifle      |
| jungle    | bottle      |
| needle    | bundle      |
| nimble    | table       |

Divide the class into two groups. Each child takes a turn at dividing these words into syllables. The team which divides the most words correctly wins.
Forty-fifth Day

Lesson 39. Visual Exercises

Divide these words into syllables:

- cattle
- fiddle
- purple
- raffle
- steeple

Review.

Divide these words into syllables:

- whinny
- woman
- traffic
- swimmer
- woven
- widow
- sparrow
- stupid
- zero
- stopper
Lesson 40. Auditory Exercises

Write on the board:

any body pussy stormy

y at the end of a word is usually a separate syllable.

We divide any this way: an/y

Pronounce the word.

Divide the other words in this manner.

Have them pronounced.

Write on the board:

sand boss cook hand

Add y to these words and divide them into syllables.

Pronounce the words.

Write them on the board:

sorrow recite simple every

Have children divide these words into syllables and give the rule in each case.
Lesson 40. Visual Exercises

These words are divided into syllables for you.

suc/cess  pro/nounce

dust/y  sta/ble

war/ble  shut/ter

might/y  stu/pid

Here are four rules for dividing into syllables.

Put the words under the correct rule.

1. A single consonant between two vowels goes with the second vowel.

2. When a double consonant comes between two vowels, divide between the two consonants.

3. A consonant before le goes with the le.

4. Y at the end of a word usually is a separate syllable.
Syllabication - Endings in es, en, and er

Lesson 41. Auditory Exercises

Write on the board:

- golden
- glasses
- catcher
- beaten
- ashes
- speller

When en, es, and er are added to a root word to make a new word, these endings make a separate syllable.
I will divide these words for you.
Divide the words and have them pronounced.

Write on the board:

- keeper
- bushes
- chicken
- buyer
- marches
- quicken

What is the root word?
Have children underline the root words.
Have children divide the words into syllables.
Have words pronounced.
Lesson 41. Visual Exercises

Divide these words into syllables:

- silken
- planter
- sharpen
- pointer
- healthy
- branches
- reader
- cheery
- boxes
- preacher
- lucky
- churches
Forty-eighth Day

Review of Syllabication

Divide the underlined words into syllables.

1. The trucks **rumble** down the street.

2. Girls wear **sashes**.

3. The Indian used an **arrow**.

4. There are nails in the **barrel**.

5. He wrote on the **paper**.

6. Mary likes **bread and butter**.

7. This land is **hilly**.

8. We will **recite** the poem together.

9. It is **colder** today than it was yesterday.

10. Put it in the **wooden** box.
Compound Words

Lesson 42  Auditory Exercises

Write on the board: candlestick

This word is called a compound word because it is made up of two words. What are they?

Divide candle into syllables.

Pronounce the whole word.

Use it in a sentence.

Continue in this manner with these words:

buttonholes  eversharp  goldenrod

Tell the two smaller words which make up these words:

hummingbird  pocketbook  watermelon

Use each part of the word in a sentence.
Lesson 42. Visual Exercises

Match the words in the first column with the words in the second column to make single new words. Then fill in the blanks in the sentences with your new words.

flash  ball
school  house
foot    light
wall    shine
sun     paper

1. Boys like to play _____ .

2. The children were playing outdoors in the _____ .

3. When the light went out we used a _____ .

4. My bedroom has new _____ .

5. The teacher is on her way to the _____ .
Fiftieth Day

Compound Words

Lesson 45  Auditory Exercises

Write on the board:

blackberries  firecrackers  pillowcase

Underline the two words which make up a compound word.

Divide these words into syllables.

These words are called compound words.

Pronounce them.

Write:

eye  rain  lash  sling
coat  shot  case  suit

Who can put two of these words together to make a compound word?

Who can think of some other compound words?
Lesson 43 Visual Exercises

Underline the compound words in these sentences.

1. The steamboat sailed down the river.
2. John has a green toothbrush.
3. Streetcars run on tracks.
4. On the shore stood a lighthouse.
5. The teacher gave each child a notebook.
6. He wore a scarf and overcoat.
7. The postman brought the mail.
8. In summer he goes barefooted.