

1960

# Teaching homophones in grades one, two and three

---

<https://hdl.handle.net/2144/18555>

*Downloaded from DSpace Repository, DSpace Institution's institutional repository*

Mrs.  
Ber E. J. e. ka  
1960

Boston University  
School of Education

TEACHING HOMOPHONES  
in  
GRADES ONE, TWO AND THREE

A Thesis  
submitted by

Edna Jane Berry  
(B.S. in Ed., Hyannis State Teacher's College, 1939)  
Doris Kirby Caron  
(B.S. in Ed., Boston University, 1955)  
Maria Critikos  
(B. Mus. Ed., Boston University, 1954)  
Jeanne Levitsky  
(Mus. B., Boston University, 1955)  
Betty Marie Olson  
(A.B., Bob Jones University, 1950)  
Josephine Marie Shaw  
(A.B., Boston University, 1949)

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

1960

Boston University  
School of Education  
Library

First Reader:

---

Dr. Helen A. Murphy  
Professor of Education

Second Reader:

---

Dr. Donald D. Durrell  
Professor of Education

## TABLE OF CONTENTS

Chapter	Page
Introduction .....	1
I. Review of Research .....	2
II. Plan of the Study .....	25
III. Analysis of Data .....	55
IV. Summary and Conclusions .....	65
V. Suggestions for Further Study .....	69
Appendices --	
"A" Grade One Materials .....	71
"B" Grade Two Materials .....	121
"C" Grade Three Materials	
Part I .....	209
Part II .....	266
Bibliography .....	327



- Introduction -

How much does the knowledge of phonics contribute to the total reading program? This has been a controversial issue in the teaching of reading. Over the years, the emphasis has changed on how and what to teach in phonics.

There is evidence that some children in grade four have acquired a homophone sense, that is, they recognize similar sounds with different spellings or different sounds with similar spellings.

The present reading systems do not introduce the many sounds for a given letter or group of letters in the primary grade programs. Some children apparently acquire this ability and because of it are more successful in reading and spelling in the intermediate grades.

This study is an attempt to teach knowledge of homophones in grades one, two and three.

CHAPTER I

- REVIEW OF RESEARCH -

Summary of Previous Research

The research reported is concerned with phonics and visual and auditory discrimination as they are related to reading achievement.

### I. Relationship of Phonics to Reading Instruction

Research related to the teaching of reading places much stress upon phonics, the science of spoken sound. Many researchers tend to emphasize the importance of relating the language symbol and the sound it produces when that same symbol is used for oral communication. Betts<sup>1</sup> states that:

The study of phonics relates speech sounds to their letter representations.

Brook<sup>2</sup> emphasizes this importance when he states:

The matter of perceiving the printed language symbols is a progressive process which starts on low level with recognition of letters and pairs of words.

According to Horn<sup>3</sup>, while the unphonetic character of the English language presents an obstacle, it is not an insurmountable one and should not lead to an interpretation that phonics should not be taught.

Tiffin and McKinnis<sup>4</sup> did a study to determine whether, and to what extent, phonic ability, as measured by a reliable

---

<sup>1</sup> Emmett A. Betts, "Syllables", Education, May, 1959, 79:557

<sup>2</sup> William F. Brook, "Development of Higher Orders of Perceptual Habits in Reading", Journal of Educational Research, March, 1930, 21:162

<sup>3</sup> Ernest Horn, "A Child's Early Experiences with Letter A", Journal of Educational Psychology, March, 1929, 20:161-168

<sup>4</sup> Joseph Tiffin and Mary McKinnis, "Phonic Ability: Its Measurement and Relation to Reading Ability", School and Society, February, 1940, p.p. 190-192

instrument, is related to reading ability as measured by certain standardized reading tests. After the researchers had completed their study, they concluded that among the pupils they studied, phonic ability was significantly related to reading ability.

Reading instruction, according to Betts<sup>1</sup>, can be best carried on when equal emphasis is given to the following three areas:

1. The development of permanent and worth-while interests in reading.
2. The development of phonic and related skills needed for the perception and recognition of words.
3. The development of the ability to think in reading situations.

The research relative to the necessity for phonic instruction is necessary, but they are not sure as to how this can best be carried on in the classroom. It would seem that there are some pertinent questions that teachers frequently ask. Hester<sup>2</sup> found in her study that the following questions were most often asked by classroom teachers:

1. Do we need to teach phonics in reading?
2. Do our children need a well-planned program of phonic instruction?
3. At what grade level is this a problem?

She concluded that skill in word analysis does not come without specific training. Without this training the child is handicapped severely. Ability to use configuration clues and content in unlocking new words is essential for good reading.

---

<sup>1</sup> Emmett A. Betts, "Is Phonics a Cure-All?", High Points, January, 1956, 38:36-45

<sup>2</sup> Kathleen B. Hester, "A Study of Phonetic Difficulties in Reading", Elementary School Journal, November, 1942, 43:172

Unless the child has some concept of letter sounds, he will be unable to attach new words independently when other methods fail.

Smith<sup>1</sup> suggests there will be many changes in phonic instruction as the results of new studies come forth. Since we have abundant evidence that phonics is valuable, instruction in this facet of reading should continue without interruption in the future if it is provided in such ways and at such times as research tells us are most helpful to children in meeting their reading needs.

In our enthusiasm for phonic instruction in the reading program, we must not overlook the danger that some could consider this aspect of instruction the final source for improvement.

Hildreth<sup>2</sup> states that phonics does not offer a short cut to learning to read. She admonishes that all work with phonics be done with whole words and that real words which the child has commonly met in his reading be used. If phonics is always done within real words of interest to the child, this child is more likely to use his sounding skill functionally in actual reading.

Rogers<sup>3</sup> further states that phonics is not a method of teaching reading, nor is phonics of equal value to all

---

<sup>1</sup> Nila B. Smith, "What Research Says About Phonic Instruction", Journal of Educational Research, September, 1957, 2:1-9

<sup>2</sup> Gertrude Hildreth, "Role of Pronouncing and Sounding in Learning to Read", Education Digest XX, February, 1955, pp 46-49

<sup>3</sup> J. R. Rogers, "Phonics Again", Elementary School Journal, March, 1958, 58:344-6

children. Skilled readers use a variety of techniques for word attack, and so phonics has a valid and valuable place in the developmental reading program.

Some critics of a developmental reading program would have us consider the teaching of phonics as a preventive measure for future reading difficulties.

Betts<sup>1</sup> states that although phonics is neither a preventive nor a panacea for all reading ills, it is an essential factor in word perception. We must continue to keep in mind, however, that children's individual differences will certainly influence the time and place for phonic teaching.

Russell<sup>2</sup> suggests that knowing how children differ, there is no one best method, no exact timing, no one set of materials which is best for all children. The ingenuity of teachers and their knowledge of individual youngsters will always be needed in the complex task of learning to read.

According to Rudisill<sup>3</sup>, the time and place of phonic training in the school program is a question for continual controversy. She made a study of third grade pupils in Durham, North Carolina, and this study was concerned with functional phonic knowledge, that is, with the results of the teaching of phonics in terms of ability to pronounce new words in conformance with phonetic principles. She believes

---

<sup>1</sup> Emmett A. Betts, op. cit., p.p. 36-45

<sup>2</sup> David H. Russell, "Teachers Views on Phonics", Elementary English Review, October, 1955, 22:371-376

<sup>3</sup> Mabel F. Rudisill, "Interrelation of Functional Phonic Knowledge, Reading, Spelling, and Mental Age", Elementary School Journal, February, 1957, 57:264-267

that if the results of phonic teaching are to function in reading and spelling, the teaching must be such as to cause the sounds of letters and the combination of letters to be heard and used in normal word pronunciation. The results of this study strengthen the accumulating evidence that functional phonic knowledge makes a substantial contribution to achievement in reading and spelling.

Further indication as to the importance of phonic training is given by Yoakum<sup>1</sup> who states:

Visual analysis, phonetic analysis and blending, structural analysis and blending, and the use of the dictionary skills finally lead to independence on the part of the child in reading.

Burrows<sup>2</sup> agrees when she suggests it is safe to conclude that the role of phonics instruction is that of sharpening and refining word perception after the beginner has made the essential adaptation of reading for meaning. Even then, the job which phonics instruction can safely tackle must be in close relationship to what the youngster wants to read and at least partially understands.

Betts<sup>3</sup> states that specialists have long recognized that efficient reading requires the automatic use of phonic and other word learning skills. When these skills are not taught, the child develops his own system. These systems

---

<sup>1</sup> Gerald A. Yoakum, "Better Spelling Through Better Reading", Journal of the National Education Association, November, 1949, 38:596

<sup>2</sup> Alvina Treut Burrows, "The Conflict Over Phonics Is Still Raging", Education Digest, November, 1953, 19:23-25

<sup>3</sup> Emmett A. Betts, op. cit., p. 559

are too often clumsy and ineffective. Hence, there is need for systematic teaching in these skills according to the child's needs.

Durrell<sup>1</sup> states:

A child will increase his rate of learning new words and will have greater security in his retention of words learned if he has given attention to the sound elements of words.

Durrell<sup>2</sup> maintains that some bright children may acquire the facility to notice the visual and auditory elements of words, therefore eliminating the need for formal instruction in word analysis. However, the majority of children need special practice to increase the accuracy and fluency of visual and auditory perception of word elements.

Dolch<sup>3</sup> believes that the safe way to teach phonics is to make phonics useful from the start. He states:

Learn what we can use, and use what we can learn.

He warns us, however, that "use" does not imply use in a few exercises because exercises make little impression on many children. "Use" means daily use in reading, and teachers must make sure that such use is made.

Durrell<sup>4</sup> agrees when he states:

The specific word analysis skills to be taught depend on the word elements that the child is

---

<sup>1</sup> Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Company, Yonkers-on-Hudson, New York, 1941, p.198

<sup>2</sup> Donald D. Durrell, Ibid., p. 200

<sup>3</sup> E. W. Dolch, "Am I Teaching Phonics Right?", Elementary English, April, 1957, 24:227-234

<sup>4</sup> Donald D. Durrell, op. cit., p. 200



likely to use in his later reading. The basal reading system often includes a list of the phonetic elements to be mastered during each semester of the primary grades, as well as the skills to be taught in the intermediate grades.

Durrell<sup>1</sup> suggests that the method used to teach the child to associate sound elements with the visual form of a word should be:

... that of observing the sounds in the whole words known to the child rather than matching a sound with isolated word elements.

Durrell refers to this method as "intrinsic phonics".

We must now concern ourselves with the idea or question as to how much improvement can be made for a developmental reading program by giving phonics its proper place in reading.

Tate<sup>2</sup> made a study using first grade children for an eight week period. The control group was given no phonic instruction, but was given exercises for word and phrase recognition. Emphasis was placed upon meaning. Tate found that phonic instruction was superior in developing word attack ability but the other method was more helpful in comprehension.

Luser<sup>3</sup> and others reported on a study conducted with 214 third and fourth graders from four schools in an underprivileged area. A control group was measured against an

---

<sup>1</sup> Donald D. Durrell, Ibid., p. 197

<sup>2</sup> Harry L. Tate, "The Influence of Phonics on Silent Reading in Grade One", The Elementary School Journal, June, 1937, 37:752-63

<sup>3</sup> Carolyn Luser, et al., "Effect of an Audio-Visual Phonics Aid in the Intermediate Grades", Journal of Educational Psychology, February, 1958, 49:28-30

A 8

experimental group which received forty-three drill sessions in phonics with uniform recordings and individual charts. When both groups were retested after the experiment, the experimental group showed gains on standard tests of oral reading, paragraph meaning and spelling, and these gains were significantly greater than the gains of the control group. Gains in word meaning apart from context were not significant.

Fancey<sup>1</sup> constructed a series of exercises providing practice in phonics, word analysis and auditory and visual perception to determine the effectiveness of a planned program of word analysis at the second grade level. The sampling consisted of 123 children - 62 in the experimental group and 61 in the control group. The control group followed the phonic program of the Scott-Foresman series. For six weeks the experimental group was given intensive instruction in thirty word analysis lessons each morning during regular phonic period. She made the following conclusions:

1. The material constructed was effective in improving phonics.
  - a. On the initial test, the mean score for the control group was 1.92 higher than the experimental group.
  - b. The mean score of the final test showed the experimental group 2.37 higher than the control group.
2. The reading achievement was favorably affected. Both word recognition and paragraph meaning showed significant gains for the experimental group.

---

<sup>1</sup> Mildred R. Fancey, Evaluation of a Planned Program of Word Analysis in Grade Two, Unpublished Master's Thesis, Boston University School of Education, 1958, p.p. 35-64

A9

Nugent<sup>1</sup> reports the following conclusion for her study of some second grade children:

It would seem that specific training in word analysis does improve reading and spelling achievement.

As far back as 1930, Mosher and Newhall<sup>2</sup> conducted a study of the comparison of reading habits resulting from two methods of teaching beginning reading, the phonic and the look and say. They concluded that the reading habits of both groups were about the same.

Gould<sup>3</sup> states that her purpose in conducting an intensive program in word analysis was to ascertain whether this program would increase achievement in reading in second grade. Two second grades were used as the basis of this study to observe the differences in outcome of achievement tests in reading. The experimental group received specific training in auditory and visual discrimination. The control group did not receive the additional training. The lessons given to the experimental group were based on Building Word Power. A significant difference in reading achievement was noted between the experimental and control group. The control group, when tested by means of a Stanford Achievement

---

<sup>1</sup>Esther M. Nugent, An Evaluation of an Intensive Program in Word Analysis in Spelling and Reading in Second Grade, Unpublished Service Paper, Boston University School of Education, 1950

<sup>2</sup>Raymond M. Mosher and Sidney M. Newhall, "Phonics Versus Look and Say Training in Beginning Reading", The Journal of Educational Psychology, October, 1930, 21.

<sup>3</sup>Rita Elizabeth Gould, An Evaluation of an Intensive Word Analysis Program in Second Grade, Unpublished Master's Thesis, Boston University School of Education, 1949

Test, Form R, was found to have a higher reading achievement. At the end of the eight week study, no significant difference in reading achievement was noted when these two groups were tested by means of Form S, Stanford Achievement Test. This would indicate that the experimental group did benefit from its eight week word analysis study.

Wilson and Fleming<sup>1</sup> reported that the evidence in their study which was concerned with beginning readers decidedly pointed to the early and clear attention by young children to letter forms and sounds as basic elements of and keys to reading.

Bedell and Nelson<sup>2</sup> did a study to determine what effect, if any, one method of word attack had upon the reading achievement of elementary school children. Meaning attack, visual attack and sound attack were tested. They concluded the following:

1. Word attack as used in this study can be taught to elementary school children with advantageous results. Pupils of average intelligence may profit more from such instruction than those of superior intelligence.
2. Superior pupils may acquire word attack concepts through everyday reading. Therefore, teachers should not apply word attack exercises indiscriminately, but should utilize these individual exercises for pupils who need improvement in word attack skills.

---

<sup>1</sup> Frank T. Wilson and Cecile White Fleming, "Letter Consciousness of Beginners in Reading", Journal of Genetic Psychology, December, 1958, 53:273-285

<sup>2</sup> Ralph Bedell and Eloise S. Nelson, "Word Attack Factor in Reading Achievement in the Elementary School", Educational and Psychological Measurement, Spring, 1954, 14:168-75

3. Benefits of teaching word attack may be more readily recognized by changes in comprehension than in vocabulary.
4. Pupils opinions of what they learn may or may not differ from the quantitative measures. Consequently both test scores and pupil evaluations of their learning should be considered by teachers.

It would seem most significant, then, to report what Dolch<sup>1</sup> found when he attempted to measure phonic readiness against mental maturity. Dolch states that when consideration is given to the difficulty of accurate measurement, young children in both fields concerned, the relation between mental maturity and the use of phonics is remarkably high. He also found that children of high mental maturity sometimes failed to acquire phonic ability, but children of low mental ability are certain to fail.

## II. Visual Discrimination

The recent research relative to the importance of visual discrimination is most conclusive. We shall attempt to record only a small portion here. This research is significant for those concerned with this pilot study of homophones and the improvement of reading because some of the lessons presented in this thesis are based upon the visual discrimination of certain letter combinations when those same letter combinations sound the same to the ear, e.g., "eigh" as in neighbor, "ay" as in play.

---

<sup>1</sup> E. W. Dolch and Maurine Bloomster, "Phonic Readiness", Elementary School Journal, November, 1937, 38:201-205

A,2

Durrell<sup>1</sup> suggests that after a child has learned to identify sounds within words, he is ready for specific practice in associating those sounds with their visual form. He states:

While most adults are able to visualize fairly accurately the new words they hear, children often require training for this skill.

Burton<sup>2</sup> goes on to explain that the child comes to realize that the letters in words stand for sounds he uses in day-by-day conversation, and consequently serve as pronunciation clues. In reading he learns to seek the correct sounds represented by letters or combinations of letters within words, just as he learns to seek the correct meanings represented by words or groups of words. He seeks thoughtfully, on the basis of visual clues, to translate letter symbols into identifiable sounds which, in turn, help him to achieve meaning for words. In beginning reading, children encounter many words that seem strange to them in printed form, and yet they actually know the words well in oral form. Once they hear the words pronounced, they readily recognize them as old friends.

Eaton<sup>3</sup> stresses this same importance when she states:

The child's first impression is indeed of the total page as blocks of letters with white space

---

<sup>1</sup> Donald D. Durrell, op. cit., p. 208

<sup>2</sup> William H. Burton, Reading in Child Development, The Bobbs-Merrill Co., New York, 1956, p.

<sup>3</sup> Winifred Kittredge Eaton, "Why Basal Reader Phonics Are Not Enough", Tips for Teachers, June, 1957, 57:3

around them. He may even without connected reading attach meaning to some of the blocks which look quite different, as say 'grand-mother' and 'umbrella'. But for real reading he must notice details and be able to tell the difference between 'dog' and 'log' or 'storm' and 'starts', for instance.

The child who has learned to scrutinize words visually and hear their sounds through instantaneous inner clang need never mistake these look-nearly-alike words which make the difference between accurate and slipshod reading, sense and nonsense.

Quantz<sup>1</sup> provides some valuable information on the differences found among people when he suggests that some persons are ear-minded; others are eye-minded, thinking in visual images. The visual type of persons are slightly more rapid readers than the auditory type. Rapid readers not only do their work in less time, but do superior work. They retain more of the substance of what is read or heard than do slow readers.

Acomb<sup>2</sup> states that good reading requires the ability to perceive clearly the characteristic features of words. Auditory and visual factors are definitely interrelated with one another, each recalling the other automatically during the reading process.

---

<sup>1</sup> Quantz, J.B., "Problems of Psychology of Reading", Psychological Review Monograph Supplements, Vol. 2, No. 1, The MacMillan Co., New York, 1897

<sup>2</sup> Allen Acomb, A Study of Psychological Factors in Reading and Spelling, Unpublished Master's Thesis, Boston University School of Education, 1936

Cordts<sup>1</sup> continues with this idea when she suggests that experimentation shows that accuracy in visual perception depends on auditory discrimination between sounds in words. And skill in auditory discrimination is developed by hearing likenesses and differences in words.

The training for visual discrimination plays a definite role in preventing many difficulties according to Murphy<sup>2</sup>. She states that:

The ability to recognize similarities and differences in the appearances of words and word elements seems to be an important skill in the beginning of grade one.

Murphy and Junkins<sup>3</sup> conducted an experiment with grade one children to determine the importance of auditory and visual discrimination. At the end of this experiment, the retention of words taught had doubled for the two experimental groups while the control group increased in score only slightly.

Durrell<sup>4</sup> continues with this idea when he states that some children are not able to visualize new words they hear. Children who have difficulty in distinguishing phonetic elements of words are unable to visualize since they cannot

---

<sup>1</sup> Anna D. Cordts, "And It's All Known as Phonics", Elementary English, October, 1955, 22:376-378

<sup>2</sup> Helen A. Murphy, "Insuring Success in Beginning Reading", National Education Association Journal, October, 1946, 46:21

<sup>3</sup> Helen A. Murphy and Kathryn M. Junkins, "Increasing the Rate of Learning in First Grade Reading", Education, September, 1941, 62:37-39

<sup>4</sup> Donald D. Durrell, op. cit., p. 292



match sound elements and printed elements. Such children will need ear-training exercises in connection with word analysis.

Harrington<sup>1</sup> studied the relationship of auditory discrimination, visual discrimination, and phonetic ability to reading achievement. Harrington used six tests to measure the word analysis abilities of five hundred children. There is a high positive relationship between skill in visual discrimination and reading achievement. The difference between the reading scores in visual discrimination and those making low scores is 3.21; and the critical ratio is 5.85. This critical ratio is significant at the .01 level of confidence. The changes are, as far as this study discloses, that in 99 cases out of 100 there is a real difference between the reading achievement of children who possess a high degree of visual discrimination and those who do not possess it.

Harrison<sup>2</sup> suggests that independence in word pronunciation depends on auditory training, visual training, and training in the use of the context. These types of training should be given in the readiness period and continued through the first grade.

---

<sup>1</sup> Sister Mary James Harrington, S.C.L., The Relationship of Certain Word Analysis Abilities to the Reading Achievement of Second Grade Children, Unpublished Doctor's Dissertation, Boston University School of Education, 1953

<sup>2</sup> Lucille Harrison, "Developing Readiness for Word Recognition", Elementary English Review, March, 1946, 23:122-131

Rynne<sup>1</sup> evaluated the effect of specific exercises in auditory and visual discrimination on reading and spelling. Although the spelling test administered at the end of the experiment showed a critical ratio of 1.35 in favor of the experimental group, the difference in means for the phonics and reading tests were in favor of the control group.

The importance of training visual discrimination is again brought out by Durrell, Sullivan and Murphy<sup>2</sup> in Building Word Power. They noted that children confuse words and letters which look somewhat alike; they fail to notice or see the form of words. The authors state:

A good ear for sounds in words - good auditory perception - does not insure success in learning words if the child is weak in visual discrimination of letters and words. Even when a child knows both sounds and names of letters, mistakes will occur if he does not notice the order of letters in a word or he fails to see all the letters.

### III. Auditory Discrimination

Recent research findings no longer relegate the tasks of auditory discrimination to the incidental reading program. We shall consider the importance of this training in our research for the development of a well-planned homophone training program in grades one, two, and three.

---

<sup>1</sup> Esther Miriam Rynne, An Evaluation of Exercises of Specific Training in Auditory Visual Discrimination in Grade Three, Unpublished Service Paper, Boston University School of Education, Boston, 1950

<sup>2</sup> Donald D. Durrell, Helen Blair Sullivan, Helen A. Murphy, Building Word Power, World Book Company, Yonkers-on-Hudson, New York, 1941

Murphy<sup>1</sup> defines auditory discrimination as:

....the ability to perceive similarities and differences in the sound of words.

Betts<sup>2</sup> suggests that auditory discrimination and perception have been identified as significant factors in readiness for reading.

Austin<sup>3</sup> continues to discuss the importance of auditory readiness when she says that this importance cannot be over-emphasized. In a well-planned program, children learn to discriminate between sounds before attempting to discriminate visually between the letters representing those sounds.

If auditory discrimination is to be included in a developmental reading program, then teachers must not take for granted that children understand because they hear. Rossignol<sup>4</sup> points up this importance when she states:

The art of listening is more apt to be neglected. We often find children who, for one reason or another, have not learned to read adequately. We have taken listening for granted. We have assumed that if something is said and the other person present has normal hearing, that communication has taken place. This cannot be assumed

---

<sup>1</sup> Helen A. Murphy, An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading, Unpublished Master's Thesis, Boston University School of Education, 1940

<sup>2</sup> Emmett A. Betts, "Interrelationship of Reading and Spelling", Elementary English Review, January, 1945, 22:17

<sup>3</sup> Mary C. Austin, "Phonetic Elements and Principles Basic to Reading", Conference on Reading - Oral Aspects of Reading, University of Chicago Press, Chicago, 17:51-55, 1955

<sup>4</sup> Lois J. Rossignol, "The Relationships Among Hearing Activity, Speech Production and Reading Performance in Grades 1A, 1B, and 2A", Contributions to Education, No. 936, New York Teachers College, Columbia University, 1948, p. 39

to be true. Listening is a skill which needs as careful developing as any of the other skills in the language process. Understanding and interpretation should be considered an integral part of language. Progress is difficult to evaluate, but training should definitely be provided all through the child's school life.

Burton<sup>1</sup> further emphasizes this skill when he states that in beginning reading, children encounter many words that seem strange to them in printed form, and yet they actually know the words well in oral form. Once they hear the words pronounced, they readily recognize them as old friends. Thus it becomes highly important that children learn as early as possible to sound words as a means of identifying them.

In her study of some second grade children, Harrington<sup>2</sup> concluded that there is a positive relationship between auditory discrimination and reading achievement. The difference between the means of the reading achievement of the high and low scores in auditory discrimination is 18.10. The critical ratio is 2.74, which is significant at .01 level of confidence. The chances are 96 in 100 that there is a real difference in the reading achievement of the children who have higher scores in auditory discrimination.

Betts<sup>3</sup> sets forth the following goals of instruction in auditory discrimination:

1. Awareness of word elements in a sentence.

---

<sup>1</sup> William H. Burton, Reading in Child Development, The Bobbs-Merrill Company, New York, 1956, p. 73

<sup>2</sup> Sister Mary James Harrington, op. cit., p. 97

<sup>3</sup> Emmett A. Betts, Foundations of Reading Instruction, American Book Company, New York, 1946, p. 347

2. Ability to discriminate between likenesses and differences in the sounds of words.
  - a. Ability to recognize identical sounds
    1. Initial sounds
    2. Final sounds
  - b. Ability to distinguish between closely related sounds.
3. Ability to pronounce, enunciate, and articulate words correctly.
4. Ability to follow directions.

Petit<sup>1</sup> states that one of the crucial points in learning is hearing accurately and listening attentively. It would seem, then, that these skills should be the burden of the primary grade teacher. If a child does not listen attentively and follow directions accurately upon entering grade one, he must be trained and taught. We cannot assume, however, that this training should be given only in the primary grades, for true learning is provided through many repetitions. Betts<sup>2</sup> states that it is clear that inaccurate auditory discrimination may contribute to a lack of reading readiness or to a reading deficiency. He continues that these skills of auditory discrimination can be developed through systematic teaching.

Biggy<sup>3</sup> states that an order of difficulty is usually

---

<sup>1</sup> Elmiere M. Petit, The Construction and Evaluation of Tests in Auditory Discrimination for Grades 4, 5 & 6, Unpublished Master's Thesis, Boston University School of Education, 1950, p. 5

<sup>2</sup> Emmett A. Betts, op. cit., p. 348

<sup>3</sup> Virginia Mary Biggy, Establishment Of A Relative Order of Difficulty of Word Elements in Auditory Discrimination, Unpublished Master's Thesis, Boston University School of Education, 1946

established to determine the best and most economical method of presenting material.

Schmidt<sup>1</sup> made a study of 308 children with reading difficulties. She found that visual-auditory presentations were more effective than were purely visual presentations of the same material. The conclusions of this study seem to be that if initial presentations are made by auditory methods, and varied associative abilities are developed co-incident with the teaching of reading skills, auditory learners can reach a high level of reading.

Hoffman<sup>2</sup> made a study of the effect of teaching specific exercises in auditory discrimination in the third grade. She also studied sex differences in the learning of these specific exercises in auditory discrimination. Eleven third grades heterogeneously grouped were used as the basis of this study. The researcher found there was a significant difference in auditory discrimination ability after specific exercises in auditory discrimination had been taught.

Fahy<sup>3</sup> evaluated ear-training in reading in Grade One. She found that apparently there is no set order of difficulty

---

<sup>1</sup> Bernadine Schmidt, "Auditory Stimuli in the Improvement of Reading", Elementary English Review, April, 1941, 18:149-154

<sup>2</sup> Mary W. Hoffman, An Evaluation of Exercises to Increase Auditory Discrimination in the Third Grade, Unpublished Master's Thesis, Boston University School of Education, 1951

<sup>3</sup> Anne Fahy, Evaluation of Ear Training in Reading in Grade One, Unpublished Master's Thesis, Boston University School of Education, 1949

of word elements which remain constant in every situation. From the data gathered in this study the following conclusions were made.

1. The experimental group was superior to the control group in all analysis of auditory discrimination.
2. It is possible to teach letters as beginnings and endings at the same time without causing confusion.
3. Children who are subjected to auditory discrimination of vowel sounds profit by such training.
4. In general, children who had higher scores in auditory discrimination attained higher scores in reading, even though they were equal on the basis of mental age.

Burton<sup>1</sup> states that these two types of discrimination, auditory and visual, are continuously used in reading, but on higher levels, less consciously so than on lower levels.

All the research relative to auditory discrimination points to the fact that this training is absolutely necessary for a good developmental reading program. According to Anderson<sup>2</sup>, the hard facts are that the 26 letters of the alphabet are used to represent far more than 26 sounds and that the same sounds may be represented by different letters. Indeed, we use letters which give no sound in words at all. In spite of this, the knowledge of phonetic sounds is an aid to recognizing the written word.

This statement and the foregoing research has led us to believe that some knowledge of homophones can be an aid to

---

<sup>1</sup> William H. Burton, op. cit., p. 76

<sup>2</sup> Paul S. Anderson, "The Relationship of Phonetics and Reading", Claremont College Reading Conference, Twenty-First Yearbook, 56:136

better reading. No research has been completed as to the importance of homophone knowledge and the improvement of reading; however, some research has been done to indicate the importance of this knowledge when spelling skills are being improved.

Barrett et al.<sup>1</sup> made the following conclusions upon the completion of their study:

1. In general, the data are indicative of the fact that the exercises were more beneficial to the second grade children, who made statistically significant gains in every instance.
2. At the third grade level, the gain in spelling achievement was statistically significant and shows that the homophone exercises were beneficial to primary children in the area of spelling ability.

Comerford<sup>2</sup> states that according to the results of the paired comparison technique and the supporting evidence of the partial correlations, there is a tendency for the high achievers in recognition of homophones to be good spellers, to be successful in phonetic spelling, and to be high in knowledge of word meanings. These facts suggest that the inclusion of recognition of homophones, as part of a teaching situation, will be beneficial to fifth-grade children. The research indicates that it is most necessary to gather additional information in the teaching of reading with the use of homophones. This was the basis for this pilot study conducted in the primary grades.

---

<sup>1</sup> Jean Barrett, et al., A Study to Ascertain What Effect the Study of Homophones Has on Spelling Achievement, Boston University School of Education, 1959

<sup>2</sup> Joseph Comerford, Perceptual Abilities in Spelling, Unpublished Doctor's Dissertation, Boston University School of Education, 1954



CHAPTER II

- PLAN OF THE STUDY -

## Chapter II

- Plan of Study -

An experimental study was conducted to determine the effectiveness of a planned program of homophones at the first, second and third grade levels.

The writers analyzed the Scott-Foresman and Row-Peterson basic vocabularies up to and including the 3<sup>rd</sup> level and the Boston University list of Words Common To Basal Readers.

Two preliminary charts were compiled showing the two different categories of homophones found in the known vocabulary of the first, second and third grade children taking part in this study. The homophones were classified in two ways: I. Sound Alike - Look Different and II. Look Alike - Sound Different.

## I.

Sound Alike - Look Different

1.	c	s				
2.	s	z				
3.	oy	oi				
4.	g	j				
5.	o	u	(short u)			
6.	y	i	(short i)			
7.	sk	sc				
8.	ou	ow	(as in round and cow)			
9.	aw	au	(aw as in awful and naughty)			
10.	kn	gn	n			
11.	a-e	ai	eigh	ay	ey	(long a)
12.	e-e	e	ea	ee		(long e)
13.	i-e	i	y	ie	igh	(long i)
14.	o-e	ow	oa	o	oe	(long o)
15.	oo	ou	ue	ew	ough	(long oo)
16.	ir	er	or	ur	ear	
17.	oo	ou	u	(short oo)		
18.	c	k	ck			
19.	e	ea	ie	(short e)		

II.

Look Alike - Sound Different

- |     |    |   |
|-----|----|---|
| 1.  | s  | (voiced and voiceless)                              |
| 2.  | ow | (long o - ow as in cow)                             |
| 3.  | c  | (hard c - soft c)                                   |
| 4.  | g  | (hard g - soft g)                                   |
| 5.  | oo | (long and short sounds)                             |
| 6.  | ou | (short oo - ou as in round)                         |
| 7.  | y  | (consonant y - long i - short i)                    |
| 8.  | ie | (long i - long e - short i)                         |
| 9.  | th | (hard and soft sounds)                              |
| 10. | ea | (long a - long e - short e - er when followed by r) |
| 11. | or | (or as in corn - or as in work)                     |

After the lists of homophones were compiled, discussed and re-checked by the group, each teacher chose the homophones she would use in constructing her lessons.

The basis for the final selection was determined by the frequency of occurrence of these homophones in the reading vocabulary of the children in the first, second and third grades.

The following homophones were selected for Grade One:

Ia.

Sound Alike - Look Different

- |    |    |    |                          |
|----|----|----|--------------------------|
| 1. | s  | c  | (seven, circus)          |
| 2. | k  | c  | (kitten, cap)            |
| 3. | c  | k  | ck (look, can, quack)    |
| 4. | ee | ea | (eat, green)             |
| 5. | oa | ow | (boat, window)           |
| 6. | ir | ur | er (girl, surprise, her) |

IIa.

Look Alike - Sound Different

- |    |    |               |
|----|----|---------------|
| 1. | y  | (puppy, fly)  |
| 2. | ow | (yellow, cow) |
| 3. | oo | (moo, book)   |

The following homophones were selected for Grade Two.

Ib.

Sound Alike - Look Different

- |    |     |    |  |
|----|-----|----|--|
| 1. | ou  | ow | (round - cow)  |
| 2. | a-e | ai | eigh ay ey (long a)                                  |
| 3. | e-e | e  | ea ee (long e)                                       |
| 4. | c   | ck | k (cat, duck, kitten)                                |
| 5. | oi  | oy | (boil, boy)  |
| 6. | e   | ea | ie (short e - bread, red, friend)                    |
| 7. | o-e | oa | ow o (long o - alone boat, snow, old)                |
| 8. | i-e | i  | ie igh y (long i -)<br>(ride, find, tie, light, fly) |

IIb.

Look Alike - Sound Different

- |    |    |   |
|----|----|---|
| 1. | c  | (hard and soft - city, candy)                       |
| 2. | s  | (voiced and voiceless - noise, silly)               |
| 3. | g  | (hard and soft - give, gem)                         |
| 4. | oo | (long and short sound - school, wood)               |
| 5. | ou | (ou as in round, could)                             |
| 6. | y  | (consonant y, long i, short i - Billy, sly, yellow) |
| 7. | ow | (long o - ow as in cow -- cow, show)                |

The following homophones were selected for Grade Three:

Ic.		<u>Sound Alike - Look Different</u>		
1.	c	s	(fancy, city, pieces, sail)	
2.	z	s	(dozen, rose)	
3.	cy	oi	(boy, coin)	
4.	g	j	(giraffe, cage, Sojo)	
5.	o	u	(short u)	
6.	y	i	(short i)	
7.	e	ea	ee	(long e)
8.	sc	sk	(scared, skate)	
9.	ou	ow	(house, brown)	
10.	aw	au	(awful, naughty)	
11.	kn	gn	n	(knee, gnaw, noise)
12.	ou	ew	u	(co as in food)
13.	ui	ue	o	(oo as in food)
14.	o	oa	oe	ow (long o)
15.	a	ai	ay	(long a)
16.	e	ea	ai	(short e)
17.	i	ie	igh	(long i)

IIc.		<u>Look Alike - Sound Different</u>		
1.	s	(sail, rose)		
2.	ow	(grow, brown)		
3.	ie	(fierce, pie, mischief)		
4.	th	(north, smooth)		
5.	ea	(long e - long a - short e)		
6.	or	(porch, worth)		
7.	y	(long and short)		

Samples of the lessons for each grade follow:

Schedule for Grade One

<u>Time</u>	<u>Homophones</u>
1st day	(Introductory lesson) G - J
2nd day	s - c
3rd day	k - c
4th day	c - k - ck
5th day	Review G - J, s - c, c - k - ck
6th day	y
7th day	ow
8th day	oo
9th day	Review y - ow - oo
10th day	ee - ea
11th day	oa - ow
12th day	ir - ur
13th day	ir - ur - er
14th day	Review ee - ea, oa - ow, ir - ur - er
15th day	Review all homophones

# Grade One

The purpose of the first type of lesson (Lesson 2) is to teach c and s when they sound alike but look different. The teacher introduces the lesson by saying the following words to the class: city, seven, circus, sun, see, cent, sang. The children are asked to listen to see if they can tell how the words are alike. Then the words are read as the teacher writes them on the board. The first letter of each word is underlined and named, and the word is read by individual pupils. The class reads the words and is asked to listen to the beginning sound in each word.

Next, the teacher begins a list of words, using as a sample, seven, and the children tell another word to add to the list with the same sound and the same letter. This is repeated for the second list using the word city for a sample.

seven

city

sun

cent

see

circus

sang

The words are written on the board with the first letter missing:

\_un    \_ity    \_even    \_ircus    \_ee    \_ent    \_ang

The children answer the following questions and fill in the missing letter.

- |   |          |
|---|----------|
| 1-What word is a number?                | (seven)  |
| 2-What makes the ice melt?              | (sun)    |
| 3-Where can you go to see funny clowns? | (circus) |
| 4-What did you do when you were happy?  | (sang)   |
| 5-Where do you find the big stores?     | (city)   |
| 6-What can you do with your eyes?       | (see)    |
| 7-What could I have in my pocket book?  | (cent)   |

A checking device of mimeographed copies of the seven words is used with the first letter of each word missing. The teacher uses each word in a simple sentence and then repeats the word. The pupils write only the first letter of the word in the correct box.

- 1- I can see two kittens. see
- 2- Mother went to the city. city
- 3- Tom is seven years old. seven
- 4- The sun is shining. sun
- 5- Jack had a new cent. cent
- 6- The birds sang in the trees. sang
- 7- The elephants were in the circus parade. circus

1  _ee	2  _ity
3  _even	4  _un
5  _ent	6  _ang
7  _ircus	

The purpose of the second type of lesson (Lesson 8) is to teach oo when it sounds different but looks alike. The materials used are: Six paper lunch bags. On three bags are written the word soon and on the other three are written the word good, making three sets. Word cards suitable in size are put in the bags with the following words printed on the cards: rooster, too, moo, school, look, goodby, looked, book, too, looking.

The teacher writes the above words on the chalk board and the class reads them together. The two letters (oo) in each word that are alike are underlined and the words are read again by individual pupils.

The children are asked to listen to the oo sound in the words look and soon. The teacher draws a red box (with red chalk) around the word look and a green box (with green chalk) around the word soon. As each word is read again the children decide if it should be in a red or green box. Then all the words in red boxes are read and checked for the same oo sound; likewise, all words in green boxes are read and checked for same oo sound.



Grade TwoClassroom Schedule  
Classrooms A and B

<u>Day</u>	<u>Elements Taught</u>	<u>Category</u>	<u>Lesson</u>
1st day	c, ck, k	Sound Alike-Look Different	
2nd day	oi, oy	Sound Alike-Look Different	
3rd day	e, ea, ie	Sound Alike-Look Different	
4th day	i, ie, i-e, igh, y	Sound Alike-Look Different	
5th day	o, oa, ow, o-e	Sound Alike-Look Different	Lesson I
6th day			Lesson II
7th day	Hard and soft c	Look Alike-Sound Different	
8th day	ai, ay, a-e, eigh, ey	Sound Alike-Look Different	Lesson I
9th day			Lesson II
10th day	ou, ow	Sound Alike-Look Different	Lesson I
11th day			Lesson II
12th day	ee, ea, e, e-e	Sound Alike-Look Different	Lesson I
13th day			Lesson II
14th day	oo -Long and short sounds	Look Alike-Sound Different	
15th day	Y -Long and short i, Consonant y	Look Alike-Sound Different	
16th day	c, ck, k; oi, oy, e, ea, ie	Sound Alike-Look Different	Review Lesson
17th day	i, ie, i-e, igh, y o, oa, ow, o-e	Sound Alike-Look Different	Review Lesson I
18th day			Review Lesson II
19th day	ai, ay, a-e, eigh, ey ou, ow	Sound Alike-Look Different	Review Lesson
20th day	e, ea, e-e, ee	Sound Alike-Look Different	Review Lesson

## Construction of Exercises for Grade II

Thirty homophone exercises were developed. The controlled vocabulary selected for each exercise included those words contained in the Scott-Foresman Cumulative List through the 2<sup>nd</sup> level. In several instances, words not found in the Scott-Foresman List were included because they were in the reading vocabulary of the children using these exercises. These words were starred in the vocabulary listings of the exercises in which they were used.

The purpose of each lesson is to help children recognize the homophones presented in each exercise and to lead them to the following generalizations:

For Type I: Letters or groups of letters can make the same sound even though they look different.

For Type II: The same letter or group of letters can have more than one sound.

The exercises developed for Grade Two employ an auditory-visual approach followed by a reading activity: the children listen and look as the teacher pronounces each known word. Then the children are asked to read these same words.

All of the words used in the oral presentation are written on flash cards, charts, or chalkboard. In order to strengthen the child's association of different sounds for the same symbol, or different symbols, for the same sound, the letters or group of letters in each word serving as examples of Type I or Type II are underlined, boxed, circled, or written in a contrasting color.

Intensive practice in auditory and visual discrimination is provided through games involving flash cards, response cards, and other devices constructed by the writers.

Work sheets following most exercises serve as a written check and provide additional practice in auditory and visual discrimination activities.

Samples for Type I and Type II follow:

Type ISound Alike - Look Differentou-ow

In Lessons Nine and Ten the children are helped to recognize the different elements that make the ou sound as in cow and round. Intensive practice in auditory and visual perception lead to the generalization that even though ou, ou and ow, ow, look different, they sometimes sound alike.

For these two lessons the following materials were constructed:

1. a pocket chart
2. two 8x10 flash cards showing pictures of Pou and Wow:

PouWow

3. 6x8 flash cards, showing Pou's and Wow's children:  
(all ou and ow elements are underlined)

<u>Pound</u>	<u>Brown</u>
<u>Round</u>	<u>Cow</u>
<u>Out</u>	<u>Down</u>
<u>Found</u>	<u>How</u>
<u>Our</u>	<u>Now</u>
<u>Sound</u>	<u>Town</u>
<u>House</u>	<u>Clown</u>

RoundCow

4. 6x8 flash cards, showing Pou's and Wow's cousins:  
(all ou and ow elements are underlined)

<u>Could</u>	<u>Know</u>
<u>Four</u>	<u>Slow</u>
<u>Thought</u>	<u>Slower</u>
<u>You</u>	<u>Snow</u>
<u>Your</u>	<u>Yellow</u>

CouldShow

5. "Yes" and "No" response cards for each child.

Lesson Nine: This lesson is introduced with a review of several known vowel principles:

"Boys and girls, today we are going to review what we

know about vowels: We know that the vowels are very important. Who can tell me why? Yes, Norma. Every word must have at least one vowel in it."

We already know that the vowels a, e, i, o, u and sometimes y have more than one sound. We know that o can stand for short o as in hop, and that o can stand for long o as in go.

The letter elements ou and ow are then presented in known words:

"Today we are going to discover something new. When o and u sit together they sometimes make the vowel sound ou as in Round."

Presenting the card showing Round's picture the teacher says, "Look! ou, ou!"

"When o and w sit together, they sometimes make the vowel sound ow as in Cow."

Presenting the card showing Cow's picture the teacher says:

"Look! ow, ow! The ou in Round and the ow in Cow sound the same even though they look different."

Flash cards showing pictures of the two sisters, Pou and Wow, are presented to the class. The children are asked to listen and look carefully as the teacher says each name:

"This is Pou, and this is Wow. Pou and Wow are sisters. I will tell you why they are sisters. Pou and Wow are sisters because they sometimes have the same vowel sound." (Point to and pronounce the ou in Pou and the ow in Wow.)

Framing the ou in Pou and the ow in Wow, the teacher repeats the generalization:

"Even though they look different, the ou in Pou and the ow in Wow sound the same."

Children are then asked to come up and frame the vowel sounds in Pou and Wow.

The auditory-visual approach is continued in the following manner:

Pou's children are then presented to the class. The children are asked to listen and look carefully as the teacher

says the names of Pou's children. As the teacher reads the name of each child from a flash card, she places the card in the pocket chart under Pou's picture.

The same procedure is then followed for Wow's children.

Added practice in auditory discrimination of the ou sound as in round and cow is given in the following manner:

"Now you may help me remove Pou's and Wow's children from the pocket chart. This is how we will do it: I will say some sentences. If the sentences have the names of Pou's and Wow's children in them, tell me the names and I will remove them from the pocket chart."

The teacher says twelve sentences especially developed to contain the ou and ow words presented in this lesson.

Lesson Ten: This lesson helps children to hear exceptions to the generalization presented in the preceding lesson:

"Pou and Wow have cousins. Some of the cousins look like Pou and some of the cousins look like Wow. Listen and look carefully as I say their names. Then tell me if these cousins have the same vowel sound as ou in Pou and ow in Wow."

All the cards showing Pou's and Wow's cousins are isolated on the chalk ledge to show that they do not have the sound of ou as in Pou and ow as in Wow.

After the presentation of Pou's and Wow's cousins the children are asked to read the names of Pou's and Wow's children from the pocket chart.

To give additional practice in auditory discrimination of the ou sound in round and cow, and to provide a quick check for the teacher to help her determine which children need extra help in recognizing this sound, children are provided with "Yes" and "No" response cards. Children play the "Yes" and "No" game with the teacher:

"Now we will play a game with your "Yes" and "No" cards. I am going to take all of Pou's and all of Wow's children from the pocket chart. I am going to mix their children with their cousins. If the names I say sound like the ou in Pou and the ow in Wow, hold up your "Yes" card. If the names I say do not sound like the ou in Pou and the ow in Wow, hold up your "No" card.

Two pages of duplicated materials provide practice in auditory and visual perception of the vowel sound ou as in round and cow.

Page One provides added practice in auditory discrimination of the vowel sound ou. From ten sentences including words not having the same vowel sound as ou in Pou and ow in Wow, children are asked to put a circle around each word that has the same sound as ou in Pou and ow in Wow. (A team of two children work on the same sheet.)

Sample: Did you find my brown mittens?

Page Two, showing a picture of Pou's and Wow's dog house, gives practice in following directions and additional practice in auditory and visual discrimination of the ou sound. The following directions are given on each work sheet:

Pou and Wow live in this dog house. Cut it out. Look at the pictures of the puppies on this paper. If they belong to Pou and Wow, color the corners of their pictures red. Then cut them out and paste them in the dog house. Remember, put the puppy in the dog house only if they have the vowel sound of ou as in Pou and ow as in Wow.  
(See Lesson 9 for complete picture)

Pou

Wow

Could

Out

Found

Now

Show

House

Type IILook Alike - Sound Differentoo

Lesson XIV exemplifies a procedure whereby the children:

1. Were told about a group of letters that look alike and sound different.
2. Looked at words on the board that used different sounds for the same homophone.
3. Listened to these sounds said by the teacher.
4. Looked at and listened to several words which contained one particular sound read from the board by the teacher.
  - a. Were asked what sound they heard in each of these words.
5. Looked at and listened to several words which contained another sound read from the board by the teacher.
  - a. Were asked what sound they heard in each of these words.

Lesson XIV

The materials used in this lesson consisted of a game in which the sound oo was classified according to how it sounded in a word.

The following chart shows how a master sheet was arranged for this activity.

<u>look</u>	<u>moo</u>
locking	rooster
book	soon
good	balloon
tock	too
cookies	school
looked	room
wood	food

Word strips were cut out in order to make it possible for the children to play this game. The blackboard was used for the presentation of words according to the homophone sound oo within each word.

Vocabulary (Lesson XIV)

<u>oo</u>	<u>oo</u>
bock	balloon
cookies	moo
good	room
good-by	rooster
look	school
looked	soon
looking	too
took	

This lesson was introduced with an explanation of the letters oo which look alike and sound different. Then two different words were written on the board to represent the long and short sounds of the letters oo.

"Today, we are going to learn about letters that look alike and sound different." Write look and moo on the board.

Next, the two different sounds of oo were said by the teacher. The children listened to these sounds.

"OO has two different sounds. Sometimes it says oo as in look. Let's say oo. Other times it says oo as in moo. Say oo. Who can tell me the two different sounds oo makes?"

Then the children looked and listened to several words that had the short oo sound in them.

"Listen carefully to the words I say. They belong to the look family because the oo sounds the way it does in the word look." Write the words on the board as they are said.

look	cookies	good	good-by
book	took	looking	

"What sound does oo make this time?"

Next, the long oo sound was presented.

"Now listen to the words I say this time. They sound like oo does in moo. They belong to the moo family."

too	moo	school	rooster	soon	balloon
-----	-----	--------	---------	------	---------

"Who can tell me what sound oo makes this time?"



Then the children participated in a sentence game which consisted of completing sentences with words containing the short or the long oo sounds.

"Let's play a sentence game. I will say part of a sentence. You will finish it with a word that says oo as in look or oo as in moo."

In school we should be \_\_\_\_\_. (good)  
 Mary was reading a \_\_\_\_\_. (book)  
 At the circus the man was selling \_\_\_\_\_. (balloons)  
 A farm animal could be a \_\_\_\_\_. (rooster)  
 I like to help mother bake \_\_\_\_\_. (cookies)  
 To be healthy we must eat good \_\_\_\_\_. (food)  
 The sled was made from \_\_\_\_\_. (wood)

This was followed by a game which stressed word recognition and knowledge of the homophone sounds oo.

### Board Practice

Write several oo words on the board. Read a word and have a child come to the board to frame it. If he frames the correct word he must tell how the letters oo sound in the word. Then he may erase it. Continue this procedure with the remaining words.

Finally, the game which was mentioned under Materials was employed.

### Game

"We are going to play a game at our desks. Two people will work together." Pass one envelope with words in it to every two children. "Let's put the word look on the left side of the desk and the word moo beside it. Leave the space of one hand between look and moo. Now look for the words with oo. Say them to yourselves. Then put the words that have an oo sound as in look under look. Put the words that have an oo sound as in moo under the word moo."

### The Grade II Homophones Test

In order to measure the recognition of homophones, a test was constructed to determine each child's ability to identify:

1. a letter or different combination of letters which could represent the same sound, and
2. different sounds for the same letter.

The form of the test is multiple response, consisting of forty-six items, each counting one point. The child is asked to select all of the correct responses under each number. The test is corrected on the basis of each item being correctly marked or unmarked. One point is subtracted for each incorrect response.

Part I tests the ability to identify the letters or combinations of letters making the following vowel sounds:

ow (as in cow)  
oi (as in noise)  
long a  
long o  
long oo (as in school)  
long i  
short oo (as in tock)  
short e

Part II measures the ability to identify like beginning sounds made by different letters:

soft c (or s)  
consonant y  
hard c (or k)

Part III tests the child's ability to hear and recognize like end sounds made by different letters:

y (long i)  
hard c (or k)

Grade Three

## Procedure:

The third grade teachers using the 'Scott Foresman Basic Reading Vocabulary List from Pre-Primer through 3', and the Boston University Cumulative Word List, Grades 1-3, selected the homophones that appeared frequently in these basic lists. The word list may be found in the appendix.

After the list of homophones was compiled, discussed, and rechecked by the group, each teacher chose the homophones she would use in constructing her lessons.

The homophones were classified in two ways:

1. Look Alike and Sound Different
2. Look Different and Sound Alike.

The group decided to exchange some of the lessons so that each member of the group would teach some of the other member's lessons. It was felt this would give a fairer appraisal of the lessons.

Teachers' A and B Schedule of Lessons in Order of Presentation

<u>Day</u>	<u>Category</u>	<u>Homophones</u>
1st day	Look Different-Sound Alike	e,ea,e (long e sound)
2nd day	Look Alike-Sound Different	ea (long e, long a, short e sound)
3rd day	Look Different-Sound Alike	i,y (short sound of i)
4th day	Look Alike-Sound Different	y,y (short and long sound of i)
5th day	Look Different-Sound Alike	oo,ou,u,o (oo as in book)
6th day	Look Different-Sound Alike	oo,ew,u (oo as in food)
7th day	Look Different-Sound Alike	ui,ue,o (oo as in food)
8th day	Look Different-Sound Alike	u,o (short u sound)
9th day	Look Different-Sound Alike	o,oa,oe,ow (long o sound)
10th day	Review of Lessons 1 - 9	
11th day	Look Different-Sound Alike	c,s (soft sound of c)
12th day	Look Alike-Sound Different	s,s (z sound)
13th day	Look Different-Sound Alike	z,s (z sound)
14th day	Look Alike-Sound Different	ow,ow

<u>Day</u>	<u>Category</u>	<u>Homophones</u>
15th day	Look Different-Sound Alike	oi - oy
16th day	Look Alike-Sound Different	ie (long i, long e, short i sound)
17th day	Look Different-Sound Alike	g, j (soft sound of g)
18th day	Look Different-Sound Alike	a, ai, ay, ei, ey (long a sound)
19th day	Look Different-Sound Alike	c, ck, k (hard c sound)
20th day	Review of Lessons 11 - 19	

The above lessons were also taught by another third grade teacher in the same building.

Teacher C's Schedule of Lessons in Order of Presentation.

1st day	Look Different-Sound Alike	c, s (soft sound of c)
2nd day	Look Alike-Sound Different	s, z (z sound)
3rd day	Look Different-Sound Alike	z, s (z sound)
4th day	Look Alike-Sound Different	ow, ow
5th day	Look Different-Sound Alike	oy, oi
6th day	Look Alike-Sound Different	ie (long e, long i, short i sound)
7th day	Look Alike-Sound Different	th (soft) th (hard)
8th day	Look Different-Sound Alike	g (soft) j
9th day	Look Alike-Sound Different	ea (long e, long a, short e sound, ea followed by r)
10th day	Look Alike-Sound Different	y, y (long and short sound of i)
11th day	Look Different-Sound Alike	o, u (short sound of u)
12th day	Look Different-Sound Alike	y, i (short i sound)
13th day	Look Different-Sound Alike	e, ea, e (long e sound)
14th day	Look Different-Sound Alike	sk, sc (hard)
15th day	Look Different-Sound Alike	ou, ow (as in now)
16th day	Look Alike-Sound Different	or, or (or and er sound)
17th day	Look Different-Sound Alike	aw, au
18th day	Look Different-Sound Alike	kn, gn, n (n sound)
19th day	Review of Lessons 1 - 10	Use of Homophone Chart
20th day	Review of Lessons 11 - 18	Use of Homophone Chart

## Description of the Lessons

The lessons have been motivated in many ways to maintain the children's interest. All sounds taught were presented in words. No new words were presented. All of the words used had been previously taught.

### Grade Three

The homophones in Grade Three were taught with specific aims in mind. The aims consisted of orally reading the homophones which appeared in the known vocabulary; listening to the homophone; spelling the word and the homophone orally; writing the word in a variety of experiences and checking the comprehension of the meaning of the words.

Many types of motivation were used in the constructing of the lessons. The motivating factors allowed the child to have a learning experience in the following ways:

1. Blackboard demonstration
2. Picture and key flash card presentation
3. Games - consisted of two types: Oral Response and Individual Response
  - a. Oral Response:
    - (1) Riding the Kites Tail
    - (2) Mr. Mailman
    - (3) Paint the Fence
    - (4) Merry-Go-Round
    - (5) Tick-Tack Sound-O
    - (6) In the Right Pocket
    - (7) Elephant-Goat
    - (8) Mr. Beaver
    - (9) In the Basket
    - (10) Homophone Chart
  - b. Individual Response:
    - (1) Response Cards
    - (2) Buzzo
    - (3) Coinerama
    - (4) Tooto-Auto
4. Riddles which challenged the child to use a specific homophone sound in his answer.

After the completion of the lesson presentation, the strengthening of the identification of the homophones by means of individual and oral response type games, the children were given a written check consisting of the following types:

1. Sentence Completion
2. Answering in Sentences
3. Riddles
4. Matching Sounds
5. Matching for Word Meaning
6. Circling homophones in Words
7. Identifying Sounds in Words
8. Word Meaning

Since the entire study was based on two specific types of homophones - LOOK ALIKE-SOUND DIFFERENT, LOOK DIFFERENT-SOUND ALIKE - the following lessons will specifically show the reader the procedure and presentation of the aforementioned homophone types.

### Look Alike - Sound Different

y (short i)  
y (long i)

Purpose: To teach that on the end of a word y usually has a long i sound if it is the only vowel in the word, and a short i sound if there are other vowels in the word.

#### Materials:

Chalk, chalkboard, oak tag for flash cards, construction paper if kites are used on flannel board.

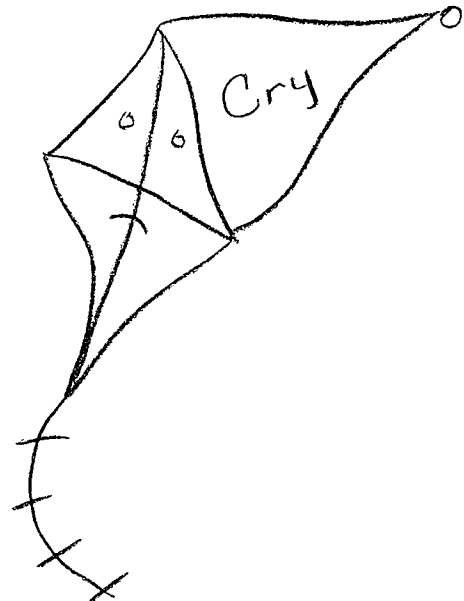
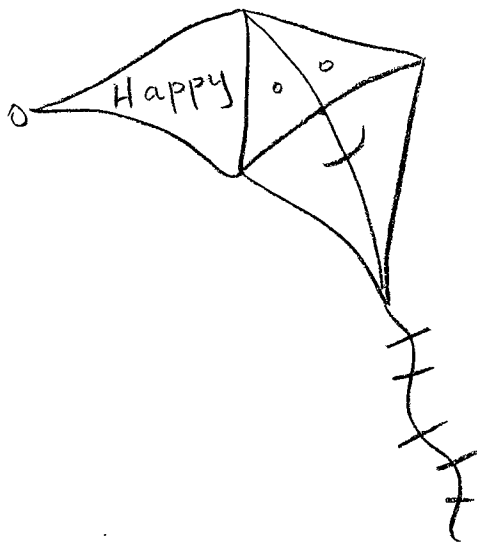
#### Vocabulary:

happy	monkey	party	shiny	juicy
lazy	merry	already	frisky	unhappy
enemy	ready	hurry	cry	by
try	why	sky	fly	my
shy	dry			

#### Procedure:

1. Write happy on the board. Say, "Who can tell me what I've written? Who would like to draw a line under the vowels in happy? Who can tell me the vowel sounds you hear in happy? Yes, short a, the y has a short i sound."
2. Say: "Watch out, I'm going to see if I can catch you." Write cry on the board. Call on a child to say the word. Next, ask a child to underline the vowel, and tell the vowel sound he hears in cry.

3. Say: "I am going to write both words, happy and cry. What letter is in both words? Yes, they both end in y. Who can tell me how the y's are different? Yes, the one in happy has a short i sound, and the one in cry has a long i sound."
4. Now we know that y on the end of a word may have a long or short sound. I wonder how we can tell which sound final y should have. I will give you a clue. If the y at the end of the word is the only vowel in the word, it is usually long.
5. Say: "Would you like to play Riding the Kite's Tail?" Once upon a time there were two kites. One was named Happy, the other was named Cry. Happy was a gay little kite, but Cry was always sad. You'll see what I mean when I draw their pictures." Put pictures on board (kites made of construction paper may be used instead on a flannel board).



6. Pass out flash cards with the following words:

party  
holly  
why  
shy

my  
sky  
by  
fly

shiny  
frisky  
dry  
fry

already  
unhappy  
monkey  
enemy

7. The children with the flash cards are lined up in two teams in front of the kites. Each child reads the word on his card. If the word ends in short y he writes it on Happy's tail; if it ends in long y he writes it on Cry's tail. The team getting all its words on the right kite wins.

8. The following mimeographed papers are passed out for a written check of the children's ability to put into practice the two rules taught in this lesson.

---

Write after each word if the y has the long or short sound of i.

dry _____	ugly _____
my _____	fry _____
shiny _____	unhappy _____
monkey _____	frisky _____
juicy _____	enemy _____

---

Write in the missing words.

1. Betty went to a \_\_\_\_\_.
2. Ann was not \_\_\_\_\_.
3. She started to \_\_\_\_\_.
4. Tom said, "Don't cry, just \_\_\_\_\_."
5. You should be \_\_\_\_\_.

Missing Words: ready, happy, cry, hurry, party, dry

---

9. Final Check

A quick check at the close of the afternoon session.

Who remembers one sound of y at the end of a word?  
Who can think of some words that end in y with that sound?

Who can tell me another sound of y at the end of a word?

What are some words that end in y with that sound?  
How can we usually tell if the y has a long or short sound at the end of a word?



# Look Different - Sound Alike

Z sounds like 'Z'  
S sounds like 'Z'

## I. PURPOSE:

1. to realize that although the letters S and Z do not look alike, they oftentimes do sound alike.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

1. to be printed on 6"x4" cards. The word is in black, but the homophone and the sound of the homophone are in red.

<u>buzz</u>	<u>easy</u>	<u>puzzled</u>	<u>cheese</u>
<u>legs</u>	<u>prize</u>	<u>dozen</u>	<u>thousands</u>
<u>frogs</u>	<u>raise</u>	<u>sizes</u>	<u>nails</u>

## III. PROCEDURE:

### A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two key cards which are shown below:

buzz

frogs

2. She calls attention to the fact that the S sounds just like the Z above it. It does not look like Z, but it sounds just like it. She also tells the children that the Z sounds just the way it looks. It calls itself by its own name.
3. Teacher holds up the rest of the flash cards, always calling attention to the homophone and the sound of the homophone which stands out in red.

B. CHILDREN'S INDIVIDUAL RESPONSE - Game type

## GAME - BUZZO

1. Each child has a card of the following type:

-- B U Z Z O --

slap	easy	raise	puzzled	plates
prize	cheese	frogs	thousands	nails
sorts	sizes	sail	cross	logs

2. Each card has the exact same words, but they are assembled in different order. (The first word on the first card becomes the second word on the second card, etc.)
3. The teacher reads any of the 15 words that appear on the card. If a child hears a word that has the Z sound in it, he looks for that word on his card and covers the word (cut up small squares from drawing paper - 10 to a child). If the teacher reads a word that has an S sound, the child does not cover that word up. Covers only the words with the Z sound.
4. The child who covers a row, either up or down or across is the winner, and he stands up and yells "BUZZO".

## IV. SEAT WORK:

1. To be done at desks by children alone.
2. Following type of mimeographed material is passed out:

(See following page)

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Pick out the word to make the sentence sound right.

puzzled	thousands	logs	nails
easy	prize	raise	frogs
cheese	dozen	sizes	buzz

1. Mice like to eat \_\_\_\_\_.
2. The arithmetic is very \_\_\_\_\_.
3. The Pilgrims lived in houses made of \_\_\_\_\_.
4. The best boy or girl will win a \_\_\_\_\_.
5. If you know the answer, \_\_\_\_\_ your hand.
6. I bought a \_\_\_\_\_ eggs.
7. \_\_\_\_\_ make a croaking sound.
8. Father will hammer the \_\_\_\_\_ in place.
9. In arithmetic we learn about \_\_\_\_\_.
10. A bee likes to \_\_\_\_\_.

Put a circle around all the words that have a Z sound.

easy	sail	nails	buzzing
slap	cheese	puzzle	plates
nails	cross	raise	thousands

Two tests were constructed and administered at the third grade level. Following is a description of Test I:

#### DESCRIPTION OF TEST I

The final check in Grade Three consisted of a test made up of four main areas.

Part I involves the circling of the homophone within a

given word. The teacher tells the child to read the following words silently:

- a. know
- b. go
- c. kick
- d. gnaws
- e. nail

She then asks the child to circle the part of the word that has the n sound like in the word no.

Part II calls for the child to relate the homophone in a given sound with the following type of phonetic sounds:

- ( ) it
- ( ) aight
- ( ) ait
- ( ) eight
- ( ) ati

The teacher says the word ATE. She asks the child to listen carefully and find any sound in the list that sounds like the word ATE. She then tells the child to fill in the blank spaces beside that sound.

Part III entails the completion of a word by the insertion of a homophone from a given list. The teacher asks the child to read the following sentence:

John is a good b - -.

Then she tells the child to pick out the homophone that will make a word to complete the sentence. In this case the homophone oy will be inserted to complete the word - boy.

Part IV involves the usage of the homophone chart. The chart is compiled of words that stress the phonetic element of the homophones. The child is given a homophone chart with a list of homophones under the chart. The teacher takes the homophone from the list seen by the child and orally puts it in a word.

Sample: Child sees ow -- Teacher says grow.

The child looks for the word in the chart that has the long o sound in it. The word which appears is HOPE and this is in block No. 7. The student then writes the number of the block beside the homophone on the list. In this case he writes No. 7 beside the homophone ow.

The total possible score of the test is 124 points. Each part is worth 30 points. Part I and Part II are scored by subtracting the total errors from the total possible score which is 30. Part III is scored by giving each correct answer 2 points while Part IV is given one point for each correct answer.

## DESCRIPTION OF TEST II

Part I of this test was constructed to determine the child's ability to identify different combinations of letters, which could represent the same sound. For example, o, oa, oe and ow could all have a long o sound.

The children were instructed to circle all the letters that had the same sound as the sound given by the teacher. The following sample was done with the children:

Sample:      e  
              ea  
              ai  
              ee  
              ie

The children were told to circle all the letters that sometimes have the same sound as the e in me.

Among the sixty items in Part I, 5 had one choice, 5 had 2 choices, 5 had 3 choices, 1 had 4 choices, and 1 had 5 choices. The different number of choices made it advisable to score the test on the basis of each response being correctly marked or unmarked, which made the total possible score of 60.

Part II was constructed to determine the child's ability to recognize different combinations of letters in words, which could have the same sound as in the words given by the teacher. This sample was done with the children:

Sample:      cry  
              pie  
              sigh  
              his

The children were told to put a circle around all the letters that have the same sound as the y in my. Letters circled were the y in cry, the ie in pie, and the igh in sigh.

Among the 64 items in Part II, 2 had 2 choices, 7 had 3 choices, 4 had 4 choices and 1 had 5 choices. This part of the test was also scored on the basis of each response correctly marked or unmarked, which made the total possible score of 64.

The test, with directions for administering and scoring, will be found in the appendix.

### Description of Population

Informal tests were administered at the end of the program.

At the conclusion of the teaching program the First Grade test was administered to two classes in Hampton, New Hampshire. This test was administered to thirty-nine children whose mean Intelligence Quotient was 119.25. The mean chronological age for the First Grade group was 79.43.

The Second Grade test was administered to one hundred seventeen children in four different classes: two classes in Woonsocket, Rhode Island, and two classes in Brockton, Massachusetts. The mean Intelligence Quotient for the Second Grade group was 100.41 and the mean chronological age was 94.39.

Two Third Grade tests were administered to seventy-one children in three different classes: two classes in Quincy, Massachusetts, and one class in Boston, Massachusetts. The mean Intelligence Quotient for the Third Grade group was 103.72 and the mean chronological age was 105.23.

CHAPTER III

- ANALYSIS OF DATA -

## Chapter III

Table I shows the distribution of Chronological Ages for the total population in Grade One.

TABLE I

## DISTRIBUTION OF CHRONOLOGICAL AGES

## GRADE ONE

## TOTAL POPULATION

<u>Limits</u>	<u>f</u>
93 - 95	2
90 - 92	0
87 - 89	0
84 - 86	2
81 - 83	8
78 - 80	11
75 - 77	7
72 - 74	5

$$N = 35$$

$$M = 79.43$$

Table II shows the distribution of the Test Scores for the total population in Grade One.

TABLE II

## DISTRIBUTION OF TEST SCORES

## GRADE ONE

## TOTAL POPULATION

<u>Limits</u>	<u>f</u>
19 - 21	6
16 - 18	12
13 - 15	12
10 - 12	8
7 - 9	1

$$N = 39$$

$$M = 15.07$$

$$S.D. = 3.15$$



Table III shows the distribution of the Intelligence Quotients for the total population in Grade One.

TABLE III

DISTRIBUTION OF INTELLIGENCE QUOTIENTS

GRADE ONE

TOTAL POPULATION

<u>Limits</u>	<u>f</u>
149 - 151	1
146 - 148	0
143 - 145	0
140 - 142	1
137 - 139	2
134 - 136	1
131 - 133	0
128 - 130	2
125 - 127	3
122 - 124	4
119 - 121	5
116 - 118	3
112 - 115	1
110 - 112	5
107 - 109	2
104 - 106	2
101 - 103	1
98 - 100	1
95 - 97	1

N= 35  
M= 119.25  
S.D.= 3.81

Table IV shows the distribution of chronological ages for the total population in Grade Two.

TABLE IV  
DISTRIBUTION OF CHRONOLOGICAL AGES  
GRADE TWO  
TOTAL POPULATION

<u>Limits</u>	<u>f</u>
125 - 127	1
122 - 124	1
119 - 121	1
116 - 118	0
113 - 115	3
110 - 112	2
107 - 109	4
104 - 106	6
101 - 103	9
98 - 100	11
95 - 97	23
92 - 94	23
89 - 91	23
86 - 88	6
83 - 85	4

N = 117  
M = 96.39  
S.D. = 2.56

Table V shows the distribution of Intelligence Quotients for the total population in Grade Two.

TABLE V  
DISTRIBUTION OF INTELLIGENCE QUOTIENTS  
GRADE TWO  
TOTAL POPULATION

<u>Limits</u>	<u>f</u>
131 - 133	1
128 - 130	2
125 - 127	4
122 - 124	4
119 - 121	6
116 - 118	4
113 - 115	6
110 - 112	2
107 - 109	9
104 - 106	6
101 - 103	10
98 - 100	13
95 - 97	8
92 - 94	11
89 - 91	4
86 - 88	8
83 - 85	7
80 - 82	5
77 - 79	1
74 - 76	4
71 - 73	1
68 - 70	1

N = 117  
M = 100.41

The Intelligence Quotients ranged from 68 to 131 with a mean of 100.41.

Table VI shows the distribution of the Test Scores  
for the total population in Grade Two.

TABLE VI  
DISTRIBUTION OF TEST SCORES  
GRADE TWO  
TOTAL POPULATION

<u>Limits</u>	<u>f</u>
46	10
45	17
44	12
43	13
42	13
41	10
40	10
39	10
38	8
37	4
36	1
35	3
34	0
33	3
32	2
31	0
30	1

N = 117  
M = 40.90  
S.D. = 3.54

The test scores ranged from 30 - 46 with a mean of 40.90.

Table VII shows the distribution of Test One scores for the total population in Grade Three.

TABLE VII

DISTRIBUTION OF TEST I SCORES

GRADE III - TOTAL POPULATION

<u>Limits</u>	<u>f</u>
114 - 116	3
111 - 113	5
108 - 110	5
105 - 107	8
102 - 104	6
99 - 101	2
96 - 98	6
93 - 95	12
90 - 92	5
87 - 89	6
84 - 86	0
81 - 83	2
78 - 80	2
75 - 77	2
72 - 74	1
69 - 71	2
66 - 68	1
63 - 65	1
60 - 62	1
57 - 59	0
54 - 56	0
51 - 53	0
48 - 50	0
45 - 47	0
42 - 44	1

N = 71  
M = 94.90  
S.D. = 4.47

The test scores ranged from 42 to 116 from a possible score of 120, with a mean of 94.90.

Table VIII shows the distribution of Test Two scores for the total population in Grade Three.

TABLE VIII  
DISTRIBUTION OF TEST II SCORES  
GRADE III - TOTAL POPULATION

<u>Limits</u>	<u>f</u>
118 - 120	3
115 - 117	3
112 - 114	5
109 - 111	5
106 - 108	7
103 - 105	5
100 - 102	7
97 - 99	4
94 - 96	6
91 - 93	4
88 - 90	4
85 - 87	4
82 - 84	2
79 - 81	2
76 - 78	3
73 - 75	2
70 - 72	3
67 - 69	1
64 - 66	1

N = 71  
M = 96.62  
S.D. = 4.41

The test scores ranged from 64 to 120 from a possible score of 124, with a mean of 96.62.

Table IX shows the distribution of chronological ages for the total population in Grade Three.

TABLE IX  
DISTRIBUTION OF CHRONOLOGICAL AGES  
GRADE III - TOTAL POPULATION

<u>Limits</u>	<u>f</u>
132 - 134	1
129 - 131	1
126 - 128	1
123 - 125	3
120 - 122	2
117 - 119	4
114 - 116	3
111 - 113	3
108 - 110	12
105 - 107	8
102 - 104	12
99 - 101	11
96 - 98	8
93 - 95	2

N = 71  
M = 105.23

The chronological ages ranged from 93 months to 134 months, with a mean of 105.23.

Table X shows the distribution of Intelligence Quotients for the total population in Grade Three.

TABLE X  
DISTRIBUTION OF INTELLIGENCE QUOTIENTS  
GRADE III - TOTAL POPULATION

<u>Limits</u>	<u>f</u>
129 - 131	1
126 - 128	0
123 - 125	4
120 - 122	2
117 - 119	5
114 - 116	4
111 - 113	9
108 - 110	7
105 - 107	6
102 - 104	6
99 - 101	3
96 - 98	4
93 - 95	3
90 - 92	4
87 - 89	2
84 - 86	5
81 - 83	4
78 - 80	2

N = 71  
M = 103.72  
S.D. = 4.03

The intelligence quotients ranged from 78 to 131. The mean was 103.72. Thirteen of the intelligence quotients were below 90. The standard deviation was 4.03.



CHAPTER IV

- SUMMARY AND CONCLUSIONS -

## Chapter IV

### Summary and Conclusions

The purpose of this study was to construct and evaluate a series of lessons to teach homophones most frequently found in the basic reading vocabularies of the first, second and third grades. There were fifteen lessons for Grade One and thirty lessons each for Grades Two and Three. The time required for each lesson varied from twenty to thirty minutes.

Thirty-nine children in Grade One, one hundred seventeen in Grade Two and seventy-one in Grade Three participated in this study. At the end of the planned program, informal written tests were administered at each grade level.

The following conclusions may be drawn:

1. The lessons appeared to be effective in each of the three grades.
  - a. The mean score for Grade One was 15.07 out of a possible score of 20.
  - b. The mean score for Grade Two was 40.90 out of a possible score of 46.
  - c. The mean score for Test I of the third grade was 94.90 out of a possible score of 120.
  - d. The mean score for Test II of the third grade was 96.62 out of a possible score of 124.

2. The following informal observations were noted:
  - a. Informal conclusions based on teacher observation show that children who previously had difficulty in word analysis are displaying more initiative in attacking unknown words. Many children are making fewer spelling errors in independent writing and are able to retain a greater number of words taught.
  - b. In the "Read and Tell" period one boy related how he had read the title of his library book all by himself. "When I chose this book and tried to read the title, I didn't know all the words in the name of the story. I knew one of the words was penguin because there was a penguin's picture on the cover. I looked at the other word. It had two e's in it so I tried the long e sound. The word was peevish, and the name of my story is The Peevish Penguin."
  - c. A second grade girl came up to her teacher and whispered the following information: "I didn't know this word because we haven't had it yet. Then I looked at the vowels in the word and I saw o and u sitting together. I tried the ou sound I heard in round. Then I could read the word. The word is proud."

- d. The children in one of the third grades call the homophones "clues". They have been using the Reader's Digest Reading Skill Builders as a supplementary book.

Key words are listed for each story, some are unfamiliar to the children. They have been using their clues to help in their pronunciation of these words.

1. One example of this was the word collie. The children were asked if there were any clues in this word. Their instant response was two, the c and ie. They decided the c would be hard because it was not followed by i or e. They said ie might have a long i or long e sound. They were asked to try each sound and quickly answered, "It's a long e and the word is collie".
2. Another word was captain. When asked what the clues were, the girl called upon answered c and ai. She also figured the c would be hard and then said, "The ai may have a long a or short e sound". She tried both sounds to herself and enthusiastically answered, "I know the word, it's captain".
3. Searching for clues helped in the pronunciation of group (ou), hound (ou), raised (s z sound), kernels (er), shield (ie), spear (ea), weather (ea - er) and many others. The children independently look for clues in new words in reading, spelling, social studies and science.

## CHAPTER V

### - SUGGESTIONS FOR FURTHER STUDY -

## Chapter V

### Suggestions for Further Study

1. Present the thirty lessons instead of the twenty lessons used in this study.
  2. Conduct a study to determine the relationship between homophone recognition and the ability to pronounce unknown words.
  3. Determine whether the gains in phonics, spelling and reading would be significant if a pre-test and follow-up test were given.
  4. Conduct this study using a larger population with a control and experimental group.
-

## APPENDIX "A"

- GRADE ONE MATERIALS -

## Appendix "A"

VOCABULARY LIST FOR GRADE ONE

after	green	seat
another	grow	see
		seven
bird	happy	sky
birthday	her	snow
black	how	soon
boat	hurt	sun
book		surprise
bow-wow	ice cream	
brown		three
by	Jack	too
	Jane	took
can	*Janice	tomorrow
car	*Jeff	town
cap	*John	turn
cent	*Joy	turtle
circus		
city	kitten	very
coast	kittens	
coasting	know	wee
coat		why
come	leaves	window
cow	look	winter
	locked	
deer	looking	yellow
Dick		
down	milk	
duck	moo	
	my	
eat		
	now	
first		
fly	please	
follow	pretty	
funny		
	quack	
*George		
*Geraldine	road	
girl	rooster	
goat		
good	sang	
good-by	school	

\*Names of first grade children



LESSON ONE

(Introductory lesson)

Materials needed:

Name cards on which are written the names of the following children who are members of the first grade group.

George, Geraldine, John, Jane, Janice, Joy

Two pictures, a boy and a girl, small enough to put in a card holder.

One card holder

-----

In our stories we are reading about a boy named Jerry. Say your first name to yourself. If your name begins with the same sound as Jerry, stand.

As I say and write your names on the board you may sit down.

The names of these boys and girls all begin with the same sound. Let us read their names to-gether.

You may draw a line under the first letter in each name. Read the name after you have drawn the line.

What letter does George begin with? Geraldine? John? Janice? Jane? Joy? (Teacher writes the G and J on the board and points to the letter as child answers.)

If I write only the first letter can you tell me a name beginning with that letter?

J\_\_\_\_, J\_\_\_\_, G\_\_\_\_, J\_\_\_\_, J\_\_\_\_, G\_\_\_\_

At the top of the card holder I have put a picture of a boy and a picture of a girl. This will be the boys' row and this will be the girls' row. Here are the names on these cards. You may pick one out. Can you read the name and put the card in the right row?

C<sub>2</sub>Picture of girl

Geraldine

Jane

Janice

Joy

Picture of boy

George

Jerry (added)

John

In these names what two letters have we discovered  
say the same sound?

LESSON TWO

Look different - sound alike

initial consonants s - c

I am going to say some words we all know. Listen and see if you can tell me how they are alike.

city seven circus sun see cent sang

Let us read the words as I write them on the board.

You told me the beginning of these words sounded alike. Put a line under the first letter in each word, read the word, and say the letter you underlined.

city seven circus sun see cent sang

In these words what two letters sounded alike? Let us read the words to-gether. Listen to the beginning sound in each word.

If I begin the list by writing the word seven can you tell me another word to write beginning with the same sound and the same letter? Use the words already written on the board.

seven

sun

see

sang

I will start the next list with the word city. Can you tell me the words to write under it that begin with the same sound and the same letter?

city

cent

circus

Here are the same words with the first letter missing. Can you answer the following riddles and write in the missing letter? We can use our first list to check the words.

C4

\_un \_ity \_even \_ircus \_ee \_ent \_ang

## Answers

- |   |        |
|---|--------|
| 1 - What word is a number?                | seven  |
| 2 - What makes the ice melt?              | sun    |
| 3 - Where can you go to see funny clowns? | circus |
| 4 - What did you do when you were happy?  | sang   |
| 5 - Where do you find the big stores?     | city   |
| 6 - What can you do with your eyes?       | see    |
| 7 - What could I have in my pocketbook?   | cent   |

In these words what two letters say the same sound?

Check for lesson on initial consonants s and c.

Directions:

The teacher uses each word in a simple sentence and then repeats the word.

The pupils write only the first letter of the word in the correct box.

- 1-I can see two kittens.    see
- 2-Mother went to the city.    city
- 3-Tom is seven years old.    seven
- 4-The sun is shining.    sun
- 5-Jack had a new cent.    cent
- 6-The birds sang in the trees.    sang
- 7-The elephants were in the circus parade.    circus

1.		2.
_see		_ity
3.		4.
_even		_un
5.		6.
_ent		_ang
7.		
_ircus		

LESSON THREE

Look different - sound alike k - c

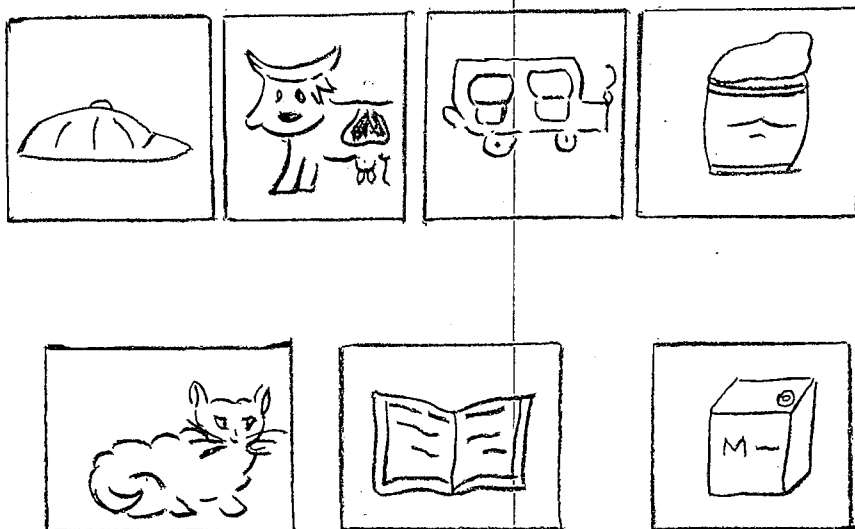
Materials needed:

Flash cards for the following words:

book	milk	cow	can
kitten	cap	car	kittens

Pictures to illustrate each of these words.

One card holder.



On the chalk tray I have some pictures. Can you match the word cards to the pictures? Distribute cards for children to match to pictures. Now we can read the cards together.

Let us look at the first card. What does the card say? I will write the word on the board. I have underlined the first letter of the word. What letter is it? Can you tell me another word to write under cap that

begins with the same letter and the same sound? Another? Now I have four words that begin with the same sound and the same letter. Let us read them together. You may put a line under the beginning letter in each word and tell us its name.

cap

cow

car

can

There are still three words left. What are they? (kitten, book, milk) Which one of these words begin with the same sound as the words in our list (cap, cow, car, can)? Teacher points to the words as they are read. Yes, kitten, begins with the same sound. I will write the word kitten under cap. Underline the first letter in kitten and tell us its name. The k in kitten gets the same sound as the c in cap, cow, car, and can. What two beginning letters have the same sound in these words?

Let us look at the word book. Does book begin or end like kitten? You may read the word as I write it under kitten. Put a line under the ending letter and tell us its name. Let us read our words again. Listen for the sound of the letter that is underlined. The beginning of the words cap, cow, car, can and kitten sound alike and the end of the word book has the same sound.

We have one word left. What is it? Does milk begin or end like the word book? Does milk begin or end like the word kitten? As I write the word milk on the board you may read the word. Put a line under the last letter in the word and tell us its name. Read all the words again.

Here are two cards. What letter is this? C What letter is this? K I will put them at the top of the card holder. I will turn the flash cards over so that you cannot see the words. You may pick out a word. Put your card in the right row. This row with the letter K at the top will be for the words with K in them and the other row for the words with C in them.

C8

K

book

kitten

milk

kittens

C

cap

cow

car

can

Let's check our words. Read the words under the letter K. Read the words under the letter C. What have we found out about the letters k and c in these words?



LESSON FOUR

Look different - sound alike

c - k - ck

Materials needed:

Three sets of flash cards for the following words:

look	come	Jack
kitten	cap	duck
book	cow	black
kittens	can	quack
milk	car	Dick

One set of cards for letters c, k, and ck.

One card holder.

Review lesson on k and c sound. (See lesson three)  
Class reads flash cards with letters k and c as teacher places them in the card holder. (mix cards) In row one tell me what words to write that begin with the letter c as in come. In row two tell me what words to write that have the letter k as in look.

In row three I will write some words that you can read that end in the same sound. You may read the words as I write them.

cluck, duck, Jack, black, quack, Dick

What two letters are at the end of these words?  
Underline the last two letters in each word and tell us their names. Read the words again.

You found out that the letters k and c can have the same sound. Now you can hear and see that when ck are put together they can have the same sound as c and k.

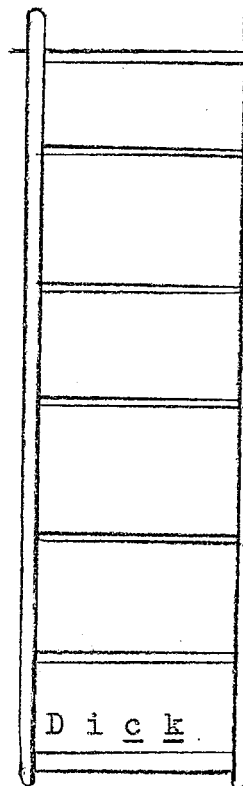
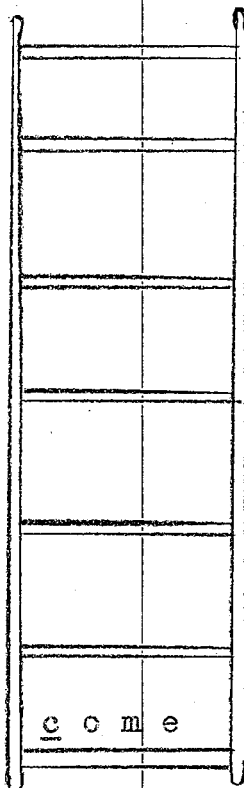
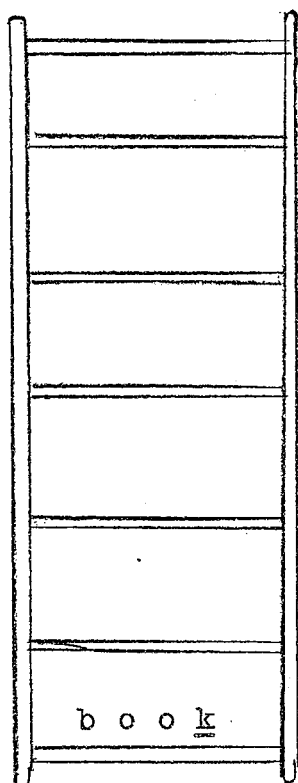
Now I will shuffle all the flash cards and pass them out. We can sort them out on the card holder. I will put the first card in each row.

We can divide our group into three teams with a captain for each team. Each group can have one set of cards. The captain holds the cards face down and gives them out one at a time. The teacher puts the cards c, k, and ck on the chalk tray in three different places. The object of the game is to put the cards containing the c on top of each other, the cards containing the k on top of each other, and the ones with ck together. The group that can finish first wins.

Check for lesson on c, k, and ck

Directions: Cut out the words. Using the sample words paste each word on the right ladder. Some of the words cannot be used.

My name is \_\_\_\_\_



kitten	look	can	Jack
duck	car	kittens	cow
circus	milk	cap	cent
seven	quack	cent	black

LESSON FIVE (review)

Review lesson on G and J.

We found many children in our class whose names begin with the same sound as Jerry's name. Please stand if your name begins with the same sound as Jerry.

I will write your names on the board.

Geraldine

George

Jane

John

Janice

Jeff

Joy

You may put a line under the first letter of your name and tell us the name of the letter.

What two letters do we use to begin these names?  
(G and J)

What have we found out about the letters G and J in these names? (They sound alike.)

Let's read the names together. Listen to the beginning sound.

-----

Review lesson on c and s.

Do you remember how to begin these words? I will read the word. You may write the first letter.

seven

sun

see

circus

city

cent

sang

Underline the first letter in each word. Tell us the letter name and read the word.

What two letters did we use to begin these words?

What have we found out about the letters s and c in these words? (They sound alike.)

Let's read the words together. Listen to the beginning sound.

-----

Review lesson on c, k, and ck.

Materials needed:

One set of word cards from Lesson Four.

look	duck	can
come	book	quack
Jack	cow	milk
kitten	black	car
cap	kittens	Dick

On the board I have written three words. Let's read them together. (Point to words as they are read)

1	2	3
ch <u>ick</u> en	<u>c</u> oat	than <u>k</u>

What letters did I underline in the word chicken?

What letter did I underline in the word coat?

What letter did I underline in the word thank?

Why did I underline the ck in chicken, the c in coat, and the k in thank? (In these words ck, c, and k all sound alike.)

I will give each of you a word card. You may read your word and put it on the chalk tray under the word chicken, coat, or thank.

Now we have three piles of cards. Let's read the cards together and check to see if they are in the right pile.

-----

Sentences have an unknown reading word as a clue word.

1 - Jock was a silly monkey.    silly

What letters have we been working with that have the sound of s - c as in silly? (give sound - not letter names) Write letters on the board.

2 - A kangaroo carries her baby in a pouch.    kangaroo

What letters have we been working with that have the sound of c - k - ck as in kangaroo? (give sound - not letter names) Write letters on the board.

3 - Santa is a jolly man.    jolly

What letters have we been working with that have the sound of j - g as in jolly? (give sound - not letter names) Write letters on the board.

LESSON SIX

Look alike - sound different

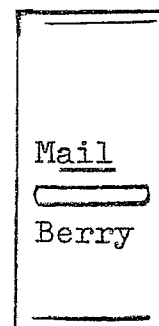
ending y

Materials needed:

Cards for the following words:

fly	why	puppy
goodby	city	by
my	happy	funny
sky	pretty	very

Two mail boxes made out of discarded stocking boxes.



Today we are going to work with some words we know how to read. Let us read them together as I write them on the board. Look at the endings of these words. What letter do you find at the end of every word? Underline the ending letter in each word and read the word. All the words end with the same letter. Close your eyes and listen to the ending sound. I will read the words to you. Do the endings of these words sound alike?

I have drawn two circles on the board. The words ending the same as by can be written in this circle. (Write by in the first circle.) The words ending with the same sound as very can be written in the other circle. (Write very in the second circle.)

byvery

fly

city

goodby

happy

my

pretty

sky

puppy

why

funny

In the first circle what does the letter y say? (i)  
Read the words together.

In the second circle what does the letter y say? (e)  
Read the words together.

Here are two mail boxes. One belongs to Mr. By and the other to Mr. Berry.\* Their names are on their mail boxes. Can you mail these letters in the right mail box? Distribute letters (word cards) to the group.

Tom can pretend to be Mr. By. He can check to see if all the letters in his mail box belong to his family. Tom reads cards.

Harry can pretend to be Mr. Berry. He can check to see if all the mail in his box belongs to his family. Harry checks words.

Repeat game for drill.

\*Name suggested for mail box by children as Berry is their teacher's name.



My name is \_\_\_\_\_

Directions:

Two words in each box end with the same sound. Cross out the word that does not belong.

sky  
why  
~~very~~

1  
city  
by  
puppy

2  
good-by  
pretty  
my

3  
fly  
puppy  
funny

4  
pretty  
happy  
my

5  
my  
puppy  
by

6  
funny  
fly  
sky

7  
happy  
my  
city

8  
pretty  
puppy  
good-by

LESSON SEVEN

Look alike - sound different

ow

Materials needed:

A picture of a duplex house pasted on oak tag. This house has the doors with slits wide enough to slip in the word cards.

Word cards for the following words:

yellow	know	snow
cow	follow	grow
window	town	brown
now	bow-wow	how
down	tomorrow	

Yellow and red chalk.

The words we are going to work with today have two letters that look alike but sound different.

I will write the words on the board and we can read them together. (See list above.)

I have underlined two letters in the word yellow. Can you read the next word and underline the same two letters in that word? Read each word and underline the two letters that are underlined in the first word. (ow)

Sometimes ow says o as in yellow. I will put a frame around the word yellow with yellow chalk. Can you find another word with the same sound as ow as in yellow? Put a yellow frame around it. Continue with the other words.

I will frame in red the word cow. Can you find another word with the same sound as the ow in cow? Frame the word in red. Continue with the other words. If any words are left over discuss with the children and have them decide what color to frame the word.

I will begin the list of words that have the sound ow as in cow. Can you tell me another word to write?

cow

now

down

town

brown

how

I will begin the list of words that have the sound of ow as in window. Can you tell me another word to write?

window

yellow

know

snow

grow

How many families would live in a duplex house? Yes, one family would live on one side and another family on the other side. We are going to pretend these words live in this duplex house. Because parts of each word look alike we must be very careful to put them in the right door.

One side belongs to Mrs. Snow and her family. Her name is written on her door. The other side belongs to Mrs. Brown and her family. Her name is written on her door. Show me Mrs. Snow's door. Show me Mrs. Brown's door.

Distribute word cards. Each child reads and puts his card in the door it belongs.

Joy may be Mrs. Snow. Are all your children home? Check.

Debora may be Mrs. Brown. Have all your children come home for supper? Check. Each child reads aloud the cards.

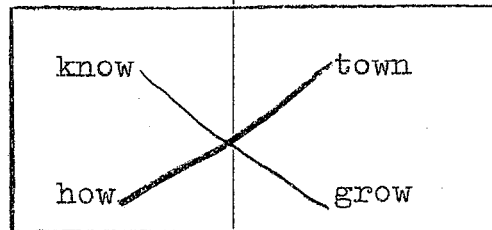
Repeat game for drill.

My name is \_\_\_\_\_

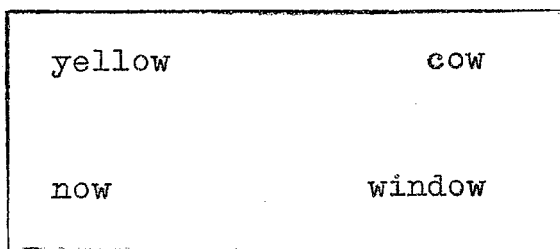
Directions:

Connect the words in each block that have the same ow sound.

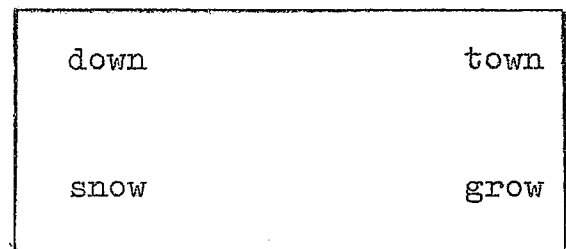
sample



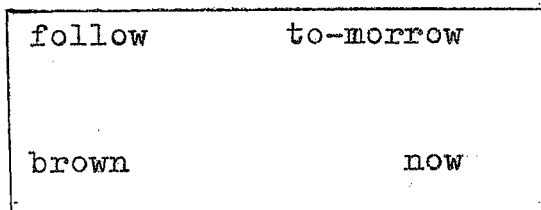
1



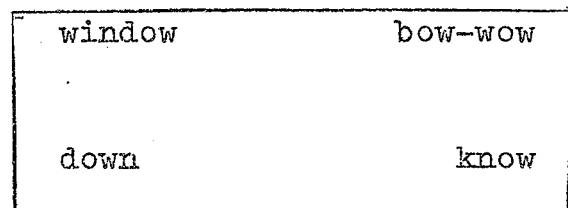
2



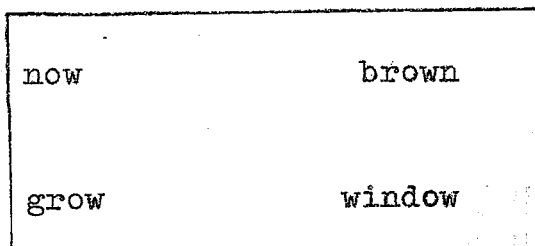
3



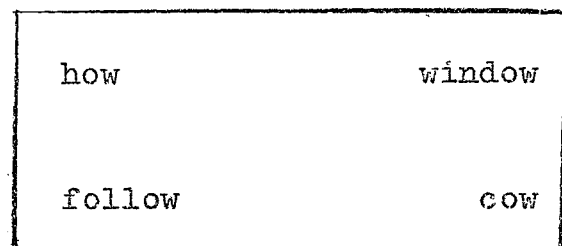
4



5



6



LESSON EIGHT

Look alike - sound different

oo

Materials needed:

Six paper bags. Written on three is the word good and on the other three the word soon. Make three sets.

Three sets of word cards suitable in size to put in the bags with the following words.

soon	school	looked
rooster	look	book
too	good	took
moo	goodby	looking

Red and green chalk.

I have written on the board some words we can read. Let us read them together. (see words above)

What two letters are in every word? Underline the two letters in each word and read the word again.

In all these words you found the letters oo but these two letters do not have the same sound in every word. Listen to the words look and soon. The oo in these words have different sounds.

I will put the word look in a red box and the word soon in a green box. Let us read each word again and decide if the letters we underlined sound like the oo in look or in soon. If they sound like the oo in look we can put the word in a red box. If they sound like the oo in soon we can put the word in a green box.

Now let us read all the words in the green boxes. Check the words. Then read all the words in the red boxes. Check the words.

Divide the group into three groups with a captain for each group. Two paper bags for each group.

Let's pretend. Here are the bags carried by two little elves. On one bag is written the word good and on the other bag the word soon. In this pile are the cards on which are written the same words we have read from the board. In turn you may pick out a card. Can you pack the elves' bags? Be sure to put the words with the same oo sound as in good in this bag and the words with the same oo sound as in soon in this bag. Which group can pack the elves' bags first with no mistakes?

Mark may check one elf's bag to see if his load is right. Jeff may check the other bag. Read the words aloud to us.

Repeat for drill.

My name is \_\_\_\_\_

Directions:

Put a red frame around the words that have the same oo sound as in look.

Put a green frame around the words that have the same oo sound as in soon.

good

moo

rooster

book

look

took

good-by

soon

looked

too

school

looking

LESSON NINE (review)

Review lesson on ow

Materials needed:

Word cards for the following words: (used in Lesson Eight)

how	follow	now
grow	down	know
snow	window	town
tomorrow	yellow	bow-wow
town	cow	brown

Last week we worked with many words that had the letters ow in them. I have the cards here. Let's read the words again as I put them in the card holder.

I will pick two cards from the card holder. What does this word say? (grow) In the word grow what do the letters ow say? What is this word? (now) In the word now what do the letters ow say? Put the cards in the chalk tray under the card holder.

You may pick a card from the holder. Can you put it in the right pile? Continue this with all the word cards.

John may check one pile. Jane, you may check the other pile.

If necessary repeat for drill.

- - - - -

Review lesson on y

Materials needed:

Word cards for the following words: (used in Lesson Six)



funny	pretty	city
why	my	very
puppy	happy	fly
sky	goodby	by

Let's read these words as I put them in the card holder.

What letter is at the end of all these words?

I will pick two cards from the card holder. What words did I choose? (sky and very) What sound does the y say in sky? What sound does the y say in very? Put the word cards on the chalk tray under the card holder.

You may pick out one word at a time and put it with the word on the chalk tray that has the same ending sound.

Harry you may check one pile. Terry you may check the other pile. Read the words aloud to us.

If necessary repeat for drill.

-----

Review lesson on oo

Materials needed:

Word cards for the following words: (used in Lesson Eight)

school	good	book
looked	look	goodby
took	soon	too
rooster	moo	looking

In my third pile of cards I have the words that have the letters oo in them. Let's read the words together and put them in the card holder.

What two cards have I picked from the card holder? (moo and book) What sound does oo say in moo? What

sound does oo say in book? Put the two cards on the chalk tray under the card holder.

Each of you may pick one card from the card holder. Put the card with the word on the chalk tray that has the same oo sound.

Keith may check one pile. George may check the other pile. Read the words aloud to us.

If necessary repeat for drill.

-----

Now I will divide you into three teams. Each team may have a captain. One team can have the word game with the duplex house, another the little elves' bags, and the third the mail boxes. The captain may hold the cards face down and in turn each of you will be given a card. When you have finished playing your game I will check your words. This is your score sheet on the board. If your words are in the right group, with no errors, you receive a check.

#### Score Card

Game	1	2	3	4	5	6
Team One	1					
Team Two	2					
Team Three	3					

Then we will change games so that each team may have a chance to play again the three games. The team that has the most check marks on the score card wins.

# LESSON TEN

Looks different - sound alike

ea - ee

Materials needed:

Two cardboard trucks with pockets stapled to the back.

One big paper bag to use for a grab bag.

One card holder.

Word cards for the following words:

please	three
eat	seat
green	deer
see	ice cream
leaves	wee

In this grab bag are words you can read. Each of you may grab a word, read the word, and put it in the card holder.

On the board I have made two squares. At the top of one square I have written the letters ee. At the top of the other square I have written the letters ea. Look at the words in the card holder. Every word you took from the grab bag has either the letters ee or ea together. Now can you separate the words and tell me what square to write the word in. Continue until all the words have been written. Put the cards in the card tray under the squares.

<u>ea</u>		<u>ee</u>	
<u>eat</u>	<u>seat</u>	<u>green</u>	<u>three</u>
<u>leaves</u>	<u>please</u>	<u>see</u>	<u>deer</u>
<u>ice cream</u>		<u>wee</u>	

Draw a line under the ea in each word in the first square. Read the word.

Draw a line under the ee in each word in the second square. Read the word.

Let us read the words together in the first block.  
What letter sound does ea say in all these words?

Let us read the words together in the second block.  
What letter sound does ee say in all these words?

Then we can say that in the words we have written in the blocks ee and ea have the same sound. What letter sound do they say? (e)

I have two moving trucks. The names of the trucking companies are written on the trucks. Sea is written on one truck and Bee is written on the other truck. You may choose any word you wish from the card holder to pack the trucks. Be sure to pack your word in the right truck. Read your word before you pack it away.

Donald may unpack one truck. David may be his helper. Take out the cards and check the words.

Alan may unpack the other truck. George may be his helper. Take out the cards and check the words.

This activity may be repeated for drill.

- 1 - The little pig said, "Wee, wee".
- 2 - Please give me something to eat.
- 3 - Alice likes ice cream.
- 4 - Jump up on the seat, Jip.
- 5 - The leaves are very green.
- 6 - Away ran the three baby deer.

tweet

---



---



---



---

leaves

---



---



---



---

Directions:

Underline all the words that have the letters ee or ea together.

Write the words that have the ee together under tweet.

Write the words that have the ea together under leaves.

LESSON ELEVEN

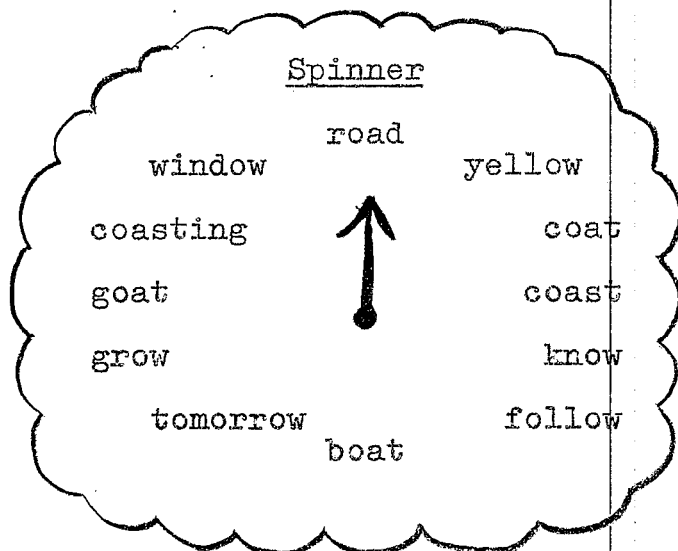
Looks different - sounds alike

oa - ow

Materials needed:

Spinners (one for each group)  
Score cards (one for each group)  
One card holder  
One pencil for each group  
Word cards for the following words:

<u>w</u> indow	fol <u>l</u> ow	tomor <u>ro</u> w
yell <u>o</u>	go <u>a</u> t	kn <u>o</u> w
bo <u>a</u> t	grou <u>o</u>	co <u>a</u> st
co <u>a</u> t	ro <u>a</u> d	co <u>a</u> sting



<u>Word Card</u>	
1-	_____
2-	_____
3-	_____
4-	_____
5-	_____
6-	_____

I have placed some word cards on the chalk tray turned over so that you cannot see the words. You may pick any card you wish, read the word, and put it in the card holder. Then we will read the words together.

I will pick out a word. (window) What does it say? What two letters have I underlined in the word window? Can you tell me what the letters ow say in the word window? You may choose another word that has the letters ow underlined, read the word, and put it with my word on the chalk tray. (Continue until all the ow words are used.)

What words are left in the card holder? Let's read them together. What two letters are underlined in each word? What do the letters oa say in the word boat? (Continue with the other words containing the letters oa.) Place these words in a column in the card holder.

Now we can return the other words to the card holder. Read the words as I put them in a column in the card holder.

<u>boat</u>	<u>window</u>
<u>coat</u>	<u>yellow</u>
<u>goat</u>	<u>grow</u>
<u>road</u>	<u>tomorrow</u>
<u>coast</u>	<u>know</u>
<u>coasting</u>	<u>follow</u>

In the word boat what do the letters oa say?  
In the word window what do the letters ow say?  
(Continue with the other words, working across.)

Let us divide into three teams. Each team may have a captain. I will give each team a spinner with the same words that are on the cards in the holder. Each captain will receive a score card with the letters oa on one side and ow on the other side. In turn you may spin the spinner. The captain writes the word on the correct side of the score sheet. If the word has already been written the word does not count and the next player gets his turn. How many different words can you spin and write before I say stop? Remember the words must be in the right column and they must be spelled correctly or they do not count.

1 - The little goat ate the old cap.

2 - Jerry can go coasting tomorrow.

3 - Jip will follow May up the road.

4 - Look out the window!

5 - May got a new yellow coat.

grow

boat


Directions:

Underline all the words that have the letters ow or oa together.

Write the words that have the ow together under grow.

Write the words that have the oa together under boat.



# LESSON TWELVE

Looks different - sounds alike

ir - ur

Materials needed:

Card holder

Three sets of word cards for the following words:

bird

first

hurt

birthday

turtle

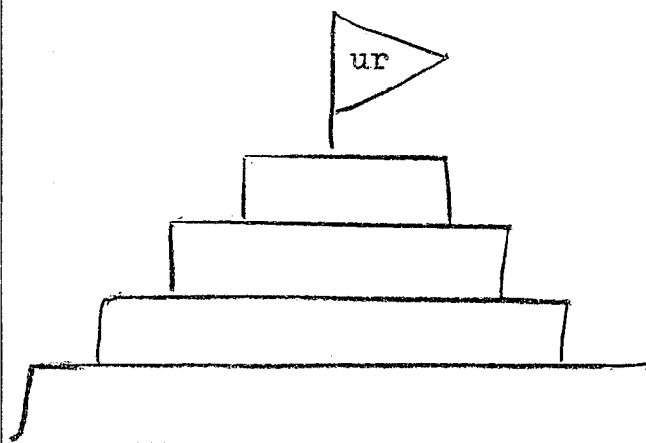
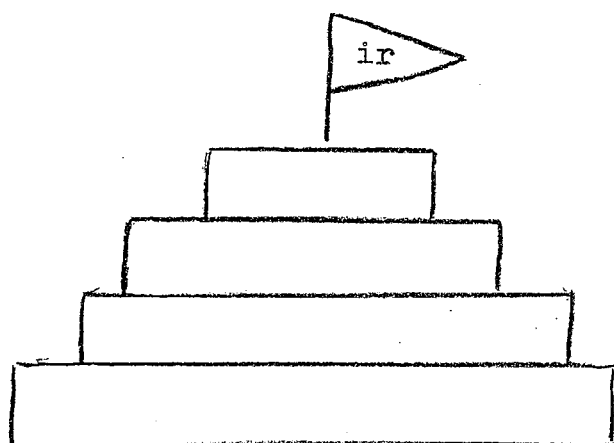
surprise

girl

turn

One set of word cards has the ir and ur written in red.

Two oak tag towers made with pockets.



On the card holder I have put two words you know. What are they? (bird and turtle) In the word bird what two letters are in red? In the word turtle what two letters are in red?

I have placed cards with other words at the bottom of the card holder. You may pick one out. Read the word and decide whether to put it under bird or turtle. Why did you put \_\_\_\_\_ under \_\_\_\_\_? Continue until all the words have been chosen.

bird

birthday

girl

first

turtle

turn

hurt

surprise

Why are the letters ir and ur written in red in these words? Let's check. Read the words across as I point to them. Ex. bird - turtle. What letters in these words say the same sound? What sound do ir and ur say? Continue with the other six words comparing two words at a time.

Here are two sets of cards with the same words on them as we have put in the card holder. But these words have no letters written in red. We can play girls against the boys. A girl builds the tower with the words having the letters ir. A boy builds the tower with the words having the letters ur. Each player has one set of cards. The cards are turned over so the player cannot see the words. If your card has a word with the same letters in it that your tower is flying, you may start to build the tower. Be sure to start building from the bottom. If you cannot use the word you turn up, discard it, and try the next one. The side that wins first receives one point. Continue using a boy and a girl as players.

Directions:

Underline all the words that have ir or ur together.

Write the words that have the ir together under the letters ir.

Write the words that have the ur together under the letters ur.

- 1 - The baby bird was hurt.
- 2 - Make a big turn coasting down the road.
- 3 - The turtle sat in the sun.
- 4 - The gray squirrel ran away.
- 5 - This was the girl's first birthday party.
- 6 - It was a big surprise.
- 7 - Please hurry home.

ir

ur

---

---

---

---

---

---

---



---

---

---

---

---

---

---

LESSON THIRTEEN

Looks different - sounds alike

ir - ur - er

Materials needed:

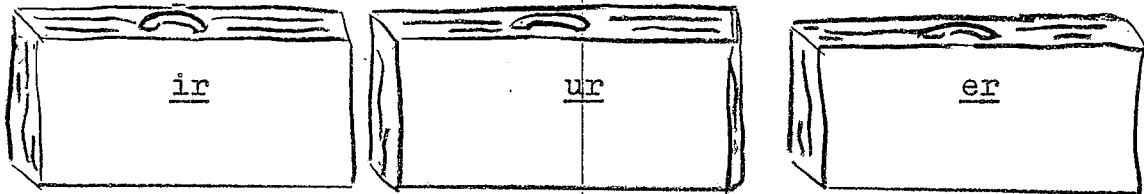
Card holder

Three cards with the letters ir, er, and ur.

Three sets of word cards for the following words:  
(two sets used in Lesson twelve)

bird	turtle	her
birthday	turn	another
girl	hurt	after
first	surprise	winter

Three oak tag suitcases made double so that word cards can be put into them.



The word cards containing the letters ir and ur are placed along the chalk tray. The cards with the letters ir, ur, and er are placed side by side at the top of the card holder.

You may pick a word card, read the word, and put it in the right row.

(review)

ir

bird

birthday

girl

first

(review)

ur

turtle

turn

hurt

surprise

(new)

er

her

another

dinner

winter

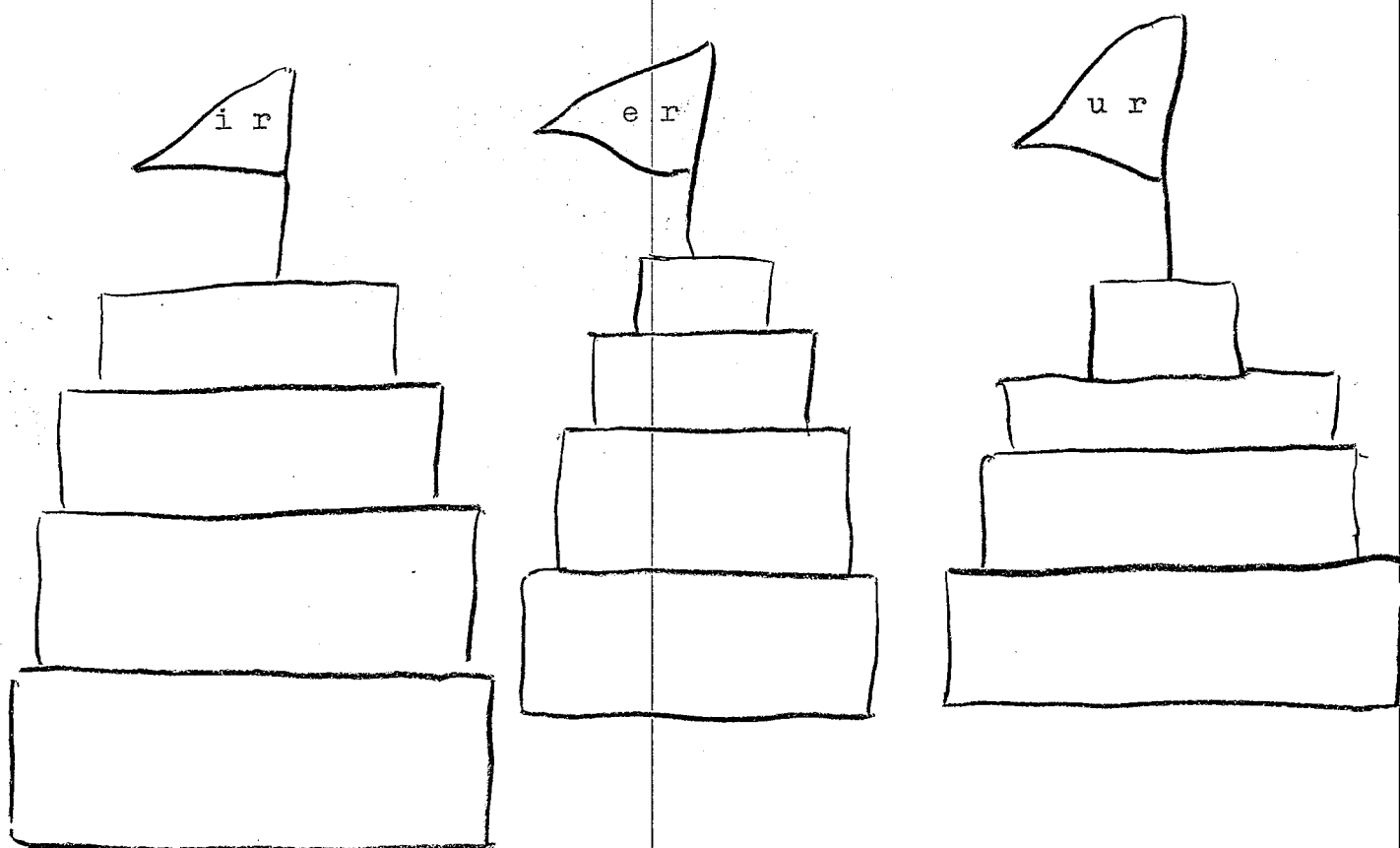
Here are some more words you can read. (her, another, dinner, winter) As you read the words I will put them in the card holder. (third row in card holder) What two letters do you find at the end of all these words? Then let us put the er card over these words. Let's read these words together and listen carefully to the endings. What sound does the er say in her, another, after, and dinner?

Reading across what are the words in the first row? (bird, turtle, her) I will point to the words as you read them. What sound does ir say in bird, ur in turtle, and er in her? Continue in the same way with the other three rows.

Then ir, ur, and er says the same sound in these words. What is that sound?

Let's pretend we are packing our bags for a trip. Where would you like to go? Here are three sets of cards. One set for each person. You are to pack the bags. Each of you may have a helper to see that the bags are packed correctly. Who will arrive in \_\_\_\_\_ first? Ready, go!

B u i l d   t h e   T o w e r s



another

turn

her

surprise

birthday

dinner

bird

winter

turtle

car

first

hurt

girl

LESSON FOURTEEN (Review)

Review lesson for ea and ee

Materials needed:

One set of word cards for the following words:  
(used in Lesson eleven)

eat	leaves	ice cream
seat	please	deer
green	see	
three	wee	

One card holder

I will pick two words to put on the chalk tray. What two words did I pick? (leaves and deer) You may choose any word you wish from the card holder and put it in the right pile. Read your card and then tell us the word you are covering up. Ex. "I put eat over leaves." Continue until all the word cards have been used.

Jane may check the first pile of cards by reading the words and putting them in a row in the card holder. Do all the words have the letters ee sitting side by side? What do the letters ee say in these words?

Janice may check the other pile of word cards by reading the words and putting them in a row in the card holder. Do all the words have the letters ea sitting side by side? What do the letters ea say in these words?

What sound does ea and ee say in these words? I will write ee and ea on the board and put a big circle around them because they say the same sound.

-----

Review lesson for ow and oa

Materials needed:

One set of word cards for the following words:  
(used in Lesson twelve)



window	follow	tomorrow
yellow	goat	know
boat	grow	coast
coat	road	coasting

One word card holder.

Read the word cards as I put them in the card holder. I will pick two words to put on the chalk tray. What two words did I pick? (window and boat) You may choose any word you wish from the card holder and put it in the right pile. Read your card and then tell us the word you are covering up. Continue until all the word cards have been used.

Harry may check the first pile of cards by reading the words and putting them in a row in the card holder. Do all the words have the letters ow sitting side by side? What to the letters ow say in these words?

George may check the other pile of word cards by reading the words and putting them in a row in the card holder. Do all the words have the letters oa sitting side by side? What do the letters oa say in these words?

What sound does ow and oa say in these words? I will write ow and oa on the board and put a big circle around them because they say the same sound.

-----

Review lesson for ir, ur, er

Materials needed:

One set of word cards for the following words:  
(used in Lesson thirteen)

bird	turtle	another
birthday	hurt	her
girl	surprise	
first	winter	

window
girl
please
winter
green
yellow
surprise
goat
three

seat
boat
first
tomorrow
wee
her
coat
turtle
ice cream

Directions:

Can you send the words home to the right boxes?  
Cut out one word at a time.

Pick out the box that has the same letters  
side by side as the ones on the word tab. Paste your word  
in this box.

Send the Words Home

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">follow</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	follow				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">coast</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	coast			
follow									
coast									

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">deer</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	deer				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">leaves</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	leaves			
deer									
leaves									

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">bird</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	bird				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">dinner</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	dinner				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">hurt</td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>	hurt			
bird														
dinner														
hurt														

LESSON FIFTEEN

Review of Lessons One to Fifteen

Materials needed:

Two hat check charts.

Chart One -- Look different - sound alike

g - j

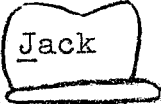

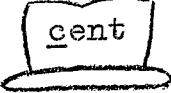
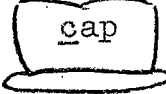

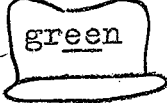
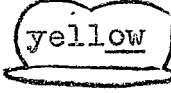
ir, ur, er

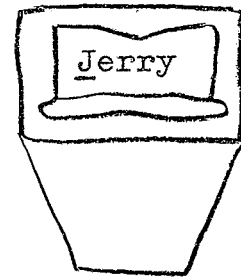
s - c

ow - oa

c - k - ck

ee - ea

			
			
			
			
			
			
<u>HAT</u>		<u>CHECK</u>	



Additional hats for  
the following words:

George

seven

see

city

duck

kitten

can

hurt

winter

eat

girl

coast

please




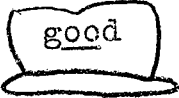

boat

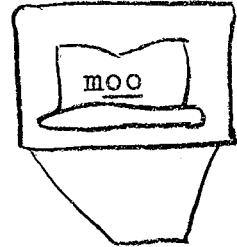
wee

window

Chart two - Look alike - sound different

ow - oo - y

				
				
my				
				
				
				



Additional hats  
for the following  
words:

look

book

took

why

rooster

now

brown

window

cow

snow

yellow

school happy fly puppy pretty

by

J<sub>2</sub>

The final test checks the twenty homophones taught. This test contains eleven boxes plus two samples. Each box has four possible answers.

<u>*</u>	<u>**</u>	<u>1</u>	<u>2</u>
m	ck	g	s
r	sh	y	y
d	ch	j	c
s	ur	k	f
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
c	ee	ir	ow
k	ir	ea	ea
ck	ea	ur	oa
f	ur	er	ur
<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
y	ur	ir	j
g	ow	ow	g
j	ou	ea	y
b	oa	oo	d
	<u>11</u>		
	ea		
	oo		
	ur		
	ir		

The teacher reads the following sentences, says the words underlined, and then gives the sound of the letter or

letters to be circled. The children are instructed to draw a ring around the letter or letters that say the same sound in each block. In some blocks only one ring will be necessary, but other blocks may have two or even three rings. The teacher and the children do the two samples together. The teacher uses the board to demonstrate.

<u>Sentences</u>	<u>word</u>	<u>sound</u>
*-We like to play <u>dominoes</u> .	dominoes	d
**--Please give the sled a <u>push</u> .	push	sh
1-Tom played a <u>joke</u> on May.	joke	j
2-The playroom was in the <u>cellar</u> .	cellar	c
3-You may borrow the <u>book</u> .	book	k
4-Mary lives on High <u>Street</u> .	street	ee
5-The girl had long <u>curls</u> .	curls	ur
6-May played with her <u>shadow</u> .	shadow	ow
7-We get up <u>early</u> in the morning.	early	y
8-The man heard the boy <u>shout</u> .	shout	ou
9-My mittens are made of <u>wool</u> .	wool	oo
10-Put on your <u>dry</u> clothes.	dry	y
11-Our school <u>room</u> is painted pink.	room	oo

The words picked for examples are not on the first grade vocabulary reading list.

The circles on the sample test indicate the correct answers. In scoring, all wrong answers were subtracted from the possible correct score of twenty. If an item was circled which should have been left as is, that item was considered wrong.

J<sub>4</sub>Score sheet for Homophones Test - Grade One

## Directions:

The teacher reads the sentence, says the word, and then gives the sound of the letter or letters underlined.

The children are instructed to draw a ring around the letter or letters that say the same sound. In some blocks only one ring will be drawn and in others two or even three.

The teacher does the samples with the children.\*

<u>*</u>	<u>**</u>	<u>1</u>	<u>2</u>
m	ck	(g)	(s)
r	(sh)	y	y
(d)	ch	(j)	(c)
s	ur	k	f
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
(c)	(ee)	(ir)	(ow)
(k)	ir	ea	ea
(ck)	(ea)	(ur)	(oa)
f	ur	(er)	ur
<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
(y)	ur	ir	j
g	(ow)	ow	g
j	(ou)	ea	(y)
b	oa	(oo)	d
		<u>11</u>	
		ea	
		(oo)	
		ur	
		ir	



## APPENDIX "B"

- GRADE TWO MATERIALS -

## Appendix "B"

Cumulative Word List for Grade Two

about	cannot	fine	heavy	maybe
afraid	can't	fire	help	me
again	car	first	helped	milk
alone	cat	five	hens	moo
always	caw	fly	hide	mouse
around	*cent	*followed	high	Mrs.
as	*center	forget	hole	my
ask	*cereal	found	home	
ate	chickens	four	homes	
	children	friend	honk	name
baby	circus	friendly	horse	neighbors
back	citizen	friends	horses	never
bake	city	fry	house	nice
balloon	circle	*fudge	how	noise
barns	climb	funny	hurry	nose
basket	clothes			now
be	clown			
bear	cluck	*Gail	I	
because	coat	game	I'll	open
bees	color	*gem	I'm	our
behind	come	*gentle	is	out
beside	cookie	*George		
best	cookies	*Gerald		
better	corn	*Gertrude	Jack	page
Betty	could	get	Jane	paint
big		getting	*join	party
Billy	day	*ginger	joy	Patty
blow	dear	*gingerbread		pay
boat	Dick	Ginny		peep
Bobby	dog	girl	kitten	pennies
boil	down	girls	kittens	place
boiled	dry	go	know	pleasant
boils	duck	goat		please
bow-wow		going		*point
boy		good	large	pony
boys	early	good-by	last	*pound
bread	*edge	gray	late	pretty
breakfast	eggs	green	let	
*bridge	eight	ground	let's	
broken	ever	grow	lights	quack
brown	every	grows	liked	
bunny		guess	line	
busy			lion	rain
by	face		look	rake
	family	Halloween	looked	read
cage	feed	happy	looking	ready
calf	feet	has	looks	ride
call	fell	he	made	right
came	fence	head	make	road
candy	find	heard	many	rooster
				round

Cumulative Word List for Grade Two (continued)

said	time
Sally	today
sang	too
sat	took
Saturday	town
saw	toy
say	toys
school	tricks
second	tried
see	try
seen	
send	
she	uncle
show	
should	
shout	very
side	voice
sky	
sleep	
sleepy	wait
slow	wake
slower	wagons
sly	walk
smell	way
snow	we
soon	well
sound	when
stay	white
stick	why
store	wood
	woods
tail	work
take	worked
talks	would
telephone	wouldn't
tells	
ten	yard
thank	*year
them	yellow
then	yes
they	you
think	your
this	
those	
though	
three	
tie	Zeke

LESSON ONE

## Sound Alike - Look Different

c - k - ckMaterials

Blackboard and chalk

Vocabulary

<u>c</u>	<u>ck</u>	<u>k</u>
can	Dick	ask
come	duck	basket
cookies	quack	book
car	black	cookies
cow	chickens	look
came	Jack	looked
cat	back	honk
candy	pocket	take
clothes	tricks	talks
because	stick	thank
uncle		think
calf		took
coming		walk
crow		work
caw		worked
catch		milk
coat		
color		
could		
corn		

## Lesson I

"Today we are going to learn about letters that make a k sound." Write c, k, ck on the board. "What are the names of these letters? They say k."

"Now listen to the words I say. They all have a k sound in them. Listen for this sound."

look, pocket, call, black, basket, milk, chickens, think, color, could, corn, stick

Write the words on the board. Have the children say each word as you point to it.

"We are going to play a game. Look at the first word. Find the letter that makes a k sound. Draw a line under it. What is the letter or letters name? What is the sound? Read the word." Continue this procedure with the remaining words. Later have the class read all of these words.

Game: Fish Pond

Draw a large circle on the board representing a pond. Inside the circle draw several fish. Write one word in each fish. Have most of the words contain the k sound. Then let different children come to the board to find and read a word that has the k sound in it. If a child has done this correctly, he has "caught" a fish. He may then erase the word from the board. Continue this procedure until all the words containing the k sound have been erased. Then the class may read the remaining words.

Duplicated Material (Classification)

Oral Directions: Draw a line under the names of Animals.  
Draw a ring around the Things We Can Do.

duck	cat
look	Jack
chickens	take
Dick	walk
cookies	pocket
work	color
make	call
thank	ask
talk	book
cow	basket
black	corn

LESSON TWO

## Sound Alike - Look Different

e, ea, ie (short e)Materials

1. Blackboard, white chalk, colored chalk and an eraser.
2. Flash cards for the following words: eat, because, ready, seven, children, bell, eggs, bread, telephone, clean, we, then, hear, ice-cream, they, neighbor, friends, new, heavy, eye.

Vocabulary

<u>e</u>		<u>ea</u>	<u>ie</u>	<u>ai</u>
basket	second	bread	friend	again
bed	send	breakfast	friendly	said
bell	smell	heavy	friends	
best	ten	pleasant		
better*	telephone	ready		
Betty*	tells			
chickens	them			
children	then			
eggs	well			
ever	when			
every	very			
fell				
fence				
forget				
get				
getting				
help				
helped				
hens				
horses				
kitten				
let				
letter				
let's				
met				
nest				
never				
open				
pennies				
pets				
pocket				

\*Taken from the Boston University list "Words Common to the Basal Readers"

## Lesson II

"Today we are going to learn about letters that have an e sound as in the word bell. We call it a short e sound." Write e, ea, and ie on the board. "E says e when it looks like this in a word."

"Listen to the words I say. They all have a short e sound in them. Listen for this sound." Write the words on the board. Have the children say each word as you point to it.

let, breakfast, every, bell, hen, friends, seven, head, yes, hello, squirrel, when, ready.

"Let's play a game with the words we put on the board. Look at the first word. Find the letter that makes a short e sound. Draw a circle around it. What is the name of this letter or letters. How does it sound? Read the word." Continue this procedure with the remaining words. Later have the class read all of these words.

"Let's play a flash card game. I have some flash cards here. You are to read each card to yourselves as I hold it up. If you read a word in which there is a short e as in met, clap your hands. If you read a word in which there is no short e do not clap."

"Now we are going to play a sentence game. I will read part of a sentence. You are to finish each sentence with a word in which e says e." Write these words on the board as they are said.

The first meal of the day is _____.	(breakfast)
The robins' eggs are in the _____.	(nest)
The basket of food was _____.	(heavy)
Jim called, "Hurry, hurry. Let's get _____.	(ready)
Dogs and kittens are _____.	(pets)
Susan wrote a letter to her _____.	(friend)
An animal with a long, bushy tail is a _____.	(squirrel)
Around the yard was a pretty white _____.	(fence)
A Christmas color is _____.	(red)
Sally went to the store to buy a loaf of _____.	(bread)

"There are times when e, ea and ie sound different from what we have learned today. Here are a few of these words." Write them on the board.

<u>e</u>	<u>ea</u>	<u>ie</u>
me	eat	pie
she	bead	tie
he	meat	tried
we	clean	
be	read	
began	dear	

Duplicated Material (oral directions)

"Read each word aloud. Listen for the e sound. If the word has an e sound, draw a line under it. Then trace around the letter or letters that make the short e sound."

breakfast  
give  
see  
bell  
because  
clean  
she  
heavy  
here  
kitten

eat  
every  
friend  
we  
eggs  
they  
let  
when  
head  
street

met  
feet  
me  
hear  
eye  
telephone  
new  
he  
ice-cream  
ready



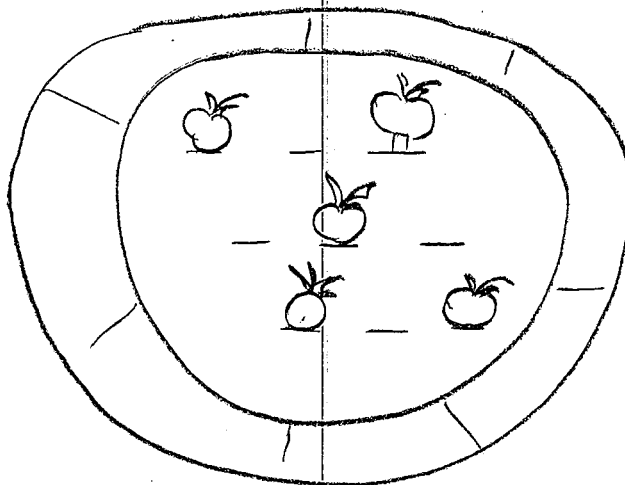
LESSON THREE

## Sound Alike - Look Different

oi - oyMaterials

1. Blackboard, white and colored chalk, and an eraser.
2. Prepare for the following to be used for the game called Ducking for Apples.

Draw and cut out a large pan of water. Cut an adequate number of horizontal slits to cover this area. Then cut colored paper in the shape of apples, leaving a tab at the bottom of each one. Write one word in each apple and insert the apple through the slit. Have the words contain the oi sound (oi, oy.)

Vocabularyoi

boil  
boils  
boiled  
join  
noise

point  
points  
pointed  
voice

oy

boy  
boys  
\*joy  
toy  
toys

\*Initial consonant substitution

Lesson

"Today, children, we are going to learn about the letters that make the oi sound as in the word noise." Say this sound and have the children repeat it after you. Write oi and oy on the board with a word beside each as follows:

oi	noise
oy	boy

"Listen to the words I say." Write the words on the board as they are said.

noise	join	boys	boy
pointed	joy	point	join

"Here is a piece of colored chalk." Point to the first word on the board. "Read the word. Say the letters that make the oi sound, then trace around these letters with a piece of colored chalk. Now read the word again." Continue this procedure with the remaining words.

"We are going to play a game called Ducking for Apples. You may come up to the pan of water, find and read a word that has the oi sound in it. If you read the word and it is correct, you may keep the apple." Have the child remove the apple from its place. Continue this procedure until all the words containing the oi sound have been read and removed. Then have the class read the remaining words. Replace the oi words and have the children read each word.

"We are going to play a sentence game. I will say part of a sentence. You are to finish it with the correct word."

1. Children like to play with \_\_\_\_\_. (toys)
2. Peter is the name of a \_\_\_\_\_. (boy)
3. The teacher said, "Be quiet. Do not make \_\_\_\_\_. (noise)"
4. A word that rhymes with boy is \_\_\_\_\_. (toy or joy)
5. Little Sally was so happy she jumped for \_\_\_\_\_. (joy)
6. We use a pointer to \_\_\_\_\_. (point)

Duplicated Material (oral directions)

"Find the words on the top of the page. Then trace around the letters that make the oi sound in the words you see on your paper. Find the sentences. You are to fill in each blank space with the correct letters.

boy	Tom	noise
points	toy	Joe
join	oil	boil
boys	buy	joy

---

boiled	toy	boys	noise	toys
point	pointed	joy	buy	

1. The b \_ \_ likes to make n \_ \_ se.
2. J \_ \_ is the name of a girl.
3. Little b \_ \_ s like to play with t \_ \_ s.
4. The water b \_ \_ led.
5. Susan p \_ \_ nted to the t \_ \_ .
6. Let's j \_ \_ n the fun.
7. The pencil has a sharp p \_ \_ nt.

LESSON FOUR

Sound Alike and Look Different

i, i-e, ie, igh, y (long i)Materials

1. Blackboard and chalk
2. Flash cards for the following words: five, side, something, tie, this, ride, fly, him, kite.

Vocabulary

<u>i</u>	<u>i-e</u>	<u>ie</u>	<u>igh</u>	<u>y</u>
behind	fine	pie	high	by
climb	fire	tie	lights	cry
find	five	tried	right	fly
I	hide			good-by
I'll	liked			my
I'm	line			try
lion	nice			why
	pile			
	ride			
	side			
	surprise			
	time			
	white			

## Lesson IV

"Most of us have a short name and a long name. Our short name is the name our friends call us. Our long name is the name our teacher usually calls us. It is our "real" name. Sometimes, when we have company, our mothers call us by our long name."

"You remember that each vowel has both a short name and a long name just as we have a short name and a long name."

"I says its own name or its long name when it has company. I has company when you see e at the end of a word or at the back door of a word. The e doesn't say anything. 'Company' is quiet."

"Of course, there are other times when i says its name. This is the way i looks whenever it says its own name." Write i, i-e, ie, igh and y on the board.

"Now listen to the words I say. I says its name in each word. Listen for this sound." Write the words on the board as they are said. Then have the children read the words orally.

ride, white, I, like, time, fly, night, I'll, tie, surprise, good-by, light

"Let's play a game with the word we put on the board. Look at the first word. Find the letter or letters that make I say its own name. Here is a piece of colored chalk. You may trace over the letter or letters that make this sound. Name this letter or letters. How does it sound? Read the word." Continue in a similar manner with the remaining words. Then have the class read all the words.

"Now we are going to play a listening and looking game. I will say two words." Write them on the board as they are said. "If i says its name in both words, raise your two hands. If i says its name in one word, raise one hand. If i does not say its name in either word, put both hands in your lap."

These are the words to be written on the board.

beside	like
him	high
big	tree
fly	surprise
little	quiet
this	with
night	give
ice-cream	meet
seven	side
time	eyes

"Let's play a sentence game. I will read part of a sentence. You are to complete the sentence with a word in which i says its own name." Write the words on the board as they are said.

It is dark at ____.	(night)
Birds fly in the ____.	(sky)
The number that comes after four is ____.	(five)
A clock tells us the ____.	(time)
People hang wet clothes on a ____.	(line)
When you go away from someone you say ____.	(good-by)
When we laugh we also ____.	(smile)
The opposite of low is ____.	(high)

### Duplicated Material (Oral Directions)

"I will read a word. You are to listen for a long i sound. If you hear this sound draw a ring around the word. If you do not hear the long i sound do not mark the word."

it	I	good-by
little	is	find
why	three	this
surprise	try	family
children	buy	like
spring	tie	build
handkerchief	my	big
five	six	nine
I'll	reading	live
line	side	something

### Flash card game

"I can say its own name but sometimes it says something else. Here are some flash cards. I will hold up a flash card. You are to read it to yourselves. When I says its own name, stand up. When I says something else, stay in your seat."

### Blackboard game

Draw a large kite on the board. Have the children suggest words with the long i sound and write these words inside the kite. After you have written about fifteen words, have the children read the words and tell which letters make the long i sound.

LESSONS FIVE & SIX

## Sound Alike and Look Different

o-e, oa, ow, o (long o)Materials

1. Blackboard, chalk, and a word pocket chart.
2. Flash cards for the following words:  
boat, going, hello, grow, no, telephone, both, coat, clothes, crow, roll, told, hold. Flash cards for the four different sounds of o, o-e, oa, ow, o.
3. Two charts (referred to as Chart A and Chart B)

## Chart A

<u>oa</u>	<u>ow</u>	<u>o-e</u>	<u>o</u>	
boat	grow	telephone	hello	
goat	crow	clothes	roll	open
coat	blow	hole	hold	go
road	slow	home	told	over
	show	nose	both	oh
		alone	so	no
			don't	pony

## Chart B

come	slow
goat	on
something	only
road	telephone
look	blow
clothes	home
shoes	snow
over	open

4. Duplicate copies of the poem Old Mr. Snow
5. Word Pocket Chart

Vocabulary

<u>o-e</u>	<u>oa</u>	<u>ow</u>		<u>o</u>	
alone	boat	crow	show	both	old
broken	coat	grow	snow	cold	open
clothes	goat	grows	slow	don't	over
hole	road	blow	yellow	go	so
home		know		going	won't
nose		followed		hello	
telephone				no	
those				oh	
				merry-go-round	

## Lesson V

"We learned that a vowel has a long name and a short name. When a vowel says its own name it is long. Who can tell me the long and short names of the vowels?"

"We know that when we see an e at the end of a word it helps the vowel say its real name or its long name. Here are some words in which i says its own name." Write these words on the board and have the children underline the letters that make the i sound.

like ride five surprise side

"Today we are going to learn about o when it says its own name." Write o on the board. "Here are some words in which o says its name. Tell me what makes o say its name in each of these words." Write these words on the board.

telephone home alone clothes hole

"There are other times when o says its own name in a word. One of these times is when it looks like this." Write oa on the board. The a is company this time. Company is in the living room now instead of at the back door. A is quiet but it helps o say its name. Let's read these words." Write the following words on the board.

boat coat road goat

"Let's draw a line under the two letters that say o."

"Sometimes o wants to say its own name or its long name when it doesn't even have any company." Write no, old, told, so, cold on the board.

"Who can tell me the four different ways o looks when it says its own name?"

"Listen to the poem I read. You will hear o say its name in some of the words." (Provide each child with a copy of the poem so that they may read it silently as the teacher reads orally.)

Old Mr. Snow

Don't open the door  
said Mr. Snow  
For I will go in  
as you must know.

I go over the road  
and over your home.  
I can make you so cold  
You will think you are old.

(continued)



So let the sun in  
with colors of gold.  
Don't open the door  
for I am too cold!

"Let's all read the first two lines. Listen carefully. Can you hear o say its name in any of the words?" Read two lines at a time and continue this procedure with the entire poem. List the words in which o says its own name on the board. Have the children read the words. Then have different children come to the board to find the letter or letters which produce the o sound in each word and draw a circle around these letters. The children at their seats may do this at the same time on their own papers.

## Lesson VI

"Yesterday we talked about words in which o says its own name, as in the word boat. Can you tell me what o looks like when it says its own name?" Have the child say and then write it on the board. "Here is a chart. The words on this chart have a long o sound. Let's read these words out loud. Then raise your hand to tell me what makes o say its long name. What letter or letters say o?"

Using a word pocket chart, place four flash cards in the top pocket to represent the four column headings o, oa, ow, o-e. This chart will be utilized after the different children select the correct flash cards.

"Here are some words in which o says its own name. Let's read these words out loud. Now let's put all the flash cards along the chalk ledge. Let's find the flash cards in which e at the end of the word helps o say its name. Put each flash card in its place in the word pocket chart." Continue this procedure with the words in which oa, ow and o appear. (Have one child come up at the time to find the card and place it in its correct position.)

"Now we are going to play a sentence game. I will read part of a sentence. You are to finish each sentence with a word in which o says its name." Write these words on the board. Then have different children come to the board and trace around the letters that make the long o sound.

"Caw, caw, said the big black _____.	(crow)
In the winter it is _____.	(cold)
Can you hear the wind _____?	(blow)
I can ride in a big _____.	(boat)
Ellen called Susan on the _____.	(telephone)
Cars ride over the _____.	(road)
Water makes flowers _____.	(grow)

"We learned that e at the end of a word usually makes o say its name, but sometimes it does not." (Write come and some on the board. Use Chart B and read across rather than down..... come, slow etc.)

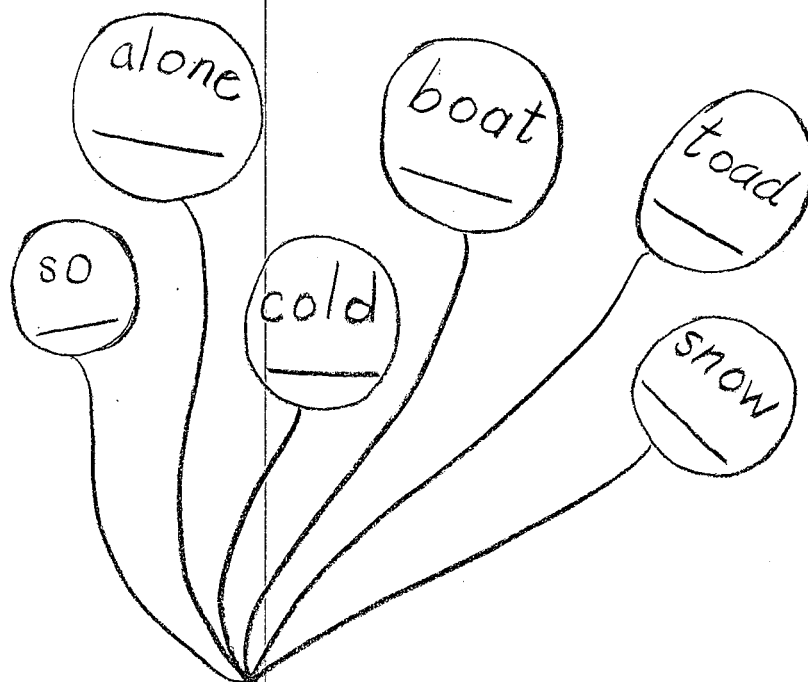
"Let's play a listening and looking game. I will read two words from this chart. If o says its name in both words, raise your two hands. If o says its name in one word, raise one hand. If o does not say its name in either word, put both hands on your lap."

"Now let us see if we can remember the different ways o can say its own name."

Duplicated Material: Rhyming words. (Oral Directions)

"Find the words on the side of the paper. Place your finger under the first word. What does that word say? Look at the words in the balloons. Do you see a word that rhymes with no? So rhymes with no. This means you are to write the word no on the line in the balloon under so. You may do the rest of the paper by yourselves."

no  
coat  
road  
grow  
telephone



"Oa usually says its name in a word but many times o or ow do not say long o in words. "Write the following words on the board. Have the children read them.

on  
long  
Tom  
mother  
lost  
come  
some

cow  
how  
now  
down  
brown

#### Board Practice:

Write cow, bow-wow, no, now, know and boat on the board.

"Let's look at the words on the board. I will point to each word while you read it to yourself. If it rhymes with how put your finger up. If it doesn't rhyme with how, close your hand."

Write told, mother, stop, top, who, drop on the board. "Put your finger up if the word I point to rhymes with hop."

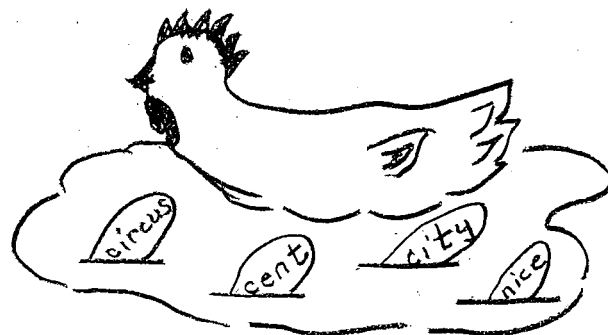
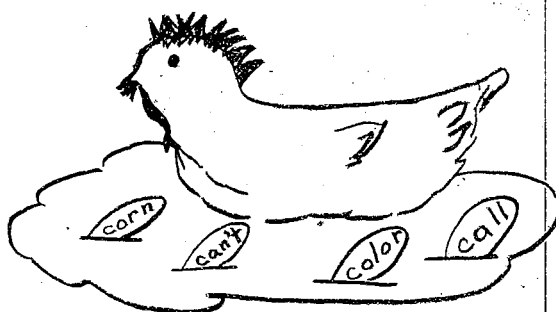
Write brown, throw, down, alone, clown on the board. "Put your finger up if the word I point to rhymes with town."

LESSON SEVEN

Look Alike - Sound Different (1)

C (Hard C or K)C (Soft C or S)Materials

1. Pictures of Candy and Cindy, each constructed on 24x28 tagboard. (Cut slits in each hen's nest for the eggs.)



2. Egg-shaped cards of this lesson's vocabulary.
3. "Candy" and "Cindy" cards for each member of the class.

VocabularyC (Hard C or K sound)

call  
came  
can  
cannot  
can't  
car  
cat  
cluck  
color  
come  
cookie  
corn  
could  
cow  
candy  
calf  
coat

C (Soft C or S sound.)

city  
nice  
circus  
\*cent  
\*center  
\*cereal  
\*circle  
\*citizen  
\*face

\*These words are not contained in the Scott-Foresman Basal Readers from Pre-Primer to the 2<sup>1</sup> level, but they are in the reading vocabulary of the second grade classes using this lesson.

## Lesson VII

"Boys and girls, the letter c has two different sounds. Sometimes it has the k sound, as in call and come. When it has the k sound we call it hard c. Sometimes it has the s sound, as in city and cent. When it has the s sound we call it soft c."

"Look at my two hens. (Present hens.) One of my hens is named Candy. Say Candy. The other hen is named Cindy. Say Cindy. The first letter in Candy's name and the first letter in Cindy's name are the same. Do these two names sound alike at the beginning? You are right, Dennis. Cindy and Candy do not sound the same at the beginning. Both names begin with the letter C, but the C sounds different in each name. Candy has the k sound, and Cindy has the s sound."

"The letter C has two different sounds. Sometimes it sounds like hard c as in Candy. Sometimes it sounds like soft c as in Cindy. Usually, when the c comes before i or e it says its soft sound, just as it does in Cindy."

"I am going to put some eggs in Candy's nest. I will put these eggs in her nest because the c words on these eggs have the k sound as in Candy. They sound just like Candy at the beginning." (Put each egg in a small slit in Candy's nest. Read each word as you insert it in the nest.)

"Let's read the words printed on Candy's eggs."

"Now I am going to put some eggs in Cindy's nest. I will put these eggs in Cindy's nest because the c in the words on these eggs has the s sound as in Cindy's name." (Read each word printed on the egg as it is inserted in the nest.)

"Let's read the words printed on Cindy's eggs."

"We will play a game now. I am going to mix all of Cindy's and Candy's eggs together. When I hold up an egg and read the word printed on it, tell me whether it belongs in Cindy's nest or Candy's nest. If you want me to put the egg in Cindy's nest, hold up your "Cindy" card. If you want me to put it in Candy's nest, hold up your "Candy" card."

(Note children who do not distinguish the different sounds for c. Take extra-help group later in the day.)

LESSONS EIGHT AND NINE

## Sound Alike - Look Different (2)

ai, eigh, a-e, ay, eyMaterials

1. Five vocabulary charts constructed from oaktag. On each chart write the letters helping the a to make its long sound with a red pen or crayon. Other elements representing the long a sound (eigh and ey) are also written with a red pen or crayon.
2. "Yes" and "No" cards for each child.

Vocabulary

<u>Chart I</u>	<u>Chart II</u>	<u>Chart III</u>	<u>Chart IV</u>	<u>Chart V</u>
<u>paint</u>	<u>ate</u>	<u>day</u>	<u>they</u>	<u>neighbors</u>
<u>rain</u>	<u>came</u>	<u>gray</u>		<u>eight</u>
<u>tail</u>	<u>Jane</u>	<u>maybe</u>		
<u>train</u>	<u>made</u>	<u>play</u>		
<u>wait</u>	<u>make</u>	<u>say</u>		
<u>afraid</u>	<u>name</u>	<u>way</u>		
	<u>take</u>	<u>Saturday</u>		
	<u>game</u>	<u>pay</u>		
	<u>wake</u>	<u>today</u>		
	<u>rake</u>	<u>stay</u>		
	<u>place</u>	<u>always</u>		
	<u>bake</u>			
	<u>late</u>			

"No" words

again  
said

Lesson VIII

"We know that the vowel a can stand for more than one sound. Who can tell me some of the different sounds the vowel a stands for? Yes, Stephen. The vowel a can stand for short a as in ran, long a as in rain, and, blended with an r, the ar sound as in barn."

"We know that when the vowel a says its own name it has the sound of long a. Many times the vowel a needs a helper when it says its own name."

Present words with final, silent e.

"Listen and look carefully as I read the list of words on this chart. What letter helped the vowel a say its own name? You are right, Norma. The e on the end of the word was silent, or quiet, but it helped the vowel a make its long sound."

"Now read these words with me. Look and listen carefully to the sound of long a in each word" (Class will read list of long a words with silent, final e.)

"I am going to show you another chart. These words will all have the sound of long a. Listen and look carefully as I read each word. Look for the silent letter that helps a say its own name." (Present ay list of words.)

"Who can tell me what letter helped the a say its own name? Yes, Stephen. The y helped the a say its own name. Even though we cannot hear the y, it is very important because it helps the a make its long sound."

Present list of ay words.

"Now read these words with me. Listen and look carefully to each word as you say it. Listen to the sound of long a."

"I have another chart to show you. (Present ai words.) As I read these words, look for the silent vowel that helps the a say its own name."

"What vowel helps the a in these words? Yes, Michael. The vowel i helps the a say its own name in these words. Usually, when a and i sit together, they stand for the long a sound."

"As I point to each word, read it with me. Listen for the sound of long a in each word." (Children will read list of ai words.)

"Now we have three charts tacked on the bulletin board. I am going to call someone to help me. My helper will point to the long a words I use in each sentence. When I have finished saying a sentence, you say each long a word I used in the sentence."

#### Oral Sentences

1. Wait for Jane.
2. I want to make a gray house.
3. Maybe you can stay at our place.
4. Who will say my name?

5. Take the rake to grandfather.
6. Father came home late today.
7. Paint the train red.
8. May I play with your toys today?
9. I ate six cookies.
10. Will you bake a cake on Saturday?

Duplicated Materials (Lesson VIII)

Underline the words in each phrase that have the sound of long a.  
Write the words in the blank spaces beside each phrase.

1. wait for Jane
2. play a game
3. a gray squirrel's tail
4. rake the leaves
5. a place to stay
6. what they say
7. wake up late
8. pay on Saturday
9. take a fast train
10. a day in the rain
11. afraid of the dark
12. maybe for Jane



## Lesson IX

"Yesterday we learned three different ways in which other letters help the vowel a say its own name. We know that when a and i sit together, they sometimes make the sound of long a, ai. Let's read the words on the chart that show a and i sitting together to make the long sound of a, ai."

"We also learned that a and y sitting together can make the sound of long a, ay. Let's read the words on the chart showing a and y sitting together to make the long sound of a, ay."

"We know too, that silent e at the end of the word also helps the a to make its own sound. Let's read the words on this chart."

"Sometimes we find that words have the sound of long a in them even though they don't have the vowel a in them."

Present Charts IV and V.

"Listen and look carefully as I read these words. Now you read them with me."

"You do not see the vowel a in these words. These words have the vowel sound of long a, but there is no vowel a in them. We will keep these charts in our reading corner. Any time you find a word in your reading that has the sound of long a in it but does not have the vowel a in it, put it on the right chart."

Write said and again on the board.

"Said and again do not make the vowel sound of long a. Read these two words with me. Even though a and i are sitting together, they do not make the long a sound. What vowel sound did you hear in said and again? Yes, Mildred. You heard the sound of short e. We know then, that some words have the vowel a in them, but we do not hear any a sound."

"We also know that a word can have an a sound in it even though there is no a in the word." (Point to and say, neighbors, eight, they.)

Present these words from the board:

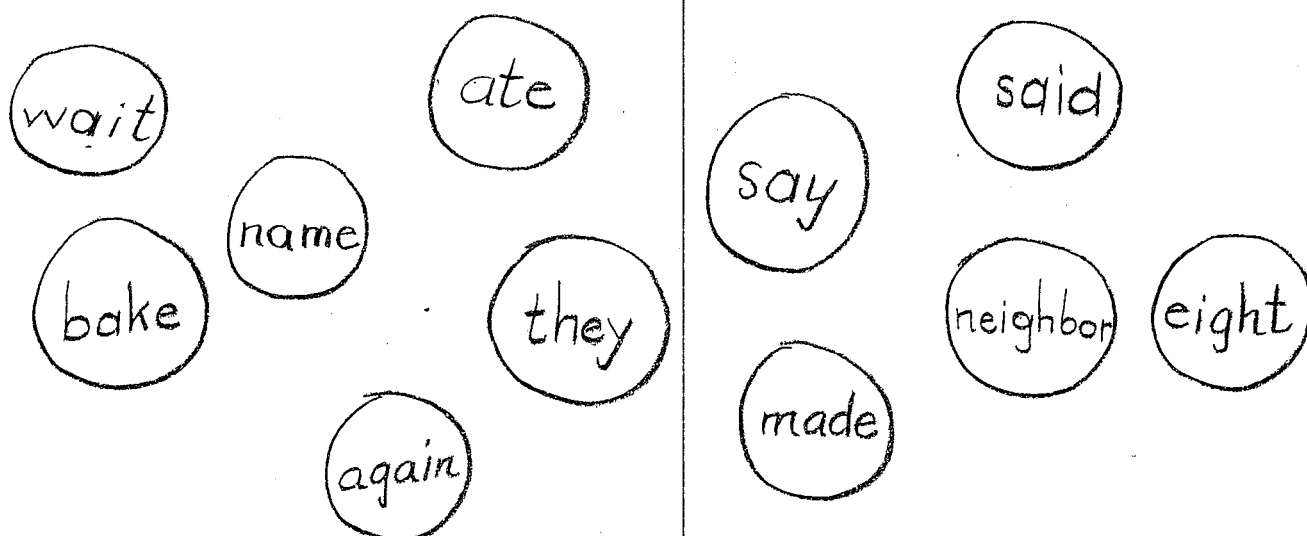
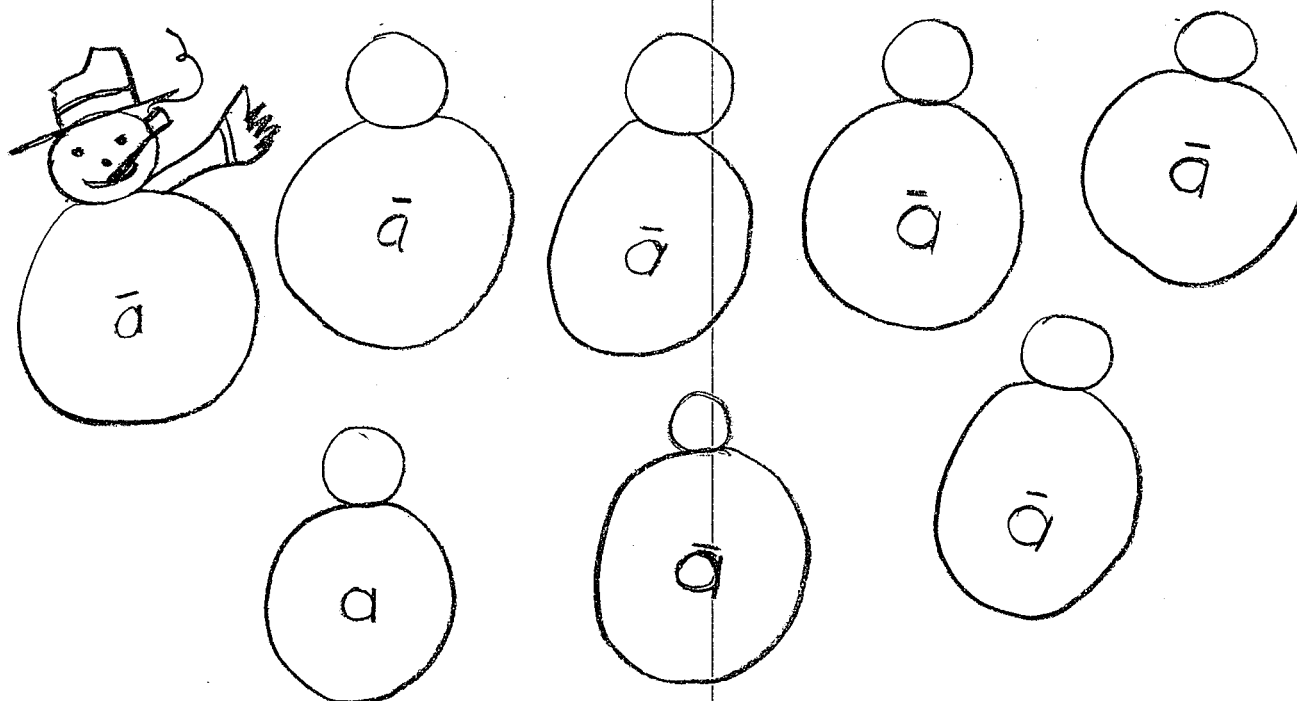
rain	said	Jack	gray	game	at
ran	neighbors	Jane	pay	again	rat
ate	late	came	can	they	wake
play	eight	place	Saturday	place	back

"Look at the words on the board. As I read each word, hold up your "Yes" card if the word has a long a sound in it. If the word does not have a long a sound in it, hold up your "No" card."

Check quickly to see if each child recognizes the long a sound. Form extra-help group later in the day for children who need it.

Duplicated Material (Lesson IX)

Here are some snowmen. Cut out and paste a long a word in each part of the snowman that says long a. Make the snowman's face. Give him a hat, a pipe, and a scarf.



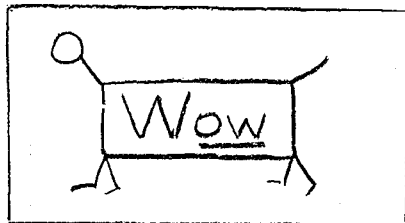
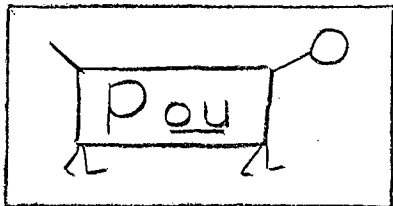
# LESSONS TEN AND ELEVEN

## Sound Alike - Look Different (2)

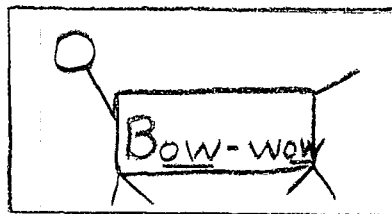
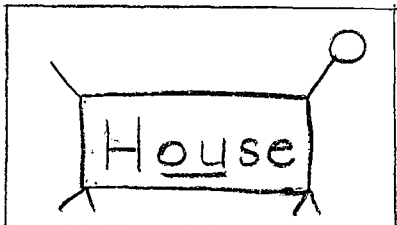
ou - ow

### Materials

1. Pocket Chart
2. Two 8x10 flash cards showing pictures of Pou and Wow.



3. "Yes" and "No" cards for each child.
4. 6x8 Flash Cards, showing Pou's and Wow's children.  
(Vocabulary)



House  
Out  
Round  
Found  
Our  
\*Sound  
\*Pound  
\*Shout

Bow-wow  
Brown  
Cow  
Down  
How  
Now  
Town  
Clown

\*Initial-consonant substitution of known words.

5. 6x8 Flash Cards, showing Pou's and Wow's cousins.

Know  
Slow  
Slower  
Snow  
Yellow

Could  
Four  
Thought  
You  
Your

Lesson X

"Boys and girls, today we are going to review what we know about vowels: We know that the vowels are very important. Who can tell me why? Yes, Norma. Every word must have at least one vowel in it."

"We already know that the vowels a, e, i, o, u, and sometimes y have more than one sound. We know that o can stand for short o as in hop, and that o can stand for long o as in go."

"Today we are going to discover something new. When o and u sit together they sometimes make the vowel sound ou as in round. (Present card.) Look! ou, ou! And, when o and w sit together, they sometimes make the vowel sound ow as in cow. Look! ow, ow. (Present card.) The ou in round and the ow in cow sound the same, even though they look different."

"Now I am going to introduce you to Pou and Wow. (Present cards.) Listen and look carefully as I say their names again. This is Pou, and this is Wow. Pou and Wow are sisters. I will tell you why they are sisters. Pou and Wow are sisters because they sometimes have the same vowel sound. (Point to and pronounce the ou in Pou and the ow in Wow.) Even though they look different (frame the ow in Wow and the ou in Pou) they sound the same."

"Who will come up and frame the vowel sounds in Pou and Wow as we say their names? Good, Stephen. Now you may choose a girl to come and frame the vowel sounds in Pou and Wow as we say their names." (Girl will frame vowel sounds.)

"Let's listen and look carefully as I say the names of Pou's children." (Present cards showing the following words. Place the cards in the pocket chart under Pou's picture.)

House  
Round  
Out  
Found  
Our  
Sound  
Pound  
Shout

Ask the class to read all the names of Pou's children.

"Now look and listen carefully as I pronounce the names of Wow's children. (Present cards showing the following words. Place the cards in the pocket chart under Wow's picture.)

Bow-wow  
Brown  
Cow  
Down  
How  
Now  
Town  
Clown

Ask the class to read all the names of Wow's children.

"Now you may help me remove Pou's and Wow's children from the pocket chart. This is how we will do it: I will say some sentences. If the sentences have the names of Pou's and Wow's children in them, tell me the names and I will remove them from the pocket chart." (As teacher says sentences with ou and ow words, class responds, telling the words to be removed from the pocket chart.)

### Oral Sentences:

1. Sally ran out of the house.
2. The clown ran down the aisles.
3. Did you ever see a brown cow?
4. I like the sound of rain falling.
5. A dog can say bow-wow.
6. Please show me how to tie my shoe.
7. What is the name of your town?
8. I will ask the storekeeper for a pound of jelly beans.
9. I found a round stone today.
10. Our dog can do tricks.
11. Now it is time to eat.
12. Did you hear the fireman shout a warning?

### Lesson XI

"Pou and Wow have cousins. Some of the cousins look like Pou and some of the cousins look like Wow. Listen and look carefully as I say their names. Then tell me if these cousins have the same vowel sound as ou in Pou and ow in Wow."

"First we will look and listen to the names of the cousins who look like Pou!" (Present cards.)

Could  
Four  
Thought  
You  
Your

"Do any of these cousins have the same vowel sound as ou in Pou?" "You are right, Michael. None of these puppies has the same vowel sound ou as in Pou." (Isolate cards on chalk ledge some distance from pocket chart.)

"Now we will look and listen to the names of the cousins who look like Wow."

Know  
Slow  
Slower  
Snow  
Yellow

"Do any of these cousins have the same vowel sound ow as in Wow? You are right, Patricia. None of these puppies has the same vowel sound ow as in Wow." (Isolate cards on chalk ledge some distance from pocket chart.) We have not put these puppies in the pocket chart because they do not have the same vowel sound as ou in Pou and ow in Wow.

"All of Pou's and Wow's children are in the pocket chart. Look and listen as you read their names."

"Now we will play a game with your "Yes" and "No" cards. I am going to take all of Pou's and all of Wow's children from the pocket chart. I am going to mix their children with their cousins. If the names I say sound like the ou in Pou and the ow in Wow, hold up your "Yes" card. If the names I say do not sound like the ou in Pou and the ow in Wow, hold up your "No" card."

Note children who do not distinguish difference in sounds. Later, take these children in small groups for extra practice.

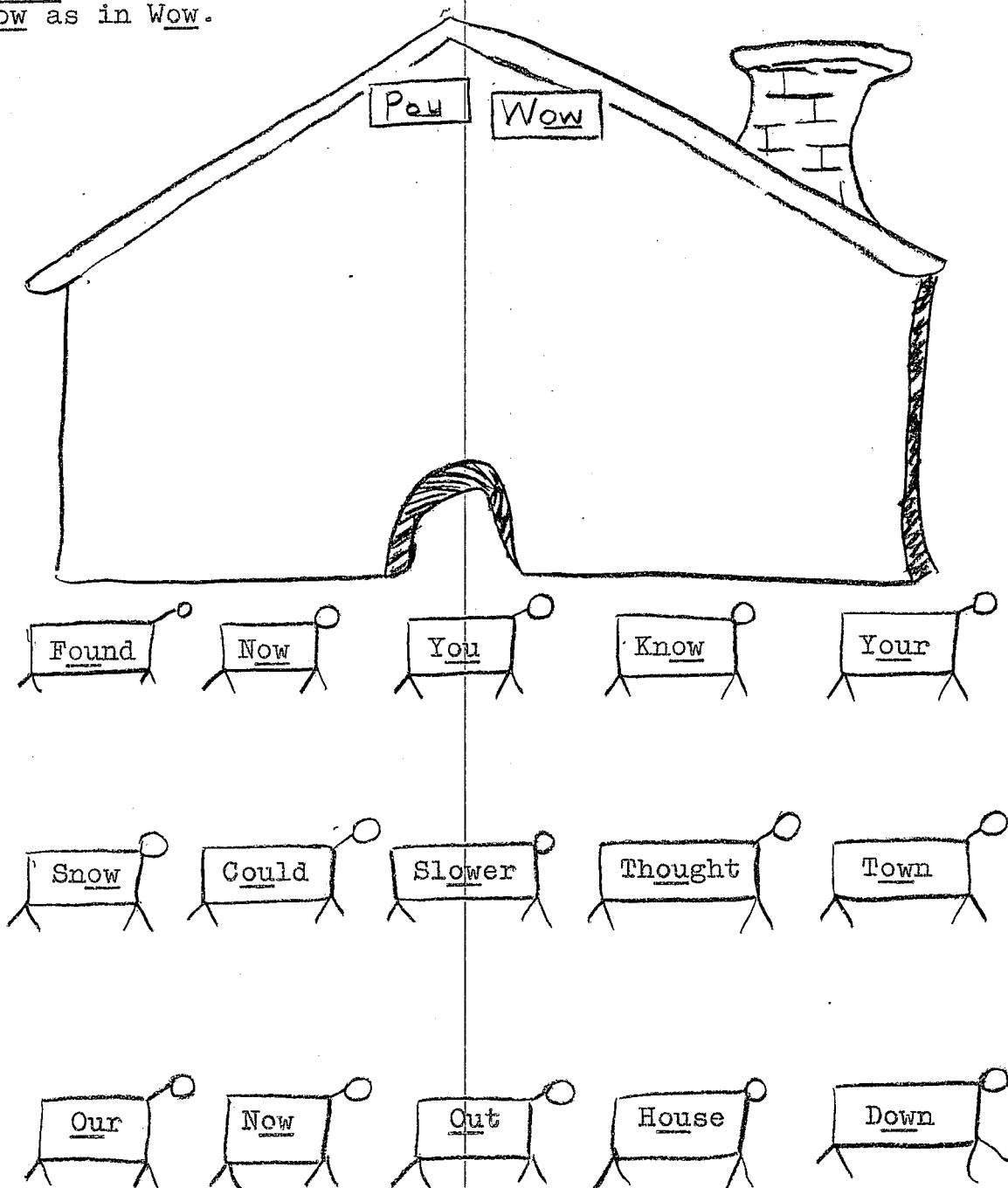
Duplicated Materials (Lesson XI)Page One

Put a circle around each word that has the same sound as ou in Fou and ow in Wow.

1. I know your name.
2. A ball is round.
3. How do you do?
4. I live in a yellow house.
5. The squirrel found two nuts.
6. Patty likes to run down the hill.
7. You have four cookies now.
8. Please come to our birthday party.
9. Did you find my brown mittens?
10. Could the clown shout?

Duplicated Materials (Lesson XI)Page Two

Pou and Wow live in this dog house. Cut it out. Look at the pictures of the puppies on this paper. If they belong to Pou and Wow, color the corners of their pictures red. Then cut them out and paste them in the dog house. Remember, put the puppies in the dog house only if they have the vowel sound of ou as in Pou, and ow as in Wow.



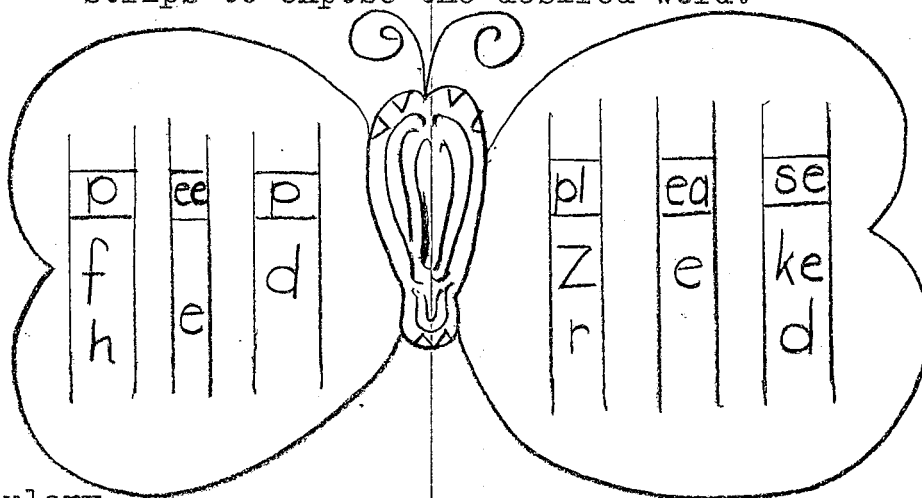


LESSONS TWELVE AND THIRTEEN

## Sound Alike - Look Different (2)

ee, ea, e, e-e (Long e)Materials

1. One butterfly with strips threaded through each wing.
  - a. Cut butterfly from 24x28 tagboard.
  - b. Prepare six strips 2½x18. The middle strip on the right wing will read ee and e. The middle strip on the left wing will read ea and e. The other strips will show the beginnings and endings of the lesson's vocabulary.
  - c. Thread the strips through the slits. Manipulate strips to expose the desired word.

Vocabulary

<u>ee</u>	<u>ea</u>	<u>e-e</u>	<u>e</u>	<u>ea</u> (other sounds)
feed	dear	Zeke	he	head
feet	eat		be	read
green	please		she	pleasant
peep	read		we	heard
see	each		me	bear
sleep	leaves			ready
sleepy				breakfast
three				early
wee				
seen				
Bees				

Lesson XII

"Boys and girls, we already know that the vowel e can stand for short e as in hen and long e as in he. We know that a vowel is long when it says its own name. E is long when it says its own name, e."

"Sometimes e can stand alone to say her own name."

(Write he, me, she, we, and be on the board. Say them.)

"Sometimes e makes itself a silent helper to say its own name! (Write Zeke on the board. Say Zeke.) In Zeke the first e says her own name. The e at the end of the word is quiet."

"Often, when two vowels sit together, the first one talks by saying its own name, while the second vowel stays silent. I am going to write a word on the board that has two vowels sitting together. When I raise my right hand, say it aloud." (Children will read the word please aloud.)

"You heard the vowel e say its own name in please. The a sitting beside the e stayed silent." (Ask one child to come to the board and box the two vowels sitting together.)

"Now I am going to write another word that has two vowels sitting together. (Write peep on the board.) When I raise my right hand, say the word aloud. (Children will read peep.) Who will come to the board and put a circle around the two vowels that are sitting together? Yes, Christine. When two e's sit together, they make the sound of long e, e. The first e says her own name, and the second e stays silent."

(Read all the e words from the board. Continue with Zeke, please, and peep.) "In he, Zeke, please and peep we hear the long e sound. Sometimes e has a helper. Sometimes she doesn't have a helper. Even though ea, ea, and ee, ee look different, (point to the box in each word) they sound the same in please and peep. The e in he and the e in Zeke sound the same even though the e in he doesn't need a helper."

"Here is a butterfly. Her name is "E". When she says he, me, she, and we, she only writes her name once. (Move strips to make various words.)

"When e makes itself a silent partner at the end of the word we can hear long e. (Manipulate strips to read Zeke.)

"Sometimes "E" needs to write her name two times in a row so that we can hear her. (Point to ee on right wing. Say ee.) Look and listen carefully as I read some words that have ee, ee in them." (Present ee words, moving strips to make the various words.)

"Sometimes "E" needs another vowel to help her. (Point to ea on left wing. Say ea, ea.) Look and listen carefully as I read some words that have ea, ea in them, as in please. (Present words on left wing, moving strips on either side to make the desired words.) Let's read the ea words together."

Duplicated Materials (Lesson XII)Page One

In each column put a box around the parts of the words that match the group of letters at the top of the column.

<u>ee</u>	<u>ea</u>	<u>ee</u>	<u>ea</u>
feed	dear	green	guess
feet	please	Peter	read
pet	boat	see	dark
went	each	peep	eat
<u>ee</u>	<u>ee</u>	<u>ea</u>	<u>ee</u>
yes	sleep	each	tree
bee	sleepy	then	wee
three	friend	bell	tie
seen	wee	leaves	nice

Put a circle around every long e word. Write the words under the number for that sentence.

1. We go to school every day that we are not ill.
2. She went to the circus with Peter.
3. When we play school you can be the teacher.
4. I can see Ellen's house from my back yard. Can you see it?

1.

2.

3.

4.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Duplicated Materials (Lesson XII)Page Two

Fill in the missing parts of the words in the sentences below. Use the words above the sentences to help you.

eat    dear    seen    bees    please    sleepy    three  
read   we    be    peep    wee    green    leaves  
feed   feet   Zeke   me    she

1. Pl\_\_se f\_\_d the pets.
2. Did you get your f\_\_t wet?
3. I was sl\_\_py today.
4. Jane has thr\_\_ gr\_\_n balls.
5. Will you r\_\_d m\_ the story about the falling l\_\_ves?
6. The little chick said, "P\_\_p, p\_\_p."
7. W\_ saw thr\_\_ w\_\_ pigs at the farm.
8. Who will \_\_t some cookies?
9. Patty is my d\_\_r friend.
10. Have you s\_\_n the b\_\_s in our back yard?
11. Z\_k\_ is a man's name.
12. John wants to play with you and m\_.
13. W\_ went on a hike yesterday.
14. Sh\_ and I like to dance.
15. Will you b\_ home at five o'clock?

Lesson XIII

"Yesterday we saw the different ways in which "E" says her own name. I am going to move the strips on "E's" right wing so that we can read some of the words that have a long e sound in them. We know that when two e's sit together, they can say long e. Let's read these ee, ee words together!" (Manipulate strips to make words containing ee.)

"Now I will make a man's name by moving the strips. Let's all read the man's name." (Class reads Zeke.)

"Sometimes when e and a sit together, they say ea as in please. Let's read these ea, ea words together." (Manipulate strips to make words containing ea.)

Write ea words not representing the long e sound on the board.

"Sometimes when e and a sit together, they do not make the long e sound as in please. Look and listen carefully as I read the words written on the board. You will not hear the sound of long e, even though these words have e and a sitting together."

"Let's say the words together as I frame each word."

Erase board. Write the following words on the board:

peep	head	be	pleasant	heard	each
each	bear	eat	breakfast	leaves	

"We will play a game now. If I say a word from the board that has the sound of long e, clap your hands once. If I say a word that does not have the sound of long e, do not clap."

# Duplicated Materials (Lesson XIII)

## Page One

The directions for this work sheet are to be given orally:

"The answers to these riddles have a long e sound in them. Put a circle around the correct answer in each row. I will say the riddles:

- Row 1. The name of a color.
- Row 2. Part of your body.
- Row 3. You can find them on trees.
- Row 4. A number.
- Row 5. A word polite people use when they ask us to do something.
- Row 6. These animals make honey.
- Row 7. Something you do when you are hungry.
- Row 8. What we do with our eyes.
- Row 9. A word that rhymes with teach.
- Row 10. A chick can say this word."

Row 1.	ready	green	ten
Row 2.	leaves	feet	queer
Row 3.	bread	leaves	head
Row 4.	sheep	three	went
Row 5.	sent	please	feathers
Row 6.	head	eat	bees
Row 7.	eat	bear	read
Row 8.	keep	see	she
Row 9.	heard	each	breakfast
Row 10.	need	peep	pear



LESSON FOURTEEN

## Look Alike and Sound Different

ooMaterials

Blackboard, colored and white chalk.

Use a master sheet in the following manner. Draw a line down the middle of the paper. Turn the paper around horizontally and draw eight lines  $1\frac{1}{4}$ " apart. Turn the paper to its original position. (It is now divided into 18 sections.) Write one oo word in each section. Provide enough sheets for every other child. Have each sheet cut and put into envelopes.

Vocabularyoo

book  
cookies  
good  
good-by  
look  
looked  
looking  
took

oo

balloon  
moo  
room  
rooster  
school  
soon  
too

Lesson XIV

"Today we are going to learn about letters that look alike and sound different." Write look and moo on the board."

"OO has two different sounds. Sometimes it says oo as in look. Let's say oo. Other times it says oo as in moo. Say oo. Who can tell me the two different sounds oo makes?"

"Listen carefully to the words I say. They belong to the look family because the oo sounds the way it does in the word look." Write the words on the board as they are said.

look, cookies, good, good-by, book, took, looking

"What sound does oo make this time?"

"Now listen to the words I say this time. They sound like oo does in moo. They belong to the moo family."



too, moo, school, rooster, soon, balloon

"Who can tell me what sound oo makes this time?"

"Let's play a sentence game. I will say part of a sentence. You will finish it with a word that says oo as in look or oo as in moo."

In school we should be _____.	(good)
Mary was reading a _____.	(book)
At the circus the man was selling _____.	(balloons)
A farm animal could be a _____.	(rooster)
I like to help mother bake _____.	(cookies)
To be healthy we must eat good _____.	(food)
The sled was made from _____.	(wood)

### Board Practice

Write several oo words on the board. Read a word and have a child come to the board to frame it. If he frames the correct word he must tell how the letters oo sound in the word. Then he may erase it. Continue this procedure with the remaining words.

### Game

"We are going to play a game at our desks. Two people will work together." Pass one envelope with words in it to every other child. "Let's put the word look on the left side of the desk and the word moo beside it. Leave the space of one hand between look and moo. Now look for the words with oo. Say them to yourselves. Then put the words that have an oo sound as in look under look. Put the words that have an oo sound as in moo under the word moo."

LESSON FIFTEEN

## Look Alike - Sound Different

Y (Consonant)Y (Long i sound)Y (Short i sound)Materials

1. Pictures of three firemen, each mounted on 14x22 tagboard.



2. Individual 4x6 "Climb the Ladder" game cards for each child in the classroom. The cards will be divided into three categories: Consonant y sound, long i sound, and short i sound. Each card will have the name of a fireman at the top. Words on each card will be different:

Bly  
sky  
fly  
my  
why  
dry

Billy  
happy  
busy  
pony  
hurry  
many

Yank  
yes  
yard  
you  
your  
year

Bly  
fry  
sky  
sly  
dry  
by

3. 1x2 pieces of oaktag, each containing a word from this lesson's vocabulary.

VocabularyShort i

baby  
Billy  
Bobby  
Bunny  
busy  
every  
family  
funny  
happy  
hurry  
many  
party  
pretty  
puppy

Patty

Long i

fly  
good-by  
my  
why  
\*try  
fry  
by  
dry  
sly  
sky

Consonant y

yard  
yellow  
yes  
you  
your  
\*year

\*These words were not taken from the Scott-Foresman Basal Series, but they are in the reading vocabulary of the second grade classes using these lessons.

### Lesson XV

Draw three ladders on the board. Referring to this lesson's vocabulary, write

1. the consonant y words on the first ladder's rungs
2. the long i words on the second ladder's rungs
3. the short i words on the third ladder's rungs.

"Today we are going to hear some different sounds the letter y makes. We know that the letter y is sometimes a consonant."

Present Yank's picture.

"Look at this fireman. His name is Yank. The y in Yank is a consonant. Say Yank."

Present Bly's picture.

"Look at this fireman. His name is Bly. The y in Bly is a vowel because it has the sound of long i. The letter y sounds like the vowel i in some words. Say Bly."

Present Billy's picture.

"Now look at this other fireman. His name is Billy. The y in Billy is a vowel because it has the sound of short i. The y in Billy takes the place of short i. Say Billy."

"I am going to tape each fireman's picture above a ladder. In each of these ladders you see words that have a y in them. Listen and look carefully as I read the names in Yank's ladder.

Read consonant y words:

yard  
yellow  
yes  
you  
your  
year

"I put these y words in Yank's ladder because the y in all of these words sounds like the y in Yank's name. Let's read the words in Yank's ladder together."

"Now listen and look carefully as I read the words in Bly's ladder. I put these words in Bly's ladder because the y in all of these words has the long i sound, just like the y in Bly's name."

Read long i words:

fly  
good-by  
my  
why  
try  
fry  
by  
dry  
sly  
sky

"Let's read all the words in Bly's ladder together."

"I am going to read the words you see in Billy's ladder."

Read short i words:

baby  
Billy  
Bobby  
Bunny  
busy  
every  
family  
funny  
happy  
hurry  
many  
party  
pretty  
puppy  
Patty

"Let's look at the y words in Billy's ladder. Why did I put these y words in Billy's ladder? Yes, Stephen. I put all these y words in Billy's ladder because the y has the sound of short i in all of them, just as it has in Billy's name. Read all the words in Billy's ladder with me."

"We see a y in each fireman's name, but we hear a different y sound in each name. We can hear the same letter, y, making three different sounds in Yank, Bly, and Billy."

"Now we are going to play a game called "Climb the Ladder." We want to see who will climb the ladder the most times. Whoever climbs the ladder the most times will win the game. It could be Billy, Bly, or Yank."

"To play Climb the Ladder, you will each have a ladder, but all the ladders will be different. Some of the ladders belong to Yank, because the y words in these ladders sound like the y in Yank. Some of the ladders belong to Bly, because the y in the words on these ladders has the sound of long i, as in Bly. Some ladders belong to Billy, because the y in the words on these ladders has the short i sound as in Billy."

"I will call a word. If it is on your ladder, put a peg on it. When you have filled all the spaces on your ladder, call out the name of the fireman who owns the ladder. When every space is filled, it means that your fireman has climbed to the top of his ladder. We will give that fireman one point every time his name is called. When I call "Time" we will end the game. The fireman who has the most points will win the game."

A hat may be used to "mix" the words printed on 1x6 pieces of oaktag. Call out words chosen at random from the hat.

LESSON SIXTEEN (Review lesson)

Sound Alike - Look Different

e, ea, ie  
oi, oy  
c, ck, k

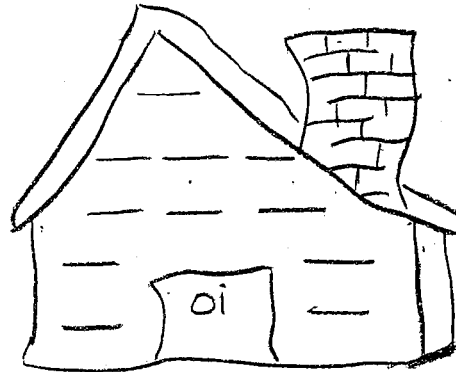
Materials:

1. Twenty-two 3"x3" flash cards for the following words:

pleasant  
let  
friend  
heavy  
any  
nest  
fell  
hen  
yes  
very  
ready

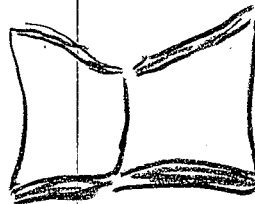
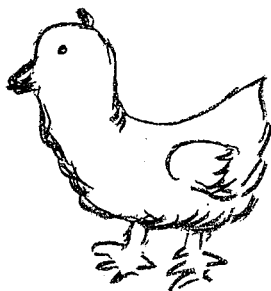
noise  
boy  
boys  
toy  
boil  
point  
joy  
pointed  
join  
points  
toys

2. Two houses of different colors made from 18"x24" construction paper, twenty-two 3½"x¾" strips for window sills, and two 4"x4" flash cards for doors. Write e, ea, ie on one door and oi, oy on the other door. Staple one door on each house. Tape the bottom and sides of eleven 3½"x¾" strips on each house.



3. Word Pocket Chart

4. Eight flash cards in the shape of ducks. Ten flash cards in the shape of books, and ten flash cards in the shape of cars.



duck	look	think	cat	uncle
chickens	work	took	came	catch
pocket	honk	walk	cow	
back	talks		calf	
quack	take		crow	
black	thank		candy	
tricks	basket		clothes	

Lesson XVI

"We learned that e, ea, ie say e or short e. We also learned that oi and oy say oi. Let's try to think of some words that have a short e sound. I will give you one, ready. Let me see how many words you can give me."

Make a grid on the board. Establish the following list of words through pupil participation, if possible.

friend	boy
red	noise
heavy	point
breakfast	join
ready	toy
any	toys
head	boil
them	points
fell	boys

Then write e, ea, and ie for a heading above the words with a short e sound. Write oi, oy above the words with the oi sound.

"Let's play a game with two families. One family is the e family and it lives in this house." Show the house made from construction paper. "The other family is the oi family and it lives in a different house. I have some flash cards here. They are the windows of the houses. I will hold up a card. You will read it. Then you may put it in the correct house."

Board Work: (To be used as a seat work exercise)

Draw a ring around the words with a short e sound and draw a line under the words with an oi sound.

hello	toy
green	breakfast
boil	bread
friend	noise
fence	ready
joy	points
every	neighbor
boys	eat
eggs	join
point	pleasant

D46

Place three flash cards in the top pocket of the word pocket chart to represent the three column headings c, ck, k to play the following game.

"You remember that c, ck, and k all have the k sound. We are going to play a game with words that have the k sound in them. I will hold up a flash card that has a word with a k sound in it. You are to put it in the correct place in the word pocket chart." After the cards have been put in their proper places, have different children tell the letter or letters that make the k sound in each word.

Duplicated Material (Oral directions)

<u>e</u>	<u>ea</u>	<u>ie</u>
r _ d	br _ _ d	fr _ _ nd
l _ t	h _ _ vy	fr _ _ ndly
th _ m	r _ _ dy	fr _ _ nds
_ ggs	br _ _ kfast	

<u>oi</u>	<u>oy</u>
n _ _ se	t _ _
j _ _ n	b _ _
b _ _ l	j _ _
p _ _ nts	b _ _ s

<u>c</u>	<u>ck</u>	<u>k</u>
_ ame	bla _ _	_ itten
_ ar	du _ _	tal _
_ at	ba _ _	wor _
_ andy	qua _ _	wal _
_ alf	chi _ _ en	too _



LESSONS SEVENTEEN and EIGHTEEN (Review Lesson)i, i-e, ie, igh, y

Sound Alike-Look Different

o, o-e, oa, ow

Sound Alike-Look Different

Materials

Blackboard and chalk.

Two charts (referred to as Chart C and Chart D)

Chart C

<u>i-e</u>	<u>igh</u>	<u>ie</u>	<u>i</u>	<u>y</u>
ride	night	tie	find	my
white	high	tried	behind	fly
five			I	why
liked			I'll	try
fine			kind	by
side				
line				
hide				
surprise				
time				

Chart D

I	want
go	it
like	boat
cold	ride
of	home
night	little
so	then
fly	know
is	five
snow	time

Lesson XVII

"Today we are going to review long i and long o. We know that a vowel is long when it says its own name. Let's say the names of the vowels. The vowels are very important. Every word has at least one vowel in it. Sometimes y even acts as a vowel." (Write my, by on the board.)

"I says its own name when there is an e at the end of the word. The e is silent but it helps i say its name." Write ride on the board.

"I says its own name when gh comes after it. The gh is silent." Write igh on the board. "Igh says i."

"I sometimes says its long name when it has an e next to it." Write ie on the board. We say the e is silent. What does e do?"

"I wants to say its own name when it doesn't have a helping letter. It looks like this." Write i on the board.

"There are times when we hear an i sound and we do not see an i in the word. We see a y instead." Write my on the board.

Use Chart C.

"Look at the first column. Let's read the words. What letters make the long i sound? Let's read the words in the second column. What letters say i?" Continue in this manner with the remaining columns of words.

"Who would like to come to the board to write one set of letters that make a long I sound?" Continue this procedure with the rest of the letter combinations.

"Who can tell me how many different ways i looks when it says its name? Come to the board and write all the different ways you can think of."

### Lesson XVIII

"All the vowels say their long names when there is an e at the end of a word. We learned that i says its name when there is an e at the end of a word. O says its name when there is an e at the end of a word." We know one way o looks when it says its long name. Who can tell me another way it could look?" Continue this procedure until all four combinations have been elicited from the class. If information is not volunteered from the class, write the letter combinations on the board.

Write o-e, ow, oa, o in four column headings on the board. Establish the following lists of words on the board through pupil participation.

<u>o-e</u>	<u>ow</u>	<u>oa</u>	<u>o</u>
home	crow	goat	go
telephone	grow	boat	so
clothes	blow	road	no
hole	snow	coat	hello
	slow		told
			both
			cold
			old

"Let's play a game with the long i and long o words. I will give you a word in which i says its name. Let's see how many words you can give me." Make a grid on the board. Write the words that the children suggest with the long i sound on one side. Write the words with the long o sound on the other side. Then have the children read the words from the board and tell which letter or letters make the long i and long o sounds."

"Let's play a listening and looking game with i and o. (Use Chart D) I will say two words. Listen carefully for the long i or long o sounds. If you hear one long i sound, clap once. If you hear one long o sound, clap once. If you hear a long i sound and a long o sound, clap twice. Listen:

like	that
go	night etc.

Board Work: (This can also be used as a seatwork exercise).

"Draw a ring around the words with a long i sound. Draw a line under the words with a long o sound.

boat	like	on
know	cold	fly
night	find	blow
show	home	I
ride	light	five
come	walk	tie
cow	white	now
this	two	my
side	old	mother
surprise	rabbit	something

# LESSON NINETEEN (Review Lesson)

## Sound Alike - Look Different

ou, ow

ai, eigh, a-e, ay, ey

### Materials for ou - ow review

1. Pocket Chart
2. Two 8x10 flash cards showing pictures of Pou and Wow.
3. 6x8 Flash Cards, showing Pou's and Wow's children.  
(These flash cards show part of this lesson's vocabulary.)

<u>House</u>	<u>Bow-wow</u>
<u>Out</u>	<u>Brown</u>
<u>Round</u>	<u>Cow</u>
<u>Found</u>	<u>Down</u>
<u>Our</u>	<u>How</u>
<u>Sound</u>	<u>Now</u>
<u>Pound</u>	<u>Town</u>
<u>Shout</u>	<u>Clown</u>

4. 6x8 Flash Cards, showing Pou's and Wow's cousins.  
(These flash cards show part of this lesson's vocabulary.)

<u>Know</u>	<u>Could</u>
<u>Slow</u>	<u>Four</u>
<u>Slower</u>	<u>Thought</u>
<u>Snow</u>	<u>You</u>
<u>Yellow</u>	<u>Your</u>

### Materials for long a review: ai, eigh, a-e, ay, ey

1. Five vocabulary charts constructed from oaktag. Write the letter elements standing for the long a sound with red crayon or pen.

<u>Chart I</u>	<u>Chart II</u>	<u>Chart III</u>	<u>Chart IV</u>	<u>Chart V</u>
<u>paint</u>	<u>ate</u>	<u>day</u>	<u>they</u>	<u>neighbors</u>
<u>rain</u>	<u>came</u>	<u>gray</u>		<u>eight</u>
<u>tail</u>	<u>Jane</u>	<u>maybe</u>		
<u>train</u>	<u>made</u>	<u>play</u>		
<u>wait</u>	<u>make</u>	<u>say</u>		
<u>afraid</u>	<u>name</u>	<u>way</u>		
	<u>take</u>	<u>Saturday</u>		
	<u>game</u>	<u>pay</u>		
	<u>wake</u>	<u>today</u>		
	<u>rake</u>	<u>stay</u>		
	<u>place</u>	<u>always</u>		
	<u>bake</u>			
	<u>late</u>			

Lesson XIX

"Today we are going to review what we know about ou, ou, and ow, ow. We know that they sometimes sound alike, even though they look different."

"Read the names of Pou's children as I put them in the pocket chart."

House  
Out  
Round  
Found  
Our  
Sound  
Pound  
Shout

"Now read the names of Wow's children as I put them in the pocket chart."

Bow-wow  
Brown  
Cow  
Down  
How  
Now  
Town  
Clown

"Sometimes other words have ou and ow in them, but they do not sound like the ou in Pou and the ow in Wow. I will put some ou and ow words on the chalk ledge. Read them to me."

Know  
Slow  
Slower  
Snow  
Yellow  
Could  
Four  
Thought  
You  
Your

"Did these ou and ow words have the sound of ou in Pou and ow in Wow? You are right, Helene. Even though these words have ou and ow in them, they do not have the same sound as ou in Pou and ow in Wow."

"Now let's review what we know about long a. We know that the vowel a needs a helper in many long a words. Look at this list of words."

Present Chart II, showing e as the silent helper:

ate  
came  
Jane  
made  
make  
name  
take  
game  
wake  
rake  
place  
bake  
late

"What letter helped the a say its own name? Yes, Joseph. The e at the end of the word was quiet, but it helped the a say its own name."

"Some other letters help the vowel a say its own name. As you read the words on these two charts listen for the sound of long a in every word."

Present Charts I and III, showing ai and ay words:

<u>p</u> aint	<u>d</u> ay
<u>r</u> ain	<u>g</u> ray
<u>t</u> ail	<u>m</u> aybe
<u>t</u> rain	<u>p</u> lay
<u>w</u> ait	<u>s</u> ay
<u>a</u> fraid	<u>w</u> ay
	Saturday
	<u>p</u> ay
	<u>t</u> oday
	<u>s</u> tay
	<u>a</u> lways

"What letter helped the a say its own name in paint? in train? in day? in gray?"

Sometimes words have a long a sound even though there is no vowel a in these words."

Present Charts IV and V:

<u>th</u> ey	<u>neigh</u> bors
	<u>ei</u> ght

"We do not see the vowel a in any of these words, but they do have a long a sound. The eigh in neighbors and eight makes the long a sound. The ey in they makes the long a sound." (Point to the letter elements marked in red.)

"Now I will give each team a paper. You will see four words in each box. You are to match the words in each box that have the same vowel sound by drawing lines from one matching word to the other."

Distribute duplicated material.

Duplicated Material (Lesson XIX)

Match the words in each box that have the same vowel sound by drawing lines from one matching word to the other.

paint	Brown	they	wait	neighbors	how
House	day	round	cow	rain	our

pay	rain	slow	Bow-wow	sound	thought
pound	clown	snow	now	hop	down

shout	could	know	boat	said	eight
good	town	found	our	train	hen

Write a word that has the same vowel sound as the given word.

round \_\_\_\_\_  
 rain \_\_\_\_\_  
 could \_\_\_\_\_  
 know \_\_\_\_\_

eight \_\_\_\_\_  
 thought \_\_\_\_\_  
 brown \_\_\_\_\_  
 pay \_\_\_\_\_

# LESSON TWENTY (Review Lesson 1)

Sound Alike - Look Different

ee, ea, e-e, e

## Vocabulary

ee  
feed  
feet  
green  
peep  
see  
sleep  
sleepy  
street  
three  
wee  
seen  
Bees

ea  
dear  
eat  
please  
read  
each  
leaves

e-e  
Zeke

e  
he  
be  
she  
we  
me

## Lesson XX

Write these headings for columns on the board:

ea

ee

e

e-e

"We know that when e and a sit together, they sometimes make the long e sound. (Point to ea on the board. Say it.) Let's list all the words we know that have e and a sitting together to make the long e sound, ea. I will give you one word. The word is please. (Write please under ea column.) Now you may tell me all the words you know."

Write the following words under ea if they are not volunteered by the class:

dear  
eat  
read  
each  
leaves

"We know that the vowel e writes her name twice to make the long e sound. (Point to ee heading on the board. Say it.) I will say and write a word in which e says her own name twice to make the long e sound. (Write and say feed. Put feed in the ee column.) Now you may help me list all the words you know that have e saying her own name twice to make the long e sound."



List the following words under the ee column if they are not volunteered by the class:

feet  
green  
peep  
see  
sleep  
street  
three  
wee  
seen  
Bees

"We know a man's name that has the long e sound in it. A silent e at the end of his name helps the e to make its long sound. Who can tell me the man's name? Yes, Joseph. Zeke is the man's name. I will put it under this column showing e, a blank space, and e again. The blank space stands for the missing consonant. Let's put another name in this column. I will give you a clue. It is a girl's name. Who can tell me her name? (If no one responds, say, write, and say Eve. Put Eve under Zeke's name.)

"Sometimes e does not need a helper to say her own name. (Point to e. Say e.) Tell me all the words you know in which e says her name all by herself."

Add any of the following words not volunteered by the children:

he  
be  
she  
we  
me

"Look at the columns of words we have made. (Point to the heading in each column. Say ea, ee, e-e, e.) All the words in all the columns have the same vowel sound, e, long e. We can see that they sound alike even though they look different."

Duplicated Material (Lesson XX)

Match two long e words with the letters in each heart.  
Use the words below to help you.

seen  
dear  
Zeke

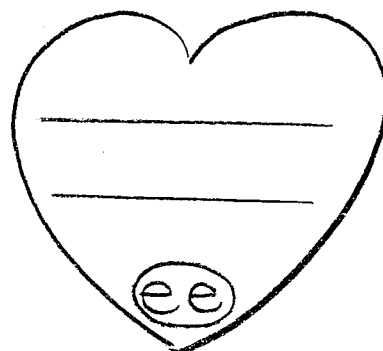
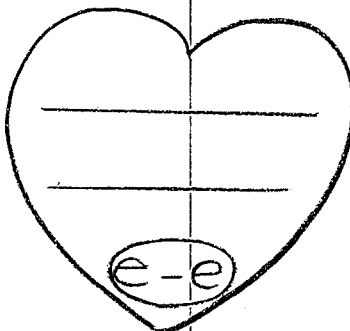
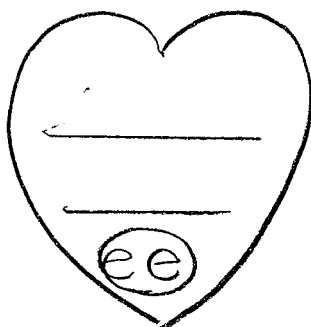
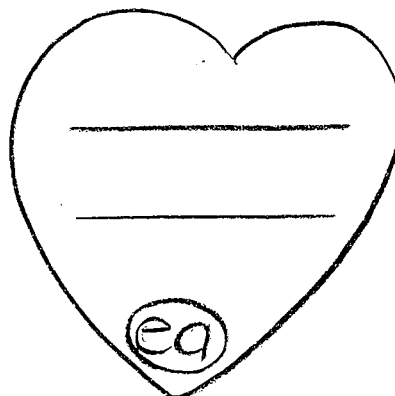
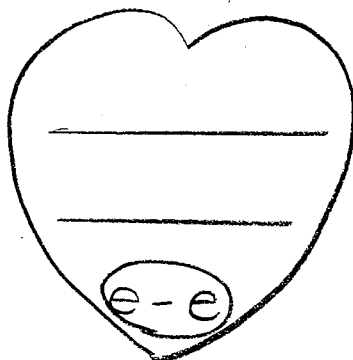
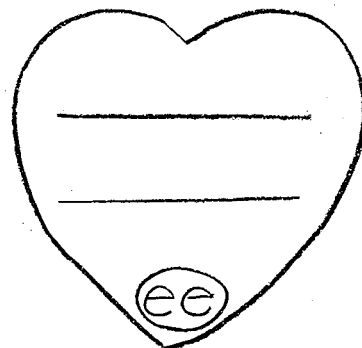
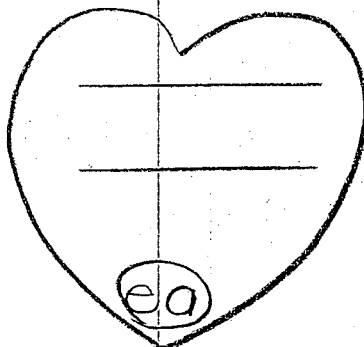
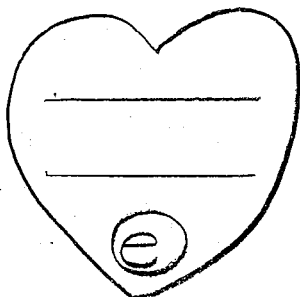
green  
these  
please

read  
sleep  
she

me  
street  
eat

he  
feed  
peep

bees  
be  
feet



LESSON TWENTY-ONE

## Look Alike - Sound Different (1)

ow (Long o as in show)ow (Vowel sound as in how)Materials

1. Paper and pencil for each child.

Vocabulary

Bow-wow	know
brown	slow
cow	slower
down	snow
how	yellow
now	show
town	
clown	

Lesson XXI

"We know that when o and w sit together, they sometimes make the vowel sound ow as in how. Let's list all the words we know that have the sound of ow, ow, as in how."

"Children will volunteer words. Add the following words to the list on the board if the children do not mention them:

Bow-wow  
brown  
cow  
down  
how  
now  
town  
clown

"Say ow as I circle the ow, ow, in each of the words you have given me."

"When o and w sit together, they can also say ow, long o. Let's list all the words we know that have the sound of ow, ow, as in show."

Children will volunteer words. Add the following words to the list if the children do not do so:

know  
slower  
snow  
slow  
show  
yellow

"Say ow as I circle the ow, ow, in each of the words you have given me."

"We can see that the ow, ow, as in how, and the ow, ow, as in show, look alike but sound different. When we are reading and we find a word we do not know, we must try both sounds and use the one that makes sense in the sentence."

"I am going to say some riddles. The answers to these riddles have the sound of ow, long o, as in show. Write the answers on your paper. Use the words on the board to help you."

1. The name of a color. (yellow)
2. Sometimes a girl wears one in her hair. (bow)
3. When we have it on the ground we can use our sleds. (snow)
4. The word that means the opposite of fast. (slow)
5. What we do to the lawn when the grass grows too high. (mow)

Re-read the riddles and ask the class to say the answers to each riddle.

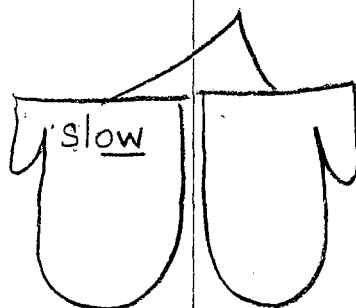
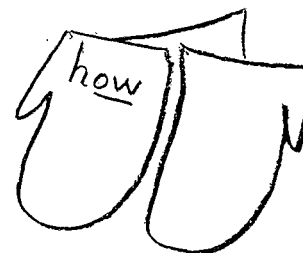
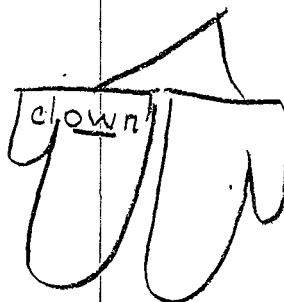
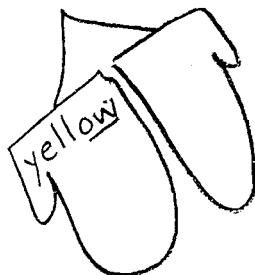
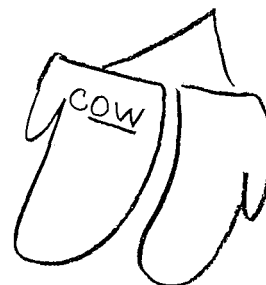
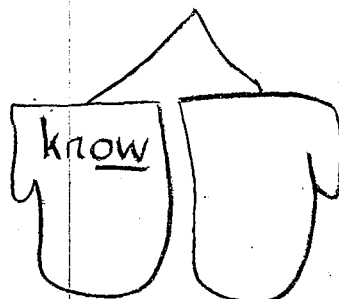
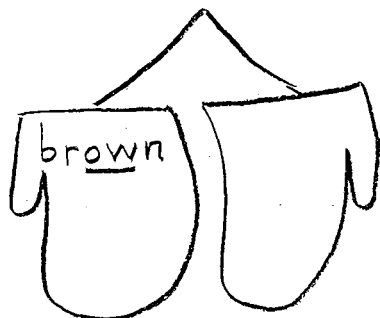
"Now I am going to give you more riddles. This time the answers to the riddles will have the vowel sound of ow as in how. Write the answers to the riddles on your paper. Use the words on the board to help you."

1. An animal that gives us milk. (cow)
2. The opposite of up. (down)
3. Someone who wears funny clothes and does funny things. (Clown)
4. The name of a color. (brown)
5. It is smaller than a city. (town)

Re-read the riddles and ask the class to say the answers to each riddle.

Duplicated Material (Lesson XXI)

Each mitten has a mate. Write a word in the mitten's mate that has the same vowel sound as the word already written in the mitten. Use the words written below to help you. You may color all the mittens with the sound of ow, long o, with a yellow crayon. Color all the mittens with the ow sound as in brown with a brown crayon.

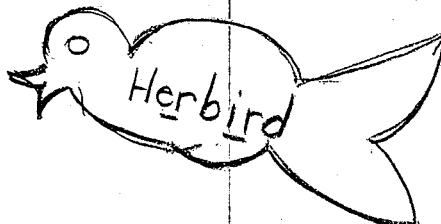
slowertownbow-wowsnownowdownknow

LESSONS TWENTY-TWO & TWENTY-THREE

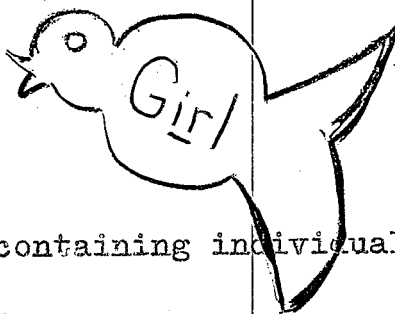
## Sound Alike - Look Different (2)

er, ir, or, ur, earMaterials

1. Flannel Board
2. Picture of Herbird. Cut out Herbird from 8x10 newsprint.



3. Herbird's flock and other birds not belonging to Herbird's flock. Cut these birds from 6x8 newsprint. Print the names of birds on each bird. (This lesson's vocabulary.)



4. Envelopes containing individual letter cards.
5. Team Cards.

1. Use 6x8 cards.
2. Print the following directions on each card:

Some of the letters are missing in the words printed below. Build whole words on your desk by adding ur, ir, or, er or ear to the missing part of each word. Use the letters in the envelope to make your words.

- |                |                |
|----------------|----------------|
| 1. oth _ _     | 8. s _ _ prise |
| 2. b _ _ n     | 9. th _ _ d    |
| 3. b _ _ thday | 10. c _ _ cus  |
| 4. _ _ _ ly    | 11. ov _ _     |
| 5. w _ _ k     | 12. aft _ _    |
| 6. g _ _ l     | 13. h _ _ ried |
| 7. moth _ _    | 14. wint _ _   |

Vocabulary

<u>er</u>	<u>ur</u>	<u>ir</u>	<u>or</u>	<u>ear</u>
After	Surprise	Bird	Color	Heard
Father	Burn	Birthday	Work	Early
Her	Turn	Girl	Word	Earth
Mother		Circus		Learn
Other		Third		
Over		First		
Under				
Letter				
Better				
Sister				
Winter				

"No" words

Dear  
 Horse  
 Store  
 There  
 Very  
 Where  
 More  
 Bear  
 Near  
 Before  
 Or  
 For

Lesson XXII

"We know that the vowels stand for more than one sound. The vowel e can stand for long e, as in he."

Write he on the board, pointing to the vowel e. Say he.

"The vowel e can also stand for short e, as in hen."

Write hen on the board, pointing to the vowel e. Say hen.

"Sometimes the letter e stands for another sound."

Write her on the board. Say her.

"Sometimes when the letter r comes after the vowel e, it makes the er sound, as in her."

Print the following words on the board:

burn      bird      heard      work

"The letter r is sometimes a magician because he can also make the er sound with other vowels."

Read burn, bird, heard, work. Point to the letter elements making the er sound as you read each word.

"Now you can see why I called the letter r a magician! The ur, ur, in burn, the ir, ir in bird, the ear, ear, in heard, and the or in work, all sound the same as the er, er, in her! Even though they all look different, they sound the same!

"Read the words on the board with me. Listen for the er sound in all of them."

"Now I am going to show you Herbird."

Put Herbird on the flannel board.

"Herbird is the leader of a flock of birds. They all follow Herbird because they have the er sound in their names. I will put some of these birds on the flannel board. Listen and look carefully so that you can hear the part of the bird's name that sounds like the er in her."

Group birds around Herbird on the flannel board, saying each bird's name as it is placed on the flannel board. Stress the er sound in each word.

"Let's all say the birds' names as I point to each one."

"Since we have so many birds who like to follow Herbird, we will let these birds fly on ahead of Herbird. Then I will put more of the flock on the flannel board."

Ask a group of children to come to the flannel board. Each will "collect" a bird by saying a bird's name and removing it from the flannel board.

Group more birds around Herbird. Follow the above procedure again, using different birds.

"Now we know that the er, er, in faster, the ur, ur, in surprise, the ir, ir, in birthday, the or, or, in word, the ear, ear, in early, all sound the same even though they look different!"



Lesson XXIII

Present Herbird on the flannel board with a mixture of words arranged to include or, er, ir, ur, and ear birds simultaneously on the flannel board.

"Yesterday we learned that the letter r is sometimes a magician. When he comes after some of the vowels, he makes the er sound, as in her. Read the names of the birds in Herbird's flock. Look and listen carefully to the er sound in each word."

"Now I am going to let Herbird and his flock fly away."

Pick up birds from the flannel board. Ask the children to read the birds' names as you remove them from the flannel board.

"I am going to show you some other birds. These birds look like the birds in Herbird's flock, but they do not sound the same. Their names have an er, or, ear, ir, or ur in them, but they sound different. They do not have the er sound, as in her. The r does not have his magic power in these words. Listen and look carefully as I say each word."

Present words not having the er sound as in her.

"Now you say the names of these birds."

"Did you hear the sound of er as in her, or word, or burn, or earth? Yes, Stephen. You did not hear the er sound in any of these words."

We are going to play a game. When I say a word that has the er sound as in her, you pretend you are a bird. Flap your wings to show me you are a bird. If the word does not have the er sound as in bird, stand at attention with your arms by your side."

Note children who do not distinguish difference in sounds. Later, take these children in small groups for extra practice.

Duplicated Material (Lesson XXIII)

Circle the letters in each word that have the same sound as the letters circled in the first word of each row below. Remember, sometimes words look alike but sound different!

1. surprise

busy

burn

sister

2. her

under

there

other

3. circus

bird

first

his

4. learn

dear

early

earth

5. heard

near

very

early

6. third

fine

girl

first

7. word

store

work

color

8. were

over

ride

after

9. father

mother

where

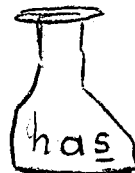
letter

LESSON TWENTY-FOUR

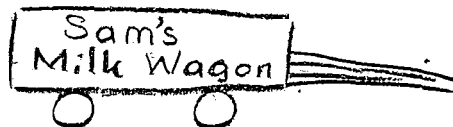
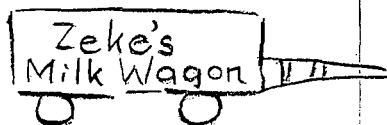
Look Alike - Sound Different (1)

S (Voiceless as in Sam)s (Voiced as in Zeke or is)Materials

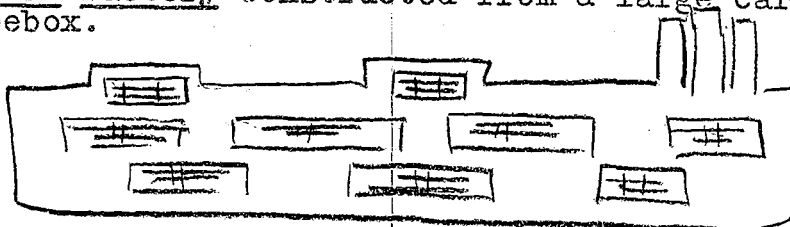
1. Bottle-shaped cards printed with "s" words from this lesson's vocabulary. Construct bottles from 2x3 pieces of oaktag.



2. Two milk wagons constructed from children's cardboard shoe boxes. Label one box Zeke's Milk Wagon, the other, Sam's Milk Wagon.



3. A Milk Factory constructed from a large cardboard shoebox.

VocabularyVoiceless S (as in Sam)

ask	sat
first	saw
horse	say
last	school
nest	see
rooster	sleep
said	snow
Sally	soon
sang	this
yes	store

Voiced S (as in Zeke)

has	barns
as	chickens
busy	cookies
is	girls
Mrs.	homes
please	kittens
tells	pennies
because	wagons
woods	bees
nose	

Lesson XXIV

Write Voiced S and Voiceless S words in two columns on the board.

"Sometimes s has the sound of z as in Zeke. Look and listen carefully to the words I am going to read. Listen for the sound of z as in Zeke and zoo and buzz. You will not see z in any of these words, but you will hear it because the s in all of these words will have the z sound."

"Now let's all read these words together. Remember, the letter s in each of these words will have the z sound as in Zeke and zoo and buzz."

"S also has the sound of s as in Sam. Look and listen carefully as I read these words from the board. The s has the sound of s as in Sam. Now you read them."

"We know that the letter s has two sounds. It can stand for the sound of s as in Sam, or the sound of z as in Zeke."

"We are going to play a game. Here I have two milk wagons. One belongs to a milkman named Sam. The other belongs to a milkman named Zeke. You may choose a bottle of milk from the Milk Factory. If the bottle of milk has a word printed on it that has the sound of s as in Sam, you may put it in Sam's milk wagon. If the word has the sound of z as in Zeke, you may put the bottle of milk in Zeke's milk wagon. Let's help Sam and Zeke load their wagons."

"I will divide you into teams. If you put the milk bottle in the right wagon, you will score one point for your team."

Note children who do not distinguish the different sounds of s. These children may be taken in a group for extra help later in the day.

Duplicated Material (Lesson XXIV)

Put a circle around the words in each row that have the same sound as the first word in the row. Remember, some words will have the sound of s as in Sam, while others will have the sound of z as in Zeke.

1. <u>saw</u>	<u>sat</u>	<u>school</u>	pennies <u>z</u>
2. <u>horse</u>	bus <u>y</u>	roo <u>st</u> er	nest <u>z</u>
3. <u>nose</u>	<u>Zeke</u>	buz <u>z</u>	last <u>z</u>
4. <u>Mrs.</u>	just <u>z</u>	tells <u>z</u>	barn <u>s</u>
5. <u>house</u>	<u>said</u>	girls <u>z</u>	<u>Sally</u>
6. <u>please</u>	is <u>z</u>	this <u>z</u>	has <u>z</u>
7. <u>slow</u>	<u>st</u> ory	pennies <u>z</u>	<u>street</u>
8. <u>sang</u>	use <u>z</u>	see <u>z</u>	cookies <u>z</u>
9. <u>woods</u>	bees <u>z</u>	<u>squirrel</u>	names <u>z</u>
10. <u>ask</u>	<u>some</u>	<u>stop</u>	birthdays <u>z</u>
11. <u>saw</u>	horse <u>z</u>	<u>sun</u>	eyes <u>z</u>
12. <u>use</u>	grows <u>z</u>	kittens <u>z</u>	guess <u>z</u>
13. <u>sleep</u>	<u>say</u>	<u>said</u>	use <u>z</u>
14. <u>first</u>	neighbors <u>z</u>	<u>street</u>	<u>store</u>
15. <u>wagons</u>	<u>soon</u>	because <u>z</u>	is <u>z</u>

LESSON TWENTY-FIVE

(Review Lesson 1)

Sound Alike - Look Different

er, ir, or, ur, earVocabulary

<u>er</u>	<u>ur</u>	<u>ir</u>	<u>or</u>	<u>ear</u>
after	surprise	bird	color	heard
father	burn	birthday	work	early
her	turn	girl	word	earth
mother		circus		learn
other		third		
over		first		
under				
letter				
better				
sister				
winter				
Peter				

Lesson XXV

"We hear the er sound in many words. Sometimes er stands for the er sound, as in

after  
father  
her  
Peter."

Write the above words on the board, circling er in each word.

"Sometimes other groups of letters make the er sound. Let's see if you can remember some of the other groups of letters that sometimes say er."

"Close your eyes and listen to the words I am going to say. Then tell me what letters make the er sound."

Say

surprise  
burn  
turn.

"Yes, Joseph. The ur in all of these words make the ur sound. Now I will write these words on the board under the letters ur. Then I will circle the ur sound in each of these words."

Ask the class to read the words written under the ur column.

"I am going to say more words that have the er sound in them. Close your eyes and listen to the words I am going to say. Then tell me what letters stand for the er sound."

Say     color  
         work  
         word.

Yes, Roger. The or, or in color, work, and word stands for the er sound."

Write and circle or in each of the above words. Ask the class to say them.

"Now I will say more words. Again, close your eyes and listen while I say these words. Then tell me what letters stand for the er sound."

Say     bird  
         birthday  
         girl  
         circus  
         third  
         first

"You are right, Norma. The ir, ir, in all of these words stands for the er sound."

Write and circle ir in each of the above words.

"We have four columns of words on the board. There is one more group of letters that makes the er sound. Close your eyes and listen to these words. Then tell me what letters make the er sound."

Say     heard  
         early  
         earth  
         learn

Yes, Helene. The ear, ear, in heard, early, earth, and learn makes the vowel sound er."

Write and circle ear in each of the above words.

"We can hear and see, then, that these groups of letters (point to and say er, ur, or, ir, ear) all sound alike even though they look different."

In the sentences below all the underlined words have the er sound in them. Put these words in their right columns.

1. I have a letter for Peter.
2. Mother had a surprise birthday party for me.
3. Have you ever been to the circus?
4. My sister is in the third grade.
5. Burn the leaves first.
6. The animals heard that the earth was falling in.
7. Today we will learn a song about winter.
8. Will you turn the page for her?
9. The father bird will work hard to feed the baby birds.
10. Do you know a word that rhymes with over?

ear

[illegible]



LESSON TWENTY-SIX

## Look Alike - Sound Different

ouMaterials

1. Blackboard and chalk
2. Flash cards for the following words:

house, mouse, ground, found, would, out,  
shout, couldn't

Vocabularyou

could  
would  
should  
couldn't  
wouldn't  
shouldn't

ou

our            around  
out            about  
shout  
round  
found  
mouse  
house  
ground  
pound\*

\*Initial Consonant Substitution

Procedure

Today we are going to learn about the different ways ou can sound. Write ou on the board.

"Ou has two different sounds. Sometimes it says ou as in house. Other times it says ou as in could."

"Listen to the words I say. They belong to the house family because the ou sounds the same as it does in house."

around, shouted, out, found, mouse, our, ground

"Listen to the words I say this time. They belong to the could family."

could, would, should, couldn't, wouldn't, shouldn't

(Erase the words from the board.)

Let's play a sentence game. I will say part of a sentence and you will finish it with a word that says ou as in house or ou as in could.

Write the words on the board as they are said. Then have the children read each word and tell how the ou sounds.

Mary was sick. She wanted to go to school, but

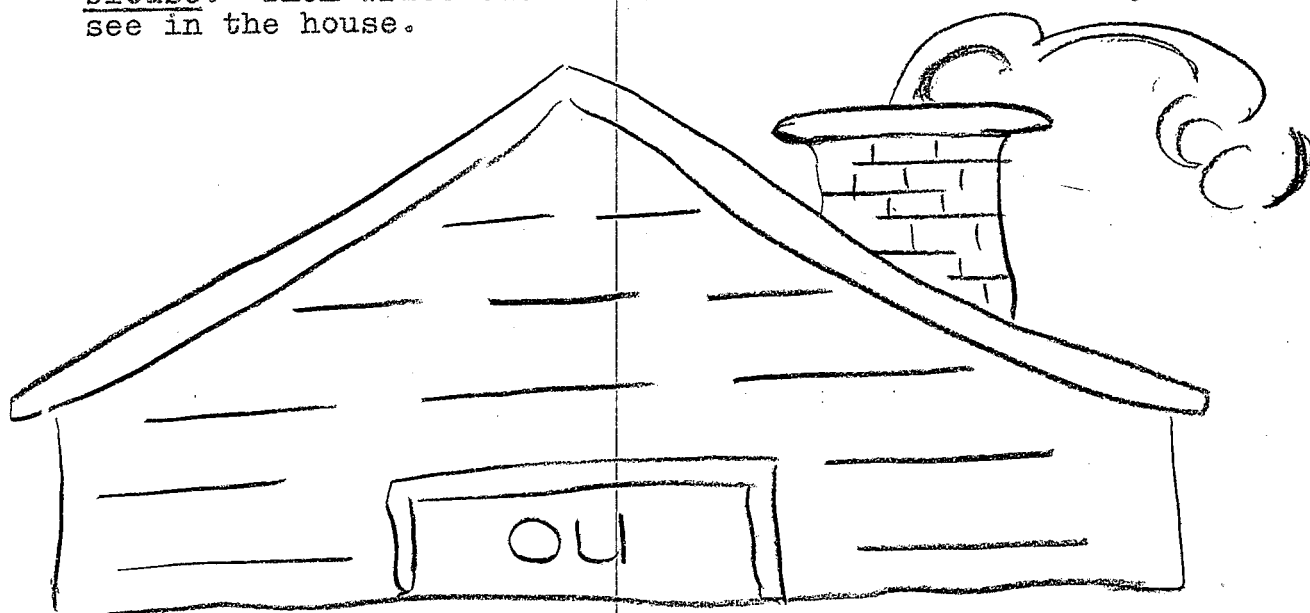
The leaves from the trees fell on the \_\_\_\_\_ she \_\_\_\_\_. (couldn't)  
 A tiny gray animal is called a \_\_\_\_\_. (ground)  
 When you talk loudly, you \_\_\_\_\_. (mouse)  
 An apple is red and \_\_\_\_\_. (shout)  
 The opposite of lost is \_\_\_\_\_. (round)  
 A word that rhymes with could is \_\_\_\_\_. (found)  
 A word that rhymes with should is \_\_\_\_\_. (would)  
 \_\_\_\_\_ (could)

"Here are some flash cards. You will read each flash card aloud and tell me how the ou sounds in each word."

"There are other words that have ou in them but they do not sound like the words that belong to the house family or the could family." (Write thought, you and through on the board to illustrate this point and have a child read these words.)

### Duplicated Material

Oral Directions: Draw a line under all the words you see on your paper that have an ou sound as in the word blouse. Then write each of these words on the lines you see in the house.



house  
would  
ground  
you

could  
around  
found  
through

mouse  
our  
round  
your

should  
out  
shouted  
thought

LESSON TWENTY-SEVEN (Review Lesson)

## Look Alike - Sound Different

ou - owMaterials

Blackboard and chalk

Procedure

"Today we are going to talk about letters that look alike and sound different. Remember oo. We said it could sound two ways. Sometimes it says oo as in look and other times it says oo as in moo. You also remember ou could sound two or more different ways. It could say ou as in house or ou as in could."

Copy the following words on the board. Have the children read each word and tell how oo or ou sounds in the particular word.

too	around	our
school	took	moo
good	mouse	rooster
ground	could	round
balloon	soon	shouted
would	house	should

Have the children use the following words in sentences.

rooster, school, house, should, book

Write pupil suggested sentences on the board. Have different children read each sentence, pick out the word with the homophones oo and ou in them and tell how these homophones sound in the given word.

Duplicated Material (Lesson XXVII)

Oral Directions: Draw a ring around the word or words that have the same sound as the word I say.

1. took	mouse	book	good
2. ground	soon	around	moo
3. balloon	mouse	too	shouted
4. house	rooster	out	mouse
5. should	could	would	our
6. look	good	round	about
7. room	cookies	school	soon

LESSON TWENTY-EIGHT

Sound Alike - Look Different

u, ou, oo (Short oo)Materials

1. Blackboard, white and colored chalk.
2. A Chart (referred to as Chart E)

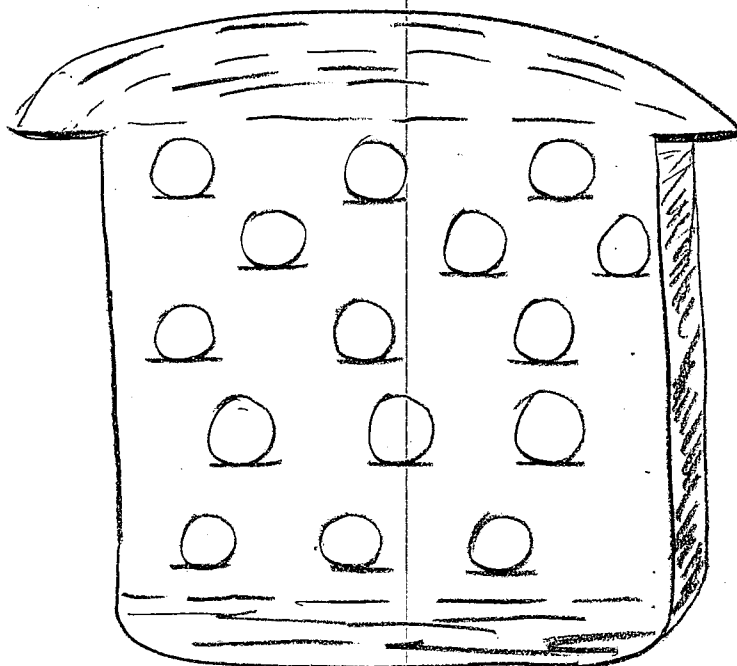
good	push	could
look	full	should
took	put	would
cookies	pull	
wooden	pushed	
book	pulled	
good-by	pushing	
wood	pulling	

3. Prepare the following which will be used for the game called Mother's Cookie Jar.

Draw and cut a jar from an 18"x24" piece of oaktag. Make fifteen horizontal slits in it. Then cut fifteen brown and yellow circles representing cookies 4" in diameter. Provide a tab at the bottom of each cookie by cutting fifteen strips 4" long and 1½" wide and stapling each strip to the back of middle of each cookie.



Write one word in each cookie. Insert each cookie through the slit. Have all the words contain the oo sound.



Vocabularyoo

book  
foot  
good  
look  
stood  
took  
wooden  
woods  
cookies

ou

could  
should  
would

u

full  
pull  
pulled  
pulling  
pulls  
push  
pushed  
pushing  
put

Procedure

"Today we are going to learn about letters that make an oo sound." Write oo, ou, u on the board. What are the names of these letters? They say oo."

"Listen to the words I say. They have the oo sound in them. Listen carefully for this sound."

put, good, pull, could, look, push, would,  
cookies, wooden, full, should, took

Write the words on the board as they are said. Have different children come to the board to trace around the letter or letters in each word that make the oo sound. Then have the entire class read the words and tell which letters make the oo sound.

Present Chart E.

"Let's read this chart." Have the class read each word as you point to it aloud. "Tell me the names of the letter or letters in each word that make the short oo sound."

"We are going to play a game called Mother's Cookie Jar. You may come up to the jar, find and read a word that has the oo sound in it. Then you are to tell what letter or letters make this sound. If you do this correctly, you may keep the cookie." Have the child remove the cookie from its place. Continue this procedure until all the words have been read and removed.

Duplicated Material (Oral Directions)

"Here are three books. Put all the words that have the oo sound in them. Sometimes u says oo. Put all the words you find with u that says oo in the first book. Put the words with the oo that says oo in the second book. Put the words with ou that say oo in the last book."

LESSON TWENTY-NINE

## Look Alike - Sound Alike

Hard G  
Soft GMaterials

1. Word Pocket Chart
2. Flash cards for these words:  
gem, ginger, Ginny, cage, bridge, George,  
Gerald, large, get, go, big, dog, good-by,  
Gertrude, Gail.
3. On one 18"x24" tagboard, draw a picture of a clown holding balloons. Call this clown Gail. On another 18"x24" tagboard draw a picture of a clown holding balloons. Call this clown George.



Vocabulary

ginger  
 \*gingerbread  
 \*gem  
 \*gentle  
 \*edge  
 \*fudge  
 cage  
 bridge  
 \*George  
 \*Ginny  
 \*Gerald  
 large  
 \*stage

get  
 getting  
 got  
 forgot  
 go  
 going  
 big  
 dog  
 guess  
 good  
 good-by  
 girl  
 again  
 \*Gail  
 \*Gertrude

\*These words do not appear in the Scott-Foresman Basal Readers from the Primer to the 2<sup>1</sup> level, but they are in the reading vocabulary of the second grade class participating in this experiment.

Lesson XXIX

"Today, children, we are going to learn about the two different ways g can sound." Write g on the board.

"G says g (hard sound) as in the word go. When it sounds like this we call it hard g. What does the letter g say?"

"G says j (soft g) as in the word gem. When it sounds like this we call it a soft g. What does the letter g say this time?"

"Here are two clowns." Present the pictures of Gail and George. "One clown is a girl. Her name is Gail. The other clown is a boy. His name is George."

"Gail has some balloons. Her balloons have words that have a hard g sound in them. I will point to each word in the balloons for you to read. Let's read this word." Point to the word go. How does the letter g sound in this word?" Continue this procedure with the remaining words.

"Here is a word pocket chart. We will have two columns of words." Put the word go on one side and the word gem on the other side. I will hold up a flash card. You are to read it. Then you will put it under the correct word in the word pocket chart."



D79

# Duplicated Material (Oral Directions)

Draw a ring around the word or words in each row that have the same sound that g has in the first word of each row.

1.	George	page	go	guess
2.	girl	again	large	Gail
3.	ginger	Gertrude	gentle	cage
4.	stage	dog	good	gingerbread
5.	big	large	gem	good-by
6.	again	page	get	going

Draw a ring around the words that have a hard g sound.  
Draw a line under the words that have a soft g sound.

girl	dog
gentle	ginger
good	again
big	stage
page	get
guess	gem
cage	goodby

LESSON THIRTY (Review lesson)oo, ou, uHard and Soft GMaterials

Blackboard, colored and white chalk.

Lesson XXX

"Today we are going to review what we learned about the oo sound and the two different sounds for g."

"Who can tell me the different letters that make the oo sound?" Write oo, ou, u on the board. "Let's think of all the words that have these sounds in them." Elicit as many words as possible from the children and arrange them on the board in three columns.

<u>oo</u>	<u>ou</u>	<u>u</u>
look	should	put
good	could	puts
book	would	putting
took		full
cookies		pull
		push
		pushed
		pushing
		pulled
		pulling
		pulls

Then have different children come to the board, read a word and trace (with colored chalk) around the letter or letters that make the oo sound.

"Who can tell me the two different ways g can sound?" Write g on the board. Let's think of some words that have a hard g sound in them." Write these words on the board in a column as they are said. "Now let's think of some words that have a soft g sound in them." Write these words on the board in an adjacent column as they are said. Elicit as many words as possible from the children and arrange as follows:

Hard G

go  
get  
good  
good-by  
girl  
dog  
Gertrude  
Gail

Soft G

large  
gem  
gentle  
edge  
bridge  
George  
Ginny  
Gerald

Write five pupil-suggested sentences on the board using the oo sound in one word of each sentence. Then have different children come to the board and trace around the letters that produce this sound.

Write five pupil-suggested sentences using the hard or soft g in one word of each sentence. Have different children come to the board and tell how the g sounds in the word used.

Homophones Test for Grade Two

The administrator says, "Today we are going to play a listening game. I am going to say a vowel sound. You will draw a circle around each letter or group of letters that says the vowel sound I say. Sometimes there will be one letter or group of letters to mark. Sometimes there will be more than one. Look at the top of the page. Find A. Put your finger on A. Listen carefully to the sound I say."

"Draw a circle around each letter or group of letters that says e, long e."

The administrator asks, "What letter or groups of letters did you circle? Yes, you circled all the groups of letters and e sitting alone because e says e as in he, ee says e as in feed, e in the middle of a word with a silent e at the end says e as in Zeke, and ea says e as in please. Even though they look different, they sound the same in some words."

"Now put your finger on number one. Listen carefully to the sound I say. Then draw a circle around the letter or groups of letters under number one that can say the sound I say."

1. Under number one draw a circle around each group of letters that says ow. (ow as in how)
2. Put your finger on number two. Under number two draw a circle around each group of letters that says oi.

3. Put your finger on number three. Under number three draw a circle around each group of letters that says a, long a.
  4. Put your finger on number four. Draw a circle around each letter or group of letters that says e, long e.
  5. Put your finger on number five. Draw a circle around each letter or group of letters that says o, long o.
  6. Put your finger on number six. Draw a circle around the letter or group of letters that says oo as in moon.
  7. Put your finger on number seven. Draw a circle around the letter or group of letters that says i, long i.
  8. Put your finger on number eight. Draw a circle around the group of letters that say oo as in stood.
  9. Put your finger on number nine. Draw a circle around the letter or group of letters that say e as in edge.
- 

### Part Two

The administrator says, "This time we are going to listen for the sound we hear at the beginning of the words I say. You will draw a circle around each letter that has the same beginning sound as the words I say. Sometimes you will circle one letter. Sometimes you will circle more than one.

Find B on your paper. Put your finger on B. Draw a circle around each letter that has the same beginning sound as candy and kitten."

"What letters did you circle? Yes, you circled the c and the k. Even though they look different, they both have the same beginning sound in candy and kitten. You did not circle the g because it does not have the same beginning sound as candy and kitten."

1. "Now put your finger on number one. Under number one draw a circle around each letter that has the same beginning sound as silly and citrus."
2. Put your finger on number two. Draw a circle around each letter that has the same beginning sound as yard and yellow.
3. Put your finger on number three. Draw a circle around each letter that has the same beginning sound as key and captain.

The administrator says, "This time we are going to listen for the sound we hear at the end of the words I say. You will draw a circle around each letter or group of letters that have the same end sound as the words I say. Let's look at C. Put your finger on C. Draw a circle around each letter that has the same end sound as happy and puppy."

"What letter did you circle? Yes, you circle the y because it has the sound of short i at the end of happy and puppy. You did not circle the p because it was not the

last sound you heard in happy and puppy."

4. Now put your finger on number four. Draw a circle around each letter that has the same end sound as sky and shy.
5. Put your finger on number five. Draw a circle around each letter that has the same end sound as tack and yak.

Key for Grade TwoA

ee

ea

e

e-e

1

ou

oo

ow

2

oi

oa

oy

3

ai

ea

ay

a-e

eigh

ey

4

ee

e

e-e

oe

ea

5

o-e

ow

oa

o

6

ow

ou

oo

7

i-e

igh

ay

i

ie

8

oo

oe

oi

9

e

ea

B

c

s

k

1

s

k

c

2

y

g

3

k

c

C

p

y

4

y

u

c

5

k

ek

Name \_\_\_\_\_ Score 46



## APPENDIX "C"

- GRADE THREE MATERIALS -



Cumulative Word List for Grade Three (continued)

kind	oak	scolding	toys
kitchen	old	scream	treasure
kite	only	screaming	tried
kneeling	open	scrub	truck
knees	ow	seat	true
knew	own	seem	Tuesday
knife		shadow	twenty
knock	Page	shakes	two
know	passing	she	
	paws	shells	under
	peanuts	short	unhappy
lazy	please	should	underneath
lead	picnic	show	
leaf	pie	skate	very
leap	pieces	skating	village
lesson	pillow	skin	voice
lie	pointed	skip	
life	porch	sky	wait
light	pound	slow	whiskers
like	prize	smooth	White Satin
logs	proud	snow	whoa
	pull	Sojo	whose
	push	speak	why
make	put	spread	window
may	puzzled	spruce	word
mean		spoil	work
meet	racing	spoiling	world
merry	rain	squawk	worse
might	raise	squeak	worth
Mike	read	squirrel	
mile	ready	stood	yawn
mischief	real	storm	
mischievous	ride	straight	
miss	right	straw	
move	road	stuck	
must	rock	suit	
my	room		
	rose	take	
	rows	taught	
	rude	teeth	
nail		thank	
naughty	safe	they	
neck	said	thick	
need	sail	threw	
nest	Santa Claus	thousands	
night	scampered	throne	
nine	scampering	thunder	
nobody	scared	to	
noise	scattered	toe	
noon	scattering	took	
north	scold	town	
now			

## LESSON ONE

## Look Different - Sound Alike

C and SI. Purpose:

1. to recognize the fact that the letters C and S do not look alike, but often times do sound alike.
2. to read, listen, spell, write and understand meaning of words.

II. Vocabulary:

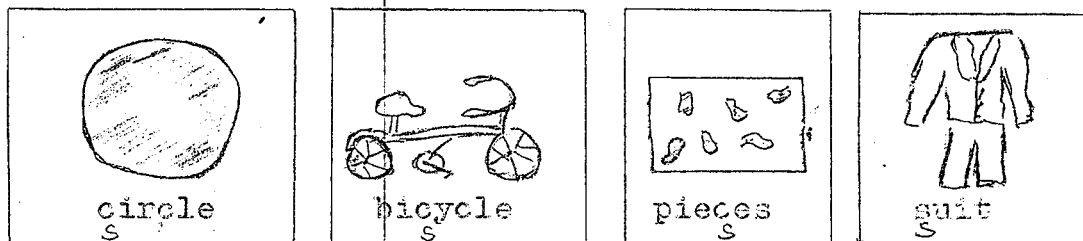
All words are to be presented on 6"x4" flash cards. The words are printed in black with the homophone and the sound of the homophone in red. Note the following:

<u>c</u> ircle	gl <u>ass</u>	de <u>s</u> ide	fan <u>cy</u>	pie <u>ces</u>
bi <u>c</u> ycle	<u>s</u> eat	ra <u>s</u> ing	<u>s</u> ail	<u>s</u> uit
fier <u>c</u> e	pa <u>s</u> sing	<u>s</u> tuck	<u>c</u> ertainly	<u>s</u> afe

III. Procedure:

## A. Presentation of flash cards

1. Teacher presents the four key flash cards which are as follows:



2. Teacher now makes the following statement:

Look at the cards carefully. What do you notice? (Some child answers that some letters are in red.) Good! We have noticed that the letter C in all the cards has an S above it. That is to tell us that in these words the C, although it does not look like the letter S, does sound just like it.

The letter C usually sounds like S when followed by i, e, or y. And we already know that S sounds just the way it looks.

3. Teacher presents the remainder of the flash cards, always calling attention to the letters in red.

- a. children read and spell all the words orally in concert style.

#### B. CHILDREN'S INDIVIDUAL RESPONSE

1. Children should have the following type of response cards: Made from drawing paper; cut in half.

YES
-----

NO
----

2. Teacher says:

Let's play a little game. Here are some words on the blackboard:

(words on board)

certainly	picnic	seat	fancy
sold	decide	cage	suit
cabin	clever	sail	complain
racing	circle	welcome	safe

Look carefully at the words. Read them to yourself. Now I am going to try and trick you. Some of the words have the S sound and some do not. Whenever a word has the S sound, hold up your card with the word YES on it. If it does not have the S sound, hold up your card with the word NO on it.

3. Teacher points to words on board and carefully observes each child's response according to his YES and NO card.

#### C. ORAL RESPONSE - Reading word in context. (done with the teacher)

1. Teacher spreads out the 15 flash cards used in the learning situation. (may spread them out on ledge.)
2. Child orally reads sentence on board. Picks out the correct flash card to complete sentence. Holds up the card; reads it aloud. Now reads sentence in its entirety.

3. Teacher picks out children that she feels need this oral help.

(On Board)

1. The dish broke into small -----.
2. Baby knows how to draw a -----.
3. The lion is a very ----- animal.
4. It is ----- to walk on the sidewalk.
5. Susan wore a very ----- dress.
6. Teacher said, "Sit in your -----."
7. ----- you may go out and play.
8. John bought a new ----- yesterday.
9. The children rode their -----.
10. I saw Mr. Hall ----- by my house.

#### IV. SEAT WORK

1. This is done at the end of the entire lesson. Not only does it serve as a check, but it also affords the child the opportunity to write the words which have occurred in the teaching.
2. Teacher passes out the mimeograph material which consists of the following:

(See next page)

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read the words. Find the word that means the same thing as the sentence. Write the word on the blank space.

safe	certainly	stuck	passing	glass
suit	sail	racing	bicycle	fierce
pieces	fancy	decide	seat	circle

1. something we ride -----
2. running very fast -----
3. to make up your mind -----
4. something men wear -----
5. can't get loose -----
6. something to sit on -----
7. very frightening -----
8. something we can see through -----
9. something that is round -----
10. when we are not afraid -----

Put a circle around the words that have the S sound:

glass	fierce	circle
cake	could	climb
decide	crown	bicycle

## LESSON TWO

### Look Alike - Sound Different

S sounds like 'S'  
S sounds like 'Z'

#### I. PURPOSE:

1. to recognize the fact that S has two sounds; that of 'Z' and that of 'S'.
2. to read, listen, spell, write and understand meaning of word.

#### II. VOCABULARY:

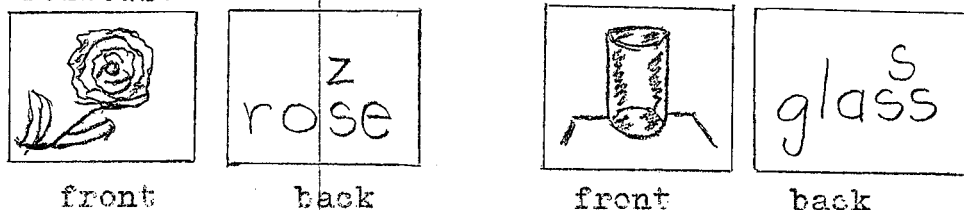
All words are printed on 6"x4" flash cards.  
Words in black - homophone in red.

glass	berries	sail	close
rose	Tuesday	safe	desk
peanuts	rows	frogs	lesson

#### III. PROCEDURE:

##### A. PRESENTATION OF FLASH CARDS

1. Teacher presents key pictures which are as follows:



2. Teacher holds up picture of the rose. She says:  
This is a picture of a what? (Response - rose)
  - a. Teacher turns the flash card over and says:  
This is the way the word rose looks. What do you hear and see? Good! That the S sounds just like the letter Z. My, what good eyes and ears we have!
3. She now holds up the picture of the glass and continues:  
This is a picture of a what? (Response - glass)
  - a. She turns flash card over and proceeds:



This is the way the word glass looks. Do you notice that the S sounds just the way it looks?

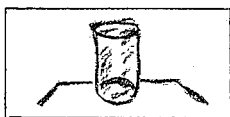
4. Teacher continues:

Now let me see who is smart enough to tell me how many different sounds the letter S has? Two sounds. Very good! What are they? Yes! The letter S can sound like itself, which is S and it also can sound like Z.

5. Teacher presents the rest of the flash cards, always having the children read and spell the words orally in unison.

B. CHILDREN'S INDIVIDUAL RESPONSE

1. Children make the following type of response cards from ordinary white drawing paper. They make their own picture of a rose and of a glass. (This can be done before school.)



2. The teacher holds up the flash cards -- one at a time. She tells the children:

If the word that I hold up has the S sound in it like in the picture of the rose, hold up the picture of the rose. If it has the S sound like the S in the picture with the glass, hold up that picture.

3. Teacher observes response cards of all pupils and notes the children who need further aid in differentiating the S and Z sounds.

C. ORAL RESPONSE (teacher and children work together)

1. All the flash cards are lined up on ledge by the teacher.
2. Child picks out the correct card to complete sentence.
3. Reads the word aloud. If it sounds like the S in rose he puts a 1 out in the proper column. If it sounds like the S in glass, he puts a 2 out in the column.

(On Board)

ROSE (1)

GLASS (2)

1. After Monday comes -----.
2. Teacher said we had a good -----.
3. ----- like to jump.
4. An elephant likes to eat -----.
5. When you leave, please ---- the door.
6. I put the ----- in my pail.
7. We have six ----- in school.
8. I saw a boat ----- by.
9. It is ----- to walk on the sidewalk.
10. I keep my ----- clean and neat.


IV. SEAT WORK

1. To be done by the children alone at their desks.
2. Teacher passes out mimeograph paper which consists of the following:

(See next page)

Name	Date
------	------

[illegible]

LESSON THREE

## Look Different - Sound Alike

Z sounds like 'Z'

S sounds like 'Z'

## I. PURPOSE:

1. to realize that although the letters S and Z do not look alike, they often times do sound alike.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY

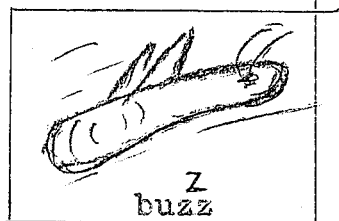
1. to be printed on 6"x4" cards. The word is in black, but the homophone and the sound of homophone are in red.

<u>z</u> buzz	<u>z</u> easy	<u>z</u> puzzled	<u>z</u> cheese
<u>z</u> thousands	<u>z</u> prize	<u>z</u> dozen	<u>z</u> logs
<u>z</u> raise	<u>z</u> sizes	<u>z</u> nails	<u>z</u> frogs

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two key cards which are shown below:



2. She calls attention to the fact that the S sounds just like the Z above it. It does not look like Z, but it sounds just like it. She

also tells the children that the Z sounds just the way it looks. It calls itself by its own name.

3. Teacher holds up the remainder of the flash cards, always calling attention to the homophone and the sound of the homophone which stands out in the bold red.

#### B. CHILDREN'S INDIVIDUAL RESPONSE

##### GAME - BUZZO

1. Each child has a card of the following type.

B U Z Z O				
slap	easy	raise	puzzled	plates
prize	cheese	frogs	sizes	nails
sorts	sail	logs	thousands	cross

2. Each card has the exact same words, but they are assembled in different order. (The first word on the first card becomes the second word on the second card etc.)
3. Teacher reads any of the 15 words that appear on the card. If a child hears a word that has the Z sound in it, he looks for that word on his card and covers the word. (Cut up small squares from drawing paper - 10 to a child.) If the teacher reads a word that has an S sound, the child does not cover it.
4. The child who covers a row, either up or down or across is the winner and he stands up and yells "BUZZO".

#### IV. SEAT WORK

1. To be done at desks by children alone.
2. Following type of mimeographed material is passed out:

-----

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Pick out the word to make the sentence sound right.

puzzled	thousands	logs	nails
easy	prize	raise	frogs
cheese	dozen	sizes	buzz

1. Mice like to eat -----.
2. The arithmetic is very -----.
3. The Pilgrims lived in houses made of -----.
4. The best boy or girl will win a -----.
5. If you know the answer, ----- your hand.
6. I bought a ----- eggs.
7. ----- make a croaking sound.
8. Father will hammer the ----- in place.
9. In arithmetic we learn about -----.
10. A bee likes to -----.

Put a circle around all the words that have a Z sound.

easy	sail	nails	buzzing
slap	cheese	puzzle	plates
thousands	nails	cross	raise

LESSON FOUR

## Look Alike - Sound Different

ow sounds like 'ow'ow sounds like 'o'

## I. PURPOSE:

1. To learn that the letters OW may have two sounds; may sound like OW (usually in the middle of a word) or may sound like O (usually at the end of a word).
2. To read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

1. Words to be printed on flash cards 6"x4" with the word in black and the homophone in red.

shadow	grown	rows	town	flowers	growl
below	snow	meadow	now	brown	window
own	crow	pillow	crown	crowd	clown

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two following key flash cards:



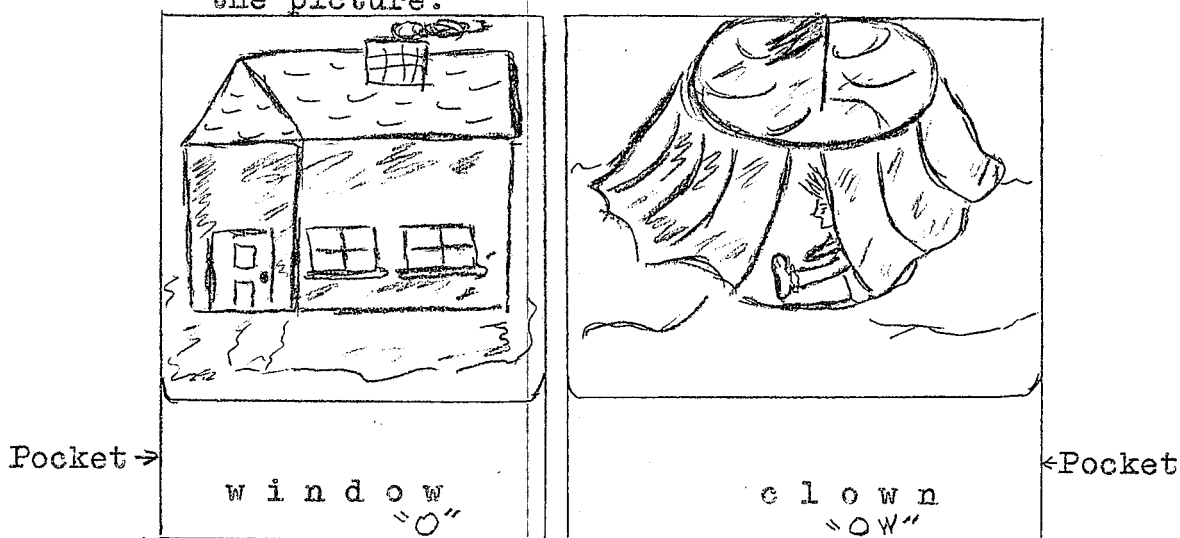
2. She calls attention to the fact that the OW has two different sounds; usually at the end of a word it has the 'O' sound like in the word window. When it appears in the middle of a word, like in the word clown, the OW has the 'OW' sound.
3. Presents the rest of the flash cards in the same manner; each child - in unison - reads and spells the word observing the homophone which appears in red.

## B. ORAL RESPONSE

GAME - IN THE RIGHT POCKET

## 1. Materials - How to Make the Game

- a. Rule flash card paper so that it is 15" in length and 6" in width. Now fold the last 5" in length so as to make a pocket. Scotch tape the pocket in place. Make two such 'pockets' so that they look like the samples which follow.
- b. Now on one pocket draw a house with a window. Print the word 'window' under the picture. Draw a circus tent with a clown inside on the other pocket. Print the word 'clown' under the picture.



## 2. How to play the game:

## a. Teacher says:

Today we are going to visit two places: the circus and a house. We know that a circus always has a clown and we have learned that the word clown says 'OW'. We also know that a house must have at least one window and we have learned that the OW in window says 'O'.

Now I will give you a card (Teacher distributes flash cards used in the teaching lesson) and you must come up and put the card IN THE RIGHT POCKET. If the OW says 'OW' you will put it in the pocket with the word clown. If the OW says 'O' you will put it in the pocket with the word window.

Remember, you have to use both your eyes and especially your ears. When I give you a card, you will read it aloud and we will watch to see if you put it IN THE RIGHT POCKET.

- b. Teacher distributes cards so that each child may have a response.



#### IV. SEAT WORK

1. To be done at each child's desk alone.
2. Teacher passes out mimeographed material which consists of following:

School	Grade
--------	-------

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Pick out a word to make the sentence right. Put a check mark under the OW column if the word which you chose has the OW sound. If it has the O sound put a check mark under the column that says O.

clown	window	snow	meadow	now	brown
shadow	own	crow	pillow	crown	crowd
below	grown	rows	town	flowers	growl

[illegible]

1. A \_\_\_\_\_ makes me laugh.
2. My \_\_\_\_\_ always follows me.
3. In the winter, we have lots of \_\_\_\_\_.
4. My garden has many pretty \_\_\_\_\_.
5. I like to sleep with a \_\_\_\_\_.
6. I saw the deer dash through the \_\_\_\_\_.
7. The King wears the \_\_\_\_\_ made with jewels.
8. I heard the dog bark and \_\_\_\_\_.
9. When I am a \_\_\_\_\_ man, I will learn to  
drive.
10. From the airplane, I could see the  
houses \_\_\_\_\_.
11. There was such a \_\_\_\_\_ of people at the  
circus.
12. In school we have six \_\_\_\_\_ of desks.
13. The \_\_\_\_\_ ate all the crumbs of bread.
14. This is my \_\_\_\_\_ pencil.
15. Mother is going shopping in \_\_\_\_\_  
tomorrow.

LESSON FIVE

## Look Different - Sound Alike

OY and OII.  
PURPOSE:

1. to become aware of the fact that although the letters OY and OI do not look alike, they do sound alike.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY

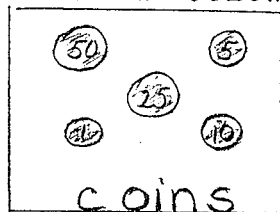
1. Words to be printed on flash cards 6"x4" with the word in black and the homophone in red.

coins	boil	joy	enjoying	boy
toys	spoiling	pointed	noise	
spoil	enjoy	voices	joined	

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two key flash cards, which are shown below:



2. She calls attention to the fact that the OY and the OI do not look alike, but do sound alike.
3. The teacher, then, presents the remainder of the flash cards in such a manner always asking the child to read and spell the word. Also, she again and again calls attention to the homophone which is printed in red.
  - a. Children read and spell words in concert style.

B. CHILDREN'S INDIVIDUAL RESPONSE

GAME - COINERAMA

1. Each child has a card of the following type:

C O I N E R A M A			
enjoy 45	boy 50	noise 55	boil 60
pointed 25	spoil 30	toys 35	enjoying 40
voice 5	joined 10	joy 15	spoiling 20

2. Each child has a card which consists of exactly the same words, but assembled in different order. (on the first card the first word will become the second word on the second card etc.)
3. Below each word is a number. The numbers begin with 5 and progress by 5's until the top number 60 is reached.
4. Now, as the teacher reads any word aloud that appears on the card, the child looks for that particular word and covers it (cut square pieces of drawing paper - 10 to a child should be sufficient). The child who progresses in 5's IN ORDER until four words are covered stands up and yells COINERAMA.

Example of a possible winner: 5 - 10 - 15 - 20; 35 - 40 - 45 - 50; 15 - 20 - 25 - 30, etc. All the words above the numbers must be covered in order to be a winner!

## IV. SEAT WORK

1. To be done independently at the desk of each child.
2. The following type of mimeographed material is distributed.

-----

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read the incomplete sentences. Look at the list of words. Find the right word to make the sentence sound correct.

joined	boy	coins	toys	spoil	boil
spoiling	joy	enjoy	pointed	voice	noise
enjoying					

1. Christmas is a time of -----.
2. My teacher's ----- is very kind.
3. Santa Claus brought me many ----- for Christmas.
4. I was frightened by the terrible -----.
5. Do not let the water ----- too long.
6. I hope you will ----- your vacation.
7. Baby ----- to her rattle on the floor.
8. The sun will ----- the milk.
9. The children ----- hands to make a big circle.
10. Tommy was a very naughty -----.

Put a circle around all the words that have the OY sound:

fly	joined	enjoy	cry
joy	toys	try	spoil
point	noise	buy	vacation

LESSON SIX

## Look Alike - Sound Different

IE sounds like long i  
IE sounds like short i  
IE sounds like long e

## I. PURPOSE:

1. to teach that the letters IE have three distinct sounds; these letters look alike but sound different.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

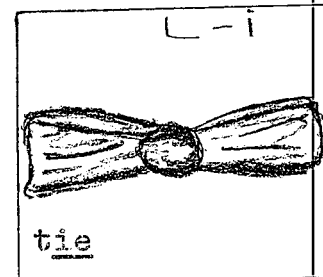
1. All words to be printed on flash cards 6"x4" with the word in black and the homophone in red.

handkerchief	fierce	tie	mischief	pie
tried	berries	cried	groceries	carried
mischievous	believe	die	lie	pieces

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the following key cards:



2. She calls awareness to the fact that the letters IE all look alike but have three different sounds. Because of this, we can call IE the TRIPLETS.
3. Teacher asks children what vowel sound they hear in the word fierce -- Response -- Long e; IE sounds like long e.
4. She asks children what vowel sound they hear in the word tie -- Response -- Long i; IE sounds like long i.

5. She then asks the children what vowel sound they hear in the word handkerchief -- Response -- short i; IE sounds like short i.
6. Once more she comments on the fact that IE has three different sounds; Long i, Short i, and Long e.
7. The teacher presents the remainder of the cards in the same manner, always asking the children to read and spell the word in unison and calling attention to the homophone and the sound of the homophone.

#### B. CHILDREN'S INDIVIDUAL RESPONSE

1. Children have the following type of response cards made from ordinary drawing paper:

S-i

L-e

L-i

2. The teacher holds up the flash card. Child reads the card silently.
3. Child holds up his response card according to the word he has read; if the word has a long e sound he holds up the long e card; if the word has a long i sound, he holds up the long i response card, etc.

#### C. ORAL RESPONSE (done on board with the teacher)

1. The flash cards are spread out on the blackboard ledge. As the teacher calls a child, he picks out the correct card to match with the sentence. The sentences are as follows:

(On Board)

1. something we buy
2. something men wear
3. not nice to tell
4. tells what a boy can be
5. another word for hold
6. something that grows
7. describes some animals
8. another word for think

(Correct Response)

- groceries  
tie  
lie  
mischievous  
carried  
berries  
fierce  
believe

2. Child picks out the correct flash card, reads the sentence aloud and then reads the flash card aloud.

1. to be done individually at the child's desk.
2. the following type of mimeographed material is passed to each child.

Name	Date

Pick out one of the words to make the sentence sound right. If the word that you chose has the short i sound in it, put a check mark in the short i column; if it has a long i sound in it, put a check mark in the long i column, and if it has a long e sound, put a check mark in the long e column.

pieces	lie	die	believe	mischievous	carried
groceries	cried	pie	tried	berries	mischief
fierce		tie		handkerchief	

1. Sojo was a very ————— boy.
2. The lion is a ————— animal.
3. Baby ————— for her milk.
4. We saw the men pick the —————.
5. We will have ————— for dessert.
6. Cut the cake into six —————.
7. Do not get into any ————— while I  
am gone.
8. I ————— that you are right.
9. Use your ————— when you sneeze.
10. Father ————— the sick dog into the  
house.

[illegible]

LESSON SEVEN

## Look Alike - Sound Different

TH has the soft soundTH has the hard sound

## I. PURPOSE:

1. to realize that the letters TH have two definite sounds; TH that has the soft sound, such as THem; TH that has the hard sound, such as worTH
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

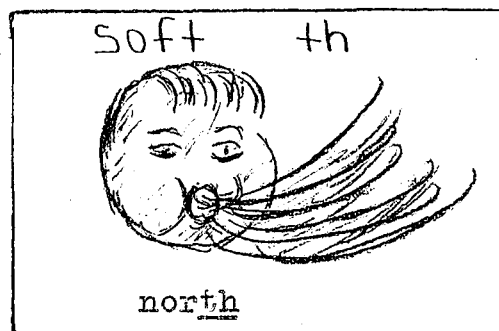
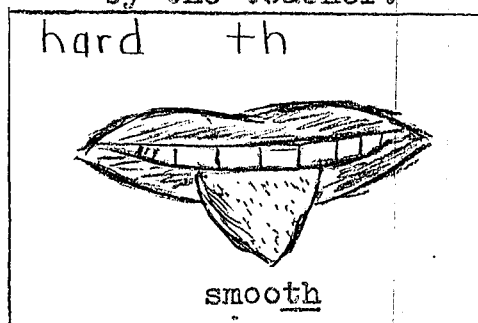
1. words to be printed on flash cards 6"x4" with the word in black and the homophone in red.  
Note below:

<u>smooth</u>	<u>north</u>	<u>thick</u>	<u>either</u>	<u>cloth</u>
<u>bothered</u>	<u>they'll</u>	<u>thunder</u>	<u>clothes</u>	<u>breath</u>
<u>feather</u>	<u>throne</u>	<u>farther</u>	<u>worth</u>	<u>underneath</u>

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS:

1. The following two key flash cards are presented by the teacher.



2. Teacher makes the following statement, while holding up card that says north:  
What do you notice? Yes, the TH letters are in red. What else do you notice? Good! That the wind is blowing on the letters. We will make-believe that we are the wind and when we say



233  
F22

the word north we will blow on the TH letters. Remember, we are going to blow on the TH. We will call this the soft TH.

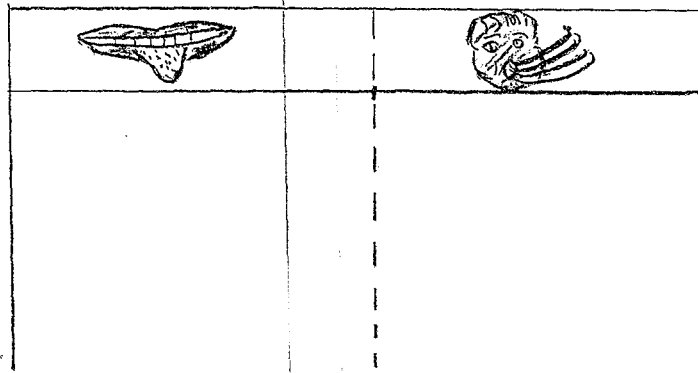
3. Teacher holds up flash card with word smooth on it. She says:

What do you notice? Yes, that the TH letters are in red, but do you see also that we have a picture of a mouth? What are the teeth doing? Good! The teeth are biting the tongue. We will do the same thing when we say the word smooth. Do not bite too hard, but be sure that your teeth 'catch' the tongue. We will call this TH the hard TH.

4. Teacher presents the rest of the flash cards, making sure that the children read and spell the words. Also that the children identify the 'hard' or 'soft' sound of the TH after completion of each flash card.

#### B. CHILDREN'S INDIVIDUAL RESPONSE

1. Children have a large piece of drawing paper which is set up in the following manner:



- a. have the child fold the paper in half lengthwise.  
b. draw the north wind on one side and the mouth and teeth on the other side (each child draws his own).
2. Now the teacher holds up a flash card. The child reads the card silently. If the TH has the soft sound, the child writes the word in the column of the north wind. If the TH has the hard sound, the child writes the word in the column of the mouth.

3. Teacher walks around the room and observes and checks responses.
4. Be sure to tell the child to write the word under the correct column according to the sound of the TH.

C. ORAL RESPONSE (done with the teacher at board)

1. Flash cards are lined up on ledge. When teacher chooses a child, he picks the correct card to complete the sentence. All is done orally.

(On Board)

1. A hen has a -----.
2. A King has a -----.
3. Heavy ----- keep us warm.
4. I can't walk any -----.
5. ----- behave or go to bed!
6. My hat fell ----- the table.
7. This pen is ----- a lot of money.
8. The frosting was very -----.
9. I can hold my ----- under water.
10. I do not like the noise of -----.

IV. SEAT WORK

1. To be done independently at each child's desk.
2. Teacher passes out the following type of mimeographed material.

(See next page)

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:**

Draw a line from the first column to the second column matching all the words that have the soft TH sound. Now match the words that have the hard TH sound.

Now match the third column to the second column, drawing a line to all the words that have the soft TH sound. Do the same thing to the words that have the hard TH sound.

The name of this game is called:

CRISS - CROSS

(1)

thunder  
either  
cloth  
smooth

(2)

feather  
thick  
bothered  
throne

(3)

underneath  
they'll  
breath  
farther

-----  
Pick out all the words that have the hard TH sound. Write that word inside the hen. Color the hen.



LESSON EIGHT

## Look Different -- Sound Alike

G and J

## I. PURPOSE:

1. to learn that the letter G (usually when followed by i and e) has the soft sound like the letter J.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

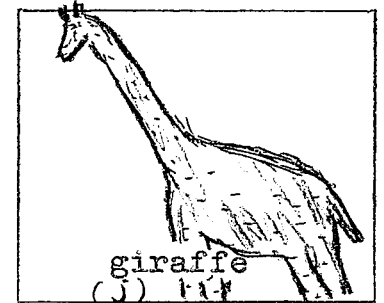
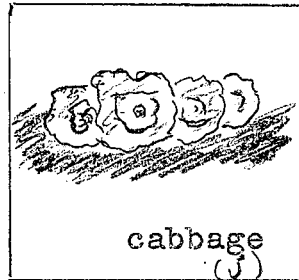
1. All words are printed on flash cards 6"x4" with the word in black and the homophone in red.

So <u>j</u> o	cabbage	<u>g</u> iraffe	huge	<u>j</u> acket
bridge	village	edge	cage	engine
page	<u>j</u> uicy	<u>j</u> am	<u>j</u> ingle	

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the three key flash cards shown below:



2. She calls attention to the fact that the letter G usually has the soft sound of J when it is followed by i and e.
3. Presents the remainder of the flash cards, asking the children to read and spell the words in unison. Teacher constantly calls attention to the homophone and once more reminds the children that the letters G and J do not look alike, but often sound alike.

B. ORAL RESPONSE

GAME

ELEPHANT-GOAT!

1. How to make the game:

- a. Draw a picture, 6½" (length) by 11" (width), of an elephant. May use drawing paper or stiff flash card paper. Now make a pocket 5" (width) by 2½" (length) of the same type of paper. Scotch tape the pocket on the back of the elephant. (See drawing below)
- b. Using the same type of materials, draw a goat 11" in width and 7" in length. Insert the same size and same type of pocket on goat's back as that of the elephant. (For further explanation, see drawings.)

2. How to play the game:

- a. Teacher uses all the flash cards presented in the lesson plus the following six:

geese  
gate

glass  
grow

game  
grove

- b. She distributes the cards to the students. Now she makes the following statement:

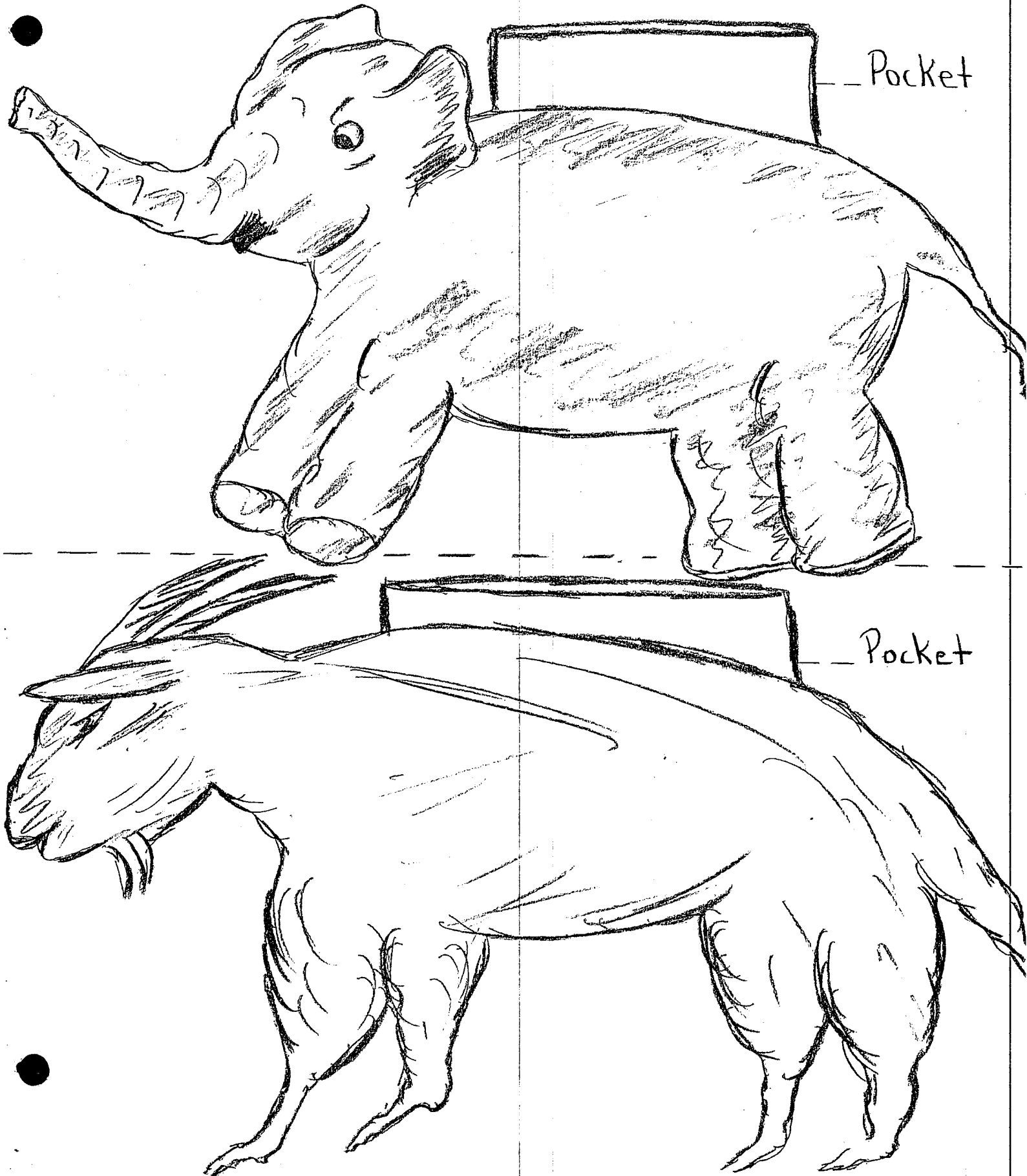
If you have a card that has a word with the hard G sound, you will come up, read the word to the class, and put the card in the pocket of the goat; the word goat has a hard G sound.

If you have a card that has a word with the soft G sound, you will come up, read the word to the class, and put the card in the pocket of the elephant; the elephant is a HUGE animal and in this word we hear the soft G sound.

Does everybody understand?

- c. Teacher observes to see which children need help in discriminating the different sounds of G.

3. Type of drawings needed for ELEPHANT-GOAT game!



IV. SEAT WORK

1. to be done at child's desk independently.
2. following type of mimeographed material is passed out.

-----

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions:

Read the sentences. Now look for the word that means the same thing as the sentence. Choose the word from the list and write it on the blank line next to the sentence.

cabbage	Sojo	giraffe	jingle	juicy	engine
cage	edge	village	bridge	jam	Page
jacket				huge	

1. a word that means big -----.
2. something we can cross over -----.
3. bells make this sound -----.
4. it pulls the train -----.
5. something we wear -----.
6. a bird lives in it -----.
7. it tells us what an orange can be -----.
8. can put it on bread -----.
9. a person's last name -----.
10. a very tall animal -----.
11. a place where things are bought -----.
12. another word for end -----.

Put a circle around all the words that have the soft G sound:

huge	jacket	gate	bridge	village
geese	engine	glass	grew	Sojo

## LESSON NINE

## Look Different - Sound Alike

SK sounds like 'sk'  
 SC sounds like 'sk'

## I. PURPOSE:

1. to learn that the letters SK and SC look different but sound alike.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

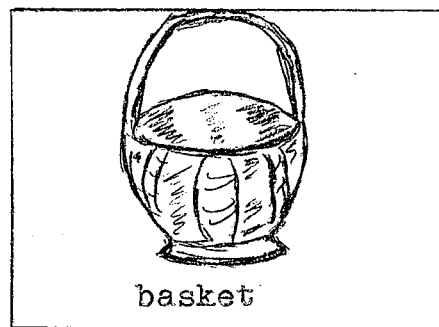
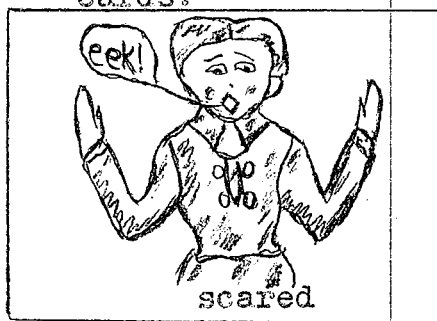
1. All the words are to be presented on 6"x4" flash cards. The words are printed in black with the homophone and the sound of the homophone in red. Note the following:

sc <u>am</u> pered	wh <u>isk</u> ers	fr <u>isk</u> y	ask <u>e</u> d	bask <u>e</u> t
<u>s</u> ky	<u>s</u> kip	<u>s</u> kate	<u>s</u> crub	<u>s</u> cream
<u>s</u> colding	<u>s</u> cared	<u>s</u> cattering	<u>s</u> cold	

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two following key flash cards:



2. She calls attention to the homophones by directing the child's attention to the red letters.
3. The teacher, then, makes the child aware that the SK and SC sounds do not look alike but do



sound alike: SK sounds just the way it looks and SC sounds just like SK.

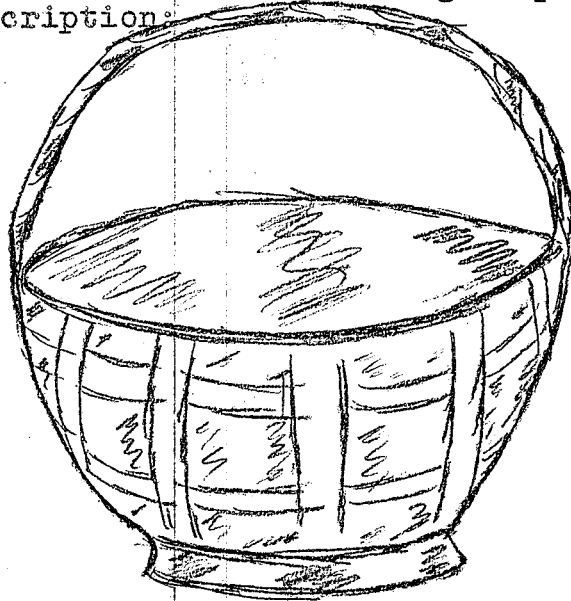
4. The rest of the flash cards are presented in the same manner. The teacher has the children orally read and spell the words in concert style: for example - scrub - all the children orally read and spell the word and then conclude by saying: "the letters SC sound like the letters SK".

## B. ORAL RESPONSE

### GAME - IN THE BASKET

#### 1. How to make the game:

- a. Draw a picture of a basket 10" in length and 10" in width (may use drawing paper or stiff flash card paper, which is better recommended.)
- b. Cut out two such patterns of the basket. Also cut out a strip, 1" in width and 17" in length, for the handle of the basket.
- c. Scotch tape the two patterns together and color the basket. See the following sample for better description:



#### 2. How to play the game:

- a. Teacher distributes the following flash cards of known words:

skin	skating	scold	screaming
scrubs	squirrel	shells	scattered
shakes	squawk	squeak	scampering
shiny	shadow	squeal	

- b. The teacher calls a child to come forth. He reads the word on the flash card orally. If the word has the SK sound in it, he puts the

flash card IN THE BASKET. If the word does not have the SK sound, he hands the card to the teacher or 'student-appointed teacher'.

- c. Teacher, meanwhile, takes careful note of the children who are having auditory difficulty.

#### IV. SEAT WORK

1. to be done independently at the childrens' desks.
2. the following type of mimeographed material is distributed to each child:

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read the sentences. Then pick out a word from the list to make the sentence sound right. Write the word in the blank space.

basket	scared	scrub	skate	skip
scolding	asked	frisky	whiskers	scold
scattering	scream	scampered	sky	

1. The squirrel was ----- the nuts everywhere.
2. I am learning how to -----.
3. I will put the fruit in the -----.
4. The deer ----- over the meadow.
5. "Please do not -----," said Mother.
6. Little Brown Mouse liked to rub and -----.
7. I saw the kite go up in the -----.
8. My kitten has long, long -----.
9. Tippy was a ----- little elephant.
10. I like to ----- and jump.

Pick out all the words that have the SK sound and write them on the blank lines.

squeak	scold	skating	squawk	squirrel
skin	shadow	scrubs	shiny	shells

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LESSON TEN

## Look Different - Sound Alike

OW sounds like 'ow'  
OU sounds like 'ow'

## I. PURPOSE:

1. to realize that the letters OW and OU, although they do not look alike, many times do sound alike.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

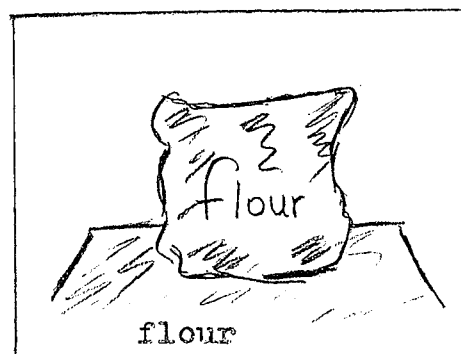
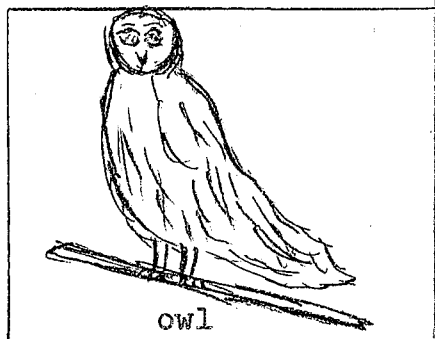
1. Words to be printed on 6"x4" flash cards. The word is in black, while the homophone is printed in a conspicuous red.

owl	flour	growl	brown	crown
proud	flower	bowed	ground	louder
crowd	pound	about	hour	around

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two key flash cards, which are as follows:



2. She calls attention to the fact that the letters OU and OW, which are printed in red, sound alike but do not look alike.
3. The remainder of the flash cards are presented in like manner with the teacher calling attention

to the homophones. Children read and spell the words orally in unison.

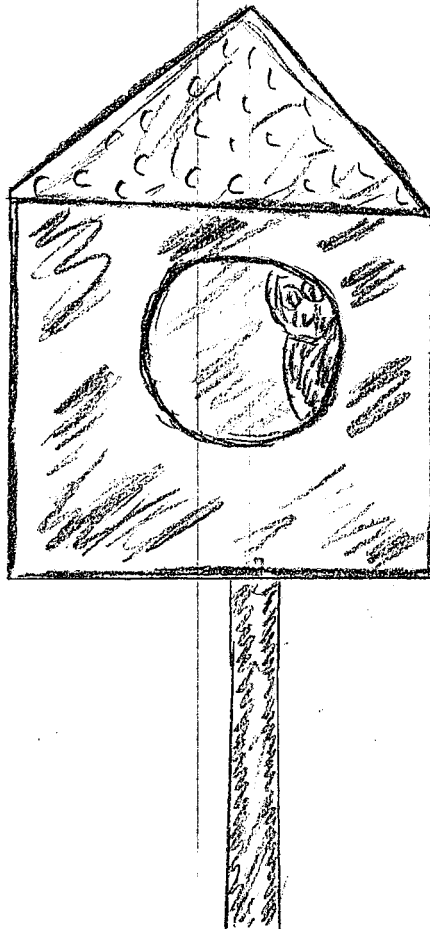
Example: OW! says owl; OW says 'ow'  
fLOU!r says flour; OU says 'ow'

B. ORAL RESPONSE

GAME - IN THE BIRD HOUSE

1. How to make the game:

- a. Draw a picture of a bird house, from stiff flash card paper, 13" in length and 10" in width. Now also draw a 'stand' for the bird house, 9" in length and 3" in width.
- b. Cut out two such patterns and scotch tape both together.
- c. Make an opening on the top pattern so that the birds may enter their home. (About 5" in width)
- d. Now scotch tape the 'stand' to the bird house. See the following drawing for guidance in making the bird house:



## 2. How to play the game:

- a. Teacher distributes the following flash cards to various students:

know	crown	ground	flower	loudest
growl	show	should	could	around
hour	grow			

- b. Teacher tells the children that they are going to play a game. All the children that have cards are birds; however, only the birds that can make the 'OW' sound may enter into the bird house. If the word has the 'OW' sound, the child will put the flash card in the bird house; if it does not have the 'OW' sound, then the child hands the card to the 'bird watcher' (either teacher or other child.)

## C. INDIVIDUAL ORAL RESPONSE -- Word Meaning

1. Teacher spreads the flash cards, used in the teaching lesson, on the ledge.
2. She calls a child to pick out a flash card that will have the same meaning as the sentence that appears on the board.

(On Board)

(Correct Response)

something a dog does	growl
something a king wears	crown
a color	brown
something we step on	ground
lots of people	crowd
something we feel	proud
something that grows	flower
means to bend	bowed

## IV. SEAT WORK

1. To be done at the child's desk independently.
2. The following type of mimeographed material is distribute.

(see next page)

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Pick out the correct word from the list  
to make the sentence sound right.

owl	flour	growl	brown	crown	proud
crowd	pound	about	hour	around	ground
	flower	louder	bowed		

1. Soon it will be ten minutes past the -----.
2. All the children turned ----- and faced the back of the  
room.
3. This story is ----- a little elephant.
4. Baby liked to ----- on the table.
5. The teacher raised her voice even ----- than before.
6. An ----- is a very wise bird.
7. I am ----- of my good work!
8. The ----- gathered to watch the airplane contest.
9. The people clapped and the clown -----.
10. Mother needed some ----- to bake the cake.

Put a circle around all the words that have  
the 'OW' sound.

about	brown	crowd	flower	proud
above	bread	crown	flour	porch
around	bowed	close	floor	pound

LESSON ELEVEN

## Look Alike - Sound Different

OR sounds like 'or'  
OR sounds like 'er'

## I. PURPOSE:

1. to learn that OR has two different sounds 'er' and 'or'.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

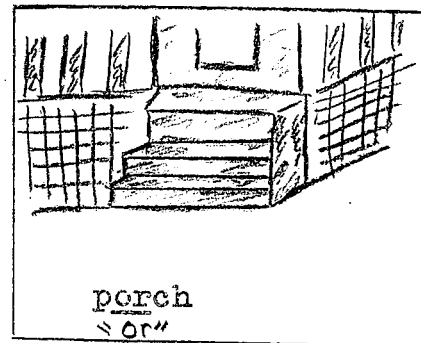
Presented on 6"x4" flash cards with the word printed in black and the homophone in red, such as the following:

<u>world</u>	<u>porch</u>	<u>color</u>	<u>doctor</u>	<u>forth</u>
<u>born</u>	<u>horse</u>	<u>north</u>	<u>short</u>	<u>storm</u>
<u>forward</u>	<u>word</u>	<u>work</u>	<u>worse</u>	<u>worth</u>

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. Teacher presents the two following key flash cards.

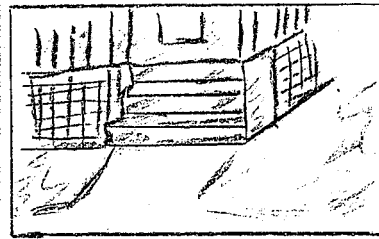
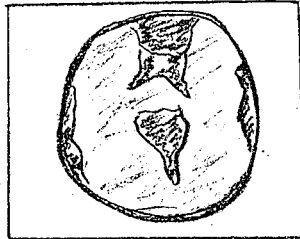


2. She calls attention to the fact that the OR in both words looks exactly alike, but that they do sound different. The OR in the word world sounds like 'er' while the OR in the word porch sounds just the way it looks, like 'or'.

3. The teacher presents the remainder of the flash cards in the same manner, always having the child orally read and spell the word. After each card the child comments on the type of OR sound. All is done in unison.

#### B. CHILDRENS' INDIVIDUAL RESPONSE

1. Children make the following type of individual response cards; made from drawing paper which is cut in half:



2. The teacher holds up a flash card used in the teaching lesson. Each child reads the card silently.
3. If the word has the 'or' sound in it, the child holds up the picture of the porch. If the word has the 'er' sound in it, the child holds up the response card with the drawing of the world.
4. Teacher observes individual response of each child.

#### IV. SEAT WORK

1. to be done by each child individually at desks.
2. Teacher passes out the following type of mimeographed material:

(see next page)



Name	Date

1. Do not say another \_\_\_\_\_.
2. I saw the \_\_\_\_\_ gallop away.
3. My baby brother is very \_\_\_\_\_.
4. Last night the \_\_\_\_\_ was frightening.
5. I like to do good \_\_\_\_\_.
6. Teacher said, "March \_\_\_\_\_."
7. The rain is getting \_\_\_\_\_.
8. The man said he was traveling \_\_\_\_\_.
9. That is \_\_\_\_\_ a lot of money.
10. I was \_\_\_\_\_ on Valentine's Day.

LESSON TWELVE

## Look Different - Sound Alike

AW sounds like 'aw'  
 AU sounds like 'aw'

## I. PURPOSE:

1. To realize that the letters AW and AU do not look alike but many times do sound alike.
2. To read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

1. To be printed on 6"x4" flash cards with the word printed in black and the homophone in red.

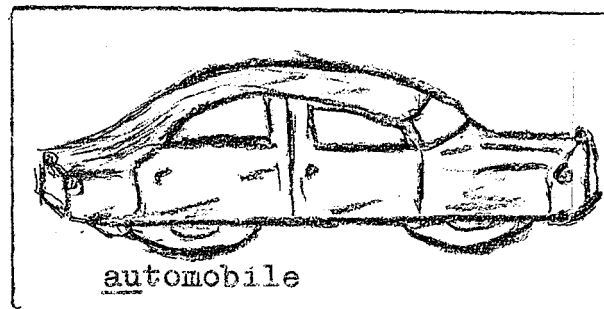
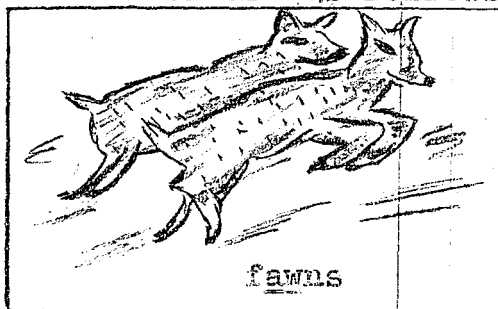
<u>automobile</u>	<u>awful</u>	<u>because</u>	<u>caught</u>	<u>saw</u>
<u>crawling</u>	<u>daughter</u>	<u>fawns</u>	<u>gnawed</u>	<u>naughty</u>
<u>paws</u>	<u>squawk</u>	<u>straw</u>	<u>taught</u>	<u>yawn</u>

Santa Claus

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. The teacher presents the two key flash cards which are as follows:



2. She makes the child aware that the letters AW and AU do not look alike but do sound alike; both have the 'aw' sound.

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read the sentences. Choose a word from the list to make the sentence right.

automobile  
Santa Claus  
gnawed  
squawk

fawns  
caught  
naughty  
yawn

awful  
crawling  
paws  
straw

because  
caw  
daughter  
taught

1. I saw Baby ----- along the floor.
2. Teacher ----- us about borrowing in arithmetic.
3. The elephant was picking up the ----- with his trunk.
4. A cub's hands are called -----.
5. A girl is called a ----- of her mother and father.
6. The beaver ----- the bark of the tree.
7. ----- brings me lots of presents in December.
8. Tippy was a very ----- little elephant.
9. "You cannot go out ----- it is raining," said Mother.
10. I could hear the ----- noise that the lion made.
11. A baby deer is called a -----.
12. Tom ----- the ball with his right hand.

Put a circle around all the words that have the 'AW' sound like in the word crawl.

fawns  
yawn  
auto  
daughter

house  
caw  
hat  
paws

caught  
crow  
awful  
taught

catch  
straw  
because

mouse  
strap  
know


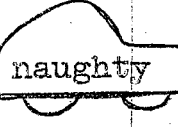

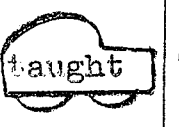
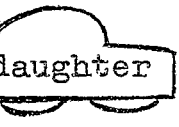

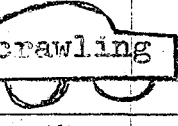
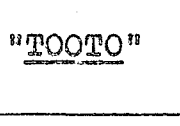

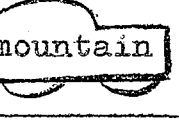
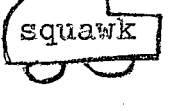

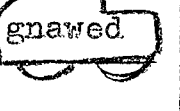
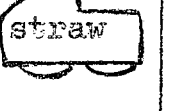
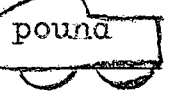
3. Teacher presents the rest of the flash cards in like manner, always having the children orally read and spell the entire word. She repeatedly calls attention to the homophones which are printed in red.

#### B. CHILDREN'S INDIVIDUAL RESPONSE

GAME

- TOOTO-AUTO

1. Each child has a card of the following type:

 shadow	 naughty	 house	 taught	 daughter
 snow	 crawling	 "TOOTO"	 saws	 mountain
 squawk	 owl	 gnawed	 straw	 pound

2. Each card has the same words, but they are assembled in different order. The first word on the first card becomes the second word on the second card, etc.
3. The teacher reads aloud any word that appears on the card. In order to cover a word (use cut-up squares from drawing paper - 10 to a child) that word must have the 'AW' sound in it.
4. When a child has covered a row across or down, he is a winner and he stands up and yells 'TOOTO'.

#### IV. SEAT WORK

1. to be done at children's desks independently.
2. Following type of mimeographed material is distributed:

(see next page)

LESSON THIRTEEN

## Look Different - Sound Alike

KN sounds like 'n'  
 GN sounds like 'n'  
 N sounds like 'n'

## I. PURPOSE:

1. to recognize that the letters KN, GN, and N do not look alike but all do sound alike; all sound like 'n'.
2. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY:

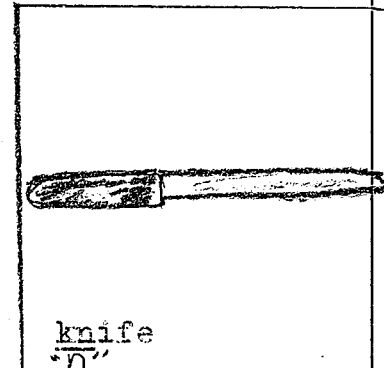
1. All words to be printed in black, with the homophone in red, on flash cards 6"x4".

White <u>Sa</u> vin	<u>e</u> leven	<u>g</u> naw	<u>n</u> ine	<u>g</u> naws
<u>g</u> nawing	<u>k</u> nife	<u>k</u> nees	<u>k</u> naw	<u>k</u> nock
<u>n</u> obody	<u>n</u> ew	<u>g</u> nawed		

## III. PROCEDURE:

## A. PRESENTATION OF FLASH CARDS

1. The teacher presents the three following key flash cards:



2. She makes the child aware of the fact that the letters N, KN, and GN all look different but they all have the same sound -- the sound of 'n'.

3. She presents the rest of the flash cards in the same manner, having the children orally read and spell the words. All the time the teacher is directing the attention of the children to the homophone and the sound of the homophone.

B. CHILDREN'S ORAL RESPONSE

GAME

- MR. 'N'IBBLE

1. How to make the game:

- a. From stiff flash card paper, draw a beaver 11" in length and 7½" in width. From the same type of paper make a pocket 5½" in width and 3" in length.
- b. Color the beaver. On the pocket put the word 'N'IBBLE. Explain to children that beavers like to nibble, that's why we have named him MR. NIBBLE.
- c. See sample below:



2. How to play the game:

- a. Teacher distributes the following set of flash cards:

gate	nobody	Mike	know
knew	knife	nails	kneeling
going	gnaw	kite	gnawed
gnawing	king		

- b. As the teacher calls a child forth, he reads his flash card orally to the class. If the word has the 'N' sound in it, he places it in Mr. Nibble's pocket. Remind children that beavers like to nibble and only the words that have the 'N' sound may go into the pocket.
- c. Any word that does not have the 'N' sound in it will either be given to the teacher or to a student helping the teacher.

IV: SEAT WORK

1. to be done individually by the child at his desk.
2. the following material is passed out to the child on mimeographed paper:

(see next page)

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read the sentence on the left. Find the word on the right that means the same thing as the sentence. Put the number of the sentence on the blank space in front of the word.

Put an X sign in the blank space in front of the words that do not belong on the list because they do not have the 'N' sound.

- |                                |                 |
|--------------------------------|-----------------|
| 1. means to chew               | --- underneath  |
| 2. we cut with it              | --- know        |
| 3. means below                 | --- eleven      |
| 4. to understand something     | --- gnaw        |
| 5. a sound or noise            | --- picnic      |
| 6. part of our body            | --- White Satin |
| 7. the number before twelve    | --- Mike        |
| 8. the number after eight      | --- knife       |
| 9. eating outdoors on the lawn | --- gate        |
| 10. name of an animal          | --- nine        |
| 11. not any one                | --- knock       |
|                                | --- king        |
|                                | --- kite        |
|                                | --- nobody      |
|                                | --- kneas       |



LESSON FOURTEEN

## (REVIEW)

## I. PURPOSE:

To review the first ten homophones taught, which are as follows:

a.	1. ea - long a ea - long e ea - short e ea - 'er'	2. th - soft th - hard	3. g - soft j
	4. c and s	5. ow - 'ow' ow - 'o'	6. y - long i y - short i
	7. s and z (sound alike)	8. oy and oy	9. ie - long e ie - long i ie - short i
		10. s and z (sound different)	

- b. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY

1. The homophone is printed on flash cards 6"x4".

- a. the flash card has two sides which are to be used in the review.

Side 1 - homophone in black and the sound of the homophone in red. On the right hand upper corner is a word, only for the teacher's use, printed very small in pencil.

Side 2 - this side has only the homophone which is printed in black.

2. Following are the types of flash cards used in this review lesson:

Side 1

Side 2

great  
ea L-a

ea

seat  
ea L-e

ea

bread  
ea S-e

ea

early  
ea "er"

ea

both  
th soft

th

them  
th hard

th

brown  
ow "ow"

ow

grow  
ow "o"

ow

Side 1

Side 2

happy  
y S-i

y

cry  
y L-i

y

buzzing  
z "z"

z

berries  
s "z"

z

icicle  
ci "s"

c

pieces  
ce "s"

ce

fancy  
cy "s"

cy

sail  
s "s"

s

grass  
ss "s"

ss

Side 1	Side 2	Side 1	Side 2
giraffe gi <u>"j"</u>	gi	mischief ie <u>S-i</u>	ie
cage ge <u>"j"</u>	ge	pie ie <u>L-i</u>	ie
jump j <u>"j"</u>	j	fierce ie <u>L-e</u>	ie
toy oy <u>"oy"</u>	oy	sail s <u>"s"</u>	s
oil oi <u>"oy"</u>	oy	those s <u>"z"</u>	s

### III. PROCEDURE:

#### A. PRESENTATION OF FLASH CARDS

1. Teacher holds up the flash cards so that Side 1 is showing only.
2. Children read the homophone; children read the sound of the homophone, which is in red.
3. Now teacher asks child if he can think of a word that has the letters and the sound shown on the flash card. (If no response, teacher gives the children a word; may use word written in small print.)

## B. ORAL RESPONSE

HOMOPHONE CHART

	<u>J</u> am	b <u>O</u> W	b <u>O</u> Y	smoo <u>TH</u>
b <u>I</u> ke	<u>Z</u> eke	h <u>O</u> pe	h <u>I</u> d	r <u>E</u> d
c <u>A</u> ke	h <u>E</u> r	<u>S</u> ee	<u>E</u> at	nor <u>TH</u>

## 1. How to make the Homophone Chart:

- a. Cut out stiff bulletin board paper so that it is 24" in width and 15" in length.
- b. Now cut out three strips, 2½" in width and 24" in length. Scotch tape the strips across the chart, leaving 2" space from the top for the first strip; leave 3" space from the first strip to the second strip and leave 4½" space from the second strip to the third. Spaces are necessary for the insertion of the flash cards in the pockets.
- c. Now letter the pockets in the same way that is shown in the drawing of the homophone chart. Be sure the homophone is red and the word in black.

## 2. How to use the Chart:

- a. Teacher holds up the flash card so that only side 2 is showing. She says the word that appears on side 1 and which contains that specific homophone. She then chooses a child and lets him insert the homophone flash card in the correct pocket.

Example: Teacher holds up homophone flash card IE. She says the word mischief. Child puts card in pocket with word 'hid' because IE has the short i sound.

## IV. SEAT WORK

1. to be done independently at child's desk.
2. following type of material is distributed to each child.

School \_\_\_\_\_

Grade \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Pick out the correct letters from the list to make a word. Put these letters in the blank spaces. Make sure you have made a word!

ea ie ss s ow oy oi th c y g z j

1. The lion likes to chew on raw m--t.
2. Baby can draw a -ircle.
3. The -iraffe is a very tall animal.
4. Tommy is a very naughty b--.
5. We read a story called "The Nor-- Wind."
6. I want a big slice of p--.
7. I found six silver c--ns.
8. I like to get up --rly in the morning.
9. Silk feels very smoo--.
10. Sojo was a very misch--vous boy.
11. I am learning to ride my new bi-ycle.
12. We do not like to hear baby cr--.
13. I do not want to cut the gra--.
14. I will plant the flowers and they will gr--.
15. George Washington was a gr--t man.
16. I have nine pie-es of cake.
17. Tomorrow is my birthday and I will be very happ--.
18. Mother told me to buy a do-en eggs.
19. The bird is singing in his ca-e.
20. The tiger is a very f--rce animal.
21. I like strawberry -am on my bread.
22. The cl--n had a big red nose.
23. I will put the thr--d through the needle.
24. I cut a pretty ro-e for mother.

## LESSON FIFTEEN

## (REVIEW)

## I. PURPOSE:

- a. To review the lessons from 11 - 15 which include the last eight homophones taught. They are as follows:

1. aw - 'aw' au - 'aw'	2. ou - 'ow' ow - 'ow'	3. y - short i i - short i
4. o and u	5. ee - long e ea - long e e - long e	6. or - 'er' or - 'or'
7. sk and sc	8. kn - 'n' gn - 'n' n - 'n'	

- b. to read, listen, spell, write and understand meaning of words.

## II. VOCABULARY

1. The homophone is printed on flash cards 6"x4".

- a. The flash card has two sides which are to be used in the review.

Side 1 - homophone in black and the sound of the homophone in red. On the right hand upper corner is a word, only for the teacher's use, printed very small in pencil.

Side 2 - this side has only the homophone which is printed in black.

2. The following are the type of flash cards used in this second of reviews:

Side 1	Side 2	Side 1	Side 2
wonder o <u>S-u</u>	o	crawl aw <u>"aw"</u>	AW
jump u <u>S-u</u>	u	taught au <u>"au"</u>	AU

Side 1	Side 2	Side 1	Side 2
meat ea <u>L-e</u>	EA	knee kn - <u>"n"</u>	KN
feet ee <u>L-e</u>	EE	gnaws gn - <u>"n"</u>	GN
she e <u>L-e</u>	E	nibble n - <u>"n"</u>	N
born or <u>"or"</u>	OR	clown ow <u>"ow"</u>	OW
worse or <u>"er"</u>	OR	house ou <u>"ow"</u>	OU
slid i <u>S-i</u>	I	skate sk <u>"sk"</u>	SK
happy y <u>S-i</u>	Y	scared so <u>"sk"</u>	SC

### III. PROCEDURE

#### A. PRESENTATION OF FLASH CARDS

1. Teacher holds up the flash cards so that Side 1 is showing only.
2. Children read the homophone; children read the sound of the homophone which is in red.

3. Now teacher asks child if he can think of a word that has the letters and the sound shown on the flash card (if no response, teacher gives the children a word; may use word written in small print.)

## B. ORAL RESPONSE

### HOMOPHONE CHART

		<u>Not</u>	<u>cUt</u>	PockeT
<u>wE</u>	<u>AWful</u>	<u>hId</u>	<u>fORth</u>	PockeT
<u>SKip</u>	<u>wERE</u>	<u>cOW</u>		PockeT

1. How to make the Chart: (may use back of chart used in lesson 14)
  - a. Cut out stiff bulletin board paper so that it is 24" in width and 15" in length.
  - b. Now cut out three strips, 2½" in width and 24" in length. Scotch tape the strips across the chart leaving 2" space from the top for the first strip; leave 3" space from the first strip to the second strip and leave 4½" space from the second strip to the third. Spaces are necessary for the insertion of the flash cards in the pockets.
  - c. Now letter the pockets in the same way that is shown in the drawing of the homophone chart. Be sure the homophone is printed in red and the rest of the word in black.
2. How to use the Chart:
  - a. Teacher holds up the flash card so that only Side 2 is showing. She says the word that appears on Side 1 and which contains the specific homophone. She then chooses a child and lets him insert the homophone flash card in the correct pocket.  
 EXAMPLE: Teacher holds up flash card with the O on it. She reads the word from Side 1 (child sees Side 2) and calls a child to come and put in correct pocket on chart. Child should put it in the pocket with the word CUT because the O has the short U sound in the word wonder which the teacher has given.



IV. SEAT WORK

1. to be done at desk of the children.
2. following type of mimeographed material is distributed:

-----

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Pick out the correct letters from the list to make a word. Put these letters in the blank spaces. Make sure that you have made a word!

aw i y ou ow or u o n kn gn au e

sk ee se ea

1. The farmer put the stack of str-- in big piles.
2. The baby fell d--n and hurt her hand.
3. The beaver was --awing on the corn.
4. The p--ch steps needed to be painted.
5. Father bought me a new pair of --ates.
6. Yesterday I fell down and cut my --ee.
7. I think the teacher is a very -ice person.
8. Some animals live in the gr--nd in the winter.
9. Mother t--ght me how to bake a cake.
10. Yes, sh- is a good reader!
11. Father --olded Fred because he would not go to bed.
12. Tommy cut his ch-n when he was coasting.
13. Baby was crying because she was h-ungry.
14. During winter, water will fr--ze into ice.
15. I can count up to twent--.
16. When we go to the beach I play with my sh-vel and pail.
17. The witch was a very m--n old lady.

## Part II

## -- GRADE THREE --

LESSON ONE

## Look Different and Sound Alike

ee as in 'bee'  
ea as in 'cream'  
e as in 'me'

PURPOSE: To teach that ee, ea, and e look different, but sometimes have the same long e sound.

## MATERIALS:

Flash cards, chalk, chalkboard

## VOCABULARY:

bee	deep	feed	seen	geese	green
keep	meet	need	feet	seem	cheese
teeth	wheel	cream	each	easy	eat
leaf	mean	scream	me	be	he
		she	we		

## PROCEDURE:

1. Say: "I am going to write a word on the board that is something we all like to do. (Write eat.) What did I write? Yes, eat. What vowels do you see in eat? Yes, ea." What does the ea say? Yes, it has a long e sound. When two vowels come together in a word, the first is usually long and the second is silent. Which vowel is long in eat? Yes, the first one which is e. Which vowel is silent? Yes, the a is silent."
2. Say: "The next word I am going to write is something that everyone needs. (Write sleep.) Who knows this word? Yes, it is sleep. What vowels do you see in sleep? Yes, I will draw a line under the two e's. What vowel sound do you hear? Yes, long e. Who remembers the rule about two vowels together in a word? Does that happen in this word? Yes, it does."
3. Say: "I am going to write another word that isn't about you. Who do you think it's about? Yes, it's about me. (Write me.) What vowel do you see in me? Yes, e. What vowel do you hear in me? Yes, long e. When a vowel is the only one in a word and it is at the end of the word, it is usually long."

4. Say: "Let's take a good look at eat, sleep, and me. What vowel sound did we hear in each word? Yes, long e. What rule did we learn about two vowels coming together? What rule did we learn about one vowel in a word, when it comes at the end? Yes, that is correct. We have learned that ee, ea, and e, although they look different, sometimes have the same long e sound."
5. Say: "Would you like to play a balloon game today? I will draw a big balloon on the board. This is Mrs. Long E. and these are her children. (Draw 12 smaller balloons.) Let's add faces to make it more fun." (Choose children to make the faces on them.)



6. Pass out sixteen flash cards, some with words that have a long e sound, and some that haven't. Divide children with flash cards into teams of eight each. The children may write their word in a balloon hat, if it has a long e sound in it. The children having words that do not have a long e sound hold on to their words. The team with all long e words in their balloon hats is the winner.

Flash card words are:

bee, cream, me, feed, red, wet, eat, face,  
tree, rain, teeth, wee, seat, she, be, scream

7. Pass out mimeographed paper for written check. A copy of this paper is at the end of this lesson.

8. Final Check

Rapid oral review the last five minutes in the afternoon.

What do ee, ea, and e sometimes say? What rules have we learned that will help us?

Find the missing word that has a long e sound and fits into the sentence.

1. Tom has two \_\_\_\_\_. shoes arms feet
2. Betty needs her \_\_\_\_\_. skates sleep books
3. Billy gave Tom some \_\_\_\_\_. candy gum peanuts
4. Did you hear that \_\_\_\_\_? scream wind wet
5. Ann saw a pretty \_\_\_\_\_. boat tree dress
6. Dick wanted \_\_\_\_\_ to go with him. Ben Fred me

Put a circle around the words that have a long e sound in them.

meet	mean	we	green	peanuts
help	be	sea	met	when

LESSON TWO

## Look Alike and Sound Different

ea as in 'eat'  
ea as in 'great'  
ea as in 'head'  
ea as in 'early'

PURPOSE: To teach that ea has many different sounds ---  
long e, long a and short e.

MATERIALS: Flash cards, chalk and chalk board.

## VOCABULARY:

seat	please	each	mean	reach
real	speak	leaped	peanuts	Beaver
year	great	bear	pear	bread
breakfast	ahead	spread	instead	treasure
breath				

## PROCEDURE:

Say: "Are you wide awake this morning? Let's see if you can guess the answers to some riddles.

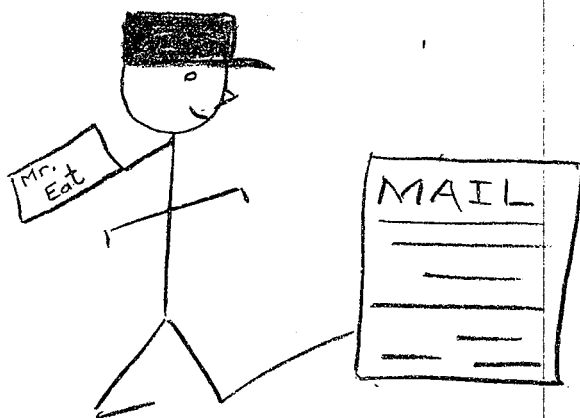
1. I am thinking of an animal with a wide, flat tail. What is its name? Yes, a beaver. What vowel sound does the ea have in beaver? Yes, it has a long e sound. We know now that ea sometimes has a long e sound."
2. "I am thinking of an animal that is very big and furry. It may be brown or black, and there are even some white ones. Yes, it is a bear. What two vowels do you see in bear? Yes, ea. What sound does ea have this time? Yes, it has a sort of long a sound, followed by r."
3. Say: "I am thinking of a name you might call a person who is always the first one up in the morning. (Answer, an early bird.) Look carefully at the word early. What vowels do you see? Yes, ea. What vowel sound do you hear? Yes, an er sound. We know now that ea followed by r sometimes has an er sound."
4. Say: "I am thinking of the first meal that you have every day. (Answer, breakfast) Write breakfast on the board. What sound does ea have in breakfast? Yes, ea has a short e sound."

5. Let's take a look at all of these different sounds of ea.

beaver -- What sound has the ea in beaver? Answer, long e.  
 early -- What sound has the ea in early? Answer, er.  
 bear -- What sound has the ea in bear? Answer, long a with r  
 breakfast- What sound has the ea in breakfast? Answer, short e.

All of these words have the same two letters in them - ea - but the ea has a different sound in all of them.

6. Would you like to play a "Mailman Game" with some stick figures and flash cards?  
 Draw the four stick figure mailmen, their mail bags and letters on the board. Let's say their names, Mr. Eat, Mr. Early, Mr. Bear and Mr. Head.



7. Pass out flash cards with words that have ea in them. Say: "When I call your name, you may write your word on a letter of the mailman with the same sound of the ea that is in your word. We'll watch to see if you pick the right mailman."

Note: This may also be played with two teams. The winning team being the team with all players putting their words under the right mailmen.

Words on Flash Cards:

please, bear, bread, each, great, ahead, seat, pear, ready, speak, breakfast

8. Pass out mimeographed paper for written check. This paper includes filling in missing words with various sounds of ea, and identification of different sounds of ea in words. A copy is included at the end of the lesson.
9. Final check  
Just before the children go home in the afternoon say, "Who remembers the different sounds ea may have?" Ask for words illustrating these different sounds of ea.

Fill in the missing words

1. Could Tom \_\_\_\_\_ the top of the ladder?
2. John gets up \_\_\_\_\_ every morning.
3. Abraham Lincoln was a \_\_\_\_\_ man.
4. Mother made \_\_\_\_\_ today.
5. Bill \_\_\_\_\_ a queer noise.
6. Did you \_\_\_\_\_ to Ann?

Missing Words

great -- reach -- heard -- speak -- mean --  
early -- year -- bread

What sound does ea have in these words?

Long e  
Short e  
Long a  
Er

each _____	mean _____	early _____	ready _____
head _____	great _____	please _____	cream _____

LESSON THREE

## Look Different and Sound Alike

i (short i) as in 'big'  
y (short i sound) as in 'every'

PURPOSE: To teach that i and y look different, but sometimes have the same short i sound; that y usually has a short i sound when it comes at the end of a word that has other vowels in it.

MATERIALS: Two oak tag head bands, one with Short i on it, and the other with Short y on it.  
Flash Cards

## VOCABULARY:

big	chin	dig	him	picnic	Jim
Bill	city	dinner	is	fifth	miss
every	family	happy	honey	hungry	twenty
jolly	early	funny	heavy	empty	lazy

## PROCEDURE:

1. Say: "I want you to listen carefully to the words I am going to say. (big - him) Watch while I write big and him on the board. What vowel do you see in big and him? Yes, what vowel do you hear?" (Ans. short i)
2. Listen again. Say, "fairy ---- funny". Write fairy and funny on the board. What letter is at the end of both fairy and funny? What vowel sound has the y in these words? Yes, short i. Y is usually short when it comes at the end of words that have other vowels in them.
3. "Who can think of some words that have a short i sound in them? I will put them on the board as you say them. Be sure to think of some words that end in y but have a short i sound."
4. List the words as given by the children. Ask children to pick out any words that may be incorrect.
5. Say: "Would you like to play Follow the Leader? Choose a girl and a boy for leaders. Give them each a headband, one with short i on it, and the other with short y on it. Pass out flash cards. Most of the words have a short i or y sound, but there are some long i and y sounds also.



6. The Short i Leader marches around the room first, and as she passes each desk the children that have words with a short i sound follow her. Then all line up beside her at the front of the room, facing the other team.
7. Next the Short Y Leader marches around the room. All the children having a word that ends in y with a short i sound follow her and line up in the front of the room, facing the other team. Each child then shows his card (one at a time) and says his word. The team which has all words with the Leader's letter and the short sound of i wins.
8. Flash card words:  
Jim, ride, picnic, him, funny, city, miss,  
early, dig, cry, fifth, fly, happy, jolly,  
hide, is, empty, ugly, lazy, every
9. Pass out mimeographed paper for written check. This consists of filling in missing words with words that have a short i sound in them, and that fit into the sentence meaning. A copy of this paper is at the end of the lesson.

10. Final Check

Five minutes before the children go home in the afternoon, ask these questions.

- a. What two letters did we talk about this morning?
- b. What do we remember about their looks?  
(Ans. They look different but they sometimes sound alike.)
- c. What do they sometimes say? (short i)
- d. How many words can you think of that have a short sound of i in them?

Name	Date
------	------

1. Dick lives in the \_\_\_\_\_.  
tree city farm
2. Jim likes to \_\_\_\_\_ in the sand.  
dig play fight
3. Susan is going to a \_\_\_\_\_.  
ride picnic train
4. Bill was the \_\_\_\_\_ in the line.  
second eighth fifth
5. There were \_\_\_\_\_ boys at the party.  
five ten twenty
6. Santa is a \_\_\_\_\_ old man.  
fat jolly round
7. Betty has a \_\_\_\_\_ dog.  
big white small
8. \_\_\_\_\_ seat was taken.  
each my every
9. Father will be home for \_\_\_\_\_.  
breakfast noon dinner

LESSON FOUR

## Look Alike and Sound Different

Y (short i) as in happy  
Y (long i) as in cry

PURPOSE: To teach that on the end of a word Y usually has a long i sound if it is the only vowel in the word, and a short i sound if there are other vowels in the word.

MATERIALS: Chalk - chalkboard  
Oak tag for flash cards  
Construction paper if kites are used on flannel board.

## VOCABULARY:

happy	monkey	party	shiny	juicy
lazy	merry	already	frisky	unhappy
enemy	ready	hurry	cry	by
try	why	sky	fly	my
shy	dry			

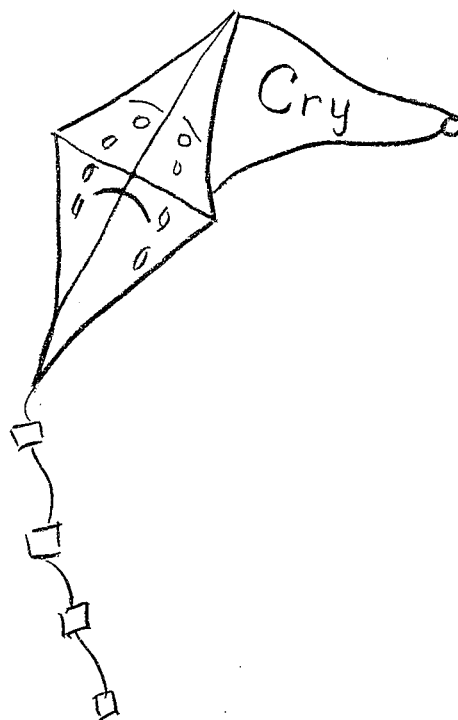
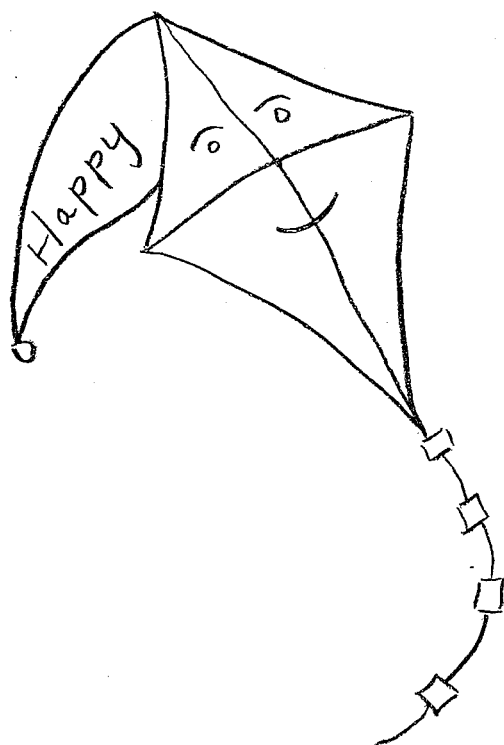
## PROCEDURE:

1. Write happy on the board. Say: "Who can tell me what I've written? Who would like to draw a line under the vowels in happy? What vowel sounds do you hear in happy? Yes, short a and the y has a short i sound."
2. Say: "Look carefully, I'm going to see if I can catch you!" Write cry on the board. Call on a child to say the word. Next, ask a child to underline the vowel, and tell the vowel sound he hears in cry.
3. Say: "I am going to write both words, happy and cry. What letter is in both words? Yes, they both end in y. Who can tell me how the y's are different? Yes, the one in happy has a short i sound, and the one in cry has a long i sound."
4. "Now we know that y on the end of a word may have a long or short sound. I wonder how we can tell which sound final y should have. I will give you a clue. If the y at the end of the word is the only vowel in the word, it is usually long."

5. Say: "Would you like to play Riding the Kite's Tail?

Once upon a time there were two kites. One was named Happy, the other was named Cry. Happy was a gay little kite, but Cry was always sad. You'll see what I mean when I draw their pictures." Put pictures on board. (Kites may be made of construction paper and used on a flannel board.)

---



- 
6. Pass out flash cards with the following words:  
party, my, shiny, already, holly, sky, frisky,  
unhappy, why, by, dry, monkey, shy, fly,  
fry, enemy
7. The children with the flash cards are lined up in two teams in front of the kites. Each child reads the words on his card. If the word ends in short y, he writes it on Happy's tail. If the word ends in long y, he writes it on Cry's tail. The team getting all its words on the right kite wins.
8. Pass out mimeographed papers for written check. A copy of this paper is at the end of this lesson.

9. Final Check

Ask the following questions before the children leave at the end of the day.

- a. "Who remembers one sound of y at the end of a word?"
- b. Who can think of some words that end in y that have that sound?
- c. Who can tell me another sound of y at the end of a word?
- d. What are some words that end in y with that sound?
- e. How can we usually tell if the y has a long or short sound at the end of a word?"

---

Write after each word if the y has a long or a short sound of i.

Happy -----	Cry -----	party -----
try -----	monkey -----	by -----
already -----	why -----	holly -----
sky -----	shiny -----	unhappy -----
lazy -----	merry -----	hurry -----

---

Write the answers to these questions.

1. What do you do when you are sad?

\_\_\_\_\_

2. What is sometimes blue?

\_\_\_\_\_

3. What do you do if you are late?

\_\_\_\_\_

4. What do you have on your birthday?

\_\_\_\_\_

5. What do birds do?

\_\_\_\_\_

6. What kind of a child doesn't want to work?

\_\_\_\_\_

LESSON FIVE

## Look Different and Sound Alike

<u>oo</u>	as in 'foot'
<u>ou</u>	as in 'should'
<u>u</u>	as in 'put'
<u>o</u>	as in 'woman'

PURPOSE: To teach that oo, ou, u and o look different but sometimes have the same sound of oo as in book.

## MATERIALS:

Flash Cards, chalk, chalkboard or  
Two large ladders made of oak tag and a flannel board.

## VOCABULARY:

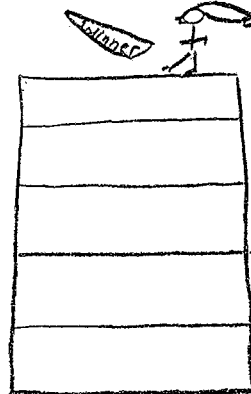
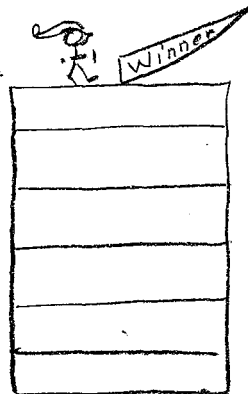
took	good	shook	stood	should
could	would	put	push	pull
woman				

## PROCEDURE:

1. The teacher has several flash cards in her hand. All are words that have oo in them. She spreads them in a fan shape and asks a child to draw a card. Child, for example, draws foot. The teacher writes foot on the board. The children read it. A child is chosen to underline the vowels in foot. Another child tells the vowel sounds he hears.
2. Change flash cards. The cards this time all have words with ou on them. Another child draws a card. He picks, for example, should. Write it on the board. Say: "Who can name the vowels they see in should? Yes, ou." Choose a child to underline the ou. "What vowel sound do we hear when we say should? Yes, the same sound as the oo in foot."
3. Change the flash cards again. This time the cards all have words that have a U in them. The u has the oo sound. A child draws a card. He picks, for example, put. He shows the word to the class and reads it. Say: "Who would like to draw a line under the vowel in put? Yes, it is u. Who can tell me the vowel sound we hear when we say put? Yes, the u has the same sound as the oo in foot."
4. Change the flash cards once more. This time the words all have an o that has an oo sound. A child draws a card. He, for example, draws wolf. Following

the same procedure as for the other three words, the word is written on the board, the vowel is underlined, and the sound of oo is stressed.

5. "How many different ways of reading and writing oo have we learned? Who would like to write them on the board? Yes, oo, ou, u and o sometimes all say oo. They look different but they sound alike."
6. Say: "How would you like to climb some ladders?" Put the two oak tag ladders on the flannel board (or they may be drawn on the board). We will see who our best climbers are. Choose two teams. Each child is given a flash card. Only words that have an oo sound as in foot may be put on the ladder. If a wrong word is chosen, you fall off the ladder and the other team wins. If both teams stay on, the one reaching the top first is the winner. Are you ready? 1, 2, 3 - GO!
7. Flash card words:  
 Team One - took, should, meat, good, put, rain, should;  
 Team Two - could, wolf, look, help, push, where, stood.



8. Pass out mimeographed paper for written check. A copy of this paper is at the end of the lesson.
9. Final Check  
 Five minutes before the children go home in the afternoon ask what letters sometimes say oo? Ask for examples.  
 Send several children to the board. Ask them to show in different words the letters that have an oo sound.

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Put a circle around the words  
in each row that have an oo sound  
as in book.

- |    |       |       |       |        |
|----|-------|-------|-------|--------|
| 1. | took  | shook | food  | good   |
| 2. | woman | look  | could | two    |
| 3. | put   | push  | must  | pull   |
| 4. | stood | wolf  | build | should |
| 5. | would | good  | could | run    |

Write the missing word in each sentence.  
Find a word with the right meaning, that  
also has an oo sound, as in book.

1. Billy \_\_\_\_\_ the baby for a ride.  
helped -- good -- took
2. Did he \_\_\_\_\_ the cart?  
drive -- run -- push
3. He met an old \_\_\_\_\_.  
man -- witch -- woman
4. She \_\_\_\_\_ the cart.  
shook -- hit -- bumped
5. Tom had to \_\_\_\_\_ the cart away.  
shake -- pull -- lift



LESSON SIX

## Look Different and Sound Alike

oo as in 'food'  
ew (oo) as in 'drew'  
u (oo) as in 'rude'

PURPOSE: To teach that oo, ew and u look different but sometimes have the same sound of oo as in food.

## MATERIALS:

Ten oak tag stick figures with flash cards  
 Two oaktag baseball diamonds  
 Flannel board

## VOCABULARY:

loose	drew	rude	afternoon
threw	Judy	balloon	flew
spruce	goose	chewed	noon
room	school	soon	jewel

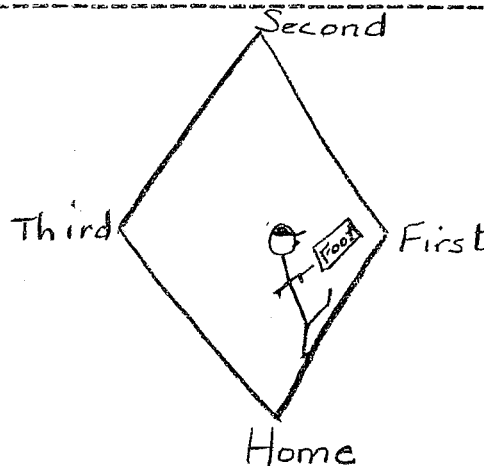
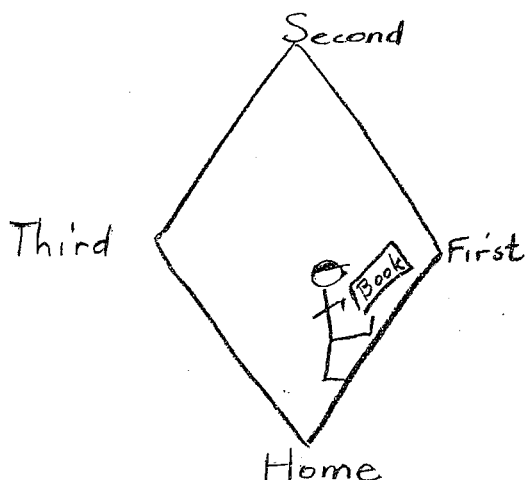
## PROCEDURE:

1. Say: "Today we are going to play a listening, looking, and reading game. Close your eyes and listen carefully to what I say."
2. Say: "food, and write it on the board. Open your eyes and look at food. Who can underline the part that says oo? That is correct. Two o's sometimes say oo."
3. Say: "Close your eyes again and listen. Write flew on the board. Open your eyes and look at flew. Were you surprised? Who can underline the part that says oo in flew?"
4. How many different ways of writing oo have we seen? Yes, two.
5. Say: "I have another surprise for you. Close your eyes again and listen. Write rude on the board. Open your eyes and look at rude. Were you surprised? What says oo in rude? Underline the oo."
6. "How many different ways of writing oo have we learned? Yes, we have learned three. What are they?  
We know now that oo, ew and u sometimes have an oo sound as in food."

7. Say: "Today we are going to play a baseball game. I know you will like it. We will have two teams with five on each team." Put two oak tag baseball diamonds on the flannel board. Each child is given an oak tag stick figure holding a word. (The children could make these at a previous lesson.) The teams are lined up before the diamonds.
- Player No. 1 may put his figure on first base if its word has an oo sound as in food in it.
- Player No. 2 sends 1 to second base and puts his figure on first base, if its word has an oo sound as in food.
- Player No. 3 moves both players to the next bases if his word has an oo sound as in food in it, and so on.
- The team reaching Home first, with only words with an oo (as in food) sound in them, is the winner. Children having cards with other sounds hold them.
- Note: Be sure that one child on each team is given a word with a different sound.

Words on stick figures included:

balloon, book, room, flew, loose,  
spruce, threw, school, foot, rude, Judy



8. Pass out paper for written check. A sample of this paper is at the end of the lesson.
9. Final Check  
Five minutes before the close of school ask, "What sound did we study today?" (Answer oo) Who

remembers how many different ways of writing oo  
 we learned today? (Answer - three)  
 Who would like to write them in words on the board?"

10. Say: "Tomorrow we will learn some other letters  
 that sometimes say oo."

---

Put a line under the letters in each  
 word that say oo as in noon.

drew	goose	chewed
spruce	flew	jewel
school	Judy	afternoon
threw	balloon	rude
room	drew	loose

---

Write the missing words in each sen-  
 tence. Use only words that have an  
oo sound as in room in them and that  
 fit into the sentence.

1. Ann has a red \_\_\_\_\_.  
                                   ball          doll          balloon
2. Tom \_\_\_\_\_ the ball to Bill.  
                                   threw          tossed          hit
3. \_\_\_\_\_ is a pretty girl.  
                                   Ann          Mary          Judy
4. Will Dick be in our \_\_\_\_\_?  
                                   soon          room          house
5. Susan goes to a big \_\_\_\_\_.  
                                   school          place          store

LESSON SEVEN

## Look Different and Sound Alike

A Continuation of oo Sounds Taught in the Previous Lesson

ui (oo) as in 'fruit'  
ue (oo) as in 'true'  
o (oo) as in 'move'

PURPOSE: To teach that ui, ue and o sometimes have an oo sound, and to review other oo sounds, oo, ew and u.

## MATERIALS:

Flash Cards, chalk, chalkboard

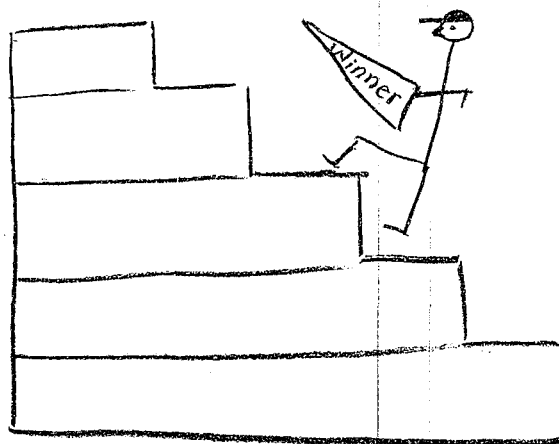
## VOCABULARY:

fruit	true	move	suit	blue
to	juicy	glue	cruel	do
	two	whose	lose	

## PROCEDURE:

1. Say: "Today we are going to learn some other letters that sometimes say oo as in food. What were the letters that we learned yesterday that sometimes say oo? Yes, oo, ew and u. Who can think of a word that has two o's in it, that has an oo sound? Write it on the board. Who can think of a word that has an ew in it? Write it on the board. Who can think of a word that has o in it that has an oo sound? Write it on the board."
2. Say: "Close your eyes and listen carefully. (Teacher says fruit and writes it on the board.) Open your eyes and look. Who can underline the part that says oo in fruit? Yes, ui sometimes says oo."
3. Did you ever think there were so many letters that sometimes say oo? I wonder what we're going to see this time.
4. "Let's close our eyes again. (Teacher says true and writes it on the board.) Open your eyes and look at true. Who can underline the part that says oo in true? Yes, ue sometimes says oo."
5. "Close your eyes and listen once more. (Teacher says who and writes it on the board.) Open your eyes and look. Who can underline the part in who that has an oo sound? Yes, o sometimes has an oo sound."

6. How many different ways of writing oo have we learned? Let's face the other way, not looking at the board. As I tap your shoulder, tell me one way. Children respond with oo, ew, u, ui, ue and o.
7. "We know that oo, ew, u, ui, ue and o all look different, but sometimes they all have the same sound of oo."
8. Say: "Now I'm going to see how good you are at climbing stairs."  
(Teacher draws two flights of stairs on the board.)  
Two captains are chosen - each captain chooses nine children for his team.  
A flash card is given to each child.  
Only words that have an oo sound may be written on the stairs. Children having a word that does not have an oo sound, hold their cards.  
Team finishing first with all words correct is the winner.
9. Words on flash cards are:  
fruit, suit, juicy, gun, true, blue,  
glue, must, move, do, who, hot



10. Following the game, pass out mimeographed papers for written check. A sample of this paper is at the end of the lesson.
11. Final Check  
Just before the children go home ask them to tell the different letters that sometimes have an oo sound. List them on the board. Then ask for a word to illustrate each one.

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Draw a circle around all the words that have an oo sound in them.

flew	who	noon
good	glue	book
jewel	must	more
fruit	juicy	hot
true	suit	move
room	blue	rude

---

Write the missing words. Use words that have an oo sound as in room, that fit into the sentences.

1. Ann has a basket of \_\_\_\_\_.  
apples fruit pears
2. Jane has a \_\_\_\_\_ dress.  
red orange blue
3. The store closed at \_\_\_\_\_.  
noon night morning
4. This is a \_\_\_\_\_ orange.  
big little juicy
5. Did Nick \_\_\_\_\_ today?  
play move run

LESSON EIGHT

## Look Different and Sound Alike

u (short) as in 'dust'  
o (short u sound) as in 'some'

PURPOSE: To teach that although u and o look different they sometimes have the same short u sound.

MATERIALS: Flash cards, chalk and chalkboard

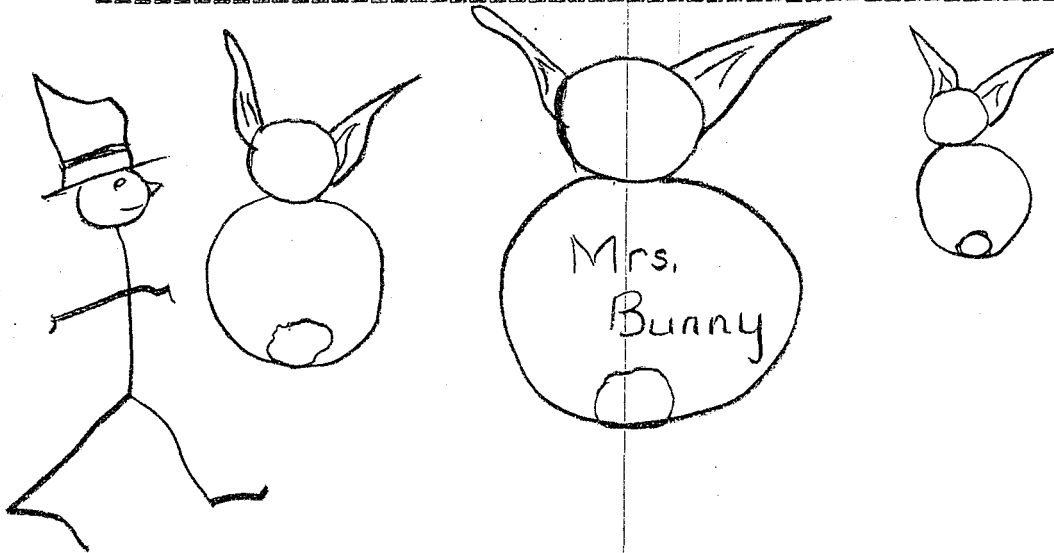
## VOCABULARY:

dust	jump	duck	fun	butter
must	hungry	run	stuck	bus
some	above	cover	oven	other
wonder	nothing	brother	monkey	

## PROCEDURE:

1. Say: "I am going to put some words on the board. I want you to look at them carefully and to listen for the vowel sounds."
2. Write fun on the board. Have a child read it. Ask the other children to say it.
3. Write drum on the board. Call on a child to read it. Ask the other children to say it.
4. Follow the same procedure with duck, dust, and jump.
5. Point to the above words on the board. Say: "Listen carefully to the vowel sound you hear in these words. What is it? Yes, short u."
6. Look carefully at the words I am going to write. Write some, above, cover, oven, other, wonder, nothing, brother, monkey.
7. "What vowel is in each of these words? Yes, o. What vowel sound does the o have in all these words? Yes, it has a short u sound."
8. "What have we learned about u and o? Yes, we have learned that u and o look different, but sometimes have the same short u sound."

9. "I'm going to tell you about some bunnies this morning. One day Mrs. Bunny and her children were watching Farmer Brown weeding his garden. They were hoping that he would leave, so that they could get into the garden. This is how they looked.
10. Draw one large rabbit and twelve small ones on the board.  
A stick figure to represent Farmer Brown may also be drawn.



11. Pass out flash cards. Divide the children with the flash cards into two teams.  
Say: "If you have a word that has a short sound of u in it, you may write it on the bunnies' backs.  
The team that gets all their words right is the winner. If your word doesn't have a short u sound, hold on to it.  
Be sure that each team is given two words with different sounds in them.
12. Flash card words are:  
above, follow, shovel, guess, cover, some,  
dust, count, build, brother, duck, jump,  
nothing, hungry, butter, oven
13. Stress at the conclusion of the game that u and o look different but sometimes have the same short u sound.
14. Pass out mimeographed papers for written check. A copy of this paper is on the next page.



15. Final Check

Five minutes before the close of the afternoon session ask:

- "Who can remember the sound we talked about this morning? Yes, it was a short u sound.
- What two letters did we learn that sometimes have the same short u sound? Yes, u and o.
- Who can think of a word that has a u in it with a short sound?
- Who can think of a word that has an o in it with a short sound of u?"

Riddles

Put a circle around the answer to each riddle.  
Each answer must have a short u sound in the word.

1. What do we like on our bread that is yellow?  
jam                      cheese                      butter
2. What bird makes a quacking sound?  
sparrow                  duck                      goose
3. What do people ride in?  
train                      bus                      car
4. What do you dig with?  
rake                      hoe                      shovel
5. Where did Mother put the pie?  
shelf                      oven                      table
6. I am his sister. Who is he?  
father                      cousin                      brother
7. What did Tom see at the zoo?  
birds                      monkeys                      tigers

Put a circle around the words that have a  
short u sound in them.

dust	stuck	not	some
other	used	run	above
cover	hungry	blue	jump

LESSON NINE

## Look Different and Sound Alike

<u>o</u>	as in 'close'
<u>oa</u>	as in 'boat'
<u>oe</u>	as in 'hoe'
<u>ow</u>	as in 'know'

PURPOSE: To teach that o, oa, oe, and ow look different, but sometimes have the same long o sound.

MATERIALS: Chalk, chalkboard.

## VOCABULARY:

both	clothes	ago	almost	cold
clover	don't	home	hole	joke
most	boat	coat	load	loaf
oak	road	whoa	doe	hoe
Joe	toe	blow	crow	grow
know	own	show	slow	snow

## PROCEDURE:

1. Say: "I am going to write a word on the board. Look carefully. What did I write? (Answer boat) Who can circle the vowels in boat? Yes, that is correct, o and a are the vowels. Who can tell me the vowel sound they hear in boat? Yes, long o. We know now that oa has a long o sound."
2. "What is white that covers the ground sometimes? Yes, snow, the ow has a long sound of o sometimes. Now we know that oa and ow sometimes have a long sound of o."
3. "Where do we go after school? Yes, home. What vowel sound do we hear in home? Yes, long o. We know then that o is sometimes long."
4. "What is a mother deer called? Yes, a doe. What two letters together have a long o sound in doe? Yes, oe."
5. "Today we are going to play 'Tic Tac Soundo'. Watch while I put it on the board."

1 goat o	2 boat x	3 toe o
4 hoe x	5 Pot luck hope o	6 show x
7 gold o	8 road x	9 stone o

Winner  
Diagonal

6. Two contestants and a scorekeeper are chosen. Each player is given ten flash cards, some with long o words and some with other sounds of o. Each player gives a word with a long o sound to the scorekeeper and tells him in which number box to put it.  
The first player to complete three boxes with long O words, horizontally, vertically, or diagonally wins.  
Note: If a player gives a word that does not have a long o sound, he is out. The scorekeeper holds up a word for Pot Luck. The contestant says to put it in Pot Luck if it has the long sound of o.  
One player has a small circle beside his words, and the other player has a cross, to distinguish one player's words from the other's.
7. Flash card words are:  
clothes, coat, come, goat, slow, hoe,  
book, joke, most, road, loaf, doe, crow,  
hop, hole, know, clock, boat  
Words for Scorekeeper for Pot Luck are:  
don't, most, hot, loaf
8. Pass out mimeographed papers for written check. A copy of this paper is at the end of the lesson.

8. Final Check

Five minutes before the end of the session ask:

- "What sound did we study today? (Answer long o)
- Who would like to write on the board one word with a long o sound in it?
- Who can think of another word with a long o sound in it?
- Who can write two other words with long o sounds in them?

Matching Words With Meanings

Before each word in Row 2, put the number of its meaning in Row 1.

1. you wear it	..... whoa
2. a kind of tree	..... Joe
3. a mother deer	..... doe
4. stop	..... snow
5. a boy's name	..... both
6. a black bird	..... crow
7. something white and cold	..... slow
8. we walk on it	..... oak
9. something funny	..... joke
10. not fast	..... road

Fill in the missing letters with long o sounds

1. Bill has a new c - - t.
2. Mary laughed at Tom's j - ke.
3. That is an - - k tree.
4. It's fun to play in the sn - - .
5. J - - is a good boy.
6. Did you buy the l - - f of bread?
7. The boys are out in the b - - t.

LESSON TENA Review Lesson

**PURPOSE:** To review sounds taught in previous lessons.

ea - ee - e  
 i - y (short)  
 oo -(as in book)  
 oo - ew - ue - u - ui - o (oo as in food)  
 u - o (short u sound)  
 o - oa - oe - ow (long o sound)

**MATERIALS:** An oak tag chart about 18 x 24 inches

**VOCABULARY:**

eat	please	great	blue	took
big	row	me	feet	have
picnic	funny	cry	true	dust
some	ride	blew	room	row
Judy	good	woman	could	fruit
duck	use	baby	party	try
sky	happy	blew	room	row
Judy	move	butter	happy	wind

**PROCEDURE:**

1. Say: "Today we are going to play "Find the Clue." Hang up large chart that has on it all the above homophones. "I will say a word. Then I will choose someone to circle the homophones on the chart that have the same sound that is in the word I say. We will circle them with a red crayon."
2. The instructions are:
  - a. Circle all the homophones that have the same sound as the e in me.
  - b. Circle all the homophones that have the same sound as the i in dig.
  - c. Circle all the homophones that have the same sound as the oo in stood.
  - d. Circle all the homophones that have the same sound as the y in cry.
  - e. Circle all the homophones that have the same sound as the ui in suit.
  - f. Circle all the homophones that have the same sound as the u in fun.
  - g. Circle all the homophones that have the same sound as the y in happy.
  - h. Circle all the homophones that have the same sound as the ea in head.
3. Pass out mimeographed papers for the written check.

4. Final Check

Five minutes before the children go home ask:  
 "What letters sometimes have a short u sound?"

(Answer u and o)

What letters sometimes have an oo sound as in food?

Who would like to write them on the board?

What letters sometimes have a long i sound?"

Continue, using the other homophones.

Fill in the missing word and underline the homophone in it.

1. Did John \_\_\_\_\_ his dinner?

Answer must have a long e sound in it.  
 bring -- eat -- take

2. George Washington was a \_\_\_\_\_ man.

Answer must have a long a sound in it.  
 good -- tall -- great

3. Patty has a \_\_\_\_\_ coat.

Answer must have an oo sound as in room.  
 pretty -- blue -- red

4. Tom's father gave him a new \_\_\_\_\_.

Answer must have a short u sound.  
 used -- boat -- gun

5. Mother put the \_\_\_\_\_ in a basket.

Answer must have an oo sound as in room.  
 cake -- fruit -- apples

6. Who \_\_\_\_\_ the book from my desk?

Answer must have an oo sound as in book.  
 found -- took -- read

7. Did you see the \_\_\_\_\_ black bear?

Answer must have a short i sound.  
 wide -- sad -- big

8. Can you \_\_\_\_\_ a boat?

Answer must have a long o sound.  
 rock -- sail -- row

LESSON ELEVEN

## Look Different and Sound Alike

<u>a</u>	as in 'came'
<u>ai</u>	as in 'rain'
<u>ay</u>	as in 'play'
<u>ei</u>	as in 'eight'
<u>ey</u>	as in 'they'

PURPOSE: To teach that a, ei, ay, ei, and ey look different but sometimes have the same long a sound.

## MATERIALS:

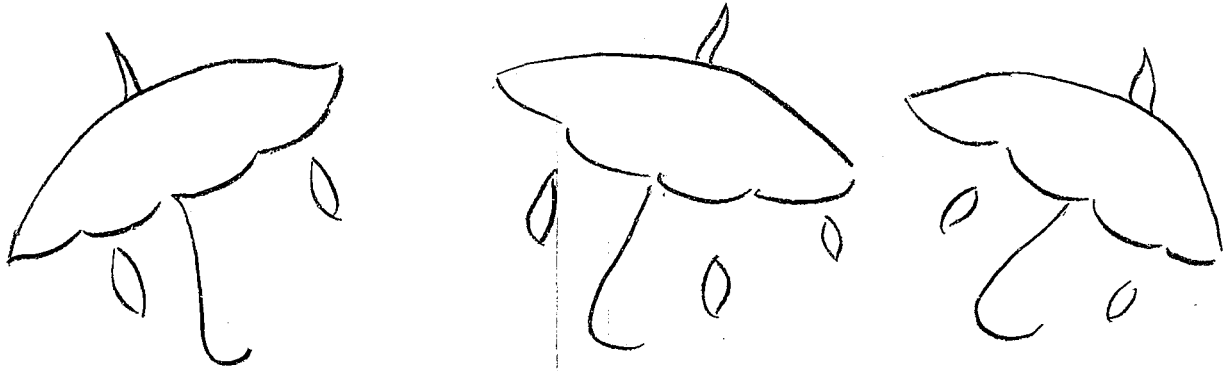
Flannel board  
 Gaily colored umbrellas (made of oak tag or construction paper)  
 Several rain drops made of construction paper

## VOCABULARY:

baby	came	chase	danger	face
flame	gave	hate	tail	straight
rain	wait	laid	nail	paid
pail	paint	day	stay	hay
may	play	say	way	eight
they				

## PROCEDURE:

1. Say: "Listen carefully to the words I am going to say. Close your eyes. (Teacher says bake, afraid and play) Open your eyes. Tell me what vowels you heard in each word. Yes, long a is correct. Now look at bake, afraid, and play."
2. Circle the part that says a in each word. Yes, that is correct. a in bake, a with i in afraid, a with y in play. Other letters that sometimes have a long a sound are ei as in eight and ey as in they.
3. Say: "Let's pretend that it is a rainy day. I will put these pretty umbrellas on the flannel board. We are going to play a game with them." Choose two teams, five on a team. Give each player a raindrop. Some of the raindrops have words with long a sound, others have different sounds. If your raindrop has a word with a long a sound in it, put it near one of the umbrellas. The team finishing first with just long a raindrops on the flannel board is the winner.



4. Pass out mimeographed papers for written check. A copy of this paper is at the end of the lesson.
5. Final Check  
Five minutes before the close of school ask:  
"Who can tell me the different ways of writing the sounds of long a?  
Who can give me a sample of each kind?"

#### Answer in Sentences

Each sentence must have a word with a long a sound in it.

1. What do you call a very young child?  
.....
2. What do dogs sometimes do to cats?  
.....
3. What do many animals have?  
.....
4. What is a part of your head?  
.....

Plus the following sentences arranged as above:

5. What makes you wet?
6. What do cows eat?
7. What do we do with a brush?
8. How should we stand?
9. What do we pound?
10. What number comes before nine?

straight -- paint -- nails -- rain -- hay -- baby --  
eight -- chase -- face -- tails -- five



LESSON TWELVE

## Look Different and Sound Alike

c as in 'cage'  
ck as in 'luck'  
k as in 'kind'

PURPOSE: To teach that although c, ck, and k look different, they sometimes have the same sound.

## MATERIALS:

Chalk, chalkboard, flash cards

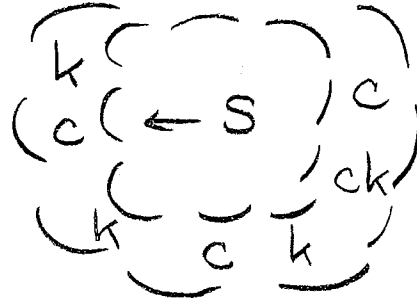
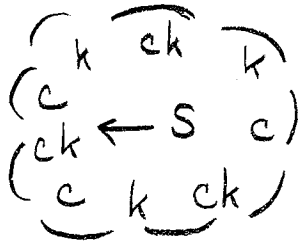
## VOCABULARY:

cabbage	cabin	cage	cake	calf
call	candy	cat	black	duck
cluck	jacket	luck	neck	pocket
quack	rock	truck	dark	kind
king	kitchen	make	rake	thank
took	take	work		

## PROCEDURE:

1. Say: "What is the sound of the c in call? Yes, it has a hard c sound. What letter in kitten has the same sound? Yes, k. We know then that hard c and k have the same sound. What has the same sound in trick? Yes, both letters together have a hard c sound."
2. Pass out three cards to each child with these letters on them - c, ck and k. Say: "Look at the word I'm holding up. Listen carefully to what I say; for example, if I hold up trick, you will hold up ck."
3. Mix soft c words with the hard c words; also words with k and ck.
4. Words to be used are: cabin, cluck, cabbage, kept, Jack, rich, pink, rake, candy, carry, thank, wake, care, catch, pocket, luck, king, city, cent, certainly, dance, decide, glance, juicy, notice
5. "How would you like to play a Merry-go-Round game? I will put these two big circles on the board. We will pretend that they are Merry-go-Rounds."

We will have two teams, eight on a team. Each member of the team is given a flash card. Say: "If your word has a hard c sound, you may write it on one of the dots on the merry-go-round. Do not write words with a soft c sound. The team that finishes first with all correct answers is the winner.



S = start

6. Flash cards for Team One:

cabin, neck, king, candy, mistake, cent,  
dark, duck

Team Two:

pocket, caught, dance, took, glance,  
trick, calf, luck

7. Pass out mimeographed papers for written check. A copy of paper will be found at the end of the lesson.

8. Final Check

Five minutes before the children leave school put the following words on the board, in mixed order. Children circle the homophones in each word that have a hard c sound.

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Answer in SentencesMissing words must have a hard c sound.

1. What is a baby cow called? (doe - kangaroo - calf)

2. What animal says Me-ow? (bird - cat - crow)

3. What do boys wear? (tie - sweater - jacket)

4. Who lives in a palace? (queen - king - princess)

5. What is hard? (rock - dirt - sand)

6. What are birds kept in sometimes? (tree - cage - nest)

7. What does Mother bake? (pie - bread - cake)

8. What does a duck say? (cluck - quack - coo)

# LESSON THIRTEEN

## Look Different and Sound Alike

e (short) as in 'let'  
ea - - as in 'head'  
ai - - as in 'again'

PURPOSE: To teach that e, ea, and ai look different, but sometimes have the same short e sound.

### MATERIALS:

A picket fence, 20" long and 5" wide, made of oak tag, a little stick figure to stand beside it and flash cards.

### VOCABULARY:

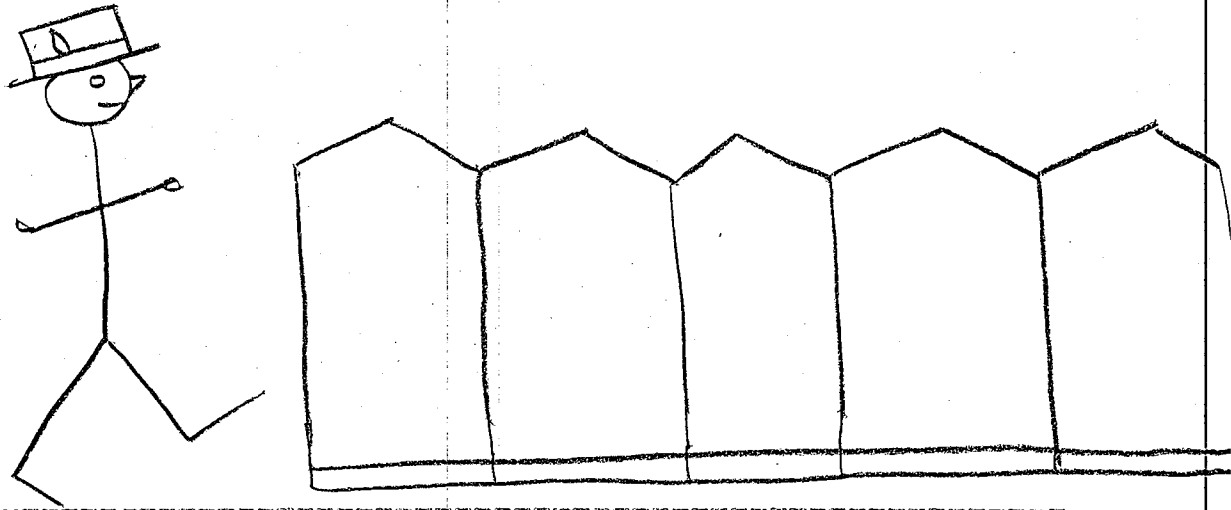
bed	bell	best	Betsy	edge
desk	empty	fence	lesson	sent
pet	already	bread	breakfast	breath
feather	ready	heavy	instead	lead
read	meadow	pleasant	against	said

### PROCEDURE:

1. Say: "Look carefully at the word that I'm going to write. What vowel do you see in it?" Write best. "Yes, the vowel is e. What sound does the e have? Yes, it has a short e sound."
2. "Watch while I write another word" Write bread. "What vowels do you see in bread? Yes, ea. Put a circle around the ea. What vowel sound do you hear in bread? Yes, short e."
3. "Look at this word" Write said on the board. "What did I write? Yes, said. What vowels do you see in said? Yes, ai. What vowel sound do you hear? Yes, short e. How many different ways of writing short e have we learned? Yes, e, ea and ai sometimes have a short e sound."
4. Say: "Here is Mr. Short E." Show stick figure. He has just built a Short E fence. Put up the fence. Pass out flash cards, some have a short e sound in the words, others do not. If the word on your card has a short e sound in it, put your

card on the fence. If it hasn't a short e sound, put it on the chalk tray. Don't get caught.

## Short E Fence



5. Words on flash cards are:

best	again	feet	men	bed
breath	breakfast	eat	end	already
meadow	edge	said	seat	men
rain	feather	bed	against	came
pleasant				

6. Pass out mimeographed papers for written check. A copy of this paper is at the end of the lesson.

7. Final Check

Five minutes before school ends ask:

"Who remembers the different letters we learned today?"

What sound do they all have sometimes? Yes, short e sound.

Who can think of some words to show the different sounds of short e?"

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Put a circle around the words that  
have a short sound of e in them.

bell	said	again
heavy	meat	bread
fence	lesson	ready
sent	meadow	sheep
edge	head	desk

Fill in the missing words.

1. The book is on my \_\_\_\_\_.
2. Mother has a \_\_\_\_\_ in her hat.
3. The little baby is in \_\_\_\_\_.
4. There are pretty flowers in the \_\_\_\_\_.
5. Ann has a new \_\_\_\_\_.
6. Are the children \_\_\_\_\_ for their ride?
7. The plates on the table are \_\_\_\_\_.

meadow	feather
empty	desk
pet	ready
bed	

# LESSON FOURTEEN

## Look Different and Sound Alike

i as in 'climb'  
ie as in 'tie'  
igh as in 'sigh'

PURPOSE: To teach that i, ie and igh all look different, but sometimes have the same long i sound.

### MATERIALS:

A piece of 18x24 oak tag, on which a big tree is drawn; three stick figures are needed and some leaves cut from green construction paper.

### VOCABULARY:

shiny	child	climb	dime	drive	find
fire	life	like	pile	ride	cried
lie	bright	fight	high	might	right
sight	tight	light			

### PROCEDURE:

1. Say: "Close your eyes and listen". Say dime and write it on the board. "Open your eyes and look. What word do you see? Yes, dime. What vowel sound did you hear? Yes, long i. Put a circle around the i."
2. Say: "Close your eyes again and listen." Say tie, and write it on the board. "Open your eyes and look at tie. What vowels do you see in tie? Yes, i and e. What vowel sound did you hear? Yes, long i. We know then that ie sometimes has a long i sound."
3. "Close your eyes once more and listen". Say high and write it on the board. "Open your eyes and look. What is the word? Yes, it is high. What vowel sound did you hear when I said high? Yes, igh has a long i sound."
4. We know now that i, ie and igh sometimes have a long i sound.
5. Once there were three little stick men - Tie, Climb and High. Tie liked pretty ties, Climb liked to

climb trees and High liked to sit in high places.  
Would you like to see them?

6. Show picture of tree and stick men. Choose two teams, seven on a team. Pass out leaves with words on them.

If your word has a long i in it, put your leaf on Climb; if it has an ie with a long i sound, give it to Tie; if it has an igh with a long i sound, hold it.

Team finishing first with their words in the right places wins.

7. Words on leaves are:

child  
right

life  
like

bright  
cried  
find

wind  
friend  
drive

sight  
miss

ride  
light



8. Pass out papers for written check. A copy of this paper is at the end of the lesson.

9. Final check

Five minutes before the children go home at the end of the day ask, "Who remembers the sounds we talked about this morning?" (Ans. i, ie and igh)

Choose different children to give sample words using i, ie and igh.



School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Find the word in Row 2 that means the same as the one in Row 1. Put the number from Row 1 in front of it.

<u>Row 1</u>	<u>Row 2</u>
1. shiny	----- enjoy
2. climb	----- something burning
3. tie	----- not true
4. like	----- up in the air
5. dime	----- close together
6. child	----- a young person
7. fire	----- ten cents
8. tight	----- bright
9. high	----- to go up
10. lie	----- to fasten

Put a circle around the words that have a long sound of i in them.

tie	fight	miss
wind	friend	like
child	fire	high
climb	sit	mischief
tight	pie	window

LESSON FIFTEEN- A Review Lesson -

PURPOSE: A review of these sounds that have been taught:

c - s (soft sound of c)  
s - s (z sound)  
z - s (z sound)  
ow - ow  
oi - y  
ie (long i, long e, short i)  
g - j  
a - ai - ay - ei - ey  
c - ck - k

MATERIALS:

Two oak tag centipedes  
Flash cards

VOCABULARY:

city	make	mischief	dozen	sun
ride	row	now	coin	boy
fight	play	rain	eight	blow
George	cabin	they	trick	king
street	cried			

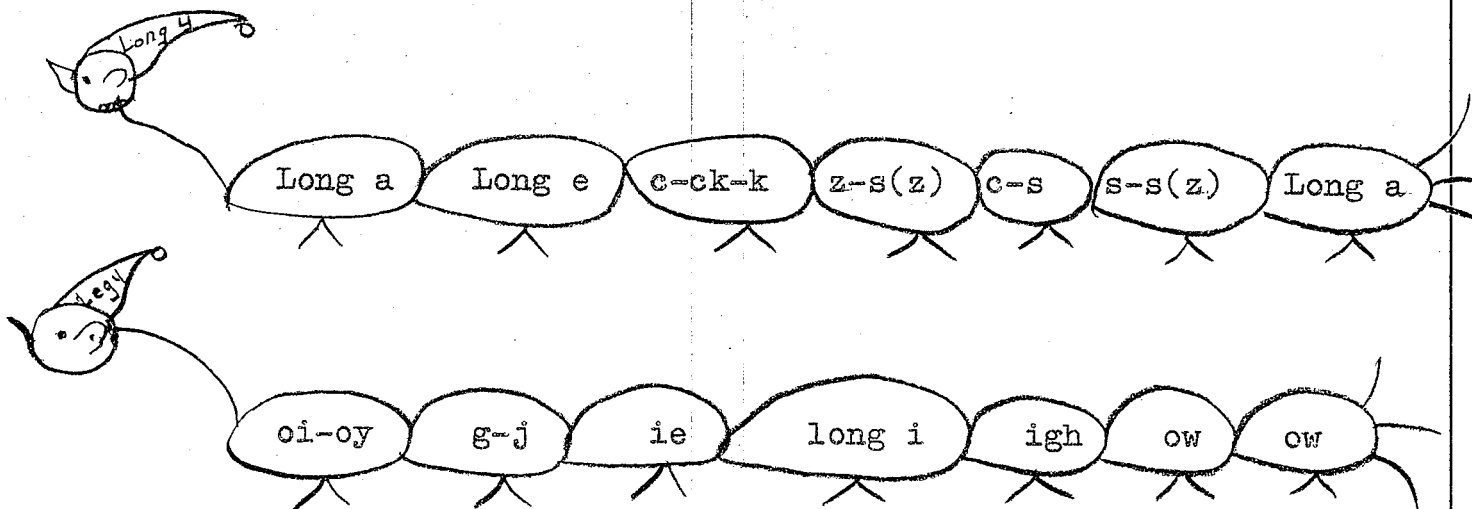
PROCEDURE:

1. Say, "Today we are going to review some of the sounds we have learned. Let's keep our eyes and our ears wide open".
2. Once there were two strange animals. They were long with many legs. Their names were Longy and Legy. They liked to take walks together. They had many sounds on their backs.
3. We are going to choose two teams. Team One will have words for Longy. Team Two will have words for Legy. If your word has any of the sounds on your animal, you may clip your little word on the sound. The team finishing first with all words in the right places wins. If you have a word with different sounds, hold it.

4. Flash cards

Team One - make, rain, eight, they, play,  
mischief, city, street, sun,  
dozen, cabin, trick, king, rose,  
blows

Team Two - now, boy, corn, George, good,  
cried, ride, fight, friend, row,  
winter



5. Pass out mimeographed papers for written check. A copy is at the end of this lesson.

6. Final Check

Five minutes before the close of school say, "I am thinking of an oo sound as in food. (oo, ui, ue, u, o, ew)

Following the same idea let the child who guesses correctly make up another sound, as "I am thinking of a short u sound".

School \_\_\_\_\_ Grade \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the sound of the underlined letters  
beside the word, as city - soft c.

<u>rain</u> _____	<u>ride</u> _____
<u>cabin</u> _____	<u>boy</u> _____
<u>cried</u> _____	<u>George</u> _____
<u>fight</u> _____	<u>rose</u> _____
<u>they</u> _____	<u>play</u> _____
<u>came</u> _____	<u>dig</u> _____

1. What does the wind do?

Answer must have a z sound in it.

howls -- whistles -- blows

2. What number from one to ten has a long a sound?

seven -- nine -- eight

3. How many are twelve eggs?

a pound -- a dozen -- a quart

4. Who lives in a palace?

Answer must have a soft c sound.

servant -- prince -- king

5. What did the baby do?

Answer must have a long i sound.

laughed -- winked -- cried

## Test I

Part I - Circling the Homophone

Sample: a. goat  
b. giraffe  
c. jump  
d. going  
e. cage

1. a. know  
b. go  
c. kick  
d. gnaws  
e. nail

2. a. clown  
b. grow  
c. brown  
d. follow  
e. snowing

3. a. sail  
b. roses  
c. plates  
d. frozen  
e. berries

4. a. frown  
b. know  
c. flower  
d. crowd  
e. crow

5. a. feet  
b. fierce  
c. them  
d. meat  
e. bread

6. a. great  
b. early  
c. heard  
d. worth  
e. born

7. a. fancy  
b. frogs  
c. stone  
d. bicycle  
e. flames

8. a. hope  
b. shovel  
c. cute  
d. cover  
e. dust

9. a. cry  
b. pie  
c. happy  
d. mischief  
e. tried

10. a. caught  
b. hammer  
c. awful  
d. could  
e. daughter

Score

Part II - Relating Homophone

Sample: ( ) it  
 ( ) aight  
 ( ) ait  
 ( ) eight  
 ( ) ati

1. ( ) oos  
 ( ) aws  
 ( ) ows  
 ( ) aus  
 ( ) ouse

5. ( ) orth  
 ( ) oreth  
 ( ) erth  
 ( ) eerth  
 ( ) earth

9. ( ) age  
 ( ) ag  
 ( ) aigi  
 ( ) eag  
 ( ) aje

2. ( ) ete  
 ( ) ene  
 ( ) eat  
 ( ) eke  
 ( ) eet

6. ( ) ser  
 ( ) cir  
 ( ) cer  
 ( ) cyr  
 ( ) cur

10. ( ) sc  
 ( ) squ  
 ( ) sk  
 ( ) sgu  
 ( ) st

3. ( ) jore  
 ( ) oyn  
 ( ) ion  
 ( ) icte  
 ( ) oin

7. ( ) on  
 ( ) gn  
 ( ) in  
 ( ) kn  
 ( ) nce

11. ( ) uz  
 ( ) is  
 ( ) ause  
 ( ) us  
 ( ) uzz

4. ( ) oze  
 ( ) ooze  
 ( ) cose  
 ( ) ouse  
 ( ) ose

8. ( ) hy  
 ( ) hc  
 ( ) hie  
 ( ) hu  
 ( ) hee

Score

Part III - Homophone in Word

ea.	ie	s	n	sk	ou
c	ow	au	ee	oy	sc
g	kn	z	th	or	aw

-----

Sample: John is a good b - -.

-----

1. I rode my bi - ycle.
2. The bird is in his ca - e.
3. I looked up in the - - y and saw an airplane.
4. Teacher said, "Sit in your s - - t".
5. George Washington was a gr - - t man.
6. I fell and cut my - - ee.
7. The woodpecker makes a lot of n - - se.
8. Teacher t - - ght us how to borrow in arithmetic.
9. The cl - - n did lots of funny tricks.
10. For dessert we will have apple p - -.
11. In the spring the flowers will gr - -.
12. Not all animals are f - - rce.
13. Baby knows how to draw a - ircle.
14. I gave mother a ro - e from the garden.
15. I was b - - n in the month of September.

Score \_\_\_\_\_

Part IV - Homophone Chart

<u>J</u> a m	c <u>O</u> W	b <u>O</u> Y	s m o o <u>T</u> H	b <u>I</u> k e
1	2	3	4	5
<u>Z</u> e k e	h <u>O</u> p e	h <u>I</u> d	r <u>E</u> d	c <u>A</u> k e
6	7	8	9	10
h <u>E</u> R	<u>S</u> e e	<u>E</u> A t	n o r <u>T</u> H	<u>N</u> o t
11	12	13	14	15
c <u>U</u> t	<u>A</u> W f u l	f <u>O</u> R t h	<u>S</u> K i p	
16	17	18	19	

- 
- |       |        |        |
|-------|--------|--------|
| 1. ci | 11. ow | 21. th |
| 2. z  | 12. s  | 22. y  |
| 3. ea | 13. cy | 23. ea |
| 4. ow | 14. ge | 24. ie |
| 5. ea | 15. ea | 25. kn |
| 6. ie | 16. oi | 26. th |
| 7. gn | 17. y  | 27. ou |
| 8. u  | 18. ie | 28. gi |
| 9. au | 19. se | 29. e  |
| 10. o | 20. ce | 30. ss |

Score \_\_\_\_\_



## Part I

Description of Test

This homophone test was built to test the result of the learning of each child on the following homophones:

ea - "er" - early  
 ea - L-a - great  
 ea - L-e - meat  
 ea - S-e - bread

th - hard - them  
 th - soft - both  
 y - S-i - happy  
 y - L-i - cry

ie - L-i - pie  
 ie - L-e - fierce  
 ie - S-i - mischief

e - L-e - she  
 ea - L-e - seat  
 ee - L-e - feet

c - icicle  
 c - fancy  
 c - pieces  
 s - sail  
 ss - grass

g - cage  
 g - giraffe  
 j - jump

ow - "o" - grow  
 ow - "ow" - Clown

ou - "ow" - house  
 ow - "ow" - brown

s - "z" - those  
 z - "z" - buzz

s - "s" - sail  
 s - "z" - berries

oy - "oy" - boy  
 oi - "oy" - oil

aw - "aw" - awful  
 au - "aw" - taught

o - S-u - wonder  
 u - S-u - jump

or - "or" - born  
 or - "er" - worth

y - S-i - happy  
 i - S-i - slid

sk - "sk" - skate  
 sc - "sk" - scared

gn - "n" - gnaws  
 kn - "n" - knee  
 n - "n" - nibble

Part II.            Directions for Administration

Teacher passes out the test booklets. Teacher says:

"Print your last name and then your first name. When you have finished that, put the date on the line where it says 'date'."

Teacher walks around room to make sure each child has followed directions correctly. Now she says:

"Now let's turn our booklets over to the first page where it says Part I."

She walks around to make sure each child has correct page.

"Now, everybody point to the word that says sample. Notice that we have five letters and beside each letter we have a word. How many words do we have altogether? (Child answers five). Let's read all the words together, and as we read, listen carefully."

"Can you find all the words that have the j sound like in the word jam? Good! Now, let's take our pencils and put a circle around the part of the word that makes the 'j' sound. Remember we can have more than one answer."

Teacher walks around to make sure each child is circling the correct homophone. Teacher says:

"We will do the rest of the test in the same way. Remember to listen carefully and be sure to circle only part of the word."

She continues:

"Let's look at block 1. Read the words to yourself. Put a circle around the part of the words that have the n sound like in the word no."

Teacher waits until each child completes block 1.

"Let's look at block 2. Read the words to yourself. Put a circle around the parts of the words that make the long "o" sound like in the word low."

Teacher waits for each child to complete block 2.

"Look at block 3. Read the words to yourself."

"Put a circle around the part of the words that make the 'z' sound like in the word buzz."

The rest of the test continues in the same wordage and same procedure.

Block 4 ..... "Put a circle around the part of the word that makes the 'ow' sound like in owl."

Block 5 ..... Put a circle around the part of the word that makes the Long e sound like in the word he.

Block 6 ..... Put a circle around the part of the word that makes the 'er' sound like in the word her.

Block 7 ..... Put a circle around the part of the word that has the s sound like in the word sail.

Block 8 ..... Put a circle around the part of the word that has the short u sound like in the word cut.

Block 9 ..... Put a circle around the part of the word that has the Long i sound like in the word bike.

Block 10 ..... Put a circle around the aw sound like in the word auto."

This completes Part I of the Homophone test. Have children stand up and take a good stretch.

Teacher says:

"Turn our booklets over to where it says Part II. Let's look at the sample. I am going to say a word. Listen carefully. The word is ate. Is there any sound there on the sample that sounds like ate? (Children answer - aight, ait, eight.) Good! Now let's take our pencils and fill in the blank next to the sounds that sound just like ate. We will do the rest of the test in the same way. I will say a word and you will find the sounds that sound exactly like the word. You will fill in the space with your pencil.

Teacher says:

"Let's look at block 1. Can you find any sounds

that sound like house? Remember, we are looking for the ouse sound. Fill in the blank space with your pencil."

- Block 2    The word is meat. Is there anything there in block 2 that has the eat sound?
- Block 3    Listen carefully. Join - is there anything there that has the oin sound? Fill in with your pencil.
- Block 4    The word is rose. Find the sounds that make the ose sound. Mark in with pencils.
- Block 5    Worth - Remember, we are looking for the orth sound. Fill in with pencils.
- Block 6    Sir - Find all the sounds that make sir. Be careful!
- Block 7    Nap - Can you will in the blank of all the sounds that make n? Remember n has to be at the beginning of the word!
- Block 8    Shy - Find all the sounds that have the y (Long i) sound.
- Block 9    Cage - Remember we are looking for the age sound.
- Block 10   Skate - Find all the sounds that make the sk sound. Fill in with your pencil.
- Block 11   Buzz - Remember we will fill in any sound that has the z sound at the end of it.

This completes part II of the Homophone Test.

Teacher says:

"Now let's get up and have a good long stretch. Sit down. Now let's turn to Part III. This is going to be fun for it is like a guessing game. Look at the sample.

John is a good b--.

Now look at all of the 'clues' or letters in the list. Which combination of letters makes a word? (Child answers cy) Good! You will do the rest of the test in the same way. Read the sentence. Pick out the right letters to make a word. Some letters can be used more than one time. Some letters we do not use at all. Any questions? Begin."

Teacher allots approximately ten minutes, more if needed.  
This completes Part III of the Homophone Test.

---

Teacher says:

"Now let's turn our booklets over to Part IV. This is a chart. Notice that each block has a word and a number. How many blocks are there altogether? (Child answers 19) Good! Now let's read aloud altogether the words in the blocks. What do you notice? Yes, that some parts of the words have big letters. Let's read the sounds the letters make. Good!

Now look at the bottom of the chart. Here is a list of sounds. I am going to say a word and you will match that sound with the chart. Put down the number of the block beside the sound on the list.

Let's do 1 and 2 together."

Teacher continues:

"Look at No. 1 on the list. Listen carefully. The word is icicle. No. 1 which is ci has the s sound. Find the letter - remember it has to be a big letter - that has the s sound. What is the number of the block? Good! No. 12 is right. Now put 12 beside the ci sound."

"Let's look at 2 on the list. The word is buzzing. We are looking for the z sound. Remember the sound has to be in a big letter. Who has found it? Good! No. 6 is right! Put 6 beside the letter z."

The rest is to be done in same procedure. Teacher says the following words:

3. meat	10. wonder	17. happy	24. fierce
4. brown	11. grow	18. tried	25. knee
5. early	12. close	19. scare	26. worth
6. mischief	13. fancy	20. pieces	27. house
7. gnaws	14. cage	21. them	28. giraffe
8. jump	15. great	22. dry	29. we
9. taught	16. oil	23. bread	30. glass

This completes Part IV of the Homophone Test.

## Part III

Directions for Scoring

Part I - Total score 30 points. Teacher subtracts one point from total points of 30 whenever child has made an error.

Key: Correct answers:

- |           |             |         |          |           |
|-----------|-------------|---------|----------|-----------|
| 1. a. kn  | 2. b. ow    | 3. b. s | 4. a. ow | 5. a. ee  |
| d. gn     | d. ow       | d. z    | c. ow    | b. ie     |
| e. n      | e. ow       | e. s    | d. ow    | d. ea     |
| 6. b. ear | 7. a. cy or | 8. b. o | 9. a. y  | 10. a. au |
|           | c           |         |          |           |
| c. ear    | c. s        | d. o    | b. ie    | c. aw     |
| d. or     | d. cy or    | e. u    | e. ie    | e. au     |
|           | c           |         |          |           |
- 

Part II - Total score 30 points. Teacher subtracts one point from total of 30 whenever child has made an error.

- Key:
- |        |        |        |         |         |        |
|--------|--------|--------|---------|---------|--------|
| 1. ( ) | 2. (#) | 3. ( ) | 4. (#)  | 5. (#)  | 6. (#) |
| ( )    | ( )    | ( )    | ( )     | ( )     | ( )    |
| (#)    | (#)    | (#)    | (#)     | (#)     | (#)    |
| ( )    | ( )    | ( )    | ( )     | ( )     | ( )    |
| (#)    | (#)    | (#)    | (#)     | (#)     | (#)    |
| 7. ( ) | 8. (#) | 9. (#) | 10. (#) | 11. (#) |        |
| (#)    | ( )    | ( )    | ( )     | (#)     |        |
| ( )    | (#)    | (#)    | (#)     | (#)     |        |
| (#)    | ( )    | ( )    | ( )     | ( )     |        |
| (#)    | ( )    | (#)    | ( )     | (#)     |        |
- 

Part III - Total score 30 points. Teacher gives two points for each correct answer, one point for one-half correct answer.

- Key:
- |       |        |        |
|-------|--------|--------|
| 1. c  | 6. kn  | 11. ow |
| 2. g  | 7. ci  | 12. ie |
| 3. sk | 8. au  | 13. c  |
| 4. ea | 9. ow  | 14. s  |
| 5. ea | 10. ie | 15. or |

Part IV - Total 30 points. One point for each correct answer.

Key:

1. 12  
2. 6  
3. 13  
4. 2  
5. 11  
6. 8

7. 15  
8. 16  
9. 17  
10. 16  
11. 7  
12. 6

13. 12  
14. 1  
15. 10  
16. 3  
17. 8  
18. 5

19. 19  
20. 12  
21. 4  
22. 5  
23. 9  
24. 13

25. 15  
26. 14  
27. 2  
28. 1  
29. 13  
30. 12

## Directions for Administering Test II

### Part I

1. We have been studying the sounds and looking carefully at many letters in words the past few weeks. We have learned that many look alike but sound different, and others look different but sound alike. Today we are going to see how many we remember.
2. Pass out tests. Have the children write their names, school, date and grade on them.
3. Teacher: "I am going to write some letters on the board. They are just like the ones in the sample on your paper."
4. We are going to put a circle around the letters that have the same sound as the "e" in me.
5. Could the letters ea have the same sound as the e in me? Yes, they could, so I will draw a circle around ea. You may do the same on your paper. Teacher checks to make sure the correct letters are circled.
6. Could oi have the same sound as the e in me? No, it could not, so we will not put a circle around oi.
7. Could ee have the same sound as the e in me? Yes, so we will put a circle around the ee.
8. Could ie have the same sound sometimes of the e in me? Yes, so we will put a circle around the ie.
9. Teacher checks each child's sample to be sure it has been correctly done.

Explain that each group may have different numbers of letters circled, some may have only one, others may have two, three or more.

### Procedure

1. Teacher: "Let's all put our finger on number 1. Put a circle around all the letters in the number one group that have the same sound as the oo in food."
2. Put a circle around the letters in the Number Two group that have the same sound as the oi in coins.



3. Put a circle around the letters in the Number Three group that have the same sound as the z in prize.
4. Put a circle around all the letters in the Number Four group that have the same sound as the i in big.
5. Put a circle around all the letters in the Number Five group that have the same sound as the i in ride.
6. Put a circle around all the letters in the Number Six group that have the same sound as the ow in row.
7. Put a circle around all the letters in the Number Seven group that have the same sound as the o in no.
8. Put a circle around all the letters in the Number Eight group that have the same sound as the y in baby.
9. Put a circle around all the letters in the Number Nine group that have the same sound as the u in dust.
10. Put a circle around all the letters in the Number Ten group that have the same sound as the y in city.
11. Put a circle around all the letters in the Number Eleven group that have the same sound as the oo in foot.
12. Put a circle around all the letters in the Number Twelve group that have the same sound as the a in same.
13. Put a circle around all the letters in the Number Thirteen group that have the same sound as the k in king.
14. Put a circle around all the letters in the Number Fourteen group that have the same sound as the e in let.
15. Put a circle around all the letters in the Number Fifteen group that have the same sound as the ge in large.
16. Put a circle around all the letters in the Number Sixteen group that have the same sound as the s in rose.
17. Put a circle around all the letters in the Number Seventeen group that have the same sound as the c in city.

End of Part I

Have a rest period. Let children walk around the room.  
Do some deep breathing exercises with some windows open.

Part II

Circling Homophones in Words

1. Now we are going to pick out the letters in words that sound like the letters in words that I will say to you. We will put a circle around these letters.
2. We will do the sample together. What is the first word? Yes, it is cry. We are going to put a circle around the letters that have the same sound as the y in my. Does cry have any letters with the sound of the y in my? Yes, the y, so we will put a circle around the y. Teacher checks to see that pupils have circled the y in cry.  
What is the next word? Yes, it is pie. Do any of the letters in pie have the same sound as the y in my? Yes, the ie, so we will put a circle around the ie.  
What is the next word? Yes, it is sigh. Do any of the letters in sigh have the same sound as the y in my? Yes, the igh, so we will put a circle around the igh.  
What is the next word? Yes, it is his. Do any of the letters in his have the same sound as the y in my? No, so we will not put a circle around the i in his.
3. Teacher checks each child's sample, to be sure that it is correct.
4. Listen carefully to the sounds in the words I am going to say. Look carefully at the letters in each word and circle the letters that have the same sound as the letters in the words I say.
  - (1) Put a circle around all the letters that have the same sound as the u in dust.
  - (2) Put a circle around all the letters that have the same sound as the y in baby.
  - (3) Put a circle around all the letters that have the same sound as the e in me.
  - (4) Put a circle around the letters that have the same sound as the ew in threw.
  - (5) Put a circle around the letters that have the same sound as the i in ride.
  - (6) Put a circle around the letters that have the same sound as the oo in book.

- (7) Put a circle around the letters that have the same sound as the ow in row.
- (8) Put a circle around the letters that have the same sound as the oy in boy.
- (9) Put a circle around the letters that have the same sound as the z in buzz.
- (10) Put a circle around the letters that have the same sound as the o in rode.
- (11) Put a circle around the letters that have the same sound as the k in kind.
- (12) Put a circle around the letters that have the same sound as the i in hit.
- (13) Put a circle around the letters that have the same sound as the a in came.
- (14) Put a circle around the letters that have the same sound as the ge in page.
- (15) Put a circle around the letters that have the same sound as the c in corn.

Scoring the TestPart OneSample

<u>e</u>	1. <u>oo</u>	2. <u>oi</u>	3. <u>z</u>	4. <u>i</u>
(ea)	(ew)	(oy)	n	e
oi	(u)	oe	(s)	(y)
(ee)	(ui)	ie	e	(ie)
(ie)	oa			
	(o)			
	(ue)			
<u>Points</u>	6	3	3	3

5. <u>i</u>	6. <u>ow</u>	7. <u>o</u>	8. <u>y</u>	9. <u>u</u>
(ie)	ew	(ca)	(ie)	i
(y)	(e)	(ce)	e	(o)
oe	(oa)	ai	(i)	e
	(oe)	(ow)		
<u>Points</u>	4	4	3	3

10. <u>y</u>	11. <u>oo</u>	12. <u>a</u>	13. <u>k</u>	14. <u>e</u>
a	(ou)	oa	s	(ai)
(i)	(u)	(ea)	(ek)	ee
(ie)	(o)	(ai)	(c)	(ea)
	ae	(ay)		
		(ei)		
3	4	5	3	3

15. <u>ge</u>	16. <u>s</u>	17. <u>c</u>
(j)	o	k
s	(z)	(s)
(gl)	e	ck
(ge)		
4	3	3

One point for  
each item.  
Total score - 60 points

J31

Scoring Part Two

<u>Sample</u>			
cry	1. her	2. came	3. eat
pie	some	big	feed
sigh	ron	happy	fierce
his		mischief	he
<u>Points</u>	3	4	4
<hr/>			
4. room	5. see	6. could	7. blew
suit	pie	foot	hope
move	cry	room	coat
coat	big	put	hoe
blue	high		blow
role			
6	5	4	5
<hr/>			
8. coin	9. glass	10. coat	11. trick
coat	rose	hoe	keep
toy	dozen	crow	come
		no	seat
3	3	4	4
<hr/>			
12. big	13. play	14. soap	15. sick
mischief	great	cabbage	came
baby	bad	giraffe	kite
fine	rain	goat	great
	eight		
4	5	4	4
<hr/>			

Total Score - 62  
1 point for each item.

Homophone Test for Grade One

\*  
m  
r  
d  
s

\*\*  
ck  
sh  
ch  
ur

1  
g  
y  
j  
k

2  
s  
y  
c  
f

3  
c  
k  
ck  
f

4  
ee  
ir  
ea  
ur

5  
ir  
ea  
ur  
er

6  
ow  
ea  
oa  
ur

7  
y  
g  
j  
b

8  
ur  
ow  
ou  
oa

9  
ir  
ow  
ea  
oo

10  
j  
g  
y  
d

11  
ea  
oo  
ur  
ir

- BIBLIOGRAPHY -

- BIBLIOGRAPHY -

- Acomb, Allen, A Study of the Psychological Factors in Reading and Spelling, Unpublished Master's Thesis, Boston University, 1936.
- Anderson, Paul M., "The Relationship of Phonics and Reading", Claremont College Reading Conference, Twenty-first Yearbook, 1956.
- Austin, Mary C., "Phonetic Elements and Principles Basic to Reading", Conference on Reading - Oral Aspects of Reading, University of Chicago Press, 1955.
- Barret, Jean, et al., A Study to Ascertain What Effect the Study of Homophones Has on Spelling Achievement, Unpublished Master's Thesis, Boston University, 1959.
- Bedell, Ralph, and Eloise S. Nelson, "Word Attack Factor in the Elementary School", Educational and Psychological Measurement, Spring, 1954, 14:168-175.
- Betts, Emmett A., Foundations of Reading Instruction, American Book Company, New York, 1946.
- Betts, Emmett A., "Interrelationship of Reading and Spelling", Elementary English Review, January, 1945, 22:17.
- Betts, Emmett A., "Syllables", Education, May, 1959, 79:557.
- Betts, Emmett A., "Is Phonics a Cure-All?", High Points, January, 1956, 38:36-45.
- Biggy, Virginia Mary, Establishment of a Relative Order of Difficulty of Word Elements in Auditory Discrimination, Unpublished Master's Thesis, Boston University, 1946.
- Brook, William F., "Development of Higher Orders of Perceptual Habits in Reading", Journal of Educational Research, March, 1930, 21:162.
- Burrows, Alvina Treut, "The Conflict Over Phonics is Still Raging", Education Digest, November, 1953, 19:23-25.
- Burton, William H., Reading in Child Development, The Bobbs-Merrill Company, New York, 1956.



Comerford, Joseph, Perceptual Abilities in Spelling, Unpublished Doctor's Dissertation, Boston University, 1954.

Cordts, Anna D., "And It's All Known As Phonics", Elementary English Review, October, 1955, 22:376-378.

Dolch, E. W., "Am I Teaching Phonics Right?", Elementary English Review, April, 1957, 34:227-234.

Dolch, E. W., and Maurine Bloomster, "Phonic Readiness", Elementary School Journal, November, 1937, 38:201-205.

Durrell, Donald D., Improvement of Basic Reading Ability, World Book Company, Yonkers-on-Hudson, New York, 1940.

Durrell, Donald D., Helen Blair Sullivan and Helen A. Murphy, Building Word Power, World Book Company, Yonkers-on-Hudson, New York, 1941.

Eaton, Winifred Kittredge, "Why Basal Reader Phonics Are Not Enough", Tips for Teachers, June, 1957, 52:

Fahy, Anne, Evaluation of Ear Training in Reading in Grade One, Unpublished Master's Thesis, Boston University, 1948.

Fancey, Mildred R., Evaluation of a Planned Program of Word Analysis in Grade Two, Unpublished Master's Thesis, Boston University, 1958.

Gould, Rita Elizabeth, An Evaluation of An Intensive Program in Word Analysis in Second Grade, Unpublished Master's Thesis, Boston University, 1949.

Harrington, Sister Mary James, The Relationship of Certain Word Analysis Abilities to the Reading Achievement of Second Grade Children, Unpublished Doctor's Dissertation, Boston University, 1953.

Harrison, Lucille, "Developing Readiness for Word Recognition", Elementary English Review, March, 1946, 23:122-131.

Hester, Kathleen B., "A Study of Phonetic Difficulties in Reading", Elementary School Journal, November, 1942, 43:171-173.

Hildreth, Gertrude, "Role of Pronouncing and Sounding in Learning to Read", Education Digest, February, 1955, 20:46-49.

- Hoffman, Mary W., An Evaluation of Exercises to Increase Auditory Discrimination in the Third Grade, Unpublished Master's Thesis, Boston University, 1951.
- Horn, Ernest, "A Child's Early Experiences with Letter 'A'", Journal of Educational Psychology, March, 1929, 20:161-168.
- Luser, Carolyn, Eileen Stanton and Charles Doyle, "Effect of an Audio-Visual Phonics Aid in the Intermediate Grades", Journal of Educational Psychology, February, 1958, 49:28-30.
- Mosher, Raymond M. and Sidney M. Newhall, "Phonics Versus Look and Say Training in Beginning Reading", The Journal of Educational Psychology, October, 1930.
- Murphy, Helen A., An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading, Unpublished Master's Thesis, Boston University, 1940.
- Murphy, Helen A., "Insuring Success in Beginning Reading", National Education Association Journal, October, 1946, 46:382-383.
- Murphy, Helen A. and Kathryn M. Junkins, "Increasing the Rate of Learning in First Grade Reading", Education, September, 1941, 62:37-39.
- Nugent, Esther M., An Evaluation of an Intensive Program in Word Analysis in Spelling and Reading in Second Grade, Unpublished Service Paper, Boston University, 1950.
- Petit, Elmiere M., The Construction and Evaluation of Tests in Auditory Discrimination for Grades Four, Five and Six, Unpublished Master's Thesis, Boston University, 1950.
- Quantz, J. P., "Problems of Psychology of Reading", Psychological Review Monograph Supplements, Vol. 2., No. 1, The MacMillan Company, New York, 1897.
- Rogers, J. R., "Phonics Again", Elementary School Journal, March, 1958, 58:344-346.
- Rossignol, Lois J., "The Relationships Among Hearing Acuity, Speech Production and Reading Performance in Grades One A, One B and Two A", Contributions to Education, No. 936, New York Teacher's College, Columbia University, 1948.

Rudisill, Mabel F., "Interrelation of Functional Phonic Knowledge, Reading, Spelling and Mental Age", Elementary School Journal, February, 1957, 57:264-267.

Russell, David H., "Teacher's Views on Phonics", Elementary English Review, October, 1955, 32:371-376.

Rynne, Esther Miriam, An Evaluation of Exercises for Specific Training in Auditory and Visual Discrimination in Grade Three, Unpublished Service Paper, Boston University, 1950.

Schmidt, Bernadine, "Auditory Stimuli in The Improvement of Reading", Elementary English Review, April, 1941, 18:149-154.

Smith, Nila B., "What Research Says About Phonics Instruction", Journal of Educational Research, September, 1957, 51:1-9.

Tate, Harry L., "The Influence of Phonics on Silent Reading in Grade One", The Elementary School Journal, June, 1937, 37:752-763.

Tiffin, Joseph and Mary McKinnis, "Phonic Ability; Its Measurement and Relation to Reading Ability", School and Society, February, 1940, 4:190-192.

Wilson, Frank T. and Cecile White Fleming, "Letter Consciousness of Beginners in Reading", Journal of Genetic Psychology, December, 1938, 53:273-285.

Yoakum, Gerald A., "Better Spelling Through Better Reading", Journal of the National Education Association, November, 1949, 38:596-597.

---