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Exercises to increase auditory discrimination in the third grade

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Service Paper

EXERCISES TO INCREASE AUDITORY DISCRIMINATION
IN THE THIRD GRADE

Submitted by

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(B.S. in Ed., State Teachers College, Bridgewater, 1941)

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

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Dr. Helen B. Sullivan, Boston University, for her guidance
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CHAPTER I
INTRODUCTION

The purpose of this study is to build exercises to improve auditory discrimination in the third grade. These exercises will follow the analysis program outlined in the manual¹ provided with the two basic readers in the third grade.

Learning to read is a complicated process which includes the acquiring of many skills and abilities. Research has shown that one of these is the ability to hear likenesses and differences in words or auditory discrimination. Poor auditory discrimination has been found to be one of the weaknesses among failures in reading and often it is the one that is frequently overlooked. Some of these failures in reading may be avoided by systematic training in auditory discrimination.

Research has also shown that children can do without an analysis program only when their vocabulary is small and the words are not similar in appearance. Dolch and Bloomster² agreed with this statement when they said:

As the number of words becomes greater, the appearance of the words becomes more and more similar. All these conditions—greater number, less repetition, and

¹W. S. Gray and L. Gray, Guidebook for Streets and Roads and More Streets and Roads (New York: Scott, Foresman and Company, 1942), pp. 31-32.

²E. W. Dolch and M. Bloomster, "Phonic Readiness," Elementary School Journal, 38:201-205, November, 1937.

greater similarity of words—demand something more than the sight method of learning. They demand what is called 'independence in word recognition' and that means the use of generalizations about how letters are sounded.

Leary¹ found that only the occasional bright child needs no help in analyzing words. Many other educators agreed with Leary and believed that most children need training in word analysis.

It is hoped that the exercises in this study will provide for the need to supplement the word analysis program outlined in the manual² accompanying the two basic readers in the third grade. No attempt will be made to evaluate the effect of these exercises.

¹B. E. Leary, "What Does Research Say About Reading?" Journal of Educational Research, 39:434-444, February, 1946.

²Gray, op. cit., pp. 31-32

CHAPTER II

RESEARCH

Many leading educators emphasized the importance and the need of an analysis program. A good analysis program includes instruction in both auditory and visual discrimination. The first step in an analysis program is the training of the ear to hear likenesses and differences in words.

"The purpose of ear-training or training in hearing parts of word-sounds," according to Dolch¹, "is to enable the pupil to sound parts of words which he meets and by blending to arrive at the sound of the word whole."

In 1926 Cordts² stated that "every teacher knows that a knowledge of the sounds of the letters is a direct aid to a beginner in learning to read."

Gates³ also recognized the need for instruction in auditory and visual discrimination.

The abilities to see similarities and differences among words, to identify letters, phonograms and syllables in words to translate these letters or letter combinations into sounds; and to combine these visual

¹Edward W. Dolch, The Psychology and Teaching of Reading, (Boston: Ginn and Company, 1931) p. 97

²Anna D. Cordts, "Facts for Teachers of Phonics," Elementary English Review, 3:116-121, April, 1926

³Arthur I. Gates, Interest and Ability in Reading, (New York: Macmillan Company, 1930) p. 200

elements or sound units into whole word forms and whole word sounds have long been recognized as useful reading skills.

In 1922 Monroe¹ found that "the lack of clear cut auditory discrimination may disrupt both the mechanics and comprehension of reading."

The need for training in word analysis is confirmed by Durrell² in 1940:

There is ample evidence to indicate the need for instruction in word analysis. Such evidence includes the complete inability of some children to solve new words, random guessing at new words without regard to word form or meaning, and various ineffective habits of attack on new words, such as mere sounding by letters and syllables. Some bright children may acquire the facility to notice the visual and auditory elements of words and hence no formal instruction in word analysis. The majority of children, however, are aided by special practice to increase the accuracy and fluency of both visual and auditory perception of word elements.

Durrell³ et al in 1941 after individual analyses of more than four thousand children who have had difficulty in learning to read reported the following causes of failure, in order of frequency of occurrence:

¹Marion Monroe, "Remedial treatment in Reading," Elementary English Review, 10:95-97, April, 1933.

²Donald D. Durrell, Improvement of Basic Reading Abilities. (New York: World Book Company, 1940) p. 198.

³Donald D. Durrell, Helen B. Sullivan, Helen A. Murphy and Kathryn M. Junkins, Building Word Power, (Yonkers-on-Hudson: World Book Company, 1941) p. 1

1. Lack of auditory discrimination of word elements.
2. Lack of visual discrimination of differences between words.
3. Failure to attach meaning to words.
4. Improper adjustment of instruction to learning rate.

Previously, phonics was a method of teaching reading but now Hildreth¹ describes it "as a valuable adjunct to the child in comprehending unfamiliar words he meets in reading context."

Kottmeyer² in 1947 stated that:

The common objection to sound system is that English is not regularly phonetic and that children can have no confidence in a method of word attack which is not consistently effective. Phoneticists tell us that English is about six-sevenths 'phonetic'. If a word analysis device works six times in seven it is useful. Words which are not vulnerable to sound analysis can be learned as sight words. Furthermore, a phonetic or syllabication technique does not have to be perfect.

If a child can get fairly close to the pronunciation of a word with letter sounds, he can get further help from context clues. When he depends only on configuration and context, he either recognizes the word or he is helpless. When he has letter sounding to fall back on, he can always try to help himself. In addition to the practical help he gets with words, the knowledge that he has a means of dealing with unfamiliar words restores a confidence in himself which he needs.

¹Gertrude Hildreth, Learning the Three R's, (Minneapolis: Educational Publishers, Inc., 1936) p. 119.

²William Kottmeyer, Handbook for Remedial Reading, (St. Louis: Webster Publishing Company, 1947) p. 77

Stinchfield-Hawk¹ in a study of 350 children from pre-school age to nine years found that most of the poor readers were deficient in aural understandings, auditory perception and auditory acuity. Poor auditory memory and auditory perception stand out as occurring with the greatest frequency.

There has been experimental research in the field of auditory and visual discrimination.

In 1928 Sexton and Herron² concluded from their experiment that phonics did not help in the first five months of the first grade; it was more help in the latter part of the first grade or in the second grade.

Garrison and Heard³ in 1931 reported on an experiment started in 1927 with children who were entering school for the first time and continued through the first, second and third grades to May, 1930. The children were divided into four groups, bright phonetic, bright non-phonetic, dull phonetic and dull non-phonetic. The phonetic groups received instruction in phonetics for fifteen minutes each day during the first and second years. The non-phonetic groups received no instruction in phonetics. In the third year all groups received regular

¹Sara Stinchfield-Hawk, "Visual and Auditory Factors in Reading Success," Claremont College Reading Conference, Eleventh Yearbook, 11:45-51, 1946.

²E. K. Sexton and J. S. Herron, "The Neward Phonics Experiment," Elementary School Journal, 28:690-701, May, 1928.

³S. C. Garrison and M. T. Heard, "An Experimental Study of the Value of Phonetics," Peabody Journal of Education, 9:9-14, July, 1931.

third grade work. At the close of each grade tests were given.

Some of the findings from this experiment were:

1. Training in phonetics makes children more independent in the pronunciation of words.
2. Bright children seem to be helped more by training in phonetics than are dull.
3. For all children, phonetic training seems to be more effective in the latter part of the primary grades.

In the following year Monroe¹ carried on a study to determine the influence of poor auditory discrimination upon reading defects. She compared a group of thirty-two unselected first-grade children with thirty-two young non-readers, a random sampling of the young reading defect cases at the Institute for Juvenile Research. She found that only two per cent of the reading defect cases were rated as defective in hearing. She concluded that

The lack of auditory discrimination of words may be a special defect in hearing just as color blindness is a special defect in vision. So, in addition, the lack of discrimination of certain sounds may lead to a confusion of words, which in turn affects speech, or reading or both.

In 1935 Monroe² reported a correlation of 66 plus or minus .04 between auditory tests and later success in reading.

¹Marion Monroe, Children Who Cannot Read, (Chicago: University of Chicago Press, 1932) pp. 93-95.

²Marion Monroe, "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading," Education, 56: 7-14, September, 1935

The auditory test had the highest correlation in the entire battery of her reading readiness tests which included also visual, motor, articulation and language tests.

In the same year Duffy and Durrell¹ in a study of difficulties in oral reading of 87 children in three third grades learned that one difficulty found is "word analysis and word recognition skills."

As a result of his study in 1936 using 380 pupils in grades three through six, Acomb² listed, among others, the following conclusions:

1. Visual and auditory discrimination, perception, and associability are highly significant factors in relation to reading ability.
2. Visual and auditory factors are significantly related to spelling ability.
3. Visual and auditory factors are definitely inter-related with one another, each recalling the other automatically during the reading process.

The following year Sullivan³ constructed a reliable measure of auditory comprehension adapted to the group testing

¹Gertrude B. Duffy and Donald D. Durrell, "Third Grade Difficulties in Oral Reading," Education, 56:37-40, Sept., 1935

²Allan Acomb, "A Study of the Psychological Factors in Reading and Spelling," (unpublished Master's thesis, Boston University School of Education, Boston, 1936).

³Helen B. Sullivan, "The Construction and Evaluation of a Measure of Auditory Comprehension," (unpublished Master's thesis, Boston University School of Education, 1937).

of children in the age range of seven to twelve. The final test had a reliability coefficient of .962. Tentative norms for the test were determined on the basis of 1313 pupils.

In the same year MacIntyre¹ presented evidence showing that mentally retarded children can exceed their mental age in reading by the use of the phonic method.

Robinson² in 1939, after a study of the types of deficient readers and methods of treatment, agreed with Monroe³ when she reported that there was very little evidence of hearing deficiency among the poor readers and that some poor readers with normal hearing were unable to discriminate between similar sounds or words. Children who lacked ability in auditory discrimination were unable to profit by the phonetic approach to beginning reading. Special training was given to these children to develop discrimination before any phonetic training was started. This training in auditory discrimination as a preliminary to phonetic training proved valuable for both speech and reading.

The results of Agnew's⁴ investigation with third grade

¹Mildred E. MacIntyre, "Teaching of Reading to Mentally Defective Children," Association on Mental Deficiency, 59-67, May, 1937.

²Helen M. Robinson, "Types of Deficient Readers and Methods of Treatment," Recent Trends in Reading edited by William S. Gray, Supplementary Educational Monograph, 49:159-169, November, 1939.

³Monroe, Children Who Cannot Read, loc. cit.

⁴Donald C. Agnew, The Effect of Varied Amounts of Phonetic Training on Primary Reading, Duke University Press, 1939, p.44.

children in 1939 showed that phonic training when given consistently in large amounts:

- a. increases independence in recognizing words previously learned
- b. aids in "unlocking" new words by giving the pupil a method of sound analysis
- c. encourages correct pronunciation
- d. improves the quality of oral reading

Recently there have been more experiments in the field of auditory discrimination that have shown the importance and value of training in this area.

Murphy¹ in 1940 evaluated the effect of planned exercises for developing auditory discrimination in beginning reading on:

1. The learning rate.
2. Change in the child's auditory discrimination between likenesses and differences in words.
3. Change in the child's visual perception of words.
4. Actual reading scores.

The exercises included work on initial sounds, final sounds, initial blends and rhyming words. These exercises were taught for ten minutes a day for thirty successive school days to 51 children in grades one and two.

The major findings were:

1. In the individual auditory test, the experimental

¹Helen A. Murphy, "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading," (unpublished Master's thesis, Boston University School of Education, 1940).

group was much superior to the control group. The mean score of the experimental group was 27 sounds correct as compared to ten for the control group. All children in the experimental group exceeded the mean of the control group, while no child in the control group equalled the mean of the experimentation group. It is evident that the ability improves rapidly by specific teaching.

2. The experimental group increased in learning rate as measured by the rate-of-learning test.
3. In the Detroit Word Recognition Test the experimental group was superior to the control group.

An investigation using 155 pupils from the fifth, sixth, seventh, and eighth grades to find the relation between phonic ability and reading ability was carried on by Tiffin and McKinnis in 1940. The correlations obtained show with reasonable certainty that phonic ability is significantly related to reading ability among the pupils studied.

The following year Schmidt² classified children as auditory learners on the basis of tests and subjective study and learned that with auditory learners the auditory instruction had been more efficient than had the regular non-auditory

¹ J. Tiffin and M. McKinnis, "Phonic Ability--Its Measurement and Relation to Reading Ability," School and Society, 51: 190-192, February, 1940.

² Bernardine Schmidt, "Auditory Stimuli in the Improvement of Reading," Elementary English Review, 18:149-154, April, 1941.

techniques. The average gain in reading for the group given auditory training was 3.2 grades compared with 1.19 grades for the group given non-auditory instruction.

Murphy and Junkins¹ in 1941 found that one of the special abilities which affect the learning rate appears to be auditory discrimination and ability in auditory analysis appears to be a primary factor in success in beginning reading. Tests of learning rate, visual and auditory discrimination were given to three groups of children with 50 children in each group. Thirty auditory listening lessons for ten minutes each day were given to one group. Thirty visual lessons were given to another group and the third group, the control group, was given no instruction but continued their usual lessons. At the end of six weeks all groups were retested. In auditory discrimination, the auditory group showed marked progress while the other groups made little or no gain. In learning rate, the retention of words taught had doubled for the two experimental groups while the control group increased its score only slightly. This result showed that both sets of exercises increased the learning rate.

Murphy² in her study in 1943 tested the effect of training in auditory and visual discrimination on 540 children in

¹Helen A. Murphy and Kathryn M. Junkins, "Increasing the Rate of Learning in First Grade Reading," Education, 62:37-39, September, 1941.

²Helen A. Murphy, "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading," (unpublished Doctor's dissertation, Boston University School of Education, Boston, 1943).

13 first grades. She had four groups of children with 120 in each group who were approximately equal in learning rate, mental age, chronological age and in their auditory and visual test scores. The first group, the combined group, was given both auditory and visual exercises. The second group, the visual group, had only visual exercises; the third group, the auditory, was given the auditory exercises; while the fourth group, the control group, was given no specific training.

The experimental groups were given exercises for ten minutes a day for 30 successive school days.

The results of this experiment showed that all experimental groups were superior to the control group in Reading Achievement in November, February and June. At every measuring period after the exercises were given, the experimental group showed statistically significant superiority in reading achievement to the control group.

Barden¹ in 1945 carried on a study similar to Murphy's² using 86 children in the third and fourth grades and learned that specific training improves auditory and visual discrimination.

After investigation of children in Grades four through eight who had come to remedial reading classes, Baker³ in 1945

¹Mary C. Barden, "The Construction and Evaluation of Exercises for Specific Training in Auditory and Visual Discrimination in Third and Fourth Grades," (unpublished Master's thesis, Boston University School of Education, 1945).

²Murphy, op. cit.

³Norma Baker, "Confusions in Word Recognition," Elementary School Journal, 45:575-577, June, 1945.

emphasized that:

Phonetic analysis is necessary. A word is composed of a series of sounds and the child must be conscious of the sounds accompanying a combination of letters or he will be confused in his word recognition.

Rossignol¹ in 1948 stated:

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

Her experiment was carried on with 229 children in Grades 1A, 1B and 2A. She also stated that the classroom teacher should be

aware that children in the lower primary grades have a level of hearing acuity below the maximum. The children should always be in a position where they can hear and see the teacher easily. The teacher should take care particularly in presenting new and unfamiliar words, that the initial auditory stimulus is adequate. She should make certain that all subject matter presented orally has been correctly heard.

In 1948 Dolch² reported on an experiment conducted in the first two grades of a school in which the teaching of phonics had been uniform for at least two years and in which phonics had had some emphasis. The plan was (1) to measure

¹Lois J. Rossignol, "The Relationships Among Hearing Acuity, Speech Production, and Reading Performance in Grades 1A, 1B, and 2A," Contributions to Education No. 936, New York Teachers College, Columbia University, 1948, p. 40.

²Edward Dolch, Problems in Reading, (Champaign: Garrard Press, 1948) pp. 39-43.

the children's mental development and (2) their phonic attainment and to see whether one was in any way related to the other.

Dolch concluded that:

When consideration is given to the difficulty of accurate measurement of young children in both the fields concerned, the relation between mental maturity and the use of phonics is reasonably high. Children of high mental age sometimes fail to acquire phonic ability but children of low mental age are certain to fail.

As far as this experiment indicates, a mental age of seven years seems to be the lowest at which a child can be expected to use phonics.

This experiment does not tell exactly when the teaching of phonics should be started. Dolch also stated that

Ear-training, which is the basis of phonics, may begin early. Children may be taught to notice the similarities between sounds sometime before they are expected actually to use sounding generalizations.

One of the most recent studies in this field was conducted by Crossley¹ in 1948. She evaluated the effect of lantern slides on the development of auditory and visual discrimination of word elements when presented to a normal first grade population. In 20 first grade classrooms, 416 children in nine different communities took part. Fifty lessons of 15 minutes each were planned for ten weeks. The plan was to teach the sound of letters, blends, digraphs as initial and

¹B. Alice Crossley, "An Evaluation of the Effect of Lantern Slides on Auditory and Visual Discrimination of Word Elements," (unpublished Doctor's dissertation, Boston University School of Education, 1948).

final sounds in the same lesson and to teach the short sounds of the five vowels. The control group used the basal material and basal manual in the area of auditory and visual discrimination to a certain extent. In nine of the ten groups Building Word Power¹ was used. The experimental group used only lantern slides material for auditory and visual discrimination.

Some of Crossley's conclusions were:

1. The experimental group was superior to the control group in all analyses of auditory discrimination.
2. There were statistically significant differences in learning rate at the end of the teaching period.
3. It is possible to teach letters as beginning and endings at the same time without causing confusion.
4. Children subjected to auditory discrimination of vowel sounds profit by such training.
5. 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.

In 1949 Gould² after giving an intensive program in word analysis found a significant difference in reading achievement

¹Donald D. Durrell, Helen B. Sullivan, Helen A. Murphy, and Kathryn M. Junkins, Building Word Power, (Yonkers-on-Hudson: World Book Company, 1941).

²Rita E. Gould, "An Evaluation of an Intensive Program in Word-Analysis in Second Grade," (unpublished Master's thesis, Boston University School of Education, 1949).

for the experimental group. In two second grades 56 children took part in this experiment for eight weeks. The experimental group of 28 children had 20 minutes of reading in the morning and afternoon. They also received 15 minutes of intensive instruction in word analysis and 15 minutes of supplementary seatwork. The lessons were based on Building Word Power¹ and Ready To Read². The control group had 20 minutes of reading in the morning and the afternoon.

At the beginning of the study there was a significant difference in reading achievement between the two groups in favor of the control group. But at the end of the eight weeks' study there was no significant difference between the control group and the experimental group as to reading achievement.

It would seem from the preceding experimental research that auditory discrimination is improved by specific training and that ability in this field affects reading achievement.

Elements

There have been important studies that have attempted to ascertain the relative order of difficulty of letters and word elements.

Monroe³ in her work with reading defect cases found

¹Donald D. Durrell, Helen B. Sullivan, Helen A. Murphy and Kathryn M. Junkins, op. cit.

²Donald D. Durrell, Ready to Read, (Yonkers-on-Hudson; New York: World Book Company, 1941).

³Monroe, op. cit., pp. 118-119.

"the most frequently failed discriminations to be s, sh; ch, sh; m, n; b, p; ch, j; k, g; w, wh; d, t. The most difficult discriminations in vowels were between the short sounds, i, e, and a."

Wilson and Fleming¹ in 1938 presented evidence that young children give early and clear attention to letter forms and sounds as basic elements of reading.

"The sounds of the letters f, b, g, c, h, l, and m are the best ones with which to start ear training," according to Durrell² in 1940.

The data gathered by Bennett³ in 1942 indicated:

1. The beginning and ending of words are most frequently used as cues in word recognition.
2. There is almost a two to one chance that the beginning of the word will be more potent as a dominant cue than the ending.
3. Failure to observe the middle section of words is, therefore, an important factor in mispronunciations especially of monosyllables.

The above data was collected from an analysis of 34,274 errors made by retarded readers in grades three and four in

¹Frank T. Wilson and C. W. Fleming, "Letter Consciousness of Beginners in Reading," Pedagogical Seminary and Journal of Genetic Psychology, 53:273-285, December, 1938.

²Donald D. Durrell, op. cit., p. 206

³A. Bennett, "An Analysis of Errors in Word Recognition Made by Retarded Readers," Journal of Educational Psychology, 33:25-38, January, 1942.

recognition and pronunciation of 273 basic words in context.

Hester¹ also in 1942 examined the records of 194 children admitted to the Reading Laboratory of the University of Pittsburgh before January, 1942. Children who scored below third grade level in vocabulary were checked for a knowledge of the letter names, sounds and blends. There remained 112 children who lacked partially or entirely the knowledge of phonics.

Hester found that "blending was a more difficult process than naming letters and needs to be taught specifically in order to alleviate reading difficulties."

Murphy² found in 1943 the relative order of difficulty of the functions measured in an auditory discrimination test to be (from easy to difficult) initial sounds, initial blends, rhymes and final consonants.

The three most recent studies which established an order of difficulty of word elements were made by Biggy,³ Kelley,⁴ and Fahy.⁵

¹Kathleen B. Hester, "A Study of Phonetic Difficulties in Reading," Elementary School Journal 43:171-173, November, 1942.

²Murphy, op. cit.

³M. Virginia Biggy, "The Establishment of a Relative Order of Difficulty of Word Elements in Auditory Discrimination," (unpublished Master's thesis, Boston University School of Education, 1946).

⁴Helen I. Kelley, "Relative Difficulty of Auditory Perception of Word Elements," (unpublished Master's thesis, Boston University School of Education, 1948).

⁵Anne Fahy, "Evaluation of Ear Training in Reading in Grade One," (unpublished Master's thesis, Boston University School of Education, 1949).

Biggy's order of difficulty of word elements from easy to difficult was:

Initial Consonants

g

r

h

s

p, j, n

t

l

m

v, w

Initial Blends

ch

sp, tr, st

sh

Final Consonants

y

s

t

k

l

n

g

p

d

All but y and s were found to be more difficult than the most difficult initial consonants.

Rhymes

ing

an, un

and

at

The easiest final consonant was found to have a higher percentage of error than the most difficult beginning consonant in the same grouping.

The relative order of difficulty changes for the same letters when tested as initial and final sounds.

Initial Sounds

g, s, p, n, t, l

Final Sounds

s, t, l, n, g, p

In 1948 Kelley¹ in her study with 314 children at the first grade level also established a relative order of difficulty of consonants and vowels and of vowels themselves. She concluded that:

1. The short sounds of vowels at the beginning of the word ranged from easy to difficult in the following order:

o, i, a, u, e

2. The short sounds of vowels in the middle of the

¹Kelley, op. cit.

word fell in the following order from easy to difficult:

o, a, e, i, u

3. The long sounds of vowels in the middle of the word ranged in the following order:

e, a, u, o, i

4. In general, the vowel sounds reveal themselves as more difficult to hear than either beginning or final consonants.
5. The short sounds of vowels as beginning sounds are the easiest to discriminate.
6. Vowels in the middle of the word, whether long or short sounds, are difficult for the children to hear.
7. Vowels vary in difficulty depending upon their position in the word.

The relative order of difficulty of

Initial Consonants

r, n, m, h, g, l

Initial Blends

sh, sp, st, tr, ch

Rhymes

un, and, an

Final Consonants

g, l, s, n, d

This is different from Biggy's¹ order of difficulty.

The most recent study to determine whether the order of difficulty of word elements in auditory discrimination remains constant in different situations was done by Fahy² in 1949. The analysis of Crossley's³ material forms the basis of Fahy's study. A relative order of difficulty was established from Crossley's data in November and in March. The relative order of difficulty established was the following:

Initial Consonants

- a. November--m, c, b, j, w, r, t, g, n, p, s,
h, l, v, f, d
- b. March--h, m, c, j, d, g, r, t, f, s, w, b,
l, n, p, v

Final Consonants

- a. November--s, d, g, t, l, y, k, n, p
- b. March--s, d, g, t, p, n, y, l, k

Initial Blends

- a. November--ch, sp, st, sh, tr
- b. March--sp, ch, st, tr, sh

Rhymes

- a. November--an, at, un, and ing
- b. March--at, an, un, and ing

¹Biggy, op. cit.

²Fahy, op. cit.

³Crossley, op. cit.

Short Middle Vowels

- a. November--o, a, i, e, u
- b. March--o, a, i, e, u

Long Middle Vowels

- a. November--e, a, i, o, u
- b. March--e, a, i, u, o

In terms of amount of error from November to March all initial consonants, final consonants, blends and rhymes responded well to teaching. There was great improvement in the vowel sounds but the amount of error remained high. Long sounds seemed to respond better than short sounds.

The three studies of Biggy, Kelley, and Fahy were compared and the following findings were noticed:

Initial Consonants

- a. No letter tested maintained the same position of difficulty in all three studies.
- b. Initial consonants m and g showed the most variation.

Final Consonants

- a. No letter tested maintained the same position of difficulty in all three studies.
- b. Final consonant g showed the most variation.

Initial Blends

- a. The initial blend sp maintained the same position of difficulty in all three studies.
- b. The initial blend sh showed the greatest

variation.

The comparison of the order of vowels of Kelley and Fahy showed the following:

Short Middle Sounds

- a. The vowels a, o, and u maintained the same position in both studies.
- b. The vowels i and e reversed positions.

Long Middle Sounds

- a. The vowels e and a maintained the same position in both studies.
- b. The vowels u and o varied only one place.
- c. The vowel i showed the greatest variation.

The implications for teaching from this study are:

1. There is apparently no set order of difficulty of word elements which remains constant in every situation.
2. Position in terms of difficulty before teaching does not influence the learning as much as one might believe.
3. Short and long sounds of vowels showed definite improvement after teaching but vowels were more difficult than consonants.
4. In many specific instances, however, vowel sounds showed gains equal to or larger than those for final consonants, blends and rhymes.
5. Long vowels are easier than short vowels.

Another important finding was that power with final sounds was increased when the consonant was introduced as an initial and a final sound in the same lesson.

Many leading authorities in reading believe that an analysis program should not be started until the child has acquired a sight vocabulary of between 75 to 100 words. Durrell¹ and Cooper² agree with this.

In 1946 Betts³ listed some basic principles and assumptions to be observed in developing auditory discrimination.

They are:

1. Oral Activities

Until the child has acquired an adequate stock of sight words, auditory discrimination activities should be strictly oral.

2. True Sound Values

At all times the child should hear the natural pronunciation of words.

3. Likenesses and Differences

Developmental activities for auditory discrimination should emphasize both likenesses and differences in the sounds of words.

¹Durrell, op. cit., p. 199

²J. Louis Cooper, "A Procedure for Teaching Non-Readers," Education 67:494, April, 1947.

³Emmett A. Betts, Foundations of Reading Instruction, (New York: American Book Company, 1946) p. 348.

4. Initial Consonants

These should be taught first.

5. Individual Needs

These should be taken care of.

Betts¹ also listed goals of instruction in auditory discrimination. These goals should include the following items:

1. Awareness of word elements in a sentence.
2. Ability to discriminate between the 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 accurately.
4. Ability to follow directions.

The important aspects of phonic readiness areas according to Harris² are as follows:

1. The child should be able to hear the difference between words that sound somewhat alike.
2. He should be able to detect whether two words

¹Ibid, p. 351

²Albert J. Harris, How to Increase Reading Ability, (New York: Longmans, Green and Company, 1947) p. 163

begin with the same sound or not. He should be able to listen to a word and supply two or three other words that begin with the same sound.

3. He should be sensitive to rhymes, should be able to pick out words that rhyme and supply words to rhyme with a given word.
4. He should be able to hear similarities and differences in word endings.
5. He should be able to hear similarities and differences in middle vowels.
6. He should be able to listen to the pronunciation of a word sound by sound and fuse and blend the sounds mentally so as to be able to recognize the word intended.

All these auditory abilities, however, can be improved considerably by special practice.

Bond and Bond's¹ program of instruction in phonics starts with the initial letter sounds, such as s, p, g, then the initial blends, such as st, pl, gr, and next the more important vowel sounds. Then the final sounds of words, such as ay, ull, own should be taught followed by instruction in the word variant sounds, such as ing, ed, and s.

The teaching of these elements should be done in the whole word situation and only the most important sounds should

¹Guy L. Bond and Eva Bond, Teaching the Child to Read, (New York: The Macmillan Company, 1943) p. 163.

be taught.

Durrell¹ recommended a complete program in word-analysis to include ear training, visual training for recognition and provision for independent use of the skills.

McKee² in 1948 suggested a program in independence word identification for grade three. This program includes:

I. Phonetic Analysis

A. Teach the first and second grade elements not learned.

1. This would include initial and speech consonants, endings, consonants blends, short and long sounds of vowels, vowel blends, double vowels and some vowel rules.

B. Teach the soft sound of c and g.

C. Teach x and z in the final position only.

D. Teach the following partially phonetic words as sight words, but associate them together as sound groups:

Though, although, dough, ought, bought, brought, fought, thought, caught, taught, daughter, naughty.

E. Teach the understanding that some letters

¹Durrell, op. cit., p. 198.

²Paul McKee, The Teaching of Reading, (Boston: Houghton Mifflin Company, 1948) pp. 299-300.

sometimes have no sound.

F. Develop the principle that c and g usually are soft before e, i, y.

II. Structural Analysis

A. Teach elements not learned in grades one and two.

B. Teach the suffixes, ful, less, er, or, added to known words.

C. Teach the endings n and en.

D. Prefixes, bi, for, fore, un, re, added to known words.

E. Develop the understanding that sometimes the meaning of a compound word can be built by "combining" or "connecting" the meaning of the two words that make up the compound word.

F. Begin instruction in the use of syllables.

Many investigators have found a separate period for instruction in auditory discriminations to be valuable. Among these were Durrell,¹ Murphy,² Barden,³ Crossley,⁴ and Gould.⁵

¹Durrell, op. cit., p. 200

²Murphy, op. cit.

³Barden, op. cit.

⁴Crossley, op. cit.

⁵Gould, op. cit.

Harris,¹ however, believes that:

To function best phonics lessons should be made an integral part of instruction in both reading and spelling. Plans should include some attention to word analysis in the word study portion of the reading lesson and also phonic analysis should form part of the method of studying spelling words.

The preceding research seems to reveal the following important information:

1. Children can do without analysis only when their vocabulary is small and the words are not similar in appearance.
2. The first step in an analysis program is ear training or auditory discrimination.
3. Specific training in this area improves learning rate and reading achievement.
4. Training helps beginners in reading who have a sight vocabulary of 75 to 100 words as well as backward readers.
5. A separate period of 10 to 15 minutes seems to be more helpful or it may be taught during the word study period in reading or in the spelling period.
6. It is possible to teach letters as beginning and endings at the same time without causing confusion.
7. The program in the third grade should include instruction in syllabication and any of the elements not learned

¹Harris, op. cit., p. 296

in the first and second grades, such as:

1. Initial Consonants
2. Initial Blends
3. Final Consonants
4. Rhyming Words
5. Word Variants
6. Work with vowels

CHAPTER III
CONSTRUCTION OF MATERIALS

Purpose of study

The purpose of this study is to build exercises in auditory discrimination for use in the third grade.

The writer found a great need for auditory exercises to supplement the word analysis program outlined in the manual¹ accompanying the two basic readers in the third grade.

The first step in preparing the exercises was the selection of a vocabulary. Since Streets and Roads² and More Streets and Roads³ are the basic readers in the third grade, it was decided to use the vocabulary presented in these books as well as the vocabulary presented in the first and second grades from this same series. The complete vocabulary follows:

¹William S. Gray and Lillian Gray, Guidebook for Streets and Roads and More Streets and Roads, New York: Scott, Foresman and Company, 1942, pp. 31, 32.

²William S. Gray and M. H. Arbuthnot, Streets and Roads, New York: Scott Foresman and Company, 1942.

³_____, More Streets and Roads, New York: Scott Foresman and Company, 1942.

1

Words Found in We Look and See¹
We Work and Play²
We Come and Go³

<u>a</u>	<u>d</u>	in	<u>o</u>	<u>t</u>
a	Dick	is	oh	the
and	down	it	one	three
away	<u>f</u>	<u>j</u>	<u>p</u>	Tim
<u>b</u>	Father	Jane	play	to
Baby	find	jump	puff	two
ball	for	<u>l</u>	<u>r</u>	<u>u</u>
big	funny	little	red	up
blue	<u>g</u>	look	run	<u>w</u>
boat	go	<u>m</u>	<u>s</u>	wants
<u>c</u>	<u>h</u>	make	Sally	we
can	help	me	said	where
car	here	Mother	see	work
come	house	my	something	<u>y</u>
cookies	<u>i</u>	<u>n</u>	Spot	yellow
	I	not		you

¹W. S. Gray, D. Baruch and E. Montgomery, We Look and See, New York: Scott, Foresman and Company, 1940.

²_____, We Work and Play, New York: Scott, Foresman and Company, 1940

³_____, We Come and Go, New York: Scott, Foresman and Company, 1940

2

Words Found in Fun with Dick and Jane¹

<u>a</u>	cows	guess	<u>m</u>
all	<u>d</u>	<u>h</u>	ma-ma
am	did	happy	mew
animals	do	have	must
are	dog	he	<u>n</u>
at	doll	hello	new
ate	ducks	hen	no
<u>b</u>	<u>e</u>	home	now
barn	eat	hop	<u>o</u>
birthday	eggs	horses	on
black	<u>f</u>	<u>i</u>	our
bow-wow	family	into	out
boy	farm	<u>j</u>	<u>p</u>
bump	fast	Jack	pets
but	four	<u>k</u>	pigs
<u>c</u>	Friends	kittens	please
cat	fun	<u>l</u>	pony
chickens	<u>g</u>	laughed	pretty
children	Grandfather	likes	<u>q</u>
cluck	Grandmother	looked	quack

¹W. S. Gray and L. Gray, Fun with Dick and Jane, New York: Scott, Foresman and Company, 1940

r
rabbit

ran

ride

s
sat

saw

say

school

she

so

soon

Susan

t
tail

talk

thank

that

there

they

this

Tom

too

toys

u
under

w
wanted

was

well

went

what

white

who

will

with

y
yes

3

Words Found in Our New Friends¹

<u>a</u>	book	<u>e</u>	glad
after	brown	eating	going
again	bumped	Ellen	gray
along	Bunny	everywhere	green
an	busy	every	<u>h</u>
another	buy	<u>f</u>	had
any	<u>c</u>	fat	has
apples	called	faster	head
as	can't	feed	helped
ask	color	fell	her
asked	coming	felt	hill
<u>b</u>	corn	fine	him
back	could	first	his
bang	<u>d</u>	five	how
basket	dark	fly	hurry
be	day	food	<u>j</u>
began	dear	found	Jane's
behind	Dick's	from	Jill
Bill	dinner	<u>g</u>	Jim
Billy	don't	galloping	jumped
Bird	door	give	just

¹W. S. Gray and L. Gray, Our New Friends, New York: Scott Foresman and Company, 1940

<u>k</u>	<u>n</u>	pocket	stopped
know	name	poky	store
<u>l</u>	Nancy	puppy	story
last	nest	push	street
laugh	next	pushed	surprise
let	night	put	swish
let's	nothing	<u>r</u>	<u>t</u>
lives	nuts	rain	take
looking	<u>o</u>	reads	them
lost	of	rode	then
<u>m</u>	old	robins	things
made	once	room	think
making	open	rooster	time
man	or	running	took
many	outdoors	<u>s</u>	town
may	over	Sally's	tree
maybe	<u>p</u>	sang	<u>u</u>
merry-go- round	paint	sleep	umbrella
met	painted	sleepy	us
milk	party	slower	<u>v</u>
moo	patty	snow	valentine
morning	peep	some	very
Mr.	penny	splash	<u>w</u>
Mrs.	Peter	squirrel	wagon
	playing	stop	walk

walked

way

wee

were

when

which

why

wind

wish

woman

y

yard

your

4

Words Found in Friends and Neighbors¹

<u>a</u>	blow	chimney	drops
about	Bobby	chinny-chin chin	drum
across	boil	Christmas	<u>e</u>
afraid	both	churn	each
always	breakfast	circus	early
Ann	bricks	city	earth
answered	Brother	clean	Elephant
around	brought	climb	enough
<u>b</u>	build	clothes	ever
bake	buildings	coat	eyes
balloons	burn	cock-a- doodle-doo	<u>f</u>
Bear	buzz	cold	fall
beautiful	by	couldn't	far
because	<u>c</u>	country	fence
Bee	cabbage	cried	field
before	cakes	crow	fire
bell	Calf	cry	fish
best	call	cut	flew
better	candy	<u>d</u>	floor
bigger	care	didn't	fool
biggest	catch	dig	forget
blew	caw	deep	fox

¹Loc. cit.

front	honk	long	pick
full	hot	lot	pie
<u>g</u>	huff	<u>m</u>	pile
game	hungry	minute	place
garden	hurried	miss	plant
gave	<u>i</u>	money	pleasant
goat	if	more	porridge
gone	I'll	mouse	pot
Goose	I'm	move	potato
got	<u>j</u>	much	potatoes
grass	Joe	<u>n</u>	pull
Ground-hog	John	near	<u>q</u>
grows	Johnny	neighbors	quick
<u>h</u>	jolly	never	<u>r</u>
hair	<u>k</u>	nice	rake
Halloween	keep	noise	ready
hand	kinds	nose	right
handkerchief	knew	<u>o</u>	roll
hat	<u>l</u>	o'clock	<u>s</u>
heard	large	off	Saturday
herself	late	own	scare
hide	leaves	<u>p</u>	second
high	letter	parade	seeds
himself	lights	park	seen
hole	line	pay	shook
honey	lion	people	short

shout	tell	<u>w</u>
shovel	ten	wait
show	than	wake
side	their	watch
sign	third	water
silly	those	wiggles
sister	through	window
sit	tie	winter
six	ting-a-ling	wolf
slow	tired	wonderful
small	to-day	won't
smell	together	woods
sniff	told	would
soft	to-morrow	wouldn't
sorry	top	<u>z</u>
spring	train	Zeke
stand	tricks	
start	tried	
stay	try	
stick	turn	
sting	<u>u</u>	
straw	Uncle	
strings	until	
sun	use	
<u>t</u>	<u>v</u>	
telephone	visit	

Words Found in More Friends and Neighbors¹

<u>a</u>	beside	chairs	dress
above	Betty	change	drink
afternoon	bite	chatter	drive
ago	boards	clock	dropped
almost	bought	clowns	dust
alone	box	colder	<u>e</u>
angry	boxes	cool	ear
answer	branch	corner	earn
apron	branches	count	Easter
arms	bread	cover	easy
aunt	bridge	crack	else
<u>b</u>	bright	cream	end
babies	bring	cries	engine
bad	bugs	<u>d</u>	errand
bags	bumpety	dances	even
baking	butter	dancing	everybody
bank	<u>c</u>	David	excited
bark	cap	detour	<u>f</u>
became	cart	ding-dong	face
bed	carried	does	fairy
been	carry	doesn't	feather
believes	caught	done	few

¹Loc. cit.

fiddle	hadn't	it's	lunch
fill	hammer	I've	<u>m</u>
fix	happen	<u>j</u>	machine
flour	hard	jay	magic
flowers	harder	joke	maple
follow	hardly	<u>k</u>	matter
foot	haven't	kept	means
forest	having	kitchen	meet
forgot	hear	kitty	men
forth	heavy	knock	middle
friendly	helper	<u>l</u>	might
<u>g</u>	hiding	lay	Molly
gate	hippety	lazy	most
gay	hive	leaf	mouth
geese	hoe	learn	moving
getting	hold	left	myself
gobble	hope	legs	<u>n</u>
goes	hopped	lift	neck
great	horns	listen	need
grew	hotter	living	nickles
grocery	hung	long	noon
groceries	hurt	longer	<u>o</u>
gruff	<u>i</u>	longest	oak
grunt	ice	loud	often
<u>h</u>	inside	louder	only
ha	isn't	loudest	outside

oven	quiet	shall	star
<u>p</u>	quit	sheep	stamp
paid	<u>r</u>	shoes	still
pan	reach	shorter	steps
paper	real	shortest	still
part	really	should	stood
past	remember	shut	storekeeper
path	rest	since	straight
pen	riding	sing	strange
Penny	river	skate	strong
perhaps	roar	skip	such
pictures	roller	sleds	sudden
pink	roof	slide	suddenly
pins	rope	sliding	summer
plenty	rose	slowly	supper
point	<u>s</u>	sly	sure
policeman	sad	smaller	surely
pond	Sam	smart	<u>t</u>
pooh	same	smile	tables
poor	sand	smiling	taking
present	Sandy	sounds	tall
proud	save	squawk	tap
pumpkin	screams	squeak	taste
<u>q</u>	scrub	squeal	terrible
queer	seems	stairs	that's
quickly	sell	station	these

thresh	wasn't	young
ting	wave	yourself
Tommy's	weather	
tonight	weed	
touch	week	
toward	wet	
trap	what's	
trip	wheat	
troll	while	
trot	whisper	
truck	whole	
turtle	wide	
tweet	wife	
<u>u</u>	wild	
ugly	wings	
upside	wise	
<u>v</u>	wonder	
village	woodpecker's	
vine	words	
voice	wren	
<u>w</u>	write	
waddle	<u>y</u>	
wag	years	
wagged	yesterday	
warm	yet	
wash	you'll	

Words Found in Streets and Roads¹

<u>a</u>	begin	<u>c</u>	clover
able	behave	cabin	coins
against	belonged	cage	complain
ahead	below	card	cook
air	Benny	carefully	course
airplanes	berry	cave	crash
already	between	chance	crawling
also	bicycles	chase	crept
among	bits	cheese	croaked
anybody	block	child	cross
apart	bobbing	chip	crowd
appeared	bothered	chipmunk	crown
asleep	bottom	chocolate	crumbs
automobiles	brave	chuckle	cub
awful	breath	chug	cups
<u>b</u>	buggy	circle	cupboard
band	bunch	clam	<u>d</u>
beat	buses	clapped	danger
beaver	bushes	clever	dare
become	buttons	closed	dashed
begged		cloth	daughter

¹W. S. Gray, M. H. Arbuthnot, Streets and Roads, New York: Scott, Foresman and Company, 1942.

deer	enjoying	frighten	hay
desks	evening	frisky	he 'd
different	<u>f</u>	frog	hee-haw
dirt	fair	frosting	heel
disappear	fancy	fruit	held
dived	farther	fur	he 'll
doe	fastened	<u>g</u>	hid
dollar	fawns	gifts	hind
Don	feel	giraffes	hit
donkey	felt	given	hitched
dozens	fierce	glanced	ho
drawing	fifth	glasses	holly
drew	fight	gnawed	hour
drove	finally	gold	huge
dry	finish	golden	Hulda
during	fisherman	grabbed	hundred
<u>e</u>	flames	grove	hunt
eaten	flapped	growl	hurrah
edge	flat	grown-up	husband
eight	flood	grumble	hut
either	Fluffytail	guests	<u>i</u>
elevator	foolish	<u>h</u>	I'd
eleven	forward	half	idea
elf	free	Hall	inn
empty	Friday	hang	instead
enemy	fright	hate	invited

<u>j</u>	limb	mud	pears
jacket	load	<u>n</u>	picnic
jam	loaf	nails	pillow
jingle	lock	nap	pieces
joined	logs	naughty	plan
joy	loose	nibbled	plates
juicy	loved	nine	playmate
<u>k</u>	lovely	nobody	poked
kicking	lower	north	polite
king	luck	notice	pool
knees	<u>m</u>	<u>o</u>	popped
<u>l</u>	maiden	oho	porch
lad	marching	orange	pounded
ladder	meadow	other	poured
lady	meal	ought	prancing
laid	mice	owl	pretending
landed	mile	<u>p</u>	princess
leading	mind	Paddle	prize
lean	mine	Puddy	probably
leaped	mischievous	page	promise
led	mistake	pail	Puckity
lesson	moment	palace	purple
licked	Monday	passed	puzzled
lie	monkey	pasture	<u>q</u>
life	moon	paws	queen
Lily	mountain	peanuts	

<u>r</u>	Sarah	size	stuck
raccoon	satin	sky	suit
raced	Scamp	slap	suppose
ragged	scampered	smash	swam
raised	scattering	smoke	sweet
rang	scolding	smooth	<u>t</u>
rent	sea	snatch	taken
returned	seat	sneeze	tame
reward	secret	Sojo	tar
ribbon	sent	sold	taught
rich	servants	somebody	teacher
rid	serve	son	tears
ring	set	songs	teeth
ripe	several	sorts	tent
roast	shade	speak	they'll
rock	shadow	spoiling	thick
rode	shakes	spoke	thousand
rows	sharp	spread	threw
rushing	shells	sprinkle	throne
<u>s</u>	shiny	steal	throw
sack	shore	steep	thunder
safe	shoulder	stirring	tickets
sail	sight	stone	tick-tack
salt	signal	storm	tiger
sandwiches	silver	stranger	tight
Santa Claus	single	stream	tin

Tippy	<u>w</u>
toe	wall
tongues	wasps
toot	wearing
trade	welcome
traveling	we'll
treasure	wheel
treat	whistle
trimmed	whoa
true	wicked
trunk	win
Tuesday	wink
twenty-nine	witch
twice	woke
twin	wooden
twisted	wore
<u>u</u>	world
uncover	worse
underneath	worth
understand	wrong
unhappy	<u>y</u>
unless	yawn
useful	
<u>v</u>	
vacation	
velvet	

Words Found in More Streets and Roads¹

<u>a</u>	announced	beggar	bushels
accident	antlers	bent	butted
account	arrived	Betsy	<u>c</u>
ached	arrow	blankets	calves
act	ashamed	blazed	camera
added	ashes	bleated	camp
admired	attic	Blednock	Canada
admitted	autumn	blinking	candles
adventure	axes	boasting	Carlos
age	<u>b</u>	body	carpenter
agreed	baggage	bold	carriage
ah	bait	bonnet	castle
Aiken-Drum	bare	bounce	cattle
aimed	bargain	bawl	ceiling
aisle	Bartholomew	brand	celebrate
alarm	basement	break	center
alike	bath	bride	certainly
alive	beach	broad	charged
allow	beaming	broken	chatted
aloud	beard	brownie	check
American	beast	built	cheeks
amused	beauty	burro	cheered

¹W. S. Gray, M. H. Arbuthnot, More Streets and Roads, New York: Scott, Foresman Company, 1942.

chewed	cousin	diamond	except
chief	creaking	die	excitement
chilly	creatures	dim	exclaimed
chopped	creeping	directions	excuse
Cinderella	cruel	disappointed	expected
claws	crust	discover	explains
cleared	cunning	dishes	<u>f</u>
click	curling	distance	fact
clinging	curving	dock	fail
cloak	customers	dreary	faint
clouds	<u>d</u>	drift	fault
clung	damp	dug	favorite
coach	dangerous	duke	fear
coals	darkness	Duncan	feast
coast	darted	dust	fed
coaxed	dead	dye	fifteen
collecting	delay	<u>e</u>	fifty
commanded	delicious	eagerly	figures
company	delight	electric	fingers
conductor	deliver	engineer	firmly
contained	den	enormous	fit
contest	department	entered	flash
cord	desert	entrance	flip
cottage	desire	escape	fond
counters	destroying	exactly	footmen
couple	detective	excellent	forenoon

fortune	ham	instant	leather
forty	happiness	interesting	lid
freezer	harm	introduce	lightning
frowning	haste	iron	limp
furniture	haystack	<u>j</u>	linen
<u>g</u>	hearth	jars	lizards
gazed	heat	jerk	loop
gentle	hedge	jewel	lose
gentlemen	Herbert	Joan	lumber
George	herd	journey	lying
giants	hoarse	Judy	<u>m</u>
giggle	hoofs	<u>k</u>	magnificent
glaring	hook	kettle	Main
glowing	howled	killed	majesty
glue	hugging	kindness	managed
godmother	hunger	kissed	marble
goodness	<u>i</u>	knelt	marked
gorgeous	imagine	knife	market
gowns	immediately	knothole	married
Granny	important	<u>l</u>	Martin
greet	impossible	lake	Mary
grinning	inch	Lambkins	matches
gun	indeed	lamp	meant
<u>h</u>	Indian	language	meat
hail	inquired	lap	melt
halted	insisted	laughter	members

Mexican	offer	pleasure	rapidly
Mexico	office	plow	rat
midnight	opossums	plump	rather
mixed	ordered	poles	rattling
model	ourselves	Polly	reason
moose	<u>p</u>	porcupine	remain
monster	package	Porky	repeated
motorboat	packed	possible	replied
mount	pair	posts	rescue
<u>n</u>	parents	pouch	Ricky
narrow	parrot	practicing	robe
neat	passenger	prairie	Robert
necklace	patch	prepare	ruffled
neither	patiently	President	rumbling
nephew	peaches	prick	<u>s</u>
newspapers	pearls	prince	saddle
Nick	peddler	protected	safety
nodding	peeked	Punch	satisfied
none	peeling	puppet	saucer
nonsense	pelican	<u>q</u>	scarlet
number	perfectly	question	scent
<u>o</u>	perform	quills	scooped
oars	perfumed	quite	scrambled
obeyed	Philip	<u>r</u>	scraps
ocean	pin cushion	rage	scratch
odd	plain	ranch	scurrying

search	slept	stared	sweater
selfish	slice	starving	sweeping
send	slid	steady	swiftly
sentences	slipper	steaming	swimming
serious	slipping	steer	swings
settled	snug	stew	swung

search	slept	stared	sweater
selfish	slice	starving	sweeping
send	slid	steady	swiftly
sentences	slipper	steaming	swimming
serious	slipping	steer	swings
settled	snug	stew	swung
seventh	soap	stomach	<u>t</u>
shan't	soaring	store	tasks
shape	soldier	stove	teakettle
shelf	solving	streak	team
shelter	space	stretched	tend
shivering	spare	striding	tender
shone	spark	striking	terrified
shoots	sparkled	strip	Texas
shop	spending	stripes	theater
shot	spent	struck	themselves
shoved	spied	struggle	thorn
shy	spilled	stubborn	though
sighed	spinning	stumbled	thrilling
silent	spite	stump	thumps
silk	spoons	stupid	timid
simple	sprang	succeeded	tone
simpleton	spruce	sugar	Tony's
sir	squeeze	suitcase	tools
skin	stable	surface	torn
slept	stagecoach	surrounded	tossed

towel	we've
tower	whether
tracks	whiz
trails	whom
tremble	Whoofy
trouble	whose
tub	wide-awake
tucked	Wilfred
tumbled	wipe
tunnel	women
turnips	woolen
twelve	worms
twinkle	worried
<u>u</u>	wrapped
understood	<u>y</u>
unlatched	yelled
usually	you'd
<u>v</u>	you've
vegetables	
visitor	
<u>w</u>	
wand	
wandered	
warning	
waste	
weak	

After selecting the vocabulary, the next step was to examine the manual¹ provided with the basic readers to find the phonetic elements to be taught at the third grade level.

The following elements were found to be an important part of the word analysis program at the third grade level:

1. Vowels and Vowel Combinations
2. Two and Three Syllable Words
3. Prefixes un, dis, re
4. Suffixes ful, er, est, ly, ish, en

While reading Streets and Roads,² the first book of the third grade, a review of the consonant blends was suggested. The short and long sounds of the vowels; the vowels blended with r, o followed by u and w, and oo were presented. Two syllable words with the common variant sounds of the vowels were introduced. The suffixes, en, ful, er, ish, in, un, er, a and al as syllables; compound words and the hard and soft sounds of c and g were included.

While reading More Streets and Roads,³ the second book of the third grade, the following elements were presented: ex-in- as syllables; three syllable words; y as a consonant and a vowel; word variant es; division of syllables with one or two consonants following the vowel and accented syllables.

¹W. S. Gray and L. Gray, Guidebook for Streets and Roads and More Streets and Roads, New York: Scott, Foresman and Company, 1942, pp. 31-32.

²Gray, op. cit.

³Gray, op. cit.

The third step was the writing of the auditory exercises. In each lesson, the sound element is introduced by asking the children to listen to some words containing the element to be taught. The children pronounce these words after the teacher and the words are written on the board. Next an exercise to give more practice on the sound element is presented such as: a sentence with a missing word; a riddle to be solved; or a question to be answered. The answers contain the elements being taught. In some lessons games are included for purposes of motivation and to give more practice on the sound element presented. The lesson on short "a" illustrates the type of exercise used as follows:

Today we are going to listen to the short sound of the vowel "a" in some words.

Listen.

am and apple

Did you hear short "a" at the beginning of these words?

Listen and say them after me.

am and apple

(Write them on the board and underline the "a" in each.)

Here are some other words that begin with short "a".

Listen and say them after me.

as at act attic

ashes axes animal ask

Here are some other words with short "a" in the middle.

pan sad tap

Say them after me.

pan sad tap

(Write them on the board and underline the "a" in each.)

Listen and say these words after me. They all have short "a" in them.

back cat fast had jam
 lad man pat ran sack
 wag bad band bank catch
 dash fat flap flat hand

What sound was in each word? Yes, short "a".

Who can answer these questions with a word that has the short "a" sound in it?

1. What animal says, "Meow?" Cat.
2. Where do you save your money? Bank.
3. What is the opposite to slow? Fast.
4. What word means the opposite to thin? Fat.
5. What do you wear on your head? Hat.
6. What do you carry groceries in? Bag.

Another type of lesson was presented for more practice on the short and long sounds of the vowels. In this type word parts were presented containing either the short or the long sound of the vowel. The children were asked to think of words containing these word parts. The exercise on short "a" illustrates this lesson.

Yesterday we listened to the short "a" sound in some words. Listen to these word parts that have short "a" in them. Say

them after me.

and am at

(Write them on the board.)

Let's see if we can think of some words that have these word parts in them.

and am at

Yes.

hand ham hat

sand Sam cat

Here are some other word parts. See if you can think of words with these word parts in them. If you can I'll draw an apple on the board for you and put your initials on it.

Listen to these word parts.

ack ad an ap ag

(Write them on the board.)

Now let's see how many apples you will get.

Review lessons are given after every seven lessons, but at the beginning of most of the lessons the element presented the previous day is reviewed.

This study contains 56 exercises. These exercises are planned for ten minutes a day to be given in a separate period from the reading or spelling lessons.

It is hoped that these exercises will increase auditory discrimination in the third grade.

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APPENDIX

Lesson 1

Blends—"br" and "tr"

Today we are going to listen to words that begin with "br".

brand break broad

What were the first two letters in those words? Yes, "br".

Listen and say them after me.

brand break broad

(Write them on the board.)

Here are some other words that begin with "br". Close your eyes and say them after me.

bride broken brownie branch
brave bread breakfast branches

Those words all began with "br".

See if you can answer these questions with words that begin with "br".

1. What do we eat in the morning? Breakfast.
2. What do we put butter on? Bread.
3. What is our school made of? Bricks.
4. What is a color that begins with "br"? Brown.

This time we shall hear a different sound at the beginning of these words.

tracks trails tremble

Who can tell me the first two letters they hear in these words? Yes, "tr". Listen and say them after me.

tracks trails tremble

(Write them on the board.)

Here are some other words beginning with "tr". Listen and say them after me.

try	trunk	true	train
trouble	troll	trim	tree

Those words begin with "tr".

See if you can answer these questions with words beginning with "tr".

1. What is one part of a tree? Trunk.
2. What does a horse do? Trot.
3. What can you go to Boston on? Train.
4. What does a train run on? Tracks.

Let's play a game. We shall have two teams. I'll say some words. You must write the first two letters on the board. If they are right, you make one point for your team. Let's see which team wins.

Listen.

trouble	trade	breath	brick
trap	bridge	travel	treasure
bright	treat	tree	bring
trick	brother	tried	trim
brought	brown	trip	brave

Good.

Now let's see how many words we can think of beginning with "br" and "tr". Let's see whether we will get more "br" words or more "tr" words.

Lesson 2

Blends—"gr", "dr", and "fr"

Yesterday we listened to words beginning with "br" and "tr". Who can tell us some words that begin with "br" and "tr"? Good.

Who can tell me the first two letters in these words?

Granny greet grinning

Yes, "gr".

Say these words after me. They begin with "gr".

grab	grandfather	grandmother
grass	gray	great
green	grew	groceries
grocery	ground-hog	grove
grow	growl	grown-up
gruff	grumble	grunt

What sound did you hear at the beginning? Yes, "gr".

Close your eyes and listen.

dreary drift draw dress

What sound did you hear at the beginning? Yes, "dr".

Listen again for more "dr" words and say them after me.

dry	drum	drove
drink	drew	dropped

What sound did you hear at the beginning of these words?

Yes, "dr".

Listen and see if you can tell me the letters that are at the beginning of these words.

freezer frowning free

Yes, "fr".

Say them after me.

freezer frowning free

(Write them on the board.)

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

Friday friend fright
frisky frog friendly
frighten from frosting

What did you hear at the beginning? Yes, "fr".

There is one word missing in these sentences. The first three missing words begin with "gr". I wonder who will guess them.

Ready.

1. The grass is _____. (green)
- 2. An animal that is sometimes called a woodchuck is a _____. (groundhog)
3. To snatch something means to _____ it. (grab)

Now the missing words begin with "dr".

1. Girls wear _____. (dresses)
2. Children like to _____. (draw)
3. When we are thirsty, we take a _____. (drink)

Now the missing words begin with "fr".

1. Thursday comes before _____. (Friday)
2. An animal that has bulging eyes and leaps about is a _____. (frog)
3. Mother puts _____ on the top of cakes. (frosting)
4. The opposite to an enemy is a _____. (friend)

Now let's see how many words you can think of that begin with "gr", "dr", and "fr".

(Write them on the board.)

gr

dr

fr

Lesson 3

Vowels and Short "o"

Yesterday, we listened to "gr", "dr", and "fr". Tell me some words that begin with "gr", "dr", and "fr".

Some letters of the alphabet are called vowels. They are a, e, i, o, u, and sometimes y. (Write them on the board.)

Y is a funny letter. Sometimes it is called a vowel and sometimes it's a consonant.

Let's read the names of the vowels—a, e, i, o, u, and sometimes y.

Vowels have many sounds. Sometimes they have a long sound and sometimes they have a short sound. They have other sounds, too.

Today we are going to listen to the vowel "o". It is at the beginning of each of these words.

Listen.

of on odd

This is the short sound of "o". Listen and say the words after me.

of on odd

What sound did you hear at the beginning of each word? Yes, short "o".

Listen to these words. They all have short "o" in the middle.

Bob drop box

Say them after me.

Bob drop box

(Write words on the board. Have someone underline "o" in each word.)

Here are some other words that have short "o" in the middle. Say them after me.

Don fox doll got

hop hot lock rock

log not pop Spot

What sound did you hear in the middle? Yes, short "o".

Let's play a game.

These are names of some animals. Listen and find the ones that have short "o" sound in the middle. Stand when you hear one.

pig cow fox tiger lion

robin

Here are some names. Stand when you hear a name with a short "o" in the middle.

Billy Bob Dick James

Tom John Jim Joe

Molly Mary Polly Grace

Listen to these questions. The answers all have the short "o" sound in them.

1. What sound does a turkey make? Gobble.
2. What does a rabbit do? Hop.

3. What is another word for a stone? Rock.
4. What are parrots usually called? Polly.
5. What word means it cannot be found? Lost.
6. What is the opposite to cold? Hot.
7. What boy's nickname has the short "o" sound in it?
Bob. Tom.
8. What word means a wharf or pier? Dock.
9. What word means something strange or queer? Odd.

Lesson 4

Short "o" with Word Parts

Yesterday we listened to the vowel "o" in some words. Who remembers what sound of "o" it was? Yes, the short "o" sound.

Listen to these word parts.

ox op ot

(Write them on the board.)

They all have short "o" in them. Let's see if you can tell me any words that have these word parts in them. I'll do one for you. Box has ox in it. Now let's see if you can tell me any words with these word parts in them.

ox op ot

Yes.

fox drop stop hot

Listen to these word parts that have short "o" in them.

ock olly ob

(Write them on the board.)

Let's see if you can think of words that have ock, olly, or ob in them.

Lesson 5

Long "o"

This week we listened to the short sound of "o" in words. Who can tell me some words that have short "o" in them? I'll write them on the board.

Today we are going to listen to the long sound of the vowel "o". When "o" is long, we say it says its name which is "o" like in "boat".

Listen to these words. They have the long sound of "o" in them. Say them after me.

boat cold drove

(Write them on the board and underline the "o" in each.)

What sound did you hear in each? Yes, long "o".

Here are some other words with long "o" in them. Say them after me.

coat clothes doe go
goat gold hole hold
Joe loaf load most

What sound did you hear? Yes, long "o".

Let's see if you can tell me the missing words in these sentences. They all have long "o" in them.

1. Dick dug a _____. (hole)
2. Mother said, "_____." (no or hello)
3. In winter I wear a _____. (coat)

4. We go sailing in a _____. (boat)

5. Mother wants a _____ of bread. (loaf)

Let's play a game. If you can tell me a word with long "o" in it, I'll draw a boat for you and put your name on it. Let's see how many children will have a boat.

Lesson 6

Long "o" with Word Parts

Yesterday we listened to long "o" in some words.

Listen to these word parts that have long "o" in them.

old oat o

(Write them on the board.)

Let's see if you can tell me any words with these word parts:

old oat o

Yes.

cold coat go

gold goat no

Listen to these word parts and say them after me.

ole oke oak ove ose ow

They all had long "o" in them.

Tell me any words with these word parts.

Let's play a game. We'll have two teams. You make one point for your team if you can tell me whether you hear long "o" or short "o" in these words.

on coat loaf drop

go so no rock

close box Joe boat

dog doe fox got

Lesson 7

"or"

We listened to long "o" and short "o" words. Today we are going to listen to "o" with "r".

Listen to these words with the "or" sound.

for corn horse

What sound did you hear? Yes, "or".

Say them after me.

corn fork horse

(Write them on the board and underline "or".)

Here are some others with "or". Listen and say them after me.

short corner north fork

shorter morning horn born

What sound did you hear? Yes, "or".

Let's see if you can answer these questions. The answers have "or" in them.

1. When do we wake up? Morning.
2. What animal gallops? Horse.
3. What do we eat with? Fork.
4. What can you blow? Horn.
5. What is the opposite to long? Short.

Here is a horse. Who wants to ride on the horse? You must tell me a word that has "or" in it like horse to get a ride. Ready.

Lesson 8

Review

1. Blends "br", "tr", "gr", "dr", "fr"
2. Short "o"
3. Long "o"
4. "or"

This week we listened to words beginning with "br", "tr", "gr", "dr", and "fr".

(Write blends on board.)

Let's play a game today with these blends.

Here are five cards. Write one of these blends on each card.

I'll say a word. You must hold up the card that tells the two letters you heard at the beginning. Let's do one together. Dictate green. Yes, hold up your "gr" card. Listen carefully.

trade	branch	draw	grab
free	grand- father	dress	train
brave	Friday	breath	grass
friend	trap	gray	brick
travel	dry	bridge	growl

Good.

Now I'll give you three more cards. Write long "o", short "o", and "or" on these cards. If you hear a word that

has long "o" like in nose, hold up your long "o" card. If you hear short "o" like in not, hold up your short "o" card and if you hear "o" with "r" like in short, hold up your "or" card.

Ready. Listen carefully.

so	for	store	stop
corn	told	horse	jolly
top	fork	soft	door
Spot	old	forgot	no

Good.

clouds	coack	clung
box	clam	house
horse	clap	clean
hope	clever	clock

Now Let's see how many can give me words that begin with "cl".

Listen to these words and tell me the first two letters you hear.

slap	sled	sleepy
------	------	--------

Yes, they are "sl".

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

Dictate:

slept	slice	slid
slippers	slipping	

What sound did you hear at the beginning? Yes, "sl".

Let's play a game.

This is a slide. Let's see if you can go down the slide. You must say three words that begin with "bl", "cl", and "sl".

Lesson 10

Beginning and Final Speech Blend—"sh"

We listened to "bl", "cl" and "sl" words yesterday. Who can tell me a word beginning with these blends?

Today we are going to listen to words that begin with "sh".

Listen.

Dictate:

shape shelf shelter

What is the first sound you hear? Yes, "sh".

What does "sh" sound like? Yes, it sounds as if you were telling someone to be quiet.

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

Listen and say them after me.

Dictate:

shivering shone shoats

shop shot shoved

shy

What sound did you hear at the beginning? Yes, "sh".

See if you can guess the right word I'm thinking of. The word must begin with "sh".

I'm thinking of a word that means:

1. not very long (short)
2. the opposite to dull (sharp)
3. something you wear on your feet (shoes)

4. to speak very loud (shout)

5. to close (shut)

6. you are not in the sun (shade)

Listen and tell me where you hear "sh" in these words.

Now I'll find out who has sharp ears.

Listen.

Dictate:

dash finish fish

Where was the "sh"? Yes, at the end.

Listen to some other words that end in "sh". Say them after me.

push rush swish
thresh flash selfish

Let's play a game.

We'll have two teams. You make one point for your team if you give the right answer.

I'll say some words with "sh" in them. You must tell me whether you hear "sh" at the beginning or the end of the word.

Ready.

Dictate:

shade shadow swish
selfish shake shall
sharp thresh dash
she sheep shell
flash rush shiny
push shook smash

Good.

Now let's see how many words we can think of that either begin or end with "sh".

Tell me where the "sh" is.

Lesson 11

Short "a"

Yesterday we listened to the sound "sh". Tell me some words beginning or ending with "sh".

Today we are going to listen to the short sound of the vowel "a" in some words. Listen.

Dictate:

am and apple

Did you hear short "a" at the beginning of these words?

Listen and say them after me.

am and apple

(Write them on board and underline the "a" in each.)

Here are some other words that begin with short "a".

Listen and say them after me.

Dictate:

as at act attic

ashes axes animal ask

Here are some other words with short "a" in the middle.

pan sad tap

Say them after me.

pan sad tap

(Write them on the board and underline the "a" in each.)

What sound did you hear in each? Yes, short "a".

Listen and say these words after me. They all have short

"a" in them.

back	cat	fast	had	jam
lad	man	nap	ran	sack
Wag	bad	band	bank	catch
dash	fat	flap	flat	hand

What sound was in each word? Yes, short "a".

Who can answer these questions with a word that has the short "a" sound in it?

1. What animal says, "Meow?" Cat.
2. Where do you save your money? Bank.
3. What is the opposite to slow? Fast.
4. What word means the opposite to thin? Fat.
5. What do you wear on your head? Hat.
6. What do you carry groceries in? Bag.

Lesson 12

Short "a" with Word Parts

Yesterday we listened to the short "a" sound in some words.

Listen to these word parts that have short "a" in them. Say them after me.

and am at

(Write them on the board.)

Let's see if we can think of some words that have these word parts in them.

and am at

Yes.

hand ham hat
sand Sam cat

Here are some other word parts. See if you can think of words with these word parts in them. If you can I'll draw an apple on the board and write your initials on it.

Listen to these word parts.

ack ad an ap ag

(Write them on the board.)

Now let's see how many apples you will get.

Lesson 13

Long "a"

Yesterday we listened to short "a" in words. Who can tell me a word with short "a" in it?

Today we are going to listen to long "a" in words.

bake cave gave

What sound did you hear in the middle? Yes, long "a".

What is the long sound of "a"? A. Yes, we say "a" says its name when it is long.

Here are some other words with long "a" in them. Say them after me.

age	fail	gaze	hay
hate	lay	late	laid
make	save	may	page
pay	safe	sail	same

What sound did you hear in the middle? Good, long "a".

Let's see who can be smart enough to answer these questions. The answers must have long "a" in them. Ready.

1. What are very little children called? Babies.
2. What do some boats have? Sails.
3. What word means the opposite to like? Hate.
4. What do children like to do in winter? Skate.
5. What does your mother bake? Cake.
6. What word means to look at? Gaze.

7. What does your father get for working? Pay.
8. What do we write on? Paper.
9. What does a farmer feed his horse? Hay.

Lesson 14

Long "a" with Word Parts

Yesterday we listened to long "a" in some words. Listen to these word parts with long "a" in them.

ay age ame

What sound did you hear in each? Yes, long "a".

Let's see if you can tell me any words that have these word parts in them.

ay age ame

(Write them on the board.)

Yes.

hay page same

say cage came

Listen to these word parts.

ake ail ate afe

aid ale ave aze

(Write them on board.)

Let's see how many words you can think of with these word parts. I'll make a cake on the board. If you tell me a word with long "a" in it, I'll cut a piece of cake for you and put your initials on it.

Lesson 15

"a" with "r"

We have listened to both the long and snort sounds of the vowel, "a". Today we are going to listen to another sound of "a". This sound is "a" with "r".

Listen to these words.

barn bark car

Did you hear the sound of "a" with "r"?

Here are some other words with the "ar" sound. Say them after me.

card dark far
 farm farmer farther
 hard large march

What sound did you hear? Yes, the "ar" sound.

Here are some sentences. One word is missing. The missing word has the "ar" sound in it. See if you can tell me the missing word.

1. The fox put something black and sticky on the baby doll. It was _____. (tar)
2. We play in the school _____. (yard)
3. Cows live on a _____. (farm)
4. A man who has a farm is called a _____. (farmer)
5. We like to go for a ride in a _____. (car)
6. The opposite to soft is _____. (hard)

7. At night it gets very _____. (dark)

8. Another word for a wagon is a _____. (cart)

Let's play a game. Let's have a car race between the girls and the boys. If a girl tells me a word with "ar", I'll move the girls' car ahead one space. If a boy can do it, I'll move the boys' car ahead. Let's see who wins the race, the girls or the boys.

Lesson 16

Review

1. Blends "bl", "cl", "sl", "sh"
2. Long "a"
3. Short "a"
4. "ar"

Let's play a game today with words beginning with "bl", "cl", "sl", and "sh".

Here are four cards. Write "bl" on the first one, "cl" on the second one, "sl" on the third one, and "sh" on the last one.

I will say some words beginning with "bl", "cl", "sl", and "sh". If you hear "bl" at the beginning, hold up your "bl" card. What will you do if you hear "cl", "sl", or "sh" at the beginning? Yes, hold up your "cl", "sl" or "sh" card. Ready.

Let's see how many sharp ears we have in this room.

Dictate.

clinging	slept	clock	blew
clever	slice	shot	bleated
slide	shivering	clap	blaze
shoved	clean	slid	block
shy	blankets	slippers	shelf

Good.

Here are three new cards. Write long "a" on one, short

"a" on another, and "ar" on the last one.

(Write the following on the board:—short "a"—apple, long "a"—cake, "ar"—car.)

If you hear short "a" in these words, hold up your short "a" card. If you hear long "a" or "ar", hold up either your long "a" card or your "ar" card. Ready.

at	bake	card	dark
sad	hard	tap	age
hate	large	late	lay
attic	jam	march	farther

Good.

Lesson 17

Blends—"fl", "sn", "st"

Today we are going to listen to words that begin with two letters like:

flash flip flame

Tell me the first two letters. Yes, "fl".

(Write the words on the board.)

Close your eyes and listen to some other words that begin with "fl". Say them after me.

flap flat flew flood

Who can answer these questions? The answers begin with "fl".

- 1. What was the name of the squirrel who went on a peanut hunt? Fluffytail.
2. What does mother put in her cakes? Flour.
3. What do birds do? Fly.
4. What do you have in your garden? Flowers.
5. Where are your feet? On the floor.

Listen to these words and tell me the first sound you hear.

snug snatch sneeze sniff snow

What was the first sound you heard? Yes, "sn".

Let's see if you can tell me some words that begin with "sn".

(Write them on the board.)

Here are some words that begin with "st". Close your eyes and listen to these words.

stable stagecoach stared

(Write them on the board.)

What was the first sound you heard? Yes, it was "st".

Close your eyes and say these words after me. They all begin with "st".

starving steady steaming steer
stew stomach stool stone

What sound did you hear at the beginning of each word? Yes, it was "st".

See if you can tell me the word I'm thinking of. It begins with "st".

1. I'm thinking of something you sit on. Stool.
2. I'm thinking of something on which your mother cooks. Stove.
3. I'm thinking of what you find in books. Stories.

Let's think of words that begin with "fl" or "st". I'll write them on the board. Let's see whether we think of more "fl" or more "st" words.

Lesson 18

Beginning and Final Blend—"ch"

Yesterday we listened to words beginning with "fl", "sn", and "st". Tell me some words that begin with "fl", "sn", and "st".

Today we are going to listen to words that begin like:

chair chance churn

What sound did you hear at the beginning? Yes, "ch".

Say them after me.

chair chance churn

(Write them on the board and underline "ch".)

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

charged chatted check
cheeks cheered chewed

Here are some sentences. A word that begins with "ch" will finish every one.

1. These are my _____. (cheeks)
2. Mice like to eat _____. (cheese)
3. The stubborn little prairie dog's name is _____.
(Cheeky)
4. We are sitting on _____. (chairs)
5. Boys and girls are called _____. (children)
6. The ground-hog's name was _____. (Chuckle)

7. The animal that nibbled at the chocolates was
a _____. (chipmunk)
8. Years ago they made butter in a _____. (churn)
9. The head of an Indian tribe is called the _____.
(chief)

Listen to these words and tell me where you hear "ch".

branch bunch catch

Yes, at the end.

Say them after me.

branch bunch catch

(Write them on the board and underline "ch".)

Say these words after me. They end in "ch".

touch such march

porch reach inch

pouch Punch ranch

search stagecoach snatch

Here are some sentences. The missing words end with "ch".

Let's see who can guess the missing words.

1. I have a _____ on my arm. (watch)
2. To look for something means to _____ for it.
(search)
3. Soldiers learn how to _____. (march)
4. A part of a tree is a _____. (branch)
5. On hot nights I sit on my _____. (porch)

Now let's see how many words we can get that either begin

or end with "ch". I'll write them on the board. You must
tell me where the "ch" is.

_____ch

ch_____

Lesson 19

Short "e"

Yesterday we listened to "ch" words. Who can tell me some words that begin and end with "ch"?

Today we are going to listen to the vowel "e" in some words. It is the short sound of "e".

The short "e" is at the beginning of these words. Listen and say them after me.

edge egg elephant

(Write them after you say them and underline the beginning "e".)

What sound did you hear at the beginning? Yes, short "e".

Here are some other words with short "e" at the beginning. Listen and say them after me.

elf else end enemy

engine enjoy ever every

What sound did you hear at the beginning? Yes, short "e".

Now let's listen to short "e" in the middle of these words. Listen and say them after me.

beg best desk get

hen kept led left

let men met nest

neck pen pet rest

red set ten wet

What sound did you hear in the middle? Yes, short "e".

Here are some riddles. The answers all have short "e" in them. Let's see who can guess the answers to the riddles.

1. There are many of them in school. Some are large and some are small. Children sit at them. Children write on them. What are they? Desks.
2. It is an animal. Sometimes it is a cat or a dog. A child loves it. A child takes care of it because it is his own. What is it?
A pet.
3. It lives on the farm. It lays eggs. What is it? A hen.
4. It is a number. It is made with two numbers. It comes after nine. What is it? Ten.
5. It is small. It is made of straw, grass and sticks. It is up in a tree. Birds live in it. What is it? Nest.
6. You hear it in school. You hear it outdoors. It makes a noise. What is it? Bell.

Lesson 20

Short "e" with Word Parts

Yesterday we listened to some words that had short "e" in them like beg.

Today we are going to listen to some word parts with short "e" in them. Listen and say them after me.

et en est

(Write them on the board.)

Let's see how many words you can think of with these word parts in them. Yes.

get hen nest
met pen rest

(Write words on the board.)

Listen to these word parts. Say them after me.

esk ept ed eft
eck ell ent

(Write them on the board.)

If you can think of a word with any of these word parts, I'll give you an egg from this basket. Let's see who can get the most eggs.

Lesson 21

Long "e"

Yesterday we listened to some words with short "e" in them. Tell me some words with short "e".

Today we are going to listen to the long sound of the vowel "e". When "e" is long, we say it says its name which is "e" like in he.

Listen to some words that have the long sound of "e" in them.

Dictate.

be heel leaf

Say them after me.

be heel leaf

(Write them on the board and underline the "e" in each word.)

What sound does the "e" have? Yes, long "e".

Here are some other words with long "e" in them. Listen and say them after me.

geese	feet	deep	keep
leap	lean	me	meal
need	peep	read	see
teeth	we	she	he

What sound did you hear in each one? Yes, long "e".

Here are some sentences with one word missing. The missing word has the long "e" sound in it.

1. We chew food with our _____. (teeth)
2. We stand on our _____. (feet)
3. Chickens say _____. (peep)
4. We go to school and learn to _____. (read)
5. The water in the ocean is very _____. (deep)
6. In the spring we plant _____ in the ground.
(seeds)
7. Another name for the ocean is the _____. (sea)
8. We don't like to find _____ in our gardens.
(weeds)
9. There are seven days in a _____. (week)
10. We go to bed to _____. (sleep)

Lesson 22

Long "e" with Word Parts

Yesterday we listened to long "e" in some words. What is the long sound of "e"? Yes, "e".

Listen to these word parts that have long "e" in them. Say them after me.

e eed eep

(Write them on board.)

What sound did you hear in each? Yes, long "e".

Let's think of words that have these word parts in them. Yes.

(Write them on board.)

be seed peep
he feed sleep

Listen to these word parts. They also have long "e" in them. Say them after me.

ee eet eal eel eam ean

Now let's see how many words you can think of with these word parts. Let's have two teams. You make one point for your team if you tell me a word with these word parts.

ee eet eal eel eam ean

Lesson 23

"e" with "r"

We listened to both the long and short sounds of "e".
Today we are going to listen to "e" with "r".

Listen to these words. They have the vowel "e" with "r".

her over were

Say them after me.

her over were

(Write them on the board and underline "er".)

In these words the vowel "e" is neither long or short.

Here are some other words that have the "er" sound.

Listen and say them after me.

paper	certainly	herd
Herbert	jerk	perform
perfumed	perfectly	rooster
dinner	sister	bigger

What sound did you hear? Yes, "er".

Let's play a game. Here are some riddles. The answers all have the "er" sound in them. Ready.

1. It is something to eat. It is yellow.

We like to use it on bread. What is it?

Butter.

2. We use it in school. It can be any color.

Sometimes it has lines on it. What is it? Paper.

3. It is an animal. It lives at the farm.
It likes to crow. What is it? Rooster.
4. He liked to read. He visited a store.
He rode on an electric train. What is
his name? Herbert.
5. It is white. Sometimes it is cold and
sometimes it is hot. We like to drink
it. What is it? Water.

Now let's see who can tell me words that have the "er" sound. I'll write them on the board and put your initials beside yours. Let's see how many you get.

Lesson 24

Review

1. Blends—"fl", "sn", "st", "ch"
2. Short "e"
3. Long "e"
4. "er"

Let's play a game. Let's have two teams. If you give the right answer you make one point for your team.

Listen to these words and tell me whether you hear "fl", "sn", "st", or "ch" at the beginning of these words.

(Write "fl", "sn", "st", "ch" on board.)

snatch	stairs	chug	flame
flap	chin	stamp	sneeze
stand	snow	chip	flood
Chuckle	fly	sniff	sting

Listen to these words and tell me whether you hear short "e" like in egg, long "e" like in weed, or "er" like in her.

engine	lean	over	enjoy
beg	herd	ten	dinner
meal	men	we	sleep
nest	seed	perform	met

Lesson 25

"ow" as in "Crow", and "Now"

We have listened to words with the long and the short sound of the vowel "o".

Today we are going to listen to the vowel "o" with the letter "w" with it.

Sometimes "o" with "w" sounds as it does in

now how cow

(Write them on the board and underline "ow".)

Say them after me.

now how cow

Sometimes "o" with "w" sounds as it does in

crow bow grow

(Write them on the board and underline "ow".)

Say them after me.

crow bow grow

The "ow" sounds like "o". The only way we can tell which sound the "ow" has, is to try both sounds and see which one sounds right in the sentence.

I'll say some words with "ow" in them. See if you can tell me whether the "ow" is like in crow or in now.

Ready. You must have sharp ears to do this.

crowd how low

blow crown yellow

town	show	window
now	down	clown
know	row	bow
down	brow	bow-wow

Now let's see how many words you can tell me that have "ow" in them.

Lesson 26

"ou" as in "Out"

Today we are going to listen to "o" with "u". It sounds like "ow" as in cow, now and how.

Listen to "ou" in these words.

loud mouth cloud

Doesn't the "ou" sound the same as "ow" in

cow now how

Listen and say them after me.

loud mouth cloud

cow now how

(Write them on the board and underline "ou" and "ow".)

Here are some other words with "ou" in them.

Listen and say them after me.

count counter bounce

cloudy house ground

flour our shout

Listen to these questions. See if you can tell me the answers. The answers have "ou" in them.

1. What is up in the sky? Cloud.
2. What do we live in? House.
3. What animal likes cheese? Mouse.
4. Where are your teeth? Mouth.
5. What do you do with a ball? Bounce.

6. What word means very loud? Shout.
7. What is the opposite to soft? Loud.
8. What is the opposite to flat? Round.

Good.

Let's see how many words you can think of with "ou" in them. I'll draw a house on the board for you if you can.

Let's see who can have a house.

Lesson 27

Short "u"

Today we are going to listen to the short sound of the vowel "u" at the beginning of some words. Listen.

up ugly umbrella

Say them after me.

up ugly umbrella

What sound did you hear at the beginning? Yes, short "u".

Here are some other words that begin with short "u".

Listen and say them after me.

uncle uncover under
 underneath underside unhappy
 us upside until

What sound did you hear? Yes, short "u".

Here are some words with short "u" in the middle. Say them after me.

bus chug drum

What sound did you hear in the middle? Yes, short "u".

Here are some others with short "u" in the middle. Listen and say them after me.

sun rush such rub
 puff run dug rush
 dusk gun tub stump
 struck but cub duck

What sound did you hear in the middle? Yes, short "u".

Let's play a game. Listen to these sentences and try to think of the missing word in each. The missing word must have short "u" in it.

Ready.

1. A baby bear is called a _____. (cub)
2. We drink out of a _____. (cup)
3. The animal that says, "Quack, quack" is a _____. (duck)
4. Birds like to eat _____. (bugs)
5. Dirt on furniture is called _____. (dust)
6. Bees make this sound _____. (buzz, buzz)
7. The boys made a small house in the woods.
They called it a _____. (hut)
8. Sometimes people travel by _____. (bus)
9. Years ago the women washed their clothes in a wooden _____. (tub)
10. Squirrels gather _____ for winter. (nuts)

Lesson 28

Short "u" with Word Parts

We listened to the short sound of "u".

Today we are going to listen to short "u" in some word parts. Listen to these word parts. They have short "u" in them. Say them after me.

ug up ub

(Write them on the board.)

Let's see if you can tell me some words with these word parts.

ug up ub

Yes.

chug cup rub
hug pup scrub

Listen to these word parts. They have short "u" in them. Say them after me.

un uch ush uff usk
ub ump uck ut uck

(Write them on the board.)

Let's see if you can think of some words with these word parts.

I'll draw a bus on the board. If you can think of a word, with these word parts. I'll put your initials on this bus. Let's see who can have a ride in this bus.

Lesson 29

Long "u" and "ur"

Yesterday we listened to words that had short "u" in them. Tell me some word with short "u".

Today we are going to listen to long "u" in some words. Listen and say them after me.

huge use useful

(Write them on the board.)

Listen and say them after me.

What sound did you hear? Yes, long "u". The "u" says its name.

Let's see if you can tell me the missing words in these sentences. They all have long "u" in them.

1. A word that means very large is _____. (huge)
2. I can hear _____. (music)
3. That girl is _____. (beautiful)
4. May I _____ your pencil? (use)
5. An eraser is very _____. (useful)

When "u" is with "r", it is neither long nor short.

Listen to these words with the "ur" sound in them. Say them after me.

burn churn hurt

(Write them on the board.)

Here are some other words with "ur" in them. Listen and

say them after me.

turn	return	surprise
turtle	church	fur
furniture	curled	purple

What sound did you hear? Yes, "ur".

Let's see if you can tell me the correct "ur" words. I will tell you the meaning of the word. It has "ur" in it.

1. A place to worship God. Church.
2. An animal that moves his head in and out of his body. Turtle.
3. A word that means chairs, tables, etc. Furniture.
4. Something girls do to their hair. Curl.
5. A word that means give back. Return.
6. Something special you didn't expect. Surprise.
7. It is found on animals and is used to make coats. Fur.

Lesson 30

Hard and Soft Sound of "c"

Today we are going to hear the letter "c" in some words.
Listen.

cut coin castle

(Write them on the board.)

The "c" in these words sounds like a "k" and we call this the hard sound of "c".

Sometimes "c" sounds like "s". Listen.

cent city juicy

(Write them on the board.)

When the "c" sounds like "s" we call it the soft sound of "c".

Listen to these words. They have the hard sound of "c" in them. Say them after me.

carriage candles camp camera
calves Canada carpenter calves

What sound did you hear? Yes, the hard "c". It sounds like "k".

Listen to these words. They have the soft sound of "c" in them.

glance race center Cinderella
certainly voice once place

What sound did you hear? Yes, soft "c". It sounds like "s".

Let's play a game. Let's have two teams. You get one point for your team for every correct answer.

I'll say some words with "c". You must tell me whether you hear soft or hard "c".

coal	coast	ice	since
collect	excite	Nancy	coach
glance	cord	except	center
celebrate	coax	couple	grocery

Good.

Lesson 31

Hard and Soft Sounds of "g"

Today we are going to listen to the sound of the letter "g". Listen to these words.

girl grown gun

They all have the hard sound of "g".

Say them after me.

girl grown gun

(Write them on the board.)

What sound did you hear? Yes, hard "g".

Here are some other words with hard "g". Listen and say them after me.

godmother giggle greet garden
pig bag gowns dug
gate game galloping get

What sound did you hear? Yes, hard "g".

"G" has a soft sound, too. Listen to these words with soft "g" in them.

orange strange danger gentlemen

(Write them on the board.)

Say them after me.

orange strange danger gentlemen

Here are some other words with soft "g". Listen and say them after me.

giants	George	gentle	rage	age
engine	change	bridge	magic	cabbage
cage	huge	page	stranger	village

What sound did you hear? Yes, soft "g".

Let's play a game. Let's have two teams. You get one point for every correct answer. I'll say some words with "g" in them. You must tell me whether it is soft or hard "g" you hear.

pig	cage	gift	garden
huge	porridge	go	goat
gobble	magic	engine	gold
gone	change	good	strange
guest	glance	gave	orange

Lesson 32

Review

1. "ou" and "ow" as in "mouse" and "now"
2. "ow" as in "crow"
3. Short "u"
4. Long "u"
5. "ur"
6. Hard and Soft "c" and "g"

Let's play a game. We can have two teams. You will make one point if you give the right answer.

Listen to these words with "ow". Tell me whether the "ow" sounds like it does in crow or like it does in now.

(Write crow and now on the board.)

show	now	down
bow	brow	blow
crown	yellow	cow

Listen to these words and tell me the words that have either "ou" as in out, short "u" as in cup, long "u" as in huge, or "ur" as in turn.

(Write sounds and words on the board.)

count	uncle	music	cup
return	flour	use	rub
furniture	mouth	useful	duck
nuts	purple	huge	cloud

Good.

Listen to these words and tell me whether you hear soft "c" like in city or hard "c" like in country.

conductor	contest	Cinderella
curving	ceiling	voice
contained	place	cottage
once	cousin	excite

Good.

Listen to these words and tell me whether you hear soft "g" as in gentlemen or hard "g" like in game.

gentle	orange	godmother
greet	bag	strange
danger	gowns	gun
gaze	engine	page

Good.

When we see "oo" in a word we must try the two sounds to see which one fits the meaning of the sentence.

Listen to these questions and find the "oo" word and tell me which sound it is—like in book or in room. Ready.

1. Who took the pencil?
2. The old lady was sitting on a stool.
3. Let's find a cool spot and sit down.
4. I'll be back soon.
5. It is almost noon.
6. Are you through cooking?
7. We will clean the room.
8. May I have a cookie?
9. What are you looking for?

Now let's see how many words you can think of with "oo" in them.

Lesson 34

Short "i"

Today we are going to listen to the short sound of the vowel "i".

Listen to these words.

if in it

You heard the short sound of "i" at the beginning of these words.

Say them after me.

if in it

(Write them on board and have someone underline the "i".)

What sound did you hear at the beginning? Yes, short "i".

Listen to some other words with short "i" at the beginning.

Say them after me.

is into isn't
 instead its inn
 inch Indian instant
 interesting introduce

What did you hear at the beginning of these words? Yes, short "i".

Listen to these words that have short "i" in them. Say them after me.

big bit dig did
 fish fix hid him

kick Jim lift limb
miss milk pin pink

What sound did you hear? Yes, short "i".

Here are some riddles. The answer to each riddle has short "i" in it. Let's see who will be smart and guess the answer. It must have short "i" in it.

Ready.

1. It is white. It comes from a cow.

Children should drink it. What is it?

Milk.

2. It is hard. It is used to build some houses and schools. What is it?

Brick.

3. It is part of your face. It is below your mouth. What is it? Chin.

4. It lives in the water. Father likes to catch it. Mother cooks it. What is it?

Fish.

5. It is an animal. It is fat. It likes to eat. What is it? Pig.

6. It is large. It has many stores. It has tall buildings. What is it? City.

7. It is high. It is in the country and in the city. Children like to slide down it.

What is it? Hill.

Lesson 35

Short "i" with Word Parts

Listen to these word parts. They all have short "i" in them.

in it id

(Write them on the board.)

Let's see if you can think of some words with these word parts in them. Yes.

tin bit did
win sit hid

Try these word parts and see if you can tell me words with these word parts in them.

ish im ilk ink
imb ig ick ill

Lesson 36

Long Sound of "i"

Today we are going to listen to words that have the long sound of "i" in them. Listen and see if you can hear the "i" in each word.

Dictate.

bite bicycle climb

(Write them on the board after you say them.)

What sound did you hear? Yes, long "i". Yes, the "i" says its name.

Here are some other words that have long "i" in them. Say them after me.

cried	dime	dive
fine	high	hide
kind	line	mile
tiny	vine	wide
night	mine	nice
giants	knife	wipe

What sound did you hear? Yes, long "i".

Let's play a game. I will say a word. You must tell me a word that means the opposite to it. The opposite word must have the long sound of "i" in it.

1. day—night
2. laughed—cried

3. dark—light
4. wrong—right
5. loose—tight
6. narrow—wide
7. rested—tired
8. naughty—nice
9. low—high
10. dull—bright

Lesson 37

Long "i" with Word Parts

Listen to these word parts. They all have long "i" in them. Listen and say them after me.

ide ice ight

(Write them on the board.)

Let's see if you can think of some words that have these word parts in them.

ide ice ight

Yes.

side slice night

ride mice tight

Listen to these word parts and see if you can tell me words that have these word parts in them.

ike ive igh

ild ite ine

Every time you tell me a word I'll write the word and your initials beside it on the board. Let's see how many times you will have your initials on the board.

Lesson 38

"ir"

We have listened to words with the long sound of "i". Who can tell me a word with long "i"? Yes, fine.

We also listened to words with short "i". Tell me a word with short "i". Yes, six.

Today we are going to listen to the vowel "i" again. In these words "i" is neither long nor short but has "r" with it. So we call it the "ir" sound.

Listen and say them after me.

bird girl first

What sound did you hear? Yes, "ir".

Listen and say them after me.

bird girl first

(Write them on the board and underline "ir" in them.)

Listen to some other words with "ir" in them. Say them after me.

stir third birthday

dirt circus firmly

sir bluebird stirs

What sound did you hear? Yes, "ir".

Here are some sentences with one word missing. See if you can guess the missing word. It must have "ir" in it.

1. We saw clowns at the _____. (circus)

2. We are in the _____ grade. (third)
3. Tomorrow is John's _____. (birthday)
4. I saw a _____ nest. (bird's)
5. Mary is a _____. (girl)
6. We say, "Yes, _____" to a man. (sir)
7. Will you _____ the cake for awhile? (stir)

Now let's see how many words you can think of with "ir" in them. I'll write them on the board with your initials beside them.

Lesson 39

"y" as a Consonant and a Vowel

Today we are going to listen to the letter "y" at the beginning of these words.

yard yawn year

Listen and say them after me.

yard yawn year

(Write them on the board and underline the "y" in each.)

When "y" sounds like this, we call it a consonant.

Here are some more words that begin with the consonant "y". Listen and say them after me.

yellow yes yesterday

yet you you'll

young your yourself

What sound did you hear at the beginning? Yes, "y".

Sometimes "y" is a vowel. When the vowel "y" is long, it sounds like long "i".

Listen to these words that have long "y" in them.

sly shy lying

(Write them on the board.)

Did you hear long "y"? It sounded like long "i".

Here are some more words with long "y" in them. Listen and say them after me.

my by fly

myself cry try

sky dye why

What did you hear in each? Yes, long "y".

When the vowel "y" is short it sounds as it does in these words. Listen and say them after me.

unhappy pretty plenty

(Write them on the board and underline the "y" in each.)

Here are some names that have short "y" in them. Listen and say them after me.

Bobby Tony Polly

Sally Tommy Ricky

Judy Betsy Sandy

What sound did you hear? Yes, short "y".

Let's play a game. We'll have two teams. You will get a point if you can tell me whether you hear the consonant "y", long "y" or short "y" in these words.

Ready.

any	yet	yawn	try
yesterday	sly	shiny	ready
yourself	body	poky	cry
tiny	my	year	myself
silly	yard	sky	puppy
young	you	story	Judy

Good.

Lesson 40

Review

1. "oo" as in "Good" and "Soon"
2. Short "i"
3. Long "i"
4. "ir"
5. "y" as a Consonant and a Vowel

Let's play a game today. You have two cards. Write good on one and soon on the other. I'm going to say some words with "oo" in them. If it sounds like the "oo" in good, hold up your good card. If it sounds like the "oo" in soon, hold up your soon card.

Remember to listen and think before you hold your card up.

book	school	wood
smooth	cook	goose
foolish	look	stool

Good.

Now you have three cards on your desks. Write long "i" on one, short "i" on one and "ir" on the other. If you hear long "i" hold up that card.

Ready.

if	white	brick
girl	tin	first
slice	bird	bright

kick

mile

dig

Good.

Listen to these sentences and pick out the words that have "y" in them. Tell me whether you hear the consonant "y", short "y" or long "y".

1. He was very happy.
2. The horses were poky.
3. She was here yesterday.
4. The baby was crying.
5. Look at the fly.
6. Let's go into the yard.
7. There are clouds in the sky.
8. Sojo is yawning.

Lesson 41

Word Variants "es", "ies" and "ves"

Listen to these words. They all mean one thing.

bunch guess church

(Write them on the board.)

If we want to say more than one thing we add "es" to these words and say:

bunches guesses churches

(Add "es" to bunch, guess, church.)

Here are some other words that we add "es" to to make them mean more than one.

beach coach dish

match patch box

Let's add "es" to each and say them.

beaches coaches dishes

matches patches boxes

Listen to these words. They mean one thing.

fairy party

(Write them on the board.)

They both end in "y". If we want to say more than one, we change the "y" to "i" and add "es".

(Do it on the board.)

Let's say them.

fairies parties

Here are some other words ending in "y".

penny story baby puppy

They all mean one thing.

Now let's change the "y" to "i" and add "es". Now they mean more than one. Let's say them.

pennies stories babies puppies

Listen to these words and tell me whether the ending is "es" or "ies".

sandwiches	babies	bunnies
coaches	matches	fairies
dresses	parties	boxes
puppies	dishes	beaches

Listen to words that end in "f" that mean one thing.

Listen and say them after me.

calf elf half

To make them mean more than one, we say

calves elves halves

We change the "f" to "v" and add "es".

(Illustrate on the board.)

Here are some other words ending in "f". Say them after me.

self leaf loaf

(Write them on the board.)

What do we do to make them mean more than one? Yes, we change the "f" to "v" and add "es". Let's do it and say them.

selves leaves loaves

Lesson 42

Compound Words

Sometimes we can hear more than one word in a word.

Listen to moonlight. What words did you hear in it? Yes, moon and light.

Here are some other words that have two words in them.

Listen and see if you can tell me what they are.

somebody	afternoon
pancakes	everywhere
evergreen	twenty-nine
storekeeper	today
good-by	birthday
forget	outside
tonight	teakettle
understood	stagecoach
suitcase	gentlemen
godmother	haystack
knothole	motorboat

There is one word missing in each of these sentences. The missing word is made up of two words. Let's see who can think of the missing word.

1. Long ago people rode in _____. (stagecoaches)
2. I carried my clothes in a _____. (suitcase)
3. Cinderella had a fairy _____. (godmother)

4. Ricky fished through a _____. (knothole)

5. I rode in a fast boat. It was a _____.
(motorboat)

6. Father reads the _____ every night.
(newspaper)

7. We are going to bed early _____. (tonight)

Good.

Now let's see how many words you can think of that have two words in them. I'll write them on the board.

Lesson 43

One Syllable Words

Today we are going to listen to some words and see if you can tell me how many vowels you hear in each word.

Dictate.

at	ask	get	dig	dime
egg	log	loaf	cut	fun

One, good.

If you hear only one vowel in a word, we say that the word has only one syllable.

Now say the words after me.

Dictate.

at	ask	get	dig	dime
egg	log	loaf	cut	fun

(Write words on the board.)

How many vowels did you hear in each one? One.

How many syllables are there in each word? One.

Let's underline the vowels in each word.

Look at dime and loaf. How many vowels in each one? Yes, two. Do you hear both vowels? No. Which ones are silent? Yes, "e" and "a". Then how many syllables are there in these words? Yes, one. Who can tell me why? Good, because you can hear only one vowel in them.

Here are some sentences with one word missing. You must

think of a missing word that has only one syllable because it has only one vowel that you can hear in it.

1. He is as fat as a _____. (pig)
2. I like to eat apple _____. (pie)
3. Hens lay _____. (eggs)
4. At night we like to _____. (sleep)
5. Nine comes before _____. (ten)
6. The opposite to down is _____. (up)
7. In winter, it is _____. (cold)
8. Birds build _____ in trees. (nests)
9. When we tell something funny we say it is
a _____. (joke)
10. Father drinks a _____ of coffee in the
morning. (cup)

How many vowels did you hear in each word? Yes, one.

So how many syllables are there in each word? Good, one.

Now let's see how many words you can think of that have only one syllable in them. I'll write them on the board.

Lesson 44

Two Syllable Words

Yesterday we talked about words having one syllable in them. Who remembers how we can tell how many syllables are in a word? Yes, we can tell by the number of vowels you hear in the word.

Let's see if everyone can give a word that has only one syllable in it. I'll write them on the board.

Listen to this word—tiny. What is the first vowel you hear? Yes, "i". Who can tell me the second? Yes, "y". So how many vowels do you hear in tiny? Yes, two.

If we hear two vowels in a word, we say the word has two syllables in it.

In tiny (write tiny on the board) we hear two vowels, "i" and "y" so we say tiny has two syllables in it.

Listen to some other words that have two syllables in them. Say them after me.

Dictate.

basket	dinner	candy
birthday	feather	frosting
Friday	donkey	satin
scatter	Paddy	Tommy

How many vowels did you hear in each? Yes, two.

So how many syllables are there in each? Yes, two.

Let's play a game. Let's have two teams. You are going to listen to some words. If you can tell me how many syllables in each word, you will make a point for your team.

Remember if you hear two vowels, you will say the word has how many syllables? Yes, two.

Ready.

Dictate.

tiny	to	Tippy	vine
slow	see	pocket	plan
moving	myself	name	pin
ragged	Sally	sled	very
week	weather	wonder	yellow
lot	gay	funny	had
pocket	age	attic	bleated
bare	cord	cloak	fat
having	finish	father	David

Lesson 45

"a" and "al" as the First Syllable

How do you know how many syllables are in a word? Yes, by the number of vowels you hear.

Listen to these two syllable words. Tell me the first syllable in each.

about above across

Yes, "a". (Give sound.)

Say them after me.

about above across

(Write them on the board.)

Listen to some other words with "a" as the first syllable. Say them after me.

ahead afraid again ago
among apart around asleep
agreed alike alive aloud

What syllable did you hear in each? Yes, "a". (Give sound.)

Listen to these words and tell me the first syllable.

also almost

Yes, "al".

(Write them on the board.)

Here are two others with "al" as the first syllable.

Listen and say them after me.

already

always

(Write them on the board.)

Let's see if you can tell me the missing word in these sentences. They all begin with "a" (give sound) as the first syllable.

1. The boy was not _____ of the dog. (afraid)
2. He told a story _____ a fox. (about)
3. The animal is still _____. (alive)
4. The baby is _____. (asleep)
5. He read _____ to us. (aloud)
6. He _____ with me. (agreed)
7. Did the show _____ you? (amuse)

Now the missing word begins with "al" as the first sound.

1. He is _____ ready. (almost)
2. We _____ go to bed at night. (always)
3. John is _____ to go. (already)

Let's see how many words you can think of with "a" (give sound) as the first syllable or "al" as the first syllable.

Lesson 46

"in", "ex" and Three Syllable Words

Today we are going to listen to some words with two syllables. Listen and say them after me.

into instead inside

How many syllables were there in each? Yes, two. You hear "in" as the first syllable.

Here are some other words with "in" as the first syllable. Listen and say them after me.

indeed Indian inquire
insist instant invite

What was the first syllable? Yes, "in".

Listen to these words. Tell what the first syllable is.

excite except explain

Yes, "ex". Listen and say them after me.

excite except explain

(Write them on the board.)

How many syllables did you hear? Yes, two.

Let's listen to some words with three syllables. Say them after me.

remember valentine practicing
detective eagerly engineer
excellent expected

How many vowels did you hear? Yes, three. So there are

three syllables in each.

Let's see if you can tell me whether you hear one, two or three syllables in these words.

expect	main	chair	remember
into	neither	swiftly	instead
Punch	practicing	detective	inside
eagerly	dye	excellent	indeed
explain	cheeks	except	invite

Yes, it's the first syllable.

"un" means not. Unhappy means not happy. What does uncover mean? (Continue with unkind, unlucky, untied.)

Now let's see if we can think of any words with the syllables "en", "in" or "un" in them. I'll write them on the board.

en

in

un

Let's see which syllable gets the longest list of words under it.

Lesson 48

Review

1. Word Variants—"es", "ies", "ves"
2. Compound Words
3. One, Two and Three Syllable Words
4. "in", "ex", "en" and "un" as syllables

Who can make these words mean more than one?

bunch	guess	coach
baby	penny	story
calf	elf	half

Let's play a game with compound words. We'll have two teams. Let's see which teams can tell us more words that have two little in them.

Team 1

Team 2

Here are three cards. Write 1 on the first one, 2 on the second one and 3 on the third one. I'll say some words. You hold up the card that tells the number of syllables you hear in each word.

conductor	ladder	made
adventure	lunch	hotter
hat	passenger	garden
kitchen	hut	certainly

I'm going to write

in	ex	en	un
----	----	----	----

on the board. Let's see how many words we can think of with these syllables in them. It may be in the first or second syllable.

Lesson 49

Division of Syllables

First Vowel Followed by Two Consonants

Let's listen to these words. Tell me how many vowels you hear.

kettle

rattle

baggage

Yes, two. So how many syllables are there in each? Yes, two.

Look at kettle. (Write it on the board.)

Who can tell me the first vowel? Yes, "e". I want you to notice the two consonants (two t's) after the first vowel. When the first vowel is followed by two consonants, the first consonant usually ends the first syllable and the second consonant starts the second syllable.

So we divide kettle like this—ket tle. The first consonant "t" is at the end of the first syllable and the second consonant "t" starts the second syllable.

Who can tell me the sound of the vowel "e"? Yes, it's short.

(Continue with rattle, baggage, nibble, expect, after, candy.)

Lesson 50

Division of Syllables

First Vowel Followed by One Consonant

Yesterday we divided some words into syllables. Does anyone remember how you divide a word that has two consonants following the first vowel? Yes, the first consonant ends the first syllable and the second consonant starts the second syllable.

What is the first syllable in:

customer

(Write it on the board and have someone divide it.)

Continue with practice, enter, engine.

Listen to lady.

(Write it on the board.)

How many vowels did you hear? Yes, two. So how many syllables does lady have? Yes, two. How many consonants do you hear and see after the vowel "a"? Yes, one, "d".

When the first vowel is followed by one consonant, the consonant usually begins the second consonant. So lady would be divided this way—la dy. The consonant "d" starts the second syllable.

Continue with tiger, broken, ago, ahead.

Explain desert, model and Robert as exceptions to the general principles of syllabication.

Lesson 51

"r" Sound with Vowel in the First Syllable

Listen to these words and tell me how many vowels you hear and the sound you hear.

car

her

bird

Yes, one.

(Write them on the board.)

You heard the "r" sound with the vowels "a", "e" and "i".

Listen to carpenter. What vowel sound did you hear in the first syllable? Yes, the "ar" sound.

Write carpenter on the board. Who can show me the first syllable? Yes, car. Why? Yes, because there are two consonants after the "a" and the first consonant, "r", ends the first syllable and "p", the second consonant, starts the second syllable.

Continue with furniture, certain, burro, hardly, berry, party.

Lesson 52

Two Syllable Words with
 "ful", "er", "ish" as the Last Syllable

Listen to these words and tell me how many syllables you hear in each word.

care use joy

Yes, one. Why? Yes, because you hear only one vowel.

Listen to these words and tell me what syllable I added to them.

careful useful joyful

Yes, "ful". (Give sound.)

Let's write them on the board.

What is the second syllable? Yes, "ful".

Here are some other words with "ful" as the last syllable. Listen and say them after me.

hateful wonderful

Listen to these words and tell me how many syllables there are in each.

farm bake drive
 low high fast

Listen and tell me what syllable I added to these words.

farmer baker driver
 lower higher faster

Yes, "er". Let's write them on the board.

Listen to these words and tell me the number of syllables in each.

fool boy baby

Yes, one.

Listen and see if you can tell me the syllable I added to them.

foolish boyish babyish

Yes, "ish".

Let's write them on the board and read all the words.

Erase words.

Write "ful", "ish", and "er" on board.

Listen to these sentences. I will leave one syllable out of some words. See if you can tell the correct syllable. It will be either "ful", "ish", or "er".

1. You should be very care___ when you cross the street. (ful)
2. The girls were all acting fool___. (ish)
3. We thought the book was wonder___. (ful)
4. The farm___ was milking the cows. (er)
5. He was very hate___ to us. (ful)
6. Here comes the bak___. (er)
7. The jackknife will be very use___. (ful)
8. The driv___ of that truck will be here soon. (er)
9. He is acting very baby___. (ish)
10. John can run fast___ than Mary. (er)

Lesson 53

Variant Sounds of "a" and "i"

in the First Syllable

We have listened to different sounds of the vowel "a". Today let's see if you can tell me the sound of the vowel "a" you hear in some words that have two syllables. You will hear the vowel "a" in the first syllable.

Let's play a game. Let's have two teams. You get one point for each correct answer.

Listen to these words and tell me all the words that have short "a" in the first syllable. I'll write at on the board because it has short "a" in it.

basement	baggage	apple	David
ladder	shadow	happy	after

Now tell me the words that have long "a" like in cake (write it on board) in the first syllable.

able	always	paper	candy
David	cattle	playing	waiting

Now pick out words with "ar" like in car (write it on board) in the first syllable.

party	almost	garden	ago	hardly
martin	darkness	farther	almost	darted

Tell me the words that have "a" like in ago as the first syllable.

(Write them on the board.)

ahead	alive	baby	after
alone	pasture	around	basket

Good.

We have listened to different sounds of "i". Tell me the sound of "i" you hear in these two syllable words. Listen and tell me the words that have short "i" like in it (write on board) in the first syllable.

finish	tiger	picnic	tiny
city	mistake	winter	chilly

Now tell me the words that have long "i" in the first syllable.

timid	silent	tiny	spied
sir	tiger	giggle	lightning

Pick out the words that have the "ir" sound like in bird (write on the board) in the first syllable.

slippers	circus	spilled	birthday
firmly	fingers	stirring	mixed

Here are some sentences that have words with long "i", short "i", or "ir" in the first syllable. Listen and see if you can find these words.

1. I must finish my work.
2. Look at the tiger.
3. Tomorrow is Mary's birthday.
4. We are going on a picnic.
5. There were many funny clowns at the circus.

Lesson 54

Variant Sounds of "e" and "o"

in the First Syllable

We have listened to different sounds of the vowel "e".
Let's see if you can tell me the words that have short "e"
like in yet (write on board) in the first syllable.

Listen.

teacher	better	beaver	getting	pennies
behave	second	kettle	eaten	welcome

Tell me the words that have long "e" in the first syllable.

Peter	decide	Benny	leading
behave	second	getting	below

Tell me the words that have "er" in the first syllable.

perhaps	return	reason	secret
perform	beggar	Herbert	herself

Now let's see if you can tell me the words that have short
"o" like in not (write on board) in the first syllable.

jolly	over	Sojo	Bobby
moment	gobble	golden	softer

Tell me the words that have long "o" like in go (write on
board) in the first syllable.

moment	poky	gobble	loading
Sojo	Bobby	Tommy	snowing

Listen to these words and tell me the words that have
"or" in the first syllable.

corner bold fortune coaxed
morning footmen cornfield forty

Good.

Lesson 55

Accented Syllables

Listen to this word excite and tell me how many syllables there are in it. Yes, two.

Did you notice when I said excite that I said the second syllable, cite, a little louder than the first syllable, ex? Listen. ex cite.

When you say a syllable a little louder, we say we accent that syllable. So in excite the second syllable is the accented one.

Listen to these words. They have two syllables in them. Let's see who can tell me whether the first or the second syllable is accented.

tunnel	surface	happy	baby
settle	finger	tender	curling
Porky	perfect	inquire	remain
alive	escape	patient	silent
inquire	remain	alive	
escape	patient	silent	
explain	handsome	Betsy	

Lesson 56

Review

1. Division of Syllables
 - a. First Vowel Followed by Two Consonants
 - b. First Vowel Followed by One Consonant
2. "ful", "er", "ish" as the Last Syllable
3. Variant Sounds of "a", "e", "i", "o"
in the First Syllable
4. Accented Syllable

How do you divide a word into syllables that has two consonants following the first vowel? How would you divide giggle? Yes, like this—gig gle. The first consonant goes with the first syllable and the second consonant starts the second syllable.

Continue with expect, ladder, burro, berry, Tommy.

How do you divide a word into syllables that has one consonant following the vowel? Yes, the consonant starts the second syllable.

Divide lady, tiny, moment, alive, tiger.

Let's see how many words you can think of with these syllables in them.

ful er ish

Let's see which list is the longest.

Listen to these words and tell me which sound of the vowel

"a" you hear—long "a", short "a", "ar", "a" or "al" in the first syllable.

lady	fancy	almost	ago
party	already	garden	playing
happy	maybe	hardly	ahead

Tell me whether you hear long "i", short "i" or "ir" in the first syllable.

kitchen	tiny	circus
birthday	mixed	lightning
firmly	timid	silent

Tell me whether you hear long "e", short "e" or "er" in the first syllable.

perhaps	return	beaver
kettle	reason	herself
getting	Herbert	secret

Tell me whether you hear long "o", short "o" or "or" in the first syllable.

Sojo	gobble	corner	cornfield
fortune	Bobby	snowing	poky

Tell me whether the first or the second syllable is accented in these words:

contain	beaming	repeat
candle	members	rescue