

**INDIVIDUALIZED READING:  
A GUIDE FOR TEACHING  
WORD ANALYSIS SKILLS**

*Marjorie Crutchfield*

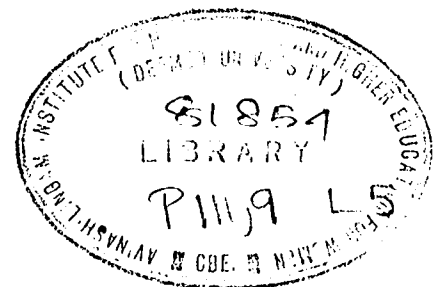
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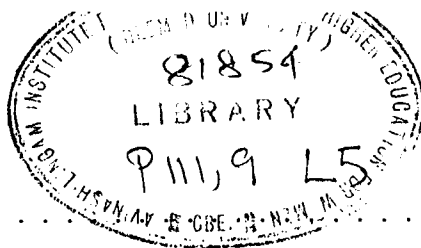


TABLE OF CONTENTS

INTRODUCTION . . . . . 3

SECTION I

Sequential Development: Phonetic and Structural Analysis . . . . . 5

Using the Guide . . . . . 7

Auditory Discrimination . . . . . 8

    Sequence of Skills-Readiness Level . . . . . 9

Visual Discrimination . . . . . 12

    Sequence of Skills-Readiness Level . . . . . 13

    Sequence of Skills-Pre-primer Level . . . . . 14

Auditory-visual Discrimination . . . . . 15

    Sequence of Skills-Pre-primer Level . . . . . 16

    Sequence of Skills-Primer Level . . . . . 24

    Sequence of Skills-First Reader Level . . . . . 27

    Sequence of Skills-Second Reader Level . . . . . 40

    Sequence of Skills-Third Reader Level . . . . . 56

    Additional Skills-Third Reader Level and Above . . . . . 64

SECTION II

Diagnosis of Skills . . . . . 67

The Individual Conference . . . . . 68

Sample Conference, Grade Four . . . . . 68

Informal Inventories . . . . . 69

    Readiness Level . . . . . 71

    Pre-primer Level . . . . . 71

    Primer Level . . . . . 73

    First Reader Level . . . . . 75

    Second Reader Level . . . . . 81

    Third Reader Level . . . . . 87

    Third Reader Level and Above . . . . . 89

SECTION III

Temporary Grouping . . . . . 91

The Time Element . . . . . 92

SECTION IV

Evaluation Activities . . . . . 93

    Sequence of Evaluation Activities . . . . . 93

        Readiness Level . . . . . 95

        Pre-primer Level . . . . . 97

        Primer Level . . . . . 102

        First Reader Level . . . . . 105

        Second Reader Level . . . . . 117

        Third Reader Level . . . . . 125

        Third Reader Level and Above . . . . . 130

GLOSSARY OF TERMS . . . . . 137

INDEX . . . . . 138

## INTRODUCTION

A major difficulty confronting the teacher of individualized reading is that of temporary grouping and organization for skill development. In this volume, the writer has attempted to provide a guide for two elements of that development, namely the skills of *phonetic* and *structural* analysis.

At the beginning of the first section is a chart which provides an overview of the sequential development of skills from the reading readiness level through the average expectancy level for the elementary grades. The sequence is presented in relation to textbook levels of difficulty as stated by various publishers because those levels are most readily apparent to the practicing teacher. The vocabulary load is typical of most texts currently on the market, and the sequence of skill development is that which is acceptable to those authorities who adhere to the analytic approach to phonics as an aid for reading development. Apparent on the chart is the point of view that an increase in vocabulary load requires acquisition of increasingly complex word attack skills. A child may have difficulty in reading comprehension if his skills in word attack do not keep pace with increasing vocabulary load.

Suggestions for using the guide follow the chart. Then, teaching strategies for skill development are outlined in detail, with each element of phonetic and structural analysis treated separately and sequentially. Included in this section are samples of suggested training exercises — the teacher may use ingenuity and creativity in developing others of a similar nature.

It will be noted that phonic generalizations have been kept to a minimum. Where generalizations have been included, they are accompanied by suggestions for recording exceptions. In the opinion of the writer, these generalizations may be of help to certain pupils although others may find them unnecessary or incomprehensible. Teachers may feel compelled to use additional generalizations. If so, they are free to do so.

In the development of each element of phonetic and structural analysis there is included a sub-sequence of activities which proceeds from auditory to auditory-visual to auditory-visual-motor and from familiar to unfamiliar.

In a typical classroom where an individualized approach to the teaching of reading is used, pupils will display a wide variety of reading ability levels. The teacher will need to diagnose those levels in order to select activities for skill development. Guidelines for diagnosing individual needs in the teacher-pupil conference, a sample conference, and informal inventories will be found in the second section. In the third section, a plan is suggested for temporary grouping to meet common needs. The fourth section includes paper and pencil activities to be used as aids in evaluating progress.

The teacher of reading must keep in mind several important points regarding phonetic and structural analysis skills training and their relationship to the total reading program. They are as follows:

1. Phonetic and structural analysis are but two skills needed in reading. Other important skills include development of a *sight vocabulary*, utilization of context clues, development of the several levels of comprehension, and utilization of appropriate reading rate for the task at hand.
2. There are those gifted children for whom phonetic and structural analysis skills seem to come intuitively. For them, exercises included in this volume can become mere “busy work”.
3. Some perceptually handicapped children do not seem to profit from the type of instruction included herein. They will need special approaches designed to meet their needs. Teachers planning to use such approaches will need special training.

In summary, phonetic and structural analysis are but two of many tools needed for reading. They are valuable tools for many, but they are not a cure for all disabilities. If one accepts the rationale of individualized instruction, he must carefully diagnose each child's abilities and needs and plan carefully in order to provide appropriate instruction.

## SECTION 1

## Sequential Development: Phonetic and Structural Analysis

Textbook Level	Approx. Voc. Load	Skill Development
Readiness	—	<ol style="list-style-type: none"> <li><i>Auditory Discrimination</i> – Initial consonants, rhyming words.</li> <li><i>Visual Discrimination</i> – Letter forms.</li> </ol>
Experience, Charts, Stories	Beginning Sight Vocabulary	<ol style="list-style-type: none"> <li><i>Visual Discrimination</i> – Word forms.</li> </ol>
Preprimers	0 to 20 words 20 to 80 words	<p>– Continuation of the above.</p> <ol style="list-style-type: none"> <li><i>Auditory-Visual Discrimination</i> – Initial consonants, initial digraphs, rhyming words.</li> <li><i>Structural Analysis</i> – Inflectional forms: <i>s</i> (plural noun and verb variant), <i>ing</i> (verb variant).</li> </ol>
Primer	200 words	<ol style="list-style-type: none"> <li><i>Auditory-Visual Discrimination</i> – Final consonants.</li> <li><i>Structural Analysis</i> – Inflectional forms: <i>es, d, ed</i> (verb variants). Compound words.</li> </ol>
First Reader	600 words	<ol style="list-style-type: none"> <li><i>Auditory-Visual Discrimination</i> – Final consonant digraphs, consonant substitution. Initial and final blends, long and short vowels, plus <i>y</i> as a vowel.</li> <li><i>Structural Analysis</i> – Inflectional changes: <i>y</i> to <i>ies, ied, 's</i> (possessive). Suffix: <i>ly</i>. Contractions.</li> </ol>
Second Reader	1200 words	<ol style="list-style-type: none"> <li><i>Auditory-Visual Discrimination</i> – Double consonants, hard and soft sounds of <i>c</i> and <i>g</i>, vowel digraphs: <i>ai, oa, ea, ee, ui, ie, ei, ay, ow</i>. Diphthongs: <i>oi, oy, ou, and ow</i>. Silent <i>e</i> rule, vowel-consonant combinations (vowel followed by <i>r, l, or w</i>).</li> <li><i>Structural Analysis</i> – Dropping final <i>e</i>, doubling final consonant, Prefixes: <i>un</i> and <i>re</i>. Suffixes: <i>er, est, ful, y, less, and ness</i>. Syllabication: Noting vowel sounds, division (<i>a, be, un</i>-initial position as syllables).</li> </ol>
Third Reader	2000 words	<ol style="list-style-type: none"> <li><i>Auditory-Visual Discrimination</i> – Silent consonants, consonant blend substitution, consonant digraph substitution.</li> <li><i>Structural Analysis</i>- Inflectional changes: <i>y</i> to <i>i</i> with <i>est, d</i> to <i>t, f</i> to <i>v, y</i> to <i>ily</i>. Syllabication: closed, open syllables, compounds, variant forms, stressed, unstressed, <i>re, le</i>, as syllables.</li> </ol>

Textbook Level	Approx. Voc. Load	Skill Development
Fourth Reader	4000 words	14. <i>Structural Analysis</i> -Additional prefixes and suffixes as they arise in reading material.
Fifth Reader	5000 words	15. <i>Reinforcement of Skills</i>
Sixth Reader	6000	

**Note:** For slower pupils in upper elementary grades, word attack skills may be poorly developed. For other pupils, reinforcement of skills continues to be a necessary element of reading instruction. Teachers of these grades will need to use the same or similar techniques for skill development as those used by primary teachers.



## Using the Guide as Part of the Individualized Reading Program

The purpose of the guide is to assist the teacher in organizing a sequence of activities for the development of word analysis skills in the individualized reading program. Its intended use is as follows:

- |                        |  |
|------------------------|--|
| Learning Opportunities | 1. The first section – Activities are described for each element of phonetic and structural analysis. These activities are designed for the <i>teaching</i> of skills. In the original presentation, they may be administered to individuals, small groups, or the whole class. In some cases, they may be included with spelling lessons. |
| Diagnosis              | 2. The second section – Diagnostic procedures are described. It is assumed that pupils have been exposed to the learning opportunities in Section I <i>preceding diagnosis</i> . The purpose of diagnosis is to detect gaps in learning which may interfere with comprehension of printed material.  |
| The Conference         | The sample conference provides a guide for insuring the inclusion of all aspects of reading in the diagnostic setting.   |
| Informal Inventories   | The complete sequence of skills is represented in the informal inventories included on the final pages of Section II.  |
| Temporary Grouping     | 3. The third section – Suggestions are provided for <i>temporary grouping</i> based on <i>common needs</i> of individuals. Also included in this section are suggestions for coping with the <i>pressures of time</i> , a source of frustration for many teachers.   |
| Saving Time            |  |
| Evaluation             | 4. The fourth section – Evaluation instruments are provided to monitor progress following initial teaching and/or re-teaching of each of the specific skills included in the sequence.   |

## Auditory Discrimination

### *Auditory Discrimination Defined*

Simply stated, auditory discrimination is the ability to note likenesses and differences in that which is heard. In language development, it relates to the separate sounds of *speech*, not to the printed symbols representing words.

### *Developmental Aspects*

The infant begins to discriminate sounds when, for example he turns his head at mother's voice. In the school setting, training in auditory discrimination is the first step in teaching the skill of phonetic analysis. Because phonetics refers to the sounds of speech, it is vital that the child be given training to enable him to distinguish likenesses and differences in sounds in words *before* he is required to combine this skill with visual discrimination of print. Thus, auditory discrimination is a *reading readiness* activity appropriately begun at the kindergarten level and continued as long as necessary throughout the elementary grades.

## Sequence of Skills-Readiness Level

### I. Initial Consonant sounds

Selecting initial consonant sounds for training

Suggested sequence:

<i>B</i> in Bat	<i>H</i> in Hat	<i>W</i> in Wag	<i>J</i> in Jump
<i>C</i> in Cat	<i>M</i> in Mat	<i>G</i> in Get	<i>Y</i> in Yes
<i>L</i> in Log	<i>R</i> in Rat	<i>N</i> in No	<i>Z</i> in Zoo
<i>S</i> in Sit	<i>T</i> in To	<i>P</i> in Pet	
<i>F</i> in Fun	<i>D</i> in Do	<i>V</i> in Vote	

**Note:** Training is aimed toward awareness of likenesses and differences in consonant sounds in *words*, not in the separate sounds, in isolation.

Developmental sequence:

- A. Oral language activities – noting likenesses.
  1. Learning poems which stress a particular consonant sound.
  2. Noting likenesses of beginning consonant sounds in words heard.
  3. Discussing the way in which consonant sounds are made.
- B. Using visual perception to aid auditory discrimination.
  1. Identifying concrete objects and pictures whose names begin with a given sound.
  2. Discriminating likenesses and differences of initial consonant sounds from pictures of objects.
  3. Collecting pictures of objects whose names begin with like consonant sounds.
  4. Classifying pictures of objects whose names begin with like consonant sounds.
- C. Auditory discrimination
  1. Discriminating likenesses and differences of initial consonant sounds in words pronounced by the teacher.
  2. Naming words that begin with a given consonant sound.

Suggested Exercises:

- A. Oral Language activities – noting likenesses.

*Medium*

*Activity*

Poem

1. Teacher presents a poem.  
Pupils repeat after the teacher, say the poem together.  
e.g. A bumble bee bit Betty B.  
But Betty said “Boo”  
And the bee bit me.

Discussion

2. Pupils repeat the first line together.
3. Pupils name other words beginning with the sound of *B* as in Betty.
4. Teacher and pupils discuss the way the sound for *B* is made.  
e.g. “Where is your tongue?”  
“How do you hold your lips?”  
“Do you feel anything move?”

## B. Using visual perception to aid auditory discrimination.

*Medium*

*Activity*

Pictures



Discussion

Collections

1. Teacher shows pictures of objects whose names begin with the consonant sound.  
Teacher and pupils name the objects together.
2. Teacher displays three pictures, two showing objects whose names begin with the same consonant sound, one showing an object whose name begins with a different consonant sound.  
Pupils find the two which begin with the same consonant sound.
3. Pupils match pictures beginning with like consonant sounds. Several consonant sounds are combined in one exercise.
4. Pupils name other objects in the room whose names begin with the same consonant sound.
5. For a class project, pupils collect pictures from magazines of objects whose names begin with the consonant sound. Pictures are pasted on a chart.

## C. Auditory discrimination

Discussion

1. Teacher pronounces three words, two that begin alike, one that is different.  
Pupils name the two that begin alike (e.g. baby, ball, go).
2. Teacher pronounces a word.  
Pupils respond with other words beginning with the same consonant sound.

## II. Rhyming words

### Selecting vocabulary for training

Use poetry, single words in pupils' speaking vocabularies.

#### Developmental sequence:

- A. Oral language activities – noting likenesses.
  1. Learning poems.
  2. Learning that words that end alike are called rhyming words.
  3. Listening for words that rhyme.
  4. Supplying rhyming words in poetry.
  5. Creating couplets.
- B. Using visual perception to aid auditory discrimination.
  1. Looking at pictures whose names rhyme.
  2. Naming objects whose names rhyme.
  3. Classifying pictures of objects whose names rhyme.
- C. Auditory discrimination.
  - Discriminating between words that rhyme and those that do not.

#### Suggested Exercises:

- A. Oral language activities – noting likenesses.

##### Medium

##### Activities

- |                   |   |
|-------------------|---|
| Poems             | 1. Pupils learn poems.  |
| Discussion        | 2. After much repetition, teacher and pupils locate like sounds in words that rhyme.<br>Pupils describe likenesses.<br>Teacher explains that these are called rhyming words because they end with like parts.<br>e.g. Teacher: "Listen to the two words that rhyme (e.g. me-see)".  |
| Discussion        | For succeeding lines, pupils are encouraged to locate rhyming words.  |
| Creating Couplets | 3. Teacher reads additional poems. On second reading, teacher omits the rhyming word.<br>Pupils supply the missing word.<br>4. Teacher and pupils originate couplets orally, using number words and color words to complete rhymes.<br><br>e.g. Come to me,<br>One, two, – <i>three</i><br>Her name is Sue,<br>Her dress is – <i>blue</i> . |

- B. Using visual perception to aid auditory discrimination.

##### Pictures and Discussion

- |  |
|--|
| 1. Teacher shows pictures of objects whose names rhyme.<br>Teacher and pupils name the objects together.   |
| 2. Teacher displays three pictures, two showing objects that rhyme, one showing an object whose name ends differently.<br>Pupils find the two which rhyme. |
| 3. Pupils name other words they know which rhyme with words given by the teacher.  |

- C. Auditory discrimination.

##### Discussion

- |   |
|---|
| Teacher pronounces three words, two that rhyme, one that does not.<br>Pupils name the two that rhyme. |
|---|

## Visual Discrimination

### *Visual Discrimination Defined*

As related to reading, visual discrimination is the ability to note likenesses and differences in letter and word forms.

### *Developmental Aspects*

Training in visual discrimination is an appropriate readiness activity for the pupil who is interested in words and exhibits persistence and attention in learning. For some pupils, this level of readiness will be evident at the kindergarten level; for others, it will not. The highly distractible child in kindergarten or first grade will profit little, if any, from visual discrimination activities involving letter and word forms. For him, appropriate activities include the following: (1) Field trips and walks to build his observations; (2) sharing, storytelling and discussing; (3) art activities such as working with clay and painting; (4) construction activities; (5) dramatic play; (6) block play; (7) working with simple wooden inlay puzzles; and (8) physical education activities to develop visual-motor coordination. It is important, however, that frequent diagnosis be made of this child's developmental level in order that reading readiness activities will not be delayed unnecessarily. If perceptual problems are identified, he will need carefully planned activities in this area as recommended by the school psychologist.

*Sequence of Skills-Readiness Level*

Introducing letter forms, learning letter names

Selecting letters for training

Suggested sequence:

O,T,A,X,C,I,L,B,R,N,P,S,E,F,H,D,M,J,V,K,Y,W,G,Q,U,Z

**Note:** Capital and small case letters may be presented concurrently or separately according to teacher preference. When the child can match letter forms and name letters, he is ready to begin matching words as he acquires a sight vocabulary.

Developmental sequence:

- A. Matching letter forms.
- B. Locating matching letters in the room environment.
- C. Learning letter names.
- D. Visual motor activities.
  1. Tracing letter forms.
  2. Copying letter forms.

Suggested Exercises:

A. Matching letter forms

*Medium*

*Activities*

- |            |  |
|------------|--|
| Chalkboard | 1. Teacher displays a letter written on a card.                    |
| Discussion | A pupil selects one that matches from several listed on the board. |
|            | 2. Pupils match letters in alphabetical order.                     |

B. Locating matching letters in the room environment

Charts, etc.

- |  |  |
|--|--|
|  | 1. Pupils find words displayed in the room with the same letter, first in the initial position, then in the final position, later in the mid position. |
|--|--|

Name Cards	2. Pupils find all names beginning with the same letter.
------------	--

C. Learning letter names

Singing

- |  |                                    |
|--|------------------------------------|
|  | 1. Pupils learn the alphabet song. |
|--|------------------------------------|

Games

- |  |   |
|--|---|
|  | 2. Using flashcards, two pupils call out letter. One who first calls correctly is <i>it</i> . — Is paired with another child.   |
|  | 3. Hopscotch-Pavement is marked with one foot squares. Each square contains a letter. Pupil retains turn as long as he can call the appropriate letter in square on which he “lands”. |

D. Visual-motor activities

Paper and

Pencil

- |  |  |
|--|--|
|  | 1. Pupils trace letters with fiinger, then with pencil.  |
|  | 2. Pupils match letters on follow-up exercises.<br>(e.g. Draw a line between the two that are the same.) |
|  | 3. Pupils copy given letters.  |
|  | 4. Pupils copy the alphabet.   |

Games

- |  |                         |
|--|-------------------------|
|  | 5. Pupils play bingo.   |
|  | 6. Pupils work puzzles. |

## Sequence of Skills-Pre-primer Level: One to Forty Words

Introducing word forms

Selecting vocabulary for training

Use words from Pupils' reading vocabularies

Developmental sequence:

- A. Visual activities.
  1. Matching words on cards.
  2. Locating words in context that match word cards.
- B. Visual-motor activities.
  1. Tracing words.
  2. Copying words.

Suggested Exercises:

### A. Visual activities

#### *Medium*

#### *Activities*

Chalkboard

and

Discussion

From Context

1. Teacher displays a word on a card, reads it aloud.  
Pupils are asked to locate one like it from a group of several on board.
2. Teacher displays a word from pupil produced stories.  
Pupils are asked to find one that matches a word in the story.

### B. Visual-motor activities

Chalkboard

Paper and

Pencil

1. Pupils trace words with finger, then with chalk.
2. Pupils trace words with finger, then with pencil.
3. Follow-up sheets – Pupils match words.  
e.g. Draw a line between the two words that are the same.
4. Pupils copy words from lists, stories.

Games

5. Pupils use acetate envelopes, trace and match words.
6. Pupils play rummy.

## Auditory-visual Discrimination And Structural Analysis

### *Auditory-visual Discrimination Defined*

Auditory-visual discrimination is the ability to classify speech sounds according to their printed symbols.

### *Developmental Aspects*

Training can be initiated when pupils are able to recognize likenesses and differences of initial consonants, can identify words that rhyme, can match letter and word forms, and have achieved a sight vocabulary at least forty words. It is important to know, also, that auditory activities must continue as part of the training sequence.

### *Structural Analysis Defined*

Structural analysis of words requires the ability to identify the whole word in relation to its parts. While auditory discrimination is the foundation of this skill, the visual discrimination aspect gains in importance.

### *Developmental Aspects*

Structural analysis skills are developed concurrently with the skills of auditory-visual discrimination for phonetic analysis.

**Sequence of Skills-Pre-primer Level: 40 to 80 Words**

**I. Phonetic analysis – initial consonant sounds**

Selecting initial consonant sounds for training.

Use words from pupil’s reading vocabularies.

Suggested sequence:

B,C,L,S,F,H,M,R,T,D,W,G,N,P,V,Z,Y.

**Note:** An introductory discussion of the terms consonants and vowels is appropriate at this time. The nineteen consonant letters can be named, and the six vowels may be mentioned briefly as well as the special cases for *W* and *Y*. The intent is not that pupils memorize all of this information at this time. Frequent repeated discussions as work progresses are more beneficial in building automatic associations of consonant and vowel classifications.

Developmental sequence:

- A. Noting likenesses.
  - 1. Hearing likenesses of initial consonant sounds in words pronounced by the teacher.
  - 2. Identifying words that begin with like consonant sounds.
- B. Discriminating likenesses and differences.
  - 1. Hearing likenesses and differences of initial consonant sounds in words pronounced by the teacher.
  - 2. Discriminating by responding orally.
  - 3. Discriminating by marking with chalk, pencil, etc.
  - 4. Tracing words.
  - 5. Listing words with like beginning sounds.

Suggested Exercises:

A. Noting likenesses

*Medium*

1. *Auditory activities*

Discussion

- a. Teacher pronounces several words that begin with a particular consonant sound.  
**b,e.g. bat, boy, baby, Bill**
- b. Pupils name other words they know that begin with the same sound.

2. *Auditory-visual activities*

Chalkboard  
Discussion

Teacher writes several words beginning with a specific consonant sound on the board.  
Pupils name the beginning letter.  
Teacher underlines the letter.  
Pupils locate the letter on charts and labels in the classroom.  
Teacher and pupils read the words together.  
Teacher: “Do all the words begin with the same sound?”  
“Do they begin with the same letter?”

B. Discriminating likenesses and differences

Discussion

1. *Auditory activities*

Teacher pronounces three words, two that begin with the same sound, one that begins with a different sound.  
e.g. bat, boy, come.  
Pupils identify the two that begin with the same sound.

Medium  
Chalkboard  
and  
Discussion

2. *Auditory-visual activities*

Teacher writes the three words.

e.g. bat, boy, come.

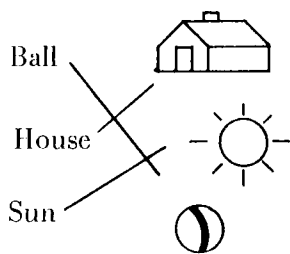
Teacher and pupils read the three words together.

Pupils identify the two that begin with the same sound and the same letter.

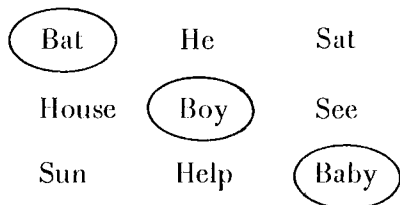
3. *Auditory-visual-motor activities*

After several sounds have been introduced, pupils may classify words according to like sound and symbol.




- a. Pupils draw a line from the word to a picture whose name begins with the same sound.



- b. Words are listed containing several sounds. Pupils circle all the words beginning with a given sound and letter.



- c. Pictures are displayed at top of pocket chart. Pupils place words with like beginning sounds in appropriate column.

		
Bat	House	Sun
Boy	He	See
Baby	Help	Sat

Games

- d. Pupils trace words with finger or chalk.
- e. Follow-up sheets-Pupils complete classification exercises as for chalkboard exercises above.
- f. Pupils trace given words with finger or pencil.
- g. Pupils write words they know that begin with a given sound and letter.
- h. Small group of pupils may play word bingo.
- i. Pupils classify words on cards by beginning sounds.
- j. Pupils complete exercises in acetate envelopes as in paper and pencil exercises above.

## II. Phonetic analysis – initial consonant digraphs

### Selecting initial consonant digraphs for training

Use words from pupils' reading vocabularies.

Suggested sequence:

*ch, sh, wh, th* (think, this)

Developmental sequence:

A. Noting likenesses.

1. Listening to words containing like consonant digraph sounds in the initial position.
2. Identifying identical components in words that begin with like consonant digraph sounds.

B. Discriminating likenesses and differences.

1. Classifying words with like consonant digraph sounds in the initial position.
2. Writing words containing consonant digraphs in the initial position, identifying the digraphs.

Exercises suggested for developing discrimination skill for initial consonants may be adapted for initial digraphs.

See pp. 16, 17

### III. Phonetic analysis – rhyming words

#### Selecting vocabulary for training

Use any one syllable words ending in a single consonant from pupils' speaking vocabularies.

#### Developmental sequence:

- A. Noting likenesses.
  1. Hearing rhymes in words pronounced by the teacher.
  2. Naming words that rhyme.
  3. Noting identical components in words.
- B. Discriminating likenesses and differences between rhyming and non-rhyming words.
  1. Classifying rhyming words.
  2. Locating rhyming words.
  3. Writing couplets.

#### Suggested Exercises:

##### A. Noting likenesses.

##### Medium

##### 1. Auditory activities

##### Discussion

- a. Teacher pronounces several words that rhyme.  
(At this level, it is important that all words the *teacher* presents end with the same letters.)
- b. Pupils name other words they know that rhyme. (If *pupils* volunteer words with like sounds but different spelling, their contributions should be accepted. Spelling differences can be clarified later.)

##### Chalkboard

##### Discussion

##### 2. Auditory-visual activities

Teacher writes several words that rhyme on the board.

Teacher and pupils read together.

Teacher: "Do these words begin alike?"

"Do they end alike?"

"How much of each word is like all the others?"

##### 3. Auditory-visual-motor activities

Pupils underline the parts that are the same. (Following 2 above.)

##### B. Discriminating likenesses and differences.

##### Discussion

##### 1. Auditory activities

Teacher pronounces three words, two that rhyme, one that does not.

e.g. Bat, Sat, Go.

Pupils identify the two that rhyme.

##### Chalkboard

##### and

##### Discussion

##### 2. Auditory-visual activities

Teacher writes the three words on the board.

Teacher and pupils read the three words together.




Pupils identify the two that rhyme.

Medium

## 3. Auditory-visual-motor activities

Charts, Word  
Cards

- a. After several rhymes have been introduced, pupils may classify according to like endings.
- b. Pupils locate rhyming words in lists.
- c. Teacher writes a couplet on the board.  
e.g. See the cat.  
It has a hat.  
Pupils underline rhyming words.
- d. Pictures are displayed at top of pocket chart.  
Pupils place rhyming words in appropriate pockets.

		
Cat	Sit	Log
Mat	Fit	Dog
Sat	Hit	Fog

Paper and  
Pencil

- e. Follow-up sheets-Pupils classify rhyming words.
- f. Pupils underline rhyming words in couplets.
- g. Pupils may create their own couplets, underlining the words that rhyme.  
Teacher and pupils read together.  
Spelling variations should be accepted and discussed informally.

Games

- h. Pupils match rhyming words on cards.
- i. Pupils classify rhyming words on cards.
- j. Pupils use acetate envelopes.  
(See paper and pencil exercises above.)

#### IV. Structural analysis – inflectional form – s as a noun and verb variant

##### Selecting vocabulary for training

Use any nouns and verbs in pupils' reading vocabularies.

Initiate training with nouns; then use verbs.

##### Developmental sequence:

- A. Noting likenesses.
  1. Listening to nouns or verbs.
  2. Noting likenesses in words having the s ending.
  3. Identifying s endings in words.
- B. Discriminating likenesses and differences.
  1. Discriminating differences between root words and variants.
  2. Noting forms of words in relation to their meaning in context.
  3. Completing sentences using the appropriate forms of words.
  4. Classifying words by s endings.

##### Suggested Exercises:

###### A. Noting likenesses.

*Medium*

Discussion

###### 1. *Auditory activities*

Teacher pronounces several nouns ending with s.

e.g. Boats, trains, cars, airplanes

Pupils pronounce words with the teacher, repeat sounds heard at the end of each word.

###### 2. *Auditory-visual-motor activities*

Chalkboard  
and

Discussion

Paper and

Pencil

Games

###### a. Teacher lists nouns having s endings.

Pupils underline the s endings.

###### b. Follow-up sheets – pupils underline s endings.

###### c. Pupils copy words having s endings.

###### d. Pupils write words having s endings.

###### e. Pupils use acetate envelopes. (See paper and pencil exercises above and on preceding page.)

###### B. Discriminating likenesses and differences.

Discussion

###### 1. *Auditory activities*

###### a. Teacher pronounces pairs of nouns.

e.g. Boat – Boats, Car – Cars

Pupils raise hands when they hear words having the s ending.


###### b. Teacher presents two sentences orally; the second is incomplete.


e.g. Mary has one doll.

Linda has three \_\_\_\_\_ .

Pupils supply the missing word.

*Medium*Chalkboard  
and  
Discussion*2. Auditory-visual-motor activities*

- a. Teacher writes pairs of nouns.  
e.g. Boat – Boats  
Pupils circle the word with the *s* ending.  
Pupils read.  
Teacher writes additional words, exercise is repeated.
- b. Teacher writes the root word.  
Pupils read.  
Teacher adds the *s* ending.  
Pupils read.  
Teacher writes additional words, exercise is repeated.
- c. Teacher writes two sentences  
e.g. I have a boat.  
John has two boats.  
Pupils underline given words, discuss meanings.
- d. Teacher writes two incomplete sentences. Appropriate words  
are written at side.  
e.g. Mary has one\_\_\_\_\_. doll dolls  
Linda has three\_\_\_\_\_.  
Pupils copy in space provided.
- e. Pupils match words to appropriate pictures.  
e.g.
-   
Boat

  
Boats
- f. Pupils classify words by *s* endings.  
e.g.
- boats

go

boys

trains

airplanes

foys

balls
- g. Pupils choose pairs of words, place in pocket chart.
- h. Follow-up sheets – Pupils classify words by *s* endings.
- i. Pupils complete sentences.
- j. Pupils copy pairs of words.  
e.g. root word and word having *s* ending.
- k. Pupils use acetate envelopes. (See paper and pencil exercises  
above.)
- l. Word cards are in random order in box.  
Pupils assemble in pairs on table.
- m. Wheel with movable arm is provided. Pupils manipulate.

Chalkboard  
and  
DiscussionWord Cards  
Paper and  
Pencil

Games

**Note:** The above exercises are illustrative of the *s* ending as it appears in nouns. The same sequence may next be applied to build awareness of the *s* ending in verbs.

## V. Structural analysis – inflectional form – *ing* as a verb variant

### Selecting vocabulary for training

The verb variant *ing* may be combined with a review of *s* endings using words in the pupils' reading vocabularies.

#### Developmental sequence:

- A. Noting likenesses.
  1. Review sequence with *s* variants.
  2. Observe verb variants using *ing*.
- B. Discriminating differences.
  1. Note differences between root words and variants.
  2. Note forms of words in relation to their meaning in context.
  3. Complete sentences using the appropriate forms of words.
  4. Classify words by *s* and *ing* endings.
  5. Create sentences using the variant forms.

Exercises suggested for building structural analysis skill with *s* as a verb variant may be adapted for the *ing* variant.

#### Additional suggested Exercises:

<i>Medium</i>	<i>Auditory-visual-motor activities</i>
Chalkboard and Discussion	<ol style="list-style-type: none"> <li>1. Teacher writes a known root word on the board. Teacher and pupils read together. Teacher adds <i>s</i> or <i>ing</i>.</li> <li>2. Exercise is repeated, changing the ending. e.g. Looks – to – Looking.</li> <li>3. Teacher writes sentences on the board using the various endings. Pupils underline the word containing the ending. e.g. Sue looks at you.      Sue is looking at you.</li> </ol>

**Sequence of Skills-Primer Level: 200 Words****I. Phonetic analysis – final consonant sounds**

Selecting final consonant sounds for training

Use words in the pupils' reading vocabularies.

Suggested sequence:

T,N,R,L,D,K,M,LL,P.

Developmental sequence:

A. Noting likenesses.

1. Hearing likenesses of final consonant sounds in words pronounced by the teacher.
2. Identifying words that end with like consonant sounds.

B. Discriminating likenesses and differences.

1. Hearing likenesses and differences of final consonant sounds in words pronounced by the teacher.
2. Discriminating by responding orally.
3. Discriminating by marking with chalk, pencil, etc.
4. Tracing words.
5. Listing words with like ending sounds.

Exercises suggested for developing discrimination skill for initial consonant sounds may be adapted for final consonant sounds.

See pp. 16, 17

## II. Structural analysis – inflectional forms – the verb variants *es*, *d*, and *ed*

### Selecting vocabulary for training

The verb variants *es*, *d* and *ed* may be combined with a review of *s* and *ing* endings, using words in the pupils' reading vocabularies. Since *ed* has three sounds (e.g. looked, opened, wanted), each should be discussed as a special case with no attempt made to generalize about the three. Children's ability to pronounce these words correctly in reading will depend in part on their oral language development and skill in using context clues.

### Developmental sequence:

- A. Noting likenesses.
  1. Review sequence with *s* and *ing* variants.
  2. Observe verb variants using *es*, *d*, and *ed*.
- B. Discriminating differences between root words and variants.
  1. Note forms of words in relation to their meaning in context.
  2. Complete sentences using the appropriate form of words.
  3. Classify words by *s*, *ing*, *es*, *d*, and *ed* endings.
  4. Create sentences using the variant forms.

Exercises suggested for building structural analysis skill with *s* as a variant may be adapted for the *es*, *d*, and *ed* variants.

See pp. 21-23

### Additional Suggested Exercises:

#### Medium

Chalkboard  
and  
Discussion

#### Auditory-visual-motor exercises

1. Teacher writes a known root word on the board.  
Teacher and pupils read it together.  
Teacher adds *s* or *es*, *d* or *ed*, (or *ing* if no letter deletion is involved).  
e.g. Look – looks, looked or looking  
Go – goes or going.  
Use – uses or used.  
Pupils identify the altered form.
2. Exercise is repeated, substituting endings.  
e.g. Change *looks* to *looked* or to *looking*.
3. Teachers and pupils examine words having *ed* endings, noting differences in ending sounds.  
e.g. looked, opened, wanted
4. Teacher writes sentences on the board using the various endings.  
Pupils underline the word containing the ending.  
Pupils discuss the meaning as it relates to the context.
5. Pupils create sentences using a given form.  
e.g. Teacher: "Make up a sentence using the word *looking*."

### III. Structural analysis – compound words

#### Selecting vocabulary for training

Use words that appear in pupils' reading materials. Form new compounds by combining other words in reading vocabularies, e.g. *something, playhouse, somewhat*.

#### Developmental sequence:

- A. Observing the two root words which make up the compound.
- B. Identifying root words in compound words.
- C. Defining the term compound word.
- D. Forming new words by combining known root words.

#### Suggested Exercises:

##### Medium

##### Auditory-visual-motor activities

Chalkboard  
and  
Discussion

1. Teacher writes a compound word on the board.  
Then writes the two shorter words that make up the word on the board.  
e.g. Something  
    some      thing
2. Pupils *circle* each small word within the larger word.  
e.g. something
3. The exercise is repeated using other known words.
4. Teacher assists pupils to define the term "compound word",  
e.g. "Two little words that are put together to make a big word."
5. Teacher and pupils form new compound words from known words in pupils' reading vocabulary.

Word  
Cards

6. Word cards are combined in a pocket chart to form compound words.  
e.g. Play house      dog house  
    Work book      can not

Paper  
and  
Pencil

7. Follow-up sheets:
  - a. Pupils circle the two smaller words in given compound words.  
e.g.

some thing  
play house  
work book

- b. Pupils draw connecting lines between two small words to form compound words.

c.g.

some book  
play house  
work thing

- c. Words are listed at top of page.  
Pupils copy and combine to form compounds.
    - d. Pupils write compound words on lists.

Games

8. Pupils use acetate envelopes (follow-up sheets, as in paper and pencil exercises, may be inserted)
9. Word cards are in random order in a box.  
Pupils arrange on table, forming compounds.

**Sequence of Skills-First Reader Level: 600 words****I. Phonetic analysis – final consonant digraphs**

Selecting final consonant digraphs for training

Use words in the pupils' reading vocabularies.

Final digraphs – *Ch, Sh, Th*, (with) *Ck*.

Developmental sequence:

**A. Noting likenesses**

1. Listening to words containing like consonant digraphs in the final position.
2. Identifying identical components in words that end with like consonant digraphs. (Underline or circle.)

**B. Discriminating likenesses and differences**

1. Classifying words with like consonant digraphs – final position.
2. Writing words containing consonant digraphs in the final position, identifying digraphs. (Underline or circle.)

Exercises for developing auditory-visual discrimination of initial consonants, and rhyming words may be adapted for development of discrimination of consonant digraphs.

See pp. 16, 17, 19, 20

II. Phonetic analysis – consonant substitution

Selecting vocabulary for training

Use one syllable words in pupils' reading vocabularies, substituting consonants to form new words, gradually adding longer words.

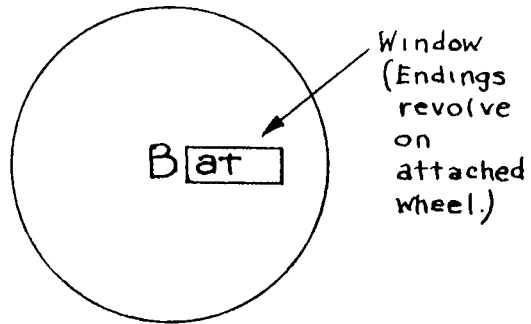
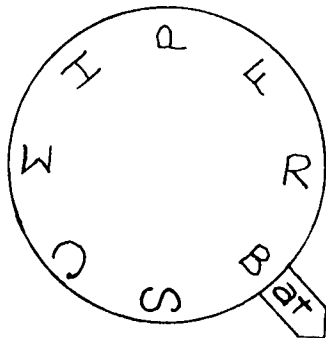
- Developmental sequence:
- A. Noting likenesses.
    - 1. Listening to words that rhyme.
    - 2. Identifying like components in words that rhyme.
  - B. Discriminating likenesses and differences.
    - 1. Noting changes in words when initial or final consonants are changed.
    - 2. Attacking unknown words by consonant substitution.
    - 3. Using consonant substitution as an aid for independent reading, writing.

Exercises for developing auditory-visual discrimination of rhyming words are applicable. It is worthwhile to review rhyming exercises when initiating consonant substitution.

See pp. 19, 20

Additional Suggested Exercises:

<i>Medium</i>	<i>Auditory-visual-motor activities</i>
Chalkboard and Discussion	1. Teacher writes a list of words. <div style="display: flex; justify-content: space-around; margin-left: 100px;"> <div style="text-align: center;">                         e.g. Initial Substitution                          cat                          hat                          mat                     </div> <div style="text-align: center;">                         Final Substitution                          but                          bus                          bud                     </div> </div> <p style="margin-left: 100px;">Pupils underline parts of words that are alike.</p> 2. Teacher writes one word. Pupils read. e.g. look or but Teacher erases first or last consonant, replaces it with another to form a known word. Pupils read. e.g. book or bus. Procedure is repeated to form other known words followed by substitution of consonants to form unknown words.
Paper and Pencil	3. Teacher writes a word. Pupils take turns substituting consonants to form new words. (Pupils read words they have formed.)
Games	4. Follow-up sheets. <ul style="list-style-type: none"> <li>a. Pupils substitute consonants to form different words.</li> <li>b. Pupils list words, using consonant substitutions as each new word is added to the list.</li> </ul> 5. a. Pupils play word bingo. b. Words on board contain consonant substitutions of those called from cards. c. Wheel e.g.



### III. Phonetic analysis – initial and final consonant blends

#### Selecting blends for training

Use words in pupils' reading vocabularies.

Suggested sequence:

Initial position – **bl, br, cl, fl, gl, gr, pl, pr, se, sl, sk, sm, sn, sp, st, sw, tr, tw, qu, ser, str, squ.**

Final position – **nd, nt, st, nk, pt.**

Developmental sequence:

A. Noting likenesses.

1. Listening to words containing like consonant blends in the initial or final position.
2. Identifying identical components in words that begin or end with like consonant blends.

B. Discriminating likenesses and differences.

1. Classifying words beginning or ending with like consonant blends.
2. Writing words containing consonant blends in the initial or final position, identifying the blends.

Exercises suggested for developing discrimination skill for initial consonant and rhyming words may be adapted for consonant blends.

See pp. 16, 17, 19, 20

#### IV. Phonetic analysis – short vowels

##### Selecting vocabulary for training

Use one syllable words in pupils' reading vocabularies.

##### Developmental sequence:

- A. Noting likenesses in specific vowel sounds.
1. Review terms. *Consonant, vowel.*
  2. Observe likenesses of short vowel sounds in words of *one* syllable.
  3. Identify short vowel sounds.  
e.g. *a* (bat), *e* (let), *i* (hit), *o* (top), *u* (up.)
- B. Discriminating likenesses and differences in vowel sounds. Observing that each vowel has more than one sound.
- Note:** The generalization relevant to short vowel sounds between consonants is not developed at this time. It will be found in a later section dealing with syllabication.

##### Suggested Exercises:

###### A. Noting likenesses

###### Medium

###### 1. Auditory activities

###### Discussion

- a. Teacher pronounces several one syllable rhyming words containing short vowel sounds.  
e.g. bat, cat, pat, mat.  
Pupils are asked to tell what they noticed about them.  
(They rhyme.)

- b. Teacher pronounces several words of one syllable that do not rhyme but have the same short vowel sound.  
e.g. bat, Sam, lap, bad, etc.

###### Discussion

Pupils are asked whether they hear any parts of these words that are the same.  
They may – or they may not. This step leads to the auditory-visual procedure.

###### 2. Auditory-visual-motor activities

###### Chalkboard and Discussion

- a. Teacher lists rhyming words on the board.  
e.g. bat, cat, fat, hat, etc.  
Teacher and pupils discuss parts of these words that are the same.  
Pupils will probably note the *a* in the mid-position.
- b. Discriminating likenesses and differences.
1. Teacher: "Does the *a* sound the same in each word?"  
"Do you think the letter *a* always has this sound?"  
(At this point, the teacher might list other known words in which the vowel *a* has a different sound.)  
"Vowels have many different sounds. The vowel *a* in these words is called short *a* because it sounds like *a*."

Medium  
Chalkboard  
and  
Discussion

Charts,  
Cards

Paper and  
Pencil

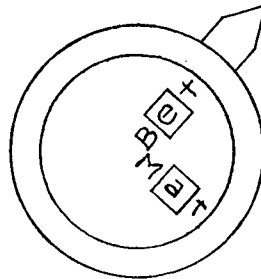
Games

2. Auditory-visual-motor activities (cont'd)

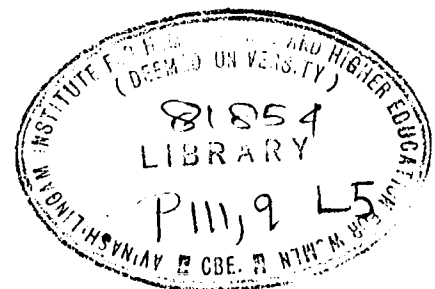
2. Teacher lists other one syllable words having the short *a* sound.  
e.g. bat, Sam,, lap, bad, etc.  
Pupils identify the short *a* sound.  
Pupils underline short *a* in each word.
3. After several short vowel sounds have been introduced pupils may classify words according to like sounds in pocket charts.  
e.g.

Pat	Let	Hit
Mat	Set	Sit
Cat	Bet	Fit
Rat	Met	Bit

4. Follow-up sheets.
  - a. Pupils underline the short vowel sounds in words.
  - b. Pupils classify words by various short vowel sounds.
5. Pupils use acetate envelopes (same as for paper and pencil exercises).
6. Pupils play word bingo – using all words with one short vowel.
7. Wheel.  
e.g.



Second wheel attached containing vowels. Front wheel has words with window left for vowels. Caution: not all vowels can be used for many words. e.g. mat, met, (mut, mot, do not make real words).



## V. Phonetic analysis – long vowels

Defined: Vowels that say their names.

Selected vocabulary for training

Use one and two syllable words in pupils' reading vocabularies.

### Developmental sequence:

#### A. Noting likenesses.

1. Observing long vowel sounds in known words of one syllable.
2. Identifying long vowel sounds.  
e.g. *a* (cape), *e* (easy), *i* (bite), *o* (bone), *u* (rule)
3. Discriminating between short and long vowel sounds.

**Note:** The generalization relevant to long vowels at the end of syllables is not developed at this time. It will be found in a later section dealing with syllabication.

### Suggested Exercises:

#### A. Noting likenesses.

##### Medium

##### Discussion

#### 1. Auditory activities

- a. Teacher pronounces several one syllable known words containing long vowel sounds.  
e.g. come, made, take.  
Pupils are asked to identify a sound in each word that is the same as all the others.  
(They may or may not note the long vowel sounds. This step leads to the auditory-visual procedure.)

##### Chalkboard

##### and

##### Discussion

#### 2. Auditory-visual-motor activities

- a. Teacher lists words on the board.  
Teacher and pupils read together.  
Teacher underlines the long vowel, offers the definition (a vowel that "says" its letter name.)
- b. Pupils are asked to underline the long vowel.  
(If pupils comment on other likenesses, such as the silent *e*, their comments should be accepted – but the generalization should not be explored at this time.)

##### Chalkboard

##### Discussion

- c. After several long vowel sounds have been identified, pupils may classify in pocket charts.

e.g.

same	he	go
came	me	sold
bake	she	code

##### Charts,

##### Cards

- d. Follow-up sheets.  
Pupils underline long vowel sounds in word lists or stories.
- e. Pupils classify words by various long vowel sounds.
- f. Pupils use acetate envelopes. (Same as paper and pencil exercises above.)
- g. Word cards are placed in a box in random order.  
Pupils classify according to long vowel sounds.  
(All words in box have long vowel sounds.)

##### Paper

##### and

##### Pencil

##### Games

#### B. Discriminating likenesses and differences.

Pupils begin to discriminate between short and long vowel sounds.

e.g. Sam – same.

Exercises for short and long vowel on pp.                      may be combined  
and adapted for development of this skill.

## VI. Phonetic analysis – Y functioning as a vowel

### Selecting vocabulary for training

#### Developmental sequence:

- A. Reviewing words in which y functions as a silent vowel in digraphs.  
e.g. play, way, may, etc.
- B. Observing words in which y in the final position has the long *i* sound.  
e.g. try, dry, fly.
- C. Observing words in which y in the final position has the long *e* sound.  
e.g. baby, funny, happy.
- D. Classifying words by like sound of y.

#### Suggested Exercises:

Medium

Chalkboard  
and  
Discussion

#### Auditory-visual-motor activities

1. Y functioning as a silent vowel.
  - a. Teacher lists words containing y as a silent vowel.  
e.g. play, may, way, day, say.  
Teacher and pupils read together.  
Pupils identify like parts (by *sound* and *sight*).
  - b. Pupils use words in sentences.
2. Y in the final position functioning as a vowel with the long *i* sound.  
e.g. try, dry, fly, my, cry, etc.  
Exercises suggested for the *ay* combination may be adapted for this skill.
3. Y in the final position functioning as a vowel with the long *e* sound.  
e.g. baby, funny, happy, puppy, story, etc.  
Exercises suggested for the *ay* combination may be adapted for this skill.  
Developing generalization: “When y is the final letter in a word, it usually has a vowel sound.”  
**Note:** The teacher should stress “usually”. Y functioning as a silent vowel in the *ay* combination will serve well to demonstrate the exception.  
At this point, the teacher may wish to use an expository or inductive approach in developing the generalization.  
If the *expository method* is preferred, the teacher states the generalization, may write it on the board and ask pupils to read it together.  
Statement might then be recorded on chart under a heading such as “Sound Rules”. Generalizations developed later would be added to the list.  
If the *inductive method* is used, the teacher will assist pupils to reach the generalization through discovery, then state it in their own terms.

*Auditory-visual-motor activities (cont'd)*

- e.g. 1. Teacher lists words on board.
- |       |      |
|-------|------|
| baby  | try  |
| puppy | dry  |
| story | fly  |
| happy | my   |
| etc.  | etc. |
2. Teacher: "What sound do you hear in all of these words?" "And . . . in these words?"  
(list on right)  
"What kind of a letter is an "e,?" . . . an i?"  
"Yes, they are both vowels." "What is the same, then, about the y sound in both lists?"
3. At this point, pupils may be ready to grasp the generalization. If they are not, other examples should be used.
4. When the generalization is reached, it should be recorded in pupils' own words on a chart. Again, the heading "Sound rules" might be used.

**Note:** The generalization for the *ay* combination may also be developed at this time. It seems, however, to appear much less frequently in the vocabulary of books for children.

Developing generalization: "*In most cases where ay appear together in this order, the y is silent and gives a its long sound.*"

**Note:** The teacher should stress "**In most cases**".  
**There are exceptions.**

Again, the expository or inductive may be used.

The suggested procedure for the inductive method is as follows:

1. Teacher lists words on board  
e.g. may, play, clay, etc.
2. Teacher: "What sound does *a* make in all these words? . . ." "Can you hear the sound of *y*?"
3. Teacher lists words on board:  
e.g. say, sat.
4. Teacher: "How are they the same?"  
"How are they different?"  
"Which has a short *a* sound . . . a long *a* sound?"  
"Can you think of a difference in the way in spelling that might make a difference in the way they sound?"
5. Discussion continues as long as necessary for generalization to be reached.
6. When generalization is reached, it is recorded on the chart "Sound Rules".

## VII. Structural analysis – inflectional changes, *y* to *ies*, *ied*

### Selecting vocabulary for training

Use words in pupils' reading vocabularies to demonstrate.

Changing *y* to *i* for plurals (e.g. cities).

Changing *y* to *i* for tense change (e.g. hurried).

### Developmental sequence:

- A. Observing pairs of sentences in which the inflectional changes is made from the first to the second sentence.
- B. Identifying given word forms in context.
- C. Discussing differences in number, tense and person in changed forms.
- D. Developing the concept of patterns in inflectional changes.
- E. Completing sentences using appropriate and varied forms of number, tense, and person.
- F. Using inflectional changes in writing.

### Suggested Exercises:

Medium

Chalkboard  
and  
Discussion

#### *Auditory-visual-motor activities*

1. Teacher writes pairs of sentences with the words for study listed at right.

- e.g. a. Los Angeles is a large *city*. *city*  
 Los Angeles and San Francisco  
 are large *cities*. *cities*
- b. Tell Sue to *hurry*. *hurry*  
 Sue *hurried* to the store. *hurried*

**Note:** Although both examples appear here, a single introductory teaching sequence would include but one pattern for study.

Medium

Chalkboard  
and  
Discussion

#### *Auditory-visual-motor activities*

2. Pupils underline or circle the words as they appear in context.
3. Teacher and pupils discuss differences in the pairs of words.  
 e.g. Teacher: "How do the two words look different?"  
 "What happened to the word *city* (*hurry*)  
 when it was changed?" "Do the two words have  
 exactly the same meaning?"  
 "How was the meaning changed?"  
 "Do you know of other words that are changed  
 the same way?"

Gradually develop the concept  
 of a pattern in English words that  
 occurs with inflectional changes.

4. Teacher writes incomplete sentences.  
 Pupils fill in the correct word.
5. Follow-up sheets.

Paper  
and  
Pencil

- a. Pupils underline words for study.  
 e.g. Here is a big *city*.  
 Los Angeles and San Francisco are big *cities*.

*Medium*Paper  
and  
Pencil1. *Auditory-visual motor activities (cont'd)*

- b. Pupils complete sentences using correct words from lists at right side of page.

e.g. This is a big \_\_\_\_\_ . *cities*

These are small \_\_\_\_\_ . *city*

- c. Pupils locate as many words as possible of a given category from textural material.

e.g. cities or hurried  
babies worried  
puppies married  
etc.

Games

6. Pupils use acetate envelopes (follow-up sheets, as for paper and pencil exercises may be inserted.)

### VIII. Structural analysis – singular possessive proper nouns

#### Selecting vocabulary for training

Use names of pupils in context, other possessives as they appear in reading materials.

#### Developmental sequence:

- A. Noting likenesses.
  1. Observing possessive forms in sentences.
  2. Noting the *apostrophe* as used in possessive forms.
  3. Discussing the reason for use of the apostrophe.
  4. Identifying possessive forms in sentences.
  5. Placing the apostrophe in possessive forms of words.
- B. Discriminating likenesses and differences.
  1. Discriminating between possessive and contracted forms of words in context.
  2. Creating sentences using possessive forms.

#### Suggested Exercises

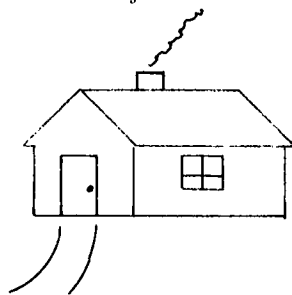
##### A. Noting likenesses.

##### Medium

Chalkboard  
and  
Discussion

##### Auditory-visual-motor activities

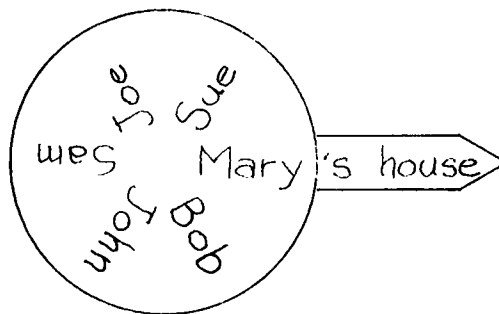
1. Teacher writes a sentence on the board using the possessive form.  
e.g. John's house is on the next street.
2. Discussion follows concerning the use of the *apostrophe* to indicate possession (e.g. "The apostrophe tells us to whom the house belongs.")
3. Pupils underline the possessive form in additional sentences.
4. Pupils supply the apostrophe in given possessive forms in context.
5. Follow-up sheets.  
Pupils underline singular possessives in sentences or stories.
6. Pupils draw pictures of objects – labeling with phrases using the possessive.



Mary's house

Games

7. Pupils use acetate envelopes (using paper and pencil exercises).
8. Wheel



### IX. Structural Analysis – suffix *ly*

#### Selecting vocabulary for training

Use words that appear in reading materials. *ly* – as an adjective or adverb e.g. friendly, quickly

**Note:** The term “ending sound” is retained for this sequence – “suffix” will be introduced at a later time.

#### Developmental sequence:

- A. Noting likenesses
  - 1. Observing the *ly* ending in words.
  - 2. Noting likenesses in words having the *ly* ending.
  - 3. Identifying the *ly* ending in words.
- B. Discriminating differences between *root* words and variants.
  - 2. Noting forms of words in relation of their meaning in context.
  - 3. Completing sentences using the appropriate forms of words.
  - 4. Classifying words by *ly* endings.

Exercises suggested for development of structural analysis of the *s* ending may be adapted for the suffix *ly*.  
See pp. 21-23

Teacher Notes:

## X. Structural analysis – contractions

### Selecting vocabulary for training

Use words that appear in reading materials.

#### Developmental sequence:

- A. Observing sentences containing verb forms which may be contracted.  
e.g. did not
- B. Observing sentences in which the contracted form has been substituted for the above.
- C. Identify the verbs.  
e.g. did not, didn't
- D. Discussing differences in the two forms.  
e.g. did not, didn't
- E. Dictating sentences using regular and contracted forms.
- F. Placing the apostrophe in contracted words.
- G. Recording contractions learned.

#### Suggested Exercises:

##### Medium

Chalkboard  
and  
Discussion

##### Auditory-visual-motor activities

1. Teacher writes a sentence on the board.  
e.g. John did not go to school.
2. Teacher and pupils read the sentence together.
3. Pupils underline the words *did not*.  
Teacher: "Here is another way of expressing the same idea."  
(Teacher writes a second sentence on the board.)  
e.g. John didn't go to school.
4. Teacher and pupils read sentence together, discuss differences in the two sentences.
5. A pupil underlines the contracted word.
6. Discussion follows re: differences in the appearance of the words (did not and didn't), definition of the term "contraction", and the elimination of parts of words in forming contractions.
7. Pupils are given opportunities to create other sentences using the regular and contracted forms of the words.
8. After much practice in recognizing contracted forms, pupils may be given opportunities to supply the apostrophe when contractions are written on the board.
9. Contractions may be recorded on charts with new ones being added as they are located in reading materials.

Charts

Word

10. Cards are prepared with a pleat. Pupils manipulate and read.

e.g.



11. Follow-up sheets.

1. Pupils underline contractions in stories.
2. Pupils match words to the contracted form.

~~did not~~    ~~don't~~  
~~can not~~    ~~didn't~~  
~~do not~~    ~~can't~~

Paper  
and  
Pencil

12. Pupils write lists of contractions.

Games

13. Pupils use acetate envelopes (using the same activities as for follow-up sheets).

## Sequence of Skills-Second Reader Level: 1200 Words

### I. Phonetic analysis – Double consonants

Selecting vocabulary for training

Use words in pupils' reading vocabularies.

Developmental sequence:

- A. Observing double consonants in words.  
e.g. Rabbit, raccoon, daddy, buffalo, Maggie, ball, hammer, announce, happy, hurry, molasses, kitten.
- B. Listening to the sound made by the double consonant.
- C. Locating double consonants in words.
- D. Develop generalization: The double consonant *usually* makes one sound.
- E. Recording words having double consonants.

Suggested Exercises:

*Medium*

Chalkboard  
and

*Auditory-visual-motor activities*

1. Teacher lists words on board containing double consonants.  
e.g. ball, balloon, wall, will, William.  
Teacher and pupils read the words together.  
Pupils note the single *l* sound.  
Pupils underline the double consonant.
2. Exercise is repeated using words having other double consonants.
3. Developing Generalization: After practice with many double consonants, the generalization may be developed.  
The teacher may prefer either the expository or inductive method for developing phonic generalizations.  
If the expository method is used, the teacher *tells* pupils, "The double consonant *usually* makes one sound."  
If the inductive method is to be used, the teacher will assist pupils to reach the generalization themselves and state it in their own words.  
e.g. Teacher: "What do you notice about the double consonant sound in these words?" "Do any of these words have double consonants in them that make more than one sound?" "Can you think of any other words where the double consonant makes more than one sound?"  
(Very few words illustrate an exception to this generalization.)  
If pupils *suggest* a word that is an exception, it should be noted. "Can we state a rule, then, that will help us when we meet new words having double consonants in them?"

Medium  
Chalkboard  
and  
Discussion

1. *Auditory-visual-motor activities (cont'd)*

Pupils state the generalization in their own words.  
Generalization is recorded on the chart, "Sound Rules"  
leaving room for other additions as they are met in  
phonetic and structural analysis skill development.

Paper  
and  
Pencil

4. Follow-up sheets.
- Pupils underline or circle double consonants in lists.
  - Pupils classify words having like double consonants.

circling double consonants

ba <b>ll</b>
baby
ba <b>ll</b> oon
wa <b>ll</b>

classification activity

ball	carry	hall
		carry
		hurry
		ball

Games

- Pupils record words they find having double consonants.
- Pupils use acetate envelopes (Follow-up sheets may be inserted as in paper and pencil exercises above.)

II. Phonetic analysis – hard and soft sounds of g and c

Selecting vocabulary for training

Use words in pupil's reading vocabularies.

Developmental sequence:

- A. Observing the hard sound of *g* in words.  
e.g. girl, go, gate.
- B. Observing the soft sound of *g* in words.  
e.g. giant, general, geography.
- C. Observing the similarity of sound in words having the *j* sound.  
e.g. jump, Jerry, Joe, Jane.
- D. Comparing the hard and soft sounds of *g*.
- E. Observing the hard sound of *c* in words.  
e.g. come, can, car.
- F. Note the similarity of sounds in words having the letter *k*  
e.g. kitten, like, look.
- G. Observing the *s* sound in words.  
e.g. said, so, something.
- H. Observing the soft sound of *c* in words.  
e.g. city, ceiling, cement.
- I. Comparing the hard and soft sounds of *c*.

Suggested Exercises:

Medium

Chalkboard  
and  
Discussion

Auditory-visual-motor activities

1. Teacher lists words containing the hard sound of *g*  
e.g. girl, go, gate, etc.  
Teacher and pupils read words together.  
Pupils underline hard sound of *g* in words.
2. Exercise is repeated using soft sound of *g* e.g. general, geography.
3. Exercise is repeated using words beginning with *j*.  
e.g. jump, Jerry, Joe, etc.
4. Pupils note similarity of sound between soft *g* and *j*.  
Pupils note differences.  
Classify according to sound likenesses.  
e.g. girl            giant  
          go            general  
          gate         geography
5. Similar exercises are designed for hard and soft *c*.  
Comparison is made of hard *c* and *k*.
6. Follow-up sheets.
  - a. Pupils underline words containing given sound.  
(Hard or soft letters.)

Paper  
and  
Pencil

Hard G	
<u>Girl</u>	<u>Go</u>
<u>Gate</u>	<u>Giant</u>

girl	giant	go general gate geography give

- b. Pupils classify words by given sound.
  - c. Pupils list words containing given sound.
7. Pupils use acetate envelopes (follow-up sheets may be inserted as in pencil and paper exercises above).

### III. Phonetic analysis – vowel digraphs

Defined: Two vowels in sequence having a single sound.

Selecting vocabulary for training

Use words in pupils' reading vocabularies.

Developmental sequence:

- A. Vowel digraphs in which first vowel is long, second is silent.
1. Observing vowel digraphs contained in known words.  
e.g. ai (e.g. wait), ea (e.g. eat), ee (e.g. tree), oa (e.g. goat), ui (e.g. fruit).
  2. Observing vowel sounds in the above.
  3. Observing *y* and *w* functioning as vowels in the following vowel digraphs: ay (e.g. play), ow (e.g. blow).
  4. Classifying words by like digraph.
  5. Developing generalization: First vowel usually long, second vowel silent.
- B. Vowel digraphs which illustrate exceptions to the generalization.
1. Observing vowel digraphs in known words which illustrate exceptions to the above generalization.  
e.g. oo (e.g. food), oo (e.g. wood), au (e.g. cause), ew (e.g. few), ea (e.g. head).
  2. Recording exceptions to the generalization.
  3. Observing various sounds of *ie* and *ei*, (study of these elements may be included in the spelling program because of their many variations).

**Note:** This generalization has varying degrees of utility among the digraphs included. It will be necessary for pupils to *memorize exceptions*.

Suggested Exercises:

- A. Vowel digraphs in which the first vowel is *long*, the second is *silent*.

Medium

*Auditory-visual-motor activities*

Chalkboard  
and  
Discussion

1. Teacher lists words containing a given digraph.  
e.g. rain, wait, plain.  
Teacher and pupils read together.  
Pupils identify like parts. (By *sound* and *sight*.)
2. Pupils use words in sentences.
3. After several digraphs have been presented, pupils classify words according to like parts.

e.g.	rain	cat	tree	boat
	plain	read	wec	goat
	wait	meat	sleep	float
	fruit	play	blow	
	juice	day	slow	
	suit	may	flow	

4. Developing generalization:

**Note:** The teacher will need to stress repeatedly that the words used so far have had like sounds where digraphs occurred, *but* that there are many other words that contain the same letter sequence but have other sounds. (The rule may be helpful but there are many exceptions!)

Medium

Chalkboard  
and  
Discussion

Auditory-visual-motor activities (cont'd)

- a. Pupils discuss vowel sounds heard in the words containing the above digraphs, note that all are long vowel sounds.
  - b. Pupils note that all words contain two vowels in sequence.
  - c. At this point, the teacher may wish to use expository or inductive approach in *developing the generalization*.  
(See development of generalization for y functioning as a vowel. Pp. 33, 34
- e.g. (1) Expository –  
A statement that is often used with pupils . . . .  
“When two vowels go walking the first one does the talking.”
- (2) Inductive –  
Pupils note that in every case the second vowel is silent and that the first vowel has the long sound.  
Pupils develop a statement of their own.  
Statement is added to the “Sound Rules” Chart.

Paper  
and  
Pencil

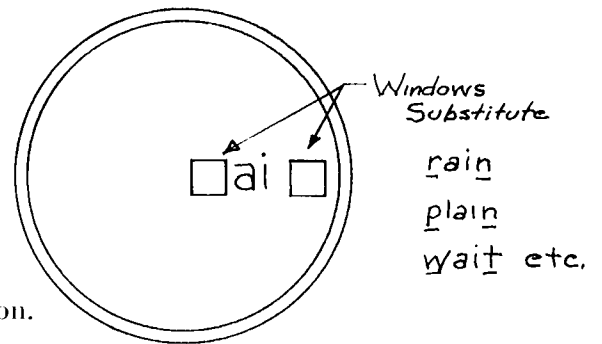
- 5. Follow-up sheets.  
Pupils classify words according to like digraphs.

ai	ea	ee	rain tree cat read meat

**Note:** Any variations of this activity should be designed with *words provided*. If pupils are asked to locate such words, the many exceptions may cause confusion.

Games

- 6. Wheel



B. Vowel digraphs which illustrate exceptions to the generalization.

Chalkboard  
and  
Discussion

- 1. Teacher lists words on board.  
e.g. food, noon, soon.
- 2. Teacher and pupils read together.  
Pupils note vowel sequence, discuss sound heard.  
Pupils observe that the sound of o is not long, that it has a special sound. (ú).

<i>Medium</i>	<i>Auditory-visual-motor activities (cont'd)</i>
Charts	<ol style="list-style-type: none"> <li>3. Teacher presents other digraphs in same manner.</li> <li>4. Pupils develop a chart in which examples of exceptions are listed.</li> </ol> <p><b>Note:</b> A prime reason for continuing development of the sight vocabulary throughout the elementary grades is illustrated by the many exceptions to be found in the sound-spelling relationship of words containing vowel digraphs.</p>
C. Vowel digraphs, <i>ie</i> – <i>ei</i>	
Discussion	The teacher may wish to include observation of these elements. It is recommended, however, that discussions be brief.

#### IV. Phonetic analysis – vowel diphthongs

Defined: Two vowels in a syllable, change in mouth position required when vocalizing.

Selecting vocabulary for training.

Use words in pupils' reading vocabularies.

Suggested order of presentation is as follows: Teach *oi* and *oy* together.

Teach *ow* and *ou* together.

##### Developmental sequence:

- A. Observing words containing vowel diphthongs *oi* (e.g. boil) and *oy* (boy).
- B. Noting similarity of the two sounds.
- C. Discussing the special vowel sounds made.
- D. Observing words containing vowel diphthongs *ou* (e.g. found) *ow* (e.g. cow).
- E. Noting similarity of the two sounds.
- F. Discussing the special vowel sounds made.
- G. Classifying words according to like diphthongs and digraph sounds in words.  
e.g. *ou* (e.g. found, through) *ow* (e.g. cow, blow).

##### Suggested Exercises:

Medium

Chalkboard  
and  
Discussion

##### Auditory-visual-motor activities

1. Teacher lists words containing vowel diphthong *oi*.  
e.g. oil, boil, soil, foil.  
Pupils note the special vowel sound.  
Pupils circle the vowel diphthong.
2. Teacher lists words containing vowel diphthong *oy*.  
e.g. boy, toy, Roy  
Pupils note sound, underline diphthong.
3. Pupils compare diphthongs *oi* – *oy*, note similarity of sounds.
4. Teacher presents unknown words containing diphthongs *oi*, or *oy*.  
Pupils analyze phonetically ("sound out").
5. Teacher lists words containing vowel diphthongs *ou* or *ow*,  
follow the same procedure as above.
6. Pupils classify words according to like diphthong.
7. Teacher writes sentences to illustrate digraphs and diphthongs.  
e.g. John *found* the ball. Sue went *through* the tunnel.
8. Follow-up sheets.
  - a. Pupils classify words according to like diphthong.

oi	oy	boy
		oil
		toy
		soil

boy oil

- b. Pupils circle diphthongs in given words.

toy coil

Roy soil

Paper  
and  
Pencil

Games

9. Pupils use acetate envelopes (follow-up sheets may be inserted as in paper and pencil exercises above.)

## V. Phonetic analysis – silent *e* rule

### Selecting vocabulary for training

Use words in pupils' reading vocabularies.

#### Developmental sequence:

- A. Observing words containing silent *e*.  
e.g. cape, bite, these, bone, rule.
- B. Locating the long vowel sound and the silent *e*.
- C. Classifying words having like vowel sounds and silent *e*.
- D. Generalization: When there are two vowels in a word, one of which is the final *e* the first vowel is usually long and the final *e* is silent.

#### Suggested Exercises:

##### Medium

Chalkboard  
and  
Discussion

##### *Auditory-visual-motor activities*

1. Teacher lists rhyming words on the board.  
e.g. same, game, tame.  
Pupils identify likenesses of sound and symbol.  
(e.g. long *a* in the middle and *e* at the end.)
2. Teacher lists other words on the board.  
e.g. same, tape, make.  
Pupils identify likenesses of sound and symbol.
3. After several long vowel sounds have been presented, pupils classify words according to like long vowel sounds.  
e.g. same      these      bite      bone      rule  
gate      scene      time      cone      fuse  
take                      like      coke
4. Developing generalization: After practice with many words containing silent *e*, the generalization may be developed. The teacher may prefer either the expository or inductive method for developing the generalization. If the expository method is preferred, the teacher tells pupils, "When there are two vowels in a word, one of which is the final *e*, the first vowel usually says its name and the final *e* is silent."  
If the inductive method is used, the teacher will assist pupils to reach the generalization themselves and state it in their own terms.  
e.g. Teacher: "Are all ending letters the same in all of these words?" "What is at the end of all of these words?"  
"What kind of a vowel sound do you hear in these words? Is it long or short?"  
"Look at these two words: *Sam*, *Same*."  
"How are they the same?" "How are they different?" "Which has a short *a* sound?"  
"Which has a long *a* sound?"

Medium  
Chalkboard  
and  
Discussion

*Auditory-visual-motor activities (cont'd)*

“Can you think of a difference in spelling that accounts for the sound differences?”

At this point, pupils may be ready to grasp the generalization. If they are not, other examples should be used.

When the generalization is reached, it should be recorded in pupils own words as an addition to the “Sound Rules” Chart, begun with the rule for y as a vowel.

Pencil  
and  
Paper

5. Follow-up sheets.
  - a. Pupils underline or circle all words in a list which demonstrate the silent e rule.
  - b. Pupils classify words demonstrating the silent e rule combined with a specific vowel.  
e.g.

late	bone	tone
		mate
		zone
		cone
		fate

Games

- c. Pupils record words they find which demonstrate the silent e rule.
6. Pupils use acetate envelopes (follow-up sheets may be inserted as in paper and pencil exercises above).

## VI. Phonetic analysis – vowel consonant combinations

Selecting vocabulary for training

Use words in pupils' reading vocabularies.

Suggested order of presentation is as follows:

1. Vowel followed by *r*.
2. Vowel followed by *l*.
3. Vowel followed by *w*.

Developmental sequence:

- A. Observing the sounds of *ar, er, ir, or, ur*, in words.
- B. Noting the special vowel sounds heard.
- C. Observing the sound of *al* in words.
- D. Noting the special sound of *a* followed by *l*.
- E. Observing the sound of *aw* in words.
- F. Noting the special sound of *a* followed by *w*.
- G. Classifying words by vowel consonant combination.

Exercises for developing auditory visual discrimination of vowel diphthongs may be adapted for this skill.

See p. 46

## VII. Structural analysis – inflectional changes, dropping final *e*, doubling final consonant

Selecting vocabulary for training

Use words in pupils' reading vocabularies to demonstrate.

Dropping final *e* (e.g. coming).

Doubling final consonant (e.g. hopped).

Developmental sequence:

- A. Observing pairs of sentences in which the inflectional change is made from the first to the second sentence.
- B. Identifying given word forms in context.
- C. Discussing differences, in number, tense and person in changed forms.
- D. Developing the concept of patterns in inflectional changes.
- E. Completing sentences using appropriate and varied forms of number, tense, and person.
- F. Using inflectional changes in writing.

Suggested Exercises:

Medium

*Auditory-visual-motor activities*

Chalkboard  
and  
Discussion

1. Teacher writes pairs of sentences with the words for study listed at right.

e.g. a. I will come to the party.  
She is coming to the party.

- b. See the rabbit hop over the fence.  
The rabbit hopped over the fence.

Although both examples appear here, a single introductory teaching sequence would include but one pattern for study.

2. Pupils underline or circle the words to be studied as they appear in context.
3. Teacher and pupils discuss differences in the pairs of words.  
e.g. Teacher: "How do the words look different?" "What happened to the word come (hop) when it was changed?"  
"Do the two words have exactly the same meaning?"  
"How was the meaning changed?"  
"Do you know other words that are changed the same way?"

Gradually develop the concept of a pattern in English words that occurs with inflectional changes.

4. In the case of the doubled consonant, the *ed* verb variant should be presented first, then the *ing* variant (e.g. hopped, hopping).
5. Pupils circle the little word within the big word.
6. Teacher writes incomplete sentences.  
Pupils fill in the correct word.
7. Follow-up sheets.
  - a. Pupils underline words for study.  
e.g. I will *come* to the party.  
she is *coming* to the party.

Paper  
and  
Pencil

Medium  
Paper  
and  
Pencil

*Auditory-visual-motor activities (cont'd)*

- b. Pupils complete sentences using correct words for list at right side of page.  
e.g. I will \_\_\_\_\_ . coming.  
She will \_\_\_\_\_ . come.
- c. Pupils locate as many words as possible of a given category from printed materials.  
Words are listed.
- e.g. coming or hopped  
smiling stopped  
dining sitting

Games

8. Pupils use acetate envelopes (follow-up sheets, as for paper and pencil exercises may be inserted).

VIII. Structural analysis – prefixes *un.* and *re*

## Selecting vocabulary for training

Use words in pupils' reading vocabularies.

Pupils analyze prefixes added to root words.

## Developmental sequence:

- A. Observing prefixes in words.
- B. Noting like prefixes in lists of words.
- C. Defining term prefix.
- D. Recording words containing prefixes *un.*, *re.*
- E. Using skill to attack unknown words.

## Suggested Exercises:

*Medium**Auditory-visual-motor activities*

Chalkboard  
and  
Discussion

1. Teacher lists words on board containing prefix *un* or *re*.

e.g. uneasy    rebuild  
                unfair        redo  
                unfit            reentry  
                unfriendly    refill  
                unhappy        refit  
                unhealthy     remake

**Note:** Although both examples appear here, a single introductory teaching sequence would include but one pattern for study.

Teacher and pupils read the words together, identifying the parts that are the same (underline or circle).

2. Pupils use words in sentences.
3. Discussion follows relevant to the term *prefix* and its definition.
4. Charts may be developed listing words containing prefixes which have been studied.  
e.g. "Words We Know with Prefix *un*"
5. Follow-up sheets.
  - a. Pupils list words containing a given prefix.
  - b. Pupils underline prefixes in context.
  - c. Pupils fill in blanks on completion exercises.

e.g. The girl did not say hello.  
She was\_\_\_\_\_ unhealthy  
Tim was sick.  
He was\_\_\_\_\_ unhappy  
Sue was crying.  
She was\_\_\_\_\_ unfriendly

Charts

Paper

Games

- f. Pupils use acetate envelopes (follow-up sheets, as for paper and pencil exercises may be inserted).

IX. Structural analysis – suffixes *er*, *est*, *ful*, *y*, *less*, and *ness*

## Selecting vocabulary for training

Use words in pupils' reading vocabularies.

*er* – as a noun e.g. player

*er* – as an adjective of degree e.g. softer

*est* – as an adjective of degree e.g. softest

*ful* – as a noun e.g. roomful

*ful* – as an adjective e.g. peaceful

*y* – as an adjective e.g. dirty

*less* – as an adjective e.g. childless

*ness* – as a noun e.g. goodness

## Developmental sequence:

- A. Observing suffixes in words.
- B. Noting like suffixes in lists of words.
- C. Defining term suffix.
- D. Recording suffixes learned.
- E. Using skill to attack unknown words.

Exercises suggested for development of structural analysis of prefixes *un* and *re* may be adapted for the above suffixes.

See p. 52

## X. Structural analysis – *a, be, un* in initial position as syllables

### Selecting vocabulary for training

Use words in pupils' reading vocabularies, gradually developing skill in attacking unknown words through syllabication.

#### Developmental sequence:

- A. Listening for vowel sounds in words.
- B. Noting vowel sound in words.
- C. Defining term, "Syllabication".
- D. Observing vowel digraphs in syllables.
- E. Observing silent *e* in syllables.
- F. Dividing words into syllables.
- G. Observing syllable division with double consonants in medial position.
- H. Learning that *a, be, un* in the initial position are syllables.  
Syllable defined: A word or part of a word containing a *single* vowel sound.
- I. Using syllabication skills to attack unknown words.

#### Suggested Exercises:

*Medium*

Discussion

#### 1. Auditory activities

- a. Teacher pronounces single syllable words containing various vowel sounds.  
Pupils identify the vowel sounds.  
e.g. cat (short a) cake (long a).  
(Repeated exercises of this nature may be necessary until pupils have attained this auditory skill.)

*Medium*

Chalkboard  
and  
Discussion

#### 2. Auditory-visual-motor activities

- a. Teacher lists single syllable words on board.  
(**Caution:** At this stage use only words containing one vowel letter. e.g. bat, hit, pet, top, run.) Pupils identify vowel sound, underline vowel letter.
- b. Teacher lists two syllable words on board. Use words containing only two vowels, no double consonants in medial position.  
e.g. paper, meter, final, Homer, super.  
Pupils identify vowel sounds, underline vowel letters.
- c. Teacher asks pupils to note parts of words, note that each part contains a vowel sound.

e.g. pa – per                      Ho – mer  
      me – ter                      su – per  
      fi – nal

**Note:** The long vowel generalization relating to syllables should be delayed until pupils have had experience with syllable division.  
Teacher explains that these parts are called syllables, that each syllable contains *one* vowel sound, and that some words are composed of single syllables.

Medium

Chalkboard  
and  
Discussion2. *Auditory-visual-motor activities* (cont'd)

- d. Teacher lists words containing *vowel digraphs*.  
e.g. seem, boat, rain, lean.  
Pupils underline vowel sounds.  
Teacher explains that these are words of one syllable, even though they have two vowel letters because they contain one *vowel sound*.
- e. Teacher lists single syllable words containing the silent *e*.  
e.g. same, bite, bone.  
Pupils review silent *e* rule.  
Pupils underline the vowel sound that is heard. Teacher explains that these are also words of one syllable because there is only one *vowel* sound.
- f. Teacher lists single syllable words containing vowel diphthongs.  
e.g. boil, toy, loud, town.  
Pupils discuss diphthongs (previous learning).  
Pupils underline the vowel sound.  
Teacher explains that these are also words of one syllable because the diphthong acts as a single vowel sound with a glide.
- g. Teacher lists two syllable words on board.  
Pupils divide words into syllables by drawing a line between parts.  
e.g. pa/per, clean/ing, boil/ing.
- h. Teacher lists words containing double consonants in the medial position.  
e.g. balloons, fellow, cabbage, dinner.  
Pupils identify vowel sounds.  
Teacher explains that the syllables are divided between the double consonants. Pupils divide the syllables.
- i. Teacher lists words containing *a, ge, un* in the initial position as syllables.  
e.g. about                      because    unclean  
      above                      become    uncover  
      again                      begin     unhappy  
Pupils underline the vowel sounds.  
Teacher explains that these are words of two syllables because there are two vowel sounds. Pupils divide words into syllables by drawing a line between parts.  
e.g. a/bout be/cause un/clean  
**Note:** Although the three examples appear here, a single introductory teaching sequence would include but one pattern for study.
- j. Teacher lists unknown words, defines them if necessary.  
Pupils divide into syllables.  
e.g. promote                      abode     unhook  
      medal                      unfold    manage  
      amen                        proper    abrupt  
      unharness                  becalm

**Sequence of Skills—Third Reader Level: 2000 Words****I. Phonetic analysis – silent consonants**

Selecting vocabulary for training

Use words in pupils' reading vocabularies.

Developmental sequence:

- A. Observing silent consonants in words.  
e.g. *k* (e.g. know), *gh* (e.g. caught), *w* (e.g. wrong)(e.g. answer),  
*l* (e.g. could), *t* (e.g. could), *b* (e.g. climb).
- B. Locating silent consonants in words.
- C. Recording words having silent consonants.

Exercises suggested for the development of auditory-visual discrimination of double consonants may be adapted for this skill.

See p. 40

## II. Phonetic analysis – consonant blend substitution

### Selecting vocabulary for training

Use words in pupils' reading vocabularies, substituting consonant blends to form new words for pupils to decode through analysis.

#### Developmental sequence:

- A. Substituting initial consonants to change words (Review).
- B. Noting possible word changes made by substituting consonant blends.
- C. Attacking unknown words in reading by substituting consonant blends.
- D. Using substitution of consonant blends as an aid for independent writing.

Exercises suggested for the development of auditory-visual discrimination of consonant substitution may be adapted for this skill.

See p. 28

### III. Phonetic analysis – consonant digraph substitution

#### Selecting vocabulary for training

Use words in pupils' reading vocabularies, substituting initial consonant digraphs to form new words for pupils to decode through analysis.

#### Developmental sequence:

- A. Substituting initial consonants to change words (review).
- B. Noting possible word changes made by substituting consonant digraphs.
- C. Attacking unknown words in reading by substituting consonant digraphs.
- D. Using substitution of consonant digraphs as an aid for independent writing.

Exercises for developing auditory-visual discrimination of initial consonant substitution may be adapted for this skill.

See p. 28

#### IV. Structural analysis – inflectional changes

Selecting vocabulary for training

Use words in reading vocabulary.

Attack new words formed by inflectional change.

Inflectional changes: *y* to *i* with *est*, e.g. busy to busiest.

*d* to *t*, e.g. build to built.

*f* to *v*, e.g. calf to calves.

*y* to *ily*, e.g. happy to happily.

The above changes may be presented in any order with individuals or groups as the need arises.

Developmental sequence:

- A. Observing pairs of sentences in which the inflectional change is made from the first to the second sentence.
- B. Identifying given word forms in context.
- C. Discussing differences in number, tense, and use in changed forms.
- D. Developing the concept of pattern in inflectional changes.
- E. Completing sentences using appropriate and varied forms in relation, number, tense, and case.
- F. Using inflectional changes in writing.

Exercises suggested for the development of structural analysis of inflectional changes in which the final *e* is dropped and the final consonant is doubled may be adapted for this skill.

See pp. 50, 51

## V. Structural analysis – syllabication

### Selecting vocabulary for training

Use unknown as well as known words in pupils' reading vocabularies.

#### Developmental sequence:

- A. Generalizations – double consonants, short vowels in the middle of syllables (*closed syllables*).  
Long vowels at the end of syllables (open syllables).
- B. Learning that *re, le* are syllables.
- C. Generalization – syllable division of *le*.
- D. Dividing compound words into syllables.
- E. Dividing variant forms into syllables.
- F. Generalizations – syllable division of variant forms.
- G. Definitions – *stressed, unstressed* syllables.

#### Suggested Exercises:

*Medium*

Chalkboard

and

Discussion

#### *Auditory-visual-motor activities*

1. Teacher lists words containing double consonants on the board.

e.g. dinner, balloons, fellow, cabbage.

Pupils pronounce vowel sounds they hear.

Pupils divide words into syllables.

e.g. din/ner.

*Develop the generalization* When double consonants come between two vowels in a word, the syllable division usually comes between the consonants.

Either the expository or inductive method may be used in reaching the generalization according to teacher preference. The teacher may wish to begin a chart regarding syllabication rules leaving room for later additions as they are met in subsequent activities.

2. Teacher lists words containing different double consonants in the medial position. (e.g. hunter, into, number.)

Pupils divide into syllables, review the rule concerning double consonants.

**Develop the generalization** When two different consonants are found between two vowels, the first consonant usually goes with the first vowel and the second consonant goes with the second vowel. (Expository or inductive method.)

3. Teacher lists one syllable words containing short vowel sounds on board.

e.g. pan, bit, bet, hot, run.

Pupils observe vowel sounds.

**Develop the generalization** When there is one vowel in a syllable and it does not come at the end of that syllable it is *usually* short. (Expository or inductive method.)

Medium  
Chalkboard  
and  
Discussion

*Auditory-visual-motor activities (cont'd)*

4. Teacher lists two syllable words on board containing *closed syllables*.  
e.g. happen, mister, button.  
Pupils observe vowel sounds, note that there are no long vowel sounds.  
Teacher points out that each syllable ends with a consonant.  
Pupils underline consonants at the end of each syllable.  
Define term – closed syllable – When a vowel comes between two consonants in a syllable, it is called a closed syllable.  
(The vowel is usually short.)
5. Teacher lists two syllable words containing open syllables on board.  
e.g. paper, meter, final, Homer, super.  
Pupils observe vowel sounds in first syllables.  
**Develop the Generalization** “When there is one vowel in a syllable, and it comes at the end of that syllable, it is usually long.”  
(Expository or Inductive Method)  
Pupils divide words into syllables.  
Define term *open syllable* -- “When a vowel comes at the end of a syllable, it is called an *open syllable*.”
6. Teacher lists words containing the syllable *re* on the board.  
e.g. repair, respect, reduce.  
Pupils observe vowel sounds, underline the *re* part.  
Teacher and pupils discuss *re* as an open syllable – note that the vowel sound is long.  
Pupils divide words into syllables.
7. Teacher lists words containing *le* in the final position on board.  
e.g. rattle, riddle, puddle.  
Pupils observe vowel sounds, note the *le* at the end of each word.  
Review generalization regarding double consonants in syllable division.  
Teacher and pupils discuss syllable division with the *le* ending.  
**Develop generalization** “When words end in *le* after a consonant, the consonant is usually included in the last syllable.”  
(Expository or Inductive Method.)  
Pupils divide words into syllables.
8. Teacher lists compound words on the board.  
e.g. birthday, afternoon, newspaper.  
Pupils pronounce words, review the definition, “Two little words put together to make a big word”.  
Pupils copy the words dividing parts of the compound.  
e.g. after noon.  
Teacher and pupils discuss syllable division.  
(Dividing the compound is the first syllable division.)  
Pupils divide root words of the compound into syllables.  
e.g. af/ter/noon.

Medium  
Chalkboard  
and  
Discussion

*Auditory-visual-motor activities (cont'd)*

9. Teacher lists verb variants on board.  
e.g. wanted, going, glasses  
Pupils underline variant endings, observe vowel sounds.  
Teacher and pupils discuss syllable division.  
**Develop Generalization** "When endings are added to words, the ending *usually* forms a new syllable."  
(*Expository or Inductive Method.*)  
e.g. want/ed, go/ing, glass/es.
10. Teacher lists inflectional changes in which the final *e* is dropped.  
e.g. coming, hiding, riding.  
Pupils observe vowel sounds, discuss syllable divisions.
11. Teacher lists inflectional changes in which the final consonant is doubled.  
e.g. running, swimming.  
Pupils observe vowel sounds, discuss syllable divisions.  
**Develop generalization** "When the final consonant is doubled in the root word with the addition of an ending, the second consonant goes with the ending to form the last syllable."  
e.g. run/ning, swim/ming.  
(*Expository or Inductive Method*)  
(**Note:** The root word stands as a syllable.)  
Teacher lists two syllable words on the board  
e.g. bottom, bucket, farmer.  
Teacher and pupils pronounce the words together.  
Pupils divide words into syllables.  
Teacher pronounces the words again, emphasizing the stressed syllable.  
Pupils are asked to note that one syllable is stronger than the other.  
Pupils underline the stronger syllable.  
Define term *stressed syllable*. "In a word of more than one syllable, one syllable will be pronounced more strongly than the others. This syllable is the accented syllable. In the dictionary, the accent mark will appear before the syllable."  
e.g. surprise – sa (r) – 'priz  
Pupils may locate known words in the dictionary, examine accent marks.
12. Teacher lists two syllable words on board.  
e.g. butter, reduce, about.  
Teacher and pupils pronounce the words together.  
Pupils divide into syllables.  
Pupils underline the stressed syllables.  
Teacher and pupils discuss the remaining syllable in each word, arrive at the definition of an *unstressed syllable*. – "The syllable that is pronounced less strongly is called the unstressed syllable."  
Pupils circle the unstressed syllable.

*Medium*  
Paper  
and  
Pencil  
Games

*Auditory-visual-motor activities (cont'd)*

13. Follow-up sheets.
  1. Pupils divide words into syllables.
  2. Pupils underline stressed syllables.
14. Acetate envelopes (Follow-up sheets, as for paper and pencil exercises, may be inserted.)

**Note:** All of the above exercises may be expanded using words of more than two syllables.

### Additional Skills—Third Reader Level and Above: 2000 to 6000 Words

#### I. Structural analysis — additional prefixes and suffixes as they arise in reading materials

Selecting vocabulary for training

Training is a continuation of earlier analysis of prefixes *un* and *re* and suffixes *er*, *est*, *ful*, *y*, *less*, and *ness*.

Developmental sequence:

- A. Observing suffixes or prefixes in words.
- B. Noting like suffixes or prefixes in lists of words.
- C. Defining terms *suffix* — *prefix*.
- D. Recording suffixes and prefixes learned.
- E. Using skill to attack unknown words.

In an individualized reading program, pupils will meet a wide variety of word variants. For this reason, a list is provided below of *some* prefixes and suffixes and their meanings. Items on this list would be suitable for individual or group study as need arises. The teacher may find additional forms necessary for inclusion in a particular program.

<i>Prefixes</i>	<i>Suffixes</i>
a -not	able -capable of
ab -more, from, away, off	age -collection
ac } ad } -towards	al -characterized by
be -around	ance -action or process
bi -two	ant -performing action or being in a condition
col } com } -with	ate -one acted upon
con }	er -akin to
di -twice	ible -capable of
dis -apart	ic -associated with
e -out, away	ion -act or process
en -within	ious -partly
ex -out of from	ize -cause to be, subject to, treat
il } im } -not	less -devoid, false
in }	ment -concrete result, action
per -throughout, thoroughly	ness -state, condition
pro -before, favoring	ous -full of
re -back, again, against	
sub -under, below	

## Suggested Exercises:

*Medium**Auditory-visual-motor activities*Chalkboard  
and  
Discussion

1. Teacher lists words on the board containing a specific suffix or prefix.  
Teacher and pupils read the words together, identify the parts that are the same.  
e.g. *apartment, excitement, adjustment, – or unlock, unfasten, unfortunate.*

2. Pupils use words in sentences.  
e.g. Sue lives in an apartment.
3. Discussion follows relevant to the terms *suffix* and *prefix* and their definitions.

Charts

4. Charts may be developed listing prefixes or suffixes which have been studied.  
e.g. "Suffixes We Know"

Paper  
and  
Pencil

5. Follow-up sheets.
  - a. Pupils list words containing given suffix.  
 apartment  
*ment*— excitement  
 adjustment
  - b. Pupils underline suffixes in context.  
e.g. Sue lives in an *apartment*
  - c. Pupils fill in blanks on completion exercises.  
e.g. The Circus is coming!  
 There is much \_\_\_\_\_ .  
 Sue lives in the city.  
 She lives in an \_\_\_\_\_ .  
 We will get the engine repaired.  
 It needs \_\_\_\_\_ .

*apartment*  
*excitement*  
*adjustment*

Games

6. Pupils use acetate envelopes (follow-up sheets, as for paper and pencil exercises, may be inserted).



## SECTION II

### Diagnosis of Skills

Adequate diagnosis of each pupil's needs and abilities in all phases of the reading program is the key to success in an individualized approach. In the regular classroom where class size may be at thirty or more pupils, it is a time consuming process, but one that is vital if the rationale of individualization is to be realized.

In this section the diagnostic process will be examined and suggestions will be offered which, it is hoped, will make *adequate* diagnosis feasible for the classroom teacher.

#### *Significance of Grade Placement*

A major advantage of individualized instruction is that the ceiling is lifted on learning; grade placement is no longer relevant to pupil achievement. Inherent in the concept of individualization is the principle of self-selection and pacing. Each pupil has opportunities to progress as far as he is able, and conversely, he is not put in the position of competing with more capable learners.

It becomes the responsibility of the teacher, then, to determine individual levels of achievement outside the realm of grade level assignment. General guidelines can be formulated at three levels, however, as follows:

#### Kindergarten

The kindergarten teacher will have the least difficulty in planning a program of phonetic analysis for pupils. In the main, it will be necessary to initiate training in auditory discrimination for those pupils who can benefit. There may be a few who come to school able to read. They should be encouraged to continue; books should be available for them; and if they are interested in word structure, their questions should be answered. Planning a formal program of phonetic and structural analysis for them, however, is not recommended.

#### First Grade

For most children this is the period of beginning reading. The first grade teacher will continue auditory training begun in Kindergarten and will extend this skill to additional levels. As the year progresses, variation in pupil achievement levels will become increasingly apparent and individual diagnosis will be necessary.

#### Grade Two and Above

By this time there is a wide variation of achievement levels. The diagnostic process should begin early in the school year. There should be continuous evaluation as the year progresses.

#### *How To Begin*

The teacher is constantly diagnosing pupil abilities whether aware of it or not. The manner in which a child responds in discussion activities, the degree of independence he exhibits during any class period, the quality of his reporting all offer clues which aid the perceptive teacher in analyzing his needs. It is in the individual conference, however, where specific skill levels are best noted. Teacher and pupil records are an important adjunct here. (These will be discussed in detail on the pages which follow.)

## The Individual Conference

Diagnosis and evaluation are the major justifications for the individual conference. As the teacher conferences with pupils the following should be noted:

1. The degree of fluency in oral reading.
2. The level of comprehension.
3. The need for word attack skills in relation to the vocabulary load.

It is suggested that the teacher list words with which the child has difficulty during the oral reading and that these be discussed following the comprehension check. By analyzing words which cause the child difficulty in reading, the teacher will find clues for diagnosis.

e.g. The pupil substitutes the long vowel sound where the short vowel sound is appropriate.

**A word of caution:** Difficulty with word recognition may be attributed to insufficient sight vocabulary or poor use of context clues as well as lack of skill with word analysis. The teacher will need to consider many aspects in analyzing errors.

In addition to the above, the teacher may administer informal inventories, recording the results in order to plan a future group lesson.

### Sample Conference, Grade Four

#### Situation:

It is the second week of school. John A. has selected a trade book titled *Out in the West*. The level of difficulty is grade two. To date he has read twenty pages. He and his teacher are meeting for their first conference.

#### I. Brief Discussion

Teacher:

Are you enjoying this book John? Why? Does it seem easy to you?

**Note:** This line of questioning will provide clues to aid the teacher in guiding the child in later selection of reading material. This writer's point of view is that quantity reading of easy material is useful as an aid in the development of quick word recognition.

If material seems too easy to challenge the child, the teacher can encourage him to take the risk involved in selecting increasingly difficult material by helping him to feel successful with his present effort.

If the child's responses to the above questions are negative, he probably needs help in making wiser selections appropriate to his ability level.

#### II. Oral Reading

Teacher: "John, will you please read page 15 "out loud." John reads page orally. As he reads, teacher *tells* him any words he cannot pronounce and records them and other words with which he had difficulty on a slip of paper.

e.g. said, laugh, camp, skins, tents. (John has attached the wrong vowel sound to the last three words.)

#### III. Comprehension Check

Teacher: "Let's talk about some of the things that happened in the story."

e.g.

"Who was the main character?" (factual level)

"What happened to him?" (main idea level)

"What do you think will happen next?" (inferential level)

#### IV. Recording Difficulties in Word Recognition

Teacher: "Now, John — These are some words which gave you a little trouble as you read. Let's

write them in your composition book.” Teacher writes.

Teacher and John read together. (They will review at next conference.)

#### V. Administering Informal Inventories

Since John is having difficulty with reading at the second grade level, the teacher will need to check his ability to analyze words phonetically and structurally at the early skill levels. Diagnosis may begin with inventories such as those involving final consonant digraphs, consonant substitution, and initial and final blends.

If John has difficulties at any of these levels, he will need additional training at the level of which difficulty is indicated. If these skill levels seem adequately developed, the teacher may wish to administer an additional inventory involving short vowel sounds since there is evidence of difficulty at this level. In the interest of time and John’s attention span, the teacher may wish to delay this last inventory until the next conference. (The example used here is geared to the early weeks of school. In later weeks when pupils’ skill levels are more clearly defined, the diagnostic process can be handled more quickly. With practice, the teacher can learn to diagnose reading abilities, including all the steps listed above, in a *five minute period*. It should also be noted that John would be considered below average in reading ability. Not all pupils will need this kind of diagnosis.)

#### VI. Follow-up Assignment

Several Possibilities

- A. John writes sentences in his composition book using the words with which he had difficulty.
- B. John completes an exercise in phonetic analysis which provides additional practice at his level of ability. John locates words from charts, pupil dictionaries, or his book and lists them according to proper classification.
  - e.g. Depending on diagnosis:
    - a. Words beginning with the sound of *c* as in camp.
    - b. Words which rhyme.
    - c. Words which can be formed by consonant substitution. (tent, bent, sent, etc.)

#### *Informal Inventories*

It is possible to diagnose specific skill levels through the use of informal inventories. These are simple tests designed as screening devices. They should be administered in order of difficulty as indicated on the chart on pp 5,6 of this guide. Informal inventories covering the entire sequence will be found on pp. 71-90. The teacher will need to determine the level at which to begin with pupils. It is suggested that the teacher limit administration to one or two tests during each conference.

Interpretation will be based on teacher judgment. Obviously, the pupil who can pronounce all items correctly is not having a problem in the area being tested. If the pupil exhibits anxiety and has difficulty with pronunciation throughout most of the test, there is strong indication that he needs help at this or earlier levels. If the pupil has difficulty with one or two items, the teacher may want to consider other influences in the particular situation which are responsible. (It may be advisable to re-test at another time.)

#### *Record Keeping*

Record keeping was alluded to earlier in relation to the individual conference. Two types of records are needed. The first is the teacher’s record which serves to promote a balanced program and is an aid for planning and evaluating pupil activities. The second type is the pupil’s record which can be initiated with average learners at the third grade level.

#### *Teacher Records*

It is recommended that the teacher’s record be kept as simply as possible including pertinent information regarding the child’s difficulties, assigned activities, and progress. Entries may be completed *during* the conference time and individual activities may be assigned for follow-up at the end of the conference. Many teachers provide pupils with composition books in which simple follow-up exercises may be completed. The pupil then completes the exercise after the conference is terminated, and the teacher checks the pupil’s work at the beginning of the next conference.

then completes the exercise after the conference is terminated, and the teacher checks the pupil's work at the beginning of the next conference.

*Sample Teacher's Record*

Pupil

Date	Title of Book/Comments	Difficulties	Follow-up Activities
10/15	<i>Out in the West</i> pp 1-20	Sight: Said, great Analysis: short vowel sounds	Flash Cards Follow-up exercises Group Lesson
10/17	Exercise completed OK <i>Out in the West</i> pp 21-45	Analysis: See Above	Exercise Group Lesson

*Pupil's Record*

The pupil's record may be kept in one section of a composition book, in a folder, or in any other way the teacher prefers.

Pupils will need to be trained in record keeping. It is wise for the teacher to devote some time to this training early in the school year.

For younger pupils, entries may be limited to titles of books read, and lists of words with which they have had difficulty. More mature pupils may be able to record phonic and structural analysis generalizations.

*Informal Inventories***Readiness Level**

Skill: Identifying Letters  
 Direction: "Read these letters".

B A I S C D F E P T M L R Z J U H G W X Q K  
 V Y N O  
 r i n l m y t v k p z i a j u s h b c g w d  
 f x q e

**Pre-primer Level**

I. Skill: Initial consonant sounds.  
 Direction: "Read the first word."  
 "Say the beginning sound."  
 "Can you tell me another word that begins with the same sound?"  
 "Read this word . . . etc."

Baby	He	Play	Want
Come	Jump	Run	You
Daddy	Kitten	Said	Zoo
Fun	Make	Toy	
Go	No	Very	

II. Skill: Initial consonant digraphs  
 Direction: "Read the first word."  
 "Say the beginning sound."  
 "Can you tell me another word that begins with the same sound?"  
 "Read this word . . . etc."

Chair                  She                  This                  Thank                  What

III. Rhyming words.  
 Directions: "Read the first word in the left column."  
 "Can you find a word in the right column that rhymes with ball?"  
 "Pronounce both words."  
 "Read the second word . . . etc."

ball	pet
get	cake
make	sand
band	call

IV. Skill:	Inflectional forms <i>s</i> and <i>ing</i> .		
Skill:	Final consonant sounds.		
Directions:	"Read the first word." "Say the ending sound." "Can you tell me another word that ends with the same sound?" "Read this word . . . etc."		
	Bob	Pool	Is
	Did	Him	It
	If	In	
	Big	Tap	

### Primer Level

I. Skill:	Final consonant sounds.		
Directions:	"Read the first word." "Say the ending sound." "Can you tell me another word that ends with the same sound?" "Read this word . . . etc."		
	Bob	Pool	Is
	Did	Him	It
	If	In	
	Big	Tap	

II. Skill: Inflectional forms *es*, *d*, and *ed*.  
Directions "Read the following words."

washes	looked	teaches
go	fishes	saved
played	goes	can
jump	liked	danced
run	have	jumped

III. Skill: Compound words.  
Direction: "Look at the nonsense words below.  
Read each word as carefully as you can."

bathjumper	caphouse	gamebasket
homeplayer	pinemeet	pepperfeather
riddlecart	stonerunner	

## First Reader Level

## I. Skill: Final Consonant Digraphs

Directions: "Can you find the word \_\_\_\_\_ in the left column?"

"Say the word . . . "Say the last sound."

"Now find a word in the right column that *ends* with the same sound."

"Say the word" . . . "Say the last sound."

fish	perch
rich	hush
wash	back
church	mash
with	moth
black	duck
bath	earth
pick	rash

## II. Skill Consonant Substitution

Directions: "Look at the words below. Read the words in the first row, then the words in the second row."

1. pat	late	letter	met	car	hair	west
2. zat	tate	fetter	stet	mar	fair	zest

III. Skill: Initial consonant blends, Part 1.

Directions: "Can you find the word \_\_\_\_\_ in the left column?"  
 "Say the word" . . . "Say the beginning sounds."  
 "Now find a word in the right column that begins with  
 the same sounds."  
 "Say the word" . . . "Say the beginning sounds."

blue	please
brown	gray
club	blow
fly	front
frame	bring
glad	glow
grade	close
play	flat

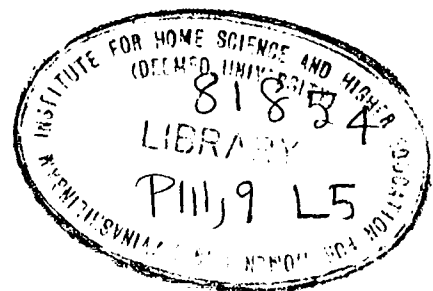
IV. Skill: Initial Blends, Part 2

Directions: (See Part 1.)

pretty	smile
scare	snow
slate	spin
sky	stir
small	swim
snake	trim
spot	skin
stay	slide
swing	score
try	print

V.	Skill: Directions: (See Part 1.)	Initial Blends, Part 3.
	twin	screen
	quiet	straw
	scratch	squirrel
	strong	twenty
	square	quick

VI. Skill:	Final Consonant Blends.	
Directions:	“Can you find the word _____ in the left column?” “Say the word” . . . “Say the ending sounds.” “Now find a word in the right column that ends with the same sounds.” “Say the word” . . . “Say the ending sounds.”	
	and	fast
	old	sank
	mint	sand
	last	cold
	bank	sand
	crept	slept
		tint



VII. Skill: Recognizing short vowels.

Direction: "Say the first word."  
"What vowel sound do you hear?"  
"Say the second . . . etc."

bet          man          sit          sun          stop

VIII. Skill: Recognizing long vowels.

Direction: "Say the first word."  
"What vowel sound do you hear?"  
"Say the second . . . etc."

Late          week          time          home          June

- IX. Skill: Recognizing y as a vowel sound.  
 Directions: "Say the first word."  
 "What sound does the letter y make?"  
 "Say the second . . . etc."

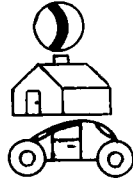
cry            happy            puppy            try            candy

- X. Skill: Inflectional changes: y to *ies*, to *ied*.  
 Directions: "Find the word \_\_\_\_\_ in the left column."  
 "Say the word."  
 "Now find a word in the right column that has almost the same meaning, but is used differently in sentences."  
 "Say the word."

city	hurried
hurry	cities
baby	married
study	puppies
marry	babies
puppy	studied
worry	worries

- XI. Skill: Inflectional change: 's (possessive)  
 Directions: "Find the name \_\_\_\_\_."  
 "Say the name \_\_\_\_\_."  
 "Look at the picture of the \_\_\_\_\_."  
 "What is this object?"  
 "How would you say the name and the object together  
 to show that the object in the picture belongs to  
 the person named?"  
 "What letter would you add?"  
 "What mark comes before the final letter?"

Susan  
 John  
 Mark



- XII. Skill: Suffix: *ly*  
 Directions: "Find the word \_\_\_\_\_ in the left column."  
 "Say the word."  
 "Now find a word in the right column that has  
 almost the same meaning but is used differently  
 in sentences."  
 "Say the word."

bad	certainly
certain	badly
most	slowly
slow	mostly
friend	kindly
kind	friendly

XIII. Skill: Contractions

Directions: "Read the first word."  
 "What two words were put together to make this word?"  
 "Read the second . . . etc."

didn't    wasn't    I'm    you'll    I'd    he's    I've

### Second Reader Level

I. Skill: Double consonants.

Direction: "Read the first word."  
 "Which two letters are the same?"  
 "What sound do they make?"  
 "Read the second . . . etc."

call	cannon	fiddle
bottle	beggar	hammer
berry	robber	happy
class	cuff	

II. Skill: Hard and soft sounds, *c* and *g*.  
 Directions: "Read the first word in the left column."  
 "What sound does the letter *c* make?"  
 "Say the sound."  
 "Find the word \_\_\_\_\_ in the right column."  
 "Say the word."  
 "What sound does the letter *c* make in  
 this word?"  
 "Say the sound."  
 (Same directions for hard and soft sounds of *g*.)

come	city
doctor	recipe
go	gentleman
bag	cage

III. Skill: Vowel digraphs.  
 Directions: "Read this word."  
 "What sound does this part make?"  
 (Teacher points to digraph.)  
 "Read this . . . etc."

train	boat	street	fruit
pie	receive	took	spoon
bead	bread		

IV. Skill: Diphthongs  
 Directions: "Read this word."  
 "What sound does this word make?"  
 (Teacher points to diphthong.)  
 "Read this . . . etc."

boil            toy            out  
 powder

V. Skill: Silent *e*  
 Directions: "Read the following pairs of words."

fat	fate	sit	site	hat	hate
man	mane	bath	bathe	cub	cube
mad	made	bit	bite		
Sam	same	cap	cape		

"Why do the two words sound different?"

VI. Skill: Sounds of vowels followed by *r*, *l*, and *w*.  
 Directions: "Look at the nonsense words below."  
 "Read each word carefully."

lar    ters    sirm    worp    durc    palt    faw

VII. Dropping final *e*

Directions: Pupil uses pencil and paper.  
 "Look at this word. What does it say?  
 Can you write it a different way to say \_\_\_\_\_?"  
 (e.g. coming)  
 "Pronounce both words."  
 "Look at this word . . . etc."

come	become	prepare
bake	compare	improve

## VIII. Skill: Doubling final consonant.

Directions: Pupil uses paper and pencil.

“Look at this word. What does it say?”

“Can you write it a different way to say\_\_\_\_\_?”

(e.g. hopped or hopping.)

“Pronounce both words.”

“Look at this word . . . etc.”

hop	dip	grab	hum	rap
run	get	hug	knit	rot
rub	slam	slap	swim	

IX. Skill: Prefixes, *un* and *re*

Directions: Read these nonsense words.

unhad	rebest	remost	unthey
unday	resky	unsun	reelock

X. Skill: Suffixes *er, est, ful, y, less, ness*.  
 Directions: "Read these nonsense words."

keyness	lardy	matest	wagful
getless	lookest	worky	insecter
moonest	owler	oveny	mewful

XI. Skill: Syllabication, *a, be, and un*.  
 Directions: "Read the first word."  
 "How many syllables are there?"  
 "Read the second . . . etc."

apart	beneath	aloud
between	about	beside
unearth	unseat	unkind

### Third Reader Level

#### I. Skill: Silent Consonants

Direction: "Read the first word."  
 "What letter or letters (is, are) silent?"  
 "Read the second . . . etc."

know	caught	wrong	answer
could	listen	climb	doorknob
eight	honor	island	wrap

#### II. Skill: Consonant blend substitution.

Directions: Pronounce the sound at the top of the first row.  
 Use this sound at the beginning of each of the words below to change the word. Pronounce the original word before you change it.  
 Pronounce the sound . . . etc.

<i>Bl</i>	<i>Dr</i>	<i>Str</i>
sand	sum	map
mess	bag	paw
find	less	seam
dot	mop	dip
cue	lift	nut

III. Skill: Consonant digraph substitution.

Directions: "Pronounce the sound at the top of the first row." "Use this sound at the beginning of each of the words below to change the word. Pronounce the original word before you change it."  
"Pronounce the sound . . . etc."

<i>ch</i>	<i>sh</i>	<i>wh</i>	<i>th</i>	<i>th</i>
sat	made	tip	sink	hem
peck	meet	meat	tank	pat
pair	lip	heel	few	men
top	top	pale	dirty	
burn	but	girl	worn	

IV. Skill: Inflectional changes, *y* to *i* with *est*, *d* to *t*, *f* to *v*, *y* to *ily*.

Directions: Pupil uses paper and pencil.  
"Look at this word. What does it say?"  
"Can you write it a different way to say \_\_\_\_\_?"  
(e.g. dirtiest)  
"Pronounce both words."  
"Look at this word . . . etc."

dirty	build	happy
busy	calf	knife

V. Skill: Syllabication.

Direction: "Look at the words below.  
Read each word carefully."

unbearable	considerate	flamboyance
gladiator	insolation	laboratory
magnanimous	nebulous	pictograph

### Third Reader Level and Above

I. Skill: Recognizing prefixes.

Directions: "Look at the nonsense words below.  
Read each word as well as you can."

rejump	discry	ineup	predog	conmat
enpen	unsink	combob	profire	debat

**II. Skill:** Recognizing suffixes.

**Directions:** "Look at the nonsense words below.  
Read each word as well as you can."

ballness

charest

topment

madful

waterly

kidant

birdance

brooming

fishous

Teacher Notes:



SECTION III  
Temporary Grouping

Grouping practices are not abandoned in an individualized reading program. This is neither practical or possible in the public school. Indeed, there are times when the teacher may wish to work with the *entire class* in the presentation of a new aspect of word analysis. The teacher must realize, however, that *not all pupils will grasp* the concept involved *at first exposure*. Through careful diagnosis and planning the teacher will provide for reteaching as pupils are grouped temporarily on the basis of common need and/or individually instructed.

Organization

Early in the school year the teacher will need to develop an overall plan that will insure thorough coverage of the aspects of phonetic and structural analysis needed by pupils. A chart may be developed for this purpose.

Sample Check Sheet (Overall Plan for Teacher)

Skill Development	Date Presented
B	
C	
L	
S	
F	
H	
M	
R	
T	
(etc.)	

Sample Check Sheet

hat, cat, fat
hit, bit, sit
pet, let, met
hot, not, got
up, cup, pup
(etc.)
s – verbs
s – nouns
(etc.)

### *Need for Flexibility*

Flexibility is a key word in temporary grouping. A small group of pupils may show a common need for a short period, but variation of need will become apparent very soon. The teacher will need to evaluate carefully as groups work together, so that individuals who have achieved a particular level of skill may be released from group activity or placed with others having like need.

### *Planning for Temporary Grouping*

Planning for temporary grouping will require preparation time on the part of the teacher. From a study of conference records the teacher will note pupils having similar difficulties. For these pupils, then, a plan must be devised for skill development. This may include chalkboard, discussion, and paper and pencil activities as found in the first section of this guide.

### *The Time Element*

The teacher may rightfully question, "How do I get all this accomplished in that portion of the day allotted for reading?"

The pressures of time are familiar to all who teach. It is helpful to keep in mind, however, that a five minute activity which is appropriate to pupil needs may be more beneficial than a much longer one which may stretch beyond his attention span.

The following suggestions may prove helpful in managing the time element. They have been used successfully by skilled teachers of individualized reading.

1. It is not necessary to hold an individual conference with all pupils each day. (*Remember: the conference serves to diagnose and evaluate progress.*)
2. The individual conference can be accomplished in a *five* minute period. (Teachers will need to work toward accomplishing this, but it can be done.)
3. The teacher can list names on the chalkboard.

#### *c.g. Conferences today*

Mary  
John  
Susie

#### *Group meeting*

Joe  
Barbara  
Bill  
Jerry

(Pupils move to a designated area when teacher calls them.)

4. Pupils who have finished material and are ready for a conference may add their names to the list.
5. All pupils who are scheduled for conferences may bring their materials to a reading table and work there while the teacher conferences with one at a time.
6. Pupils must be trained for independence. Valuable teaching time is lost by the interruption of the child who says, "What shall I do now?" Independence is encouraged when the learning environment is rich in learning centers and includes a wide variety of self-checking activities. Also, the teacher has the responsibility of stating instructions clearly and telling pupils what is expected of them.
7. Advanced readers can be used as student helpers to *tell* unknown words. Parent volunteers and cross age tutors can be helpful in this way, also.



**SECTION IV**  
Evaluation

In the preceding sections, diagnosis and temporary grouping for skill development were discussed. Implicit in these discussions was the need for continuous evaluation. In the day by day classroom activities, the teacher will make numerous judgements concerning pupil progress. Sudden insights will be noted as pupils begin to apply their knowledge of regularities in patterns of English to the attack of new words in reading and writing.

The teacher must also evaluate progress periodically in order to plan appropriate activities for succeeding levels of difficulty. The materials included in this section are designed to *sample* acquired behaviors to each sequential level of phonetic and structural analysis as outlined on the chart at the beginning of section I. They are not presented as *teaching devices* although teachers may find them helpful sources in the selection of vocabulary for planning daily exercises for skill development.

Sequence of Evaluation Activities

Reading Level	Skill Development	Page
Readiness	1. Auditory Discrimination	
	2. Visual Discrimination	
Beginning Reading	Letter Forms . . . . .	95
	3. Visual Discrimination	
Pre-primers	Word Forms . . . . .	96
	4. Auditory-visual Discrimination	
Primers	Initial Consonants . . . . .	97
	Initial Consonant Digraphs . . . . .	98
	Rhyming Words . . . . .	99
	5. Structural Analysis	
	Inflectional Forms . . . . .	100
	Noun Plurals . . . . .	101
	6. Auditory-visual Discrimination	
	Final Consonants . . . . .	102
	7. Structural Analysis	
	Inflectional Forms . . . . .	103
First Reader	Compound Words . . . . .	104
	8. Auditory-visual Discrimination	
	Final Consonant Digraphs . . . . .	105
	Initial Consonant Substitution . . . . .	106
	Final Consonant Substitution . . . . .	107
	Initial Consonant Blends . . . . .	108
	Final Consonant Blends . . . . .	109
	Short and Long Vowels . . . . .	110-111
	Y as a Vowel . . . . .	112
	9. Structural Analysis	
	Inflectional Changes . . . . .	113
	Possessives . . . . .	114
Suffix: <i>ly</i> . . . . .	115	
Contractions . . . . .	116	

**SECTION IV**

Second Reader	10. Auditory-visual Discrimination	
	Double Consonants	117
	Hard and Soft <i>c</i>	118
	Hard and Soft <i>g</i>	119
	Vowel Digraphs	120
	Vowel Diphthongs	121-122
	Silent <i>e</i>	123
	Vowel, Consonant Combinations	124
	11. Structural Analysis	
	Dropping Final <i>e</i>	125
Prefixes: <i>un, re</i>	126	
Suffixes	127-128	
Syllabication	129	
Third Reader	12. Auditory-visual Discrimination	
	Silent Consonants	130
	Consonant Blend Substitution	131
	Consonant Digraph Substitution	132
	13. Structural Analysis	
Inflectional Changes	133	
Syllabication	134	
Third Reader and Above	14. Structural Analysis	
	Prefixes	135
	Suffixes	136

## 2. Matching Letters

Directions: Draw a line between the two letters that are alike in each box.

Name \_\_\_\_\_

<p>O                      x</p> <p>X                      o</p> <p>A                      a</p>	<p>C                      m</p> <p>M                      g</p> <p>G                      c</p>
<p>N                      n</p> <p>B                      f</p> <p>F                      b</p>	<p>T                      d</p> <p>R                      r</p> <p>D                      t</p>

## 3. Matching Words

Directions: Draw a line between the two words that are alike in each box.

Name \_\_\_\_\_

<p>See      come          And      see          Come      and</p>	<p>Go      ride          Ride      look          Look      go</p>
<p>One      one          Red      red          The      the</p>	<p>Two      can          Blue      blue          Can      two</p>

## 4. Initial Consonants

Directions: Find the two words that begin with the same sound in each box. Put a cross on the word that begins with a different sound.

Name \_\_\_\_\_

ball baby go	fun see fast	look run ride
name no and	play down dinner	little look what
down come can	surprise house see	mother me work
want will you	for to top	yes red yellow

## 4. Initial Consonant Digraphs

Directions: In each box circle all the words that begin with the same sound as the word at the top.

Name \_\_\_\_\_

chicken

come

can

choose

chair

children

what

why

me

where

when

what

this

fun

the

there

to

this

she

shall

come

shoe

see

show

thing

thank

mother

theater

take

talk

thief

chocolate

come

chip

can

chin

church

color

shirt

shower

spot

she

sun

shop

shell

whip

will

whisper

what

why

walk

want

## 4. Rhyming Words

Directions: Find the two words that rhyme in each box. Put a cross on the word that does not rhyme.

Name \_\_\_\_\_

ball call <del>see</del>	to fun run	look see book
me ride side	go help no	he me pony
may come say	man can house	down mother town
top will bill	game name yellow	red work bed

5. Inflectional Forms *s* and *ing*

Directions: In the sentences below, write in the missing word from the list of words at the right. Add the *s* or *ing* ending if either is needed to make sense.

Name \_\_\_\_\_

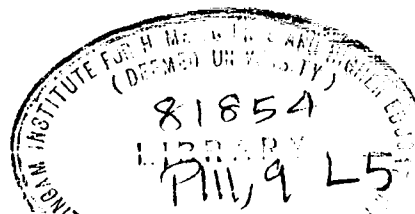
1. Will you _____ with me?	jump
2. She is _____ breakfast.	cook
3. John _____ at the puppy.	laugh
4. I can _____ to the store.	run
5. The baby _____ with the ball.	play
6. Susan is _____ to Bill.	call
7. _____ at the airplane .	look
8. John _____ a new boat.	want

## 5. Noun Plurals

Directions: In the sentences below, write in the missing words from the list of words at the right. Add the s ending if it is needed to make sense.

Name \_\_\_\_\_

1. Here are three_____.	boat
2. This_____is for me.	car
3. The_____is big.	truck
4. See the two big_____.	truck
5. The_____are playing.	dog
6. I have three baby_____.	kitten
7. The_____is here.	boy
8. The_____are not here.	girl



## 6. Final Consonants

Directions: Find the two words that end with the same sound in each box. Put a cross on the word that ends with a different sound.

Name \_\_\_\_\_

bat see coat	sum am put	tab crab car
did wood come	big work rag	some ball will
sun little ran	pop stop baby	for star look
miss kiss cake		

## 7. Inflectional Forms

*es, d, ed*

Directions: In the sentences below, write the missing words from the list at the right. Add *d* or *ed* if needed to make sense.

Name \_\_\_\_\_

1. When John saw the car, he _____ it.	like
2. Last year he _____ here.	live
3. Please _____ your shoes.	tie
4. _____ for me.	wait
5. Yesterday I _____ to school.	walk
6. Last night she _____ for me.	look

## Directions:

In the sentences below, write the missing words from the list at the right. Add *es* if needed to make sense.

1. The fisherman _____ fish.	catch
2. The car will _____ into the wall.	crash
3. Sue _____ to school.	go
4. I _____ I had a toy.	wish

7. Compound Words

Directions: Draw a circle around the compound words that make sense.

Name \_\_\_\_\_

---

---

playhouse

downthing

cowpone

airplane

something

cowboy

pancake

gothing

snowman

postman

panwhere

airthing

doghouse

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8. Final Consonant  
Digraphs

Directions: In each box circle all the words that end with the same sound as the word at the top.

Name \_\_\_\_\_

which

ride

watch

cannot

witch

dress

wish

crash

fish

comes

dish

must

black

look

back

come

tack

sack

with

worth

baby

with

Beth

how

mash

sat

lorush

bake

sash

squash

lack

kick

click

take

soft

stick

sandwich

switch

stitch

list

pitch

try

sixth

seventh

cloud

booth

cloth

let

8. Initial Consonant  
Substitution

Directions: Make two new words in each box by changing the beginning consonant of the word that you see.

Name \_\_\_\_\_

bat	tan	did
cat		
car	bed	rug

8. Final Consonant  
Substitution

Directions: Make two new words in each box by changing the ending consonant of the word you see.

Name \_\_\_\_\_

bat	bed
bag	
bus	bit

8. Initial Consonant Blends

Directions: In each box write two words that begin with the blend which you see at the top. You will find matching blends at the bottom of the page.

Name \_\_\_\_\_

bl	cr	fl
-----	-----	-----
-----	-----	-----
gr	pr	dr
-----	-----	-----
-----	-----	-----
st	tr	Spr
-----	-----	-----
-----	-----	-----

fly	drop	stay	train	ground
grind	pretty	cry	flag	track
crack	blue	spring	pray	
story	spray	dry	black	

8. Final Consonant Blends

Directions: In each box, write two words that end with the same blend that you see at the top. You will find matching sounds in words at the bottom of the page.

Name \_\_\_\_\_

nd	ld	st
and		
nk	pt	

old	fast	fold	kept	tank
bank	and	sand	list	slept

## 8. Short Vowels

Directions: From the list at the right, copy all the words having the short *a* sound in them.


cat

hit

bid

an

red

top

rust

had

stick

bend

rod

back

wind

kept

up

and

pin

met

pen

stop

must

Directions: From the list at the right, copy all the words having the short *e* sound in them.


Directions: From the list at the right, copy all the words having the short *i* sound in them.


Directions: From the list at the right, copy all the words having the short *o* sound in them.

--	--	--

Directions: From the list at the right, copy all the words having the short *u* sound in them.

--	--	--

## 8. Long Vowels

Directions: From the list at the right, copy all the words having the long *a* sound in them.


cake

these

ate

he

came

drive

rope

be

wade

hide

prize

cute

no

most

music

tube

glue

name

due

June

base

Directions: From the list at the right, copy all the words having the long *e* sound in them.

--	--	--

Directions: From the list at the right, copy all the words having the long *i* sound in them.

--	--	--

Directions: From the list at the right, copy all the words having the long *o* sound in them.

--	--	--

Directions: From the list at the right, copy all the words having the long *u* sound in them.


## 8. Y Functioning

As a Vowel

Directions: From the list at the bottom of the page, copy all the words in which the letter y has the long i sound.

Name \_\_\_\_\_


Directions: From the list at the bottom of the page, copy all the words in which the letter y has the long e sound.


try          funny          pretty          fly          many

baby          cry          buy          bunny          party

sky          story          Mary          city          my

## 9. Inflectional Changes,

Y to i

Directions: Copy the words below, changing each word to mean more than one (plural).

Name \_\_\_\_\_

1. baby\_\_\_\_\_babies\_\_\_\_\_2. city\_\_\_\_\_

\_\_\_\_\_

3. party\_\_\_\_\_

\_\_\_\_\_

4. puppy\_\_\_\_\_

\_\_\_\_\_

5. pony\_\_\_\_\_

\_\_\_\_\_

6. daisy\_\_\_\_\_

\_\_\_\_\_

7. enemy\_\_\_\_\_

\_\_\_\_\_

8. lady\_\_\_\_\_

\_\_\_\_\_

9. penny\_\_\_\_\_

\_\_\_\_\_

10. story\_\_\_\_\_

\_\_\_\_\_

9. Possessive Forms  
of Nouns

Directions: In the sentences below, write in the missing words from the list of words at the right. Add 's if, it is needed.

Name \_\_\_\_\_

1. _____ toys are new.	John
2. See _____ new dress.	Mary
3. He is a new _____.	boy
4. This is my _____ house.	dog
5. The _____ is red.	car
6. This is _____ ball.	Sue
7. My _____ fur is soft	kitten

9. Suffix *ly*

**Directions:** Look at each word in the list below. Read it to yourself. Will the word make sense if you add the ending *ly* to it? If you think it will make sense, add the ending *ly* to the word.

Name \_\_\_\_\_

1. most
2. rich
3. coach
4. bright
5. goat
6. broad
7. fresh
8. hat
9. loud
10. neat

## 9. Contractions

Directions: Write each of the two words listed below as a contraction.

Name \_\_\_\_\_

---

---

1. did not \_\_\_\_\_
2. can not \_\_\_\_\_
3. has not \_\_\_\_\_
4. I will \_\_\_\_\_
5. He will \_\_\_\_\_
6. she will \_\_\_\_\_
7. could not \_\_\_\_\_
8. is not \_\_\_\_\_
9. was not \_\_\_\_\_
10. had not \_\_\_\_\_
11. have not \_\_\_\_\_
12. will not \_\_\_\_\_

## 10. Double Consonants

Directions: From the list at the right, copy all the words having double consonants in them which make one sound. Draw a line under the double consonant in each word.

Name \_\_\_\_\_

<u>r</u> abbit		rabbit
		happy
		raccoon
		found
		basket
		daddy
		pancake
		ball
		Maggie
		announce
		hammer
		Miss
		hurry
		<b>molasses</b>
		garden
		postman
		kitten
		cream

10. Hard and Soft c

Directions: Look at the list of words at the right. Now look at the word *come* at the top of the column at the left. Under the word *come*, copy all the words that begin with the same sound. Look at the word *circle* at the top of the middle column. Under the word *circle*, copy all the words that begin with the same sound.

Name \_\_\_\_\_

come	circle	
		ceiling
		can
		cider
		cake
		cement
		cone
		cellar
		care
		car
		city
		curl
		cinder
		cut
		cool
		cereal
		center

10. Hard and Soft *g*

Directions: Look at the list of words at the right of the page. Now, look at the word *good* at the top of the column on the left. Under the word *good*, copy all the words that begin with the same sound. Look at the word *giraffe* at the top of the middle column. Under the word *giraffe*, copy all the words that begin with the same sound.

Name \_\_\_\_\_

good	giraffe	
		game
		ginger
		garden
		go
		Gypsy
		gave
		giant
		get
		geometry
		girl
		geography

## 10. Vowel Digraphs

Directions: Circle the vowel pairs in the words in each box which are the same as the pair at the top.

Name \_\_\_\_\_

ai	ea	ee	oa	ui
stain	read	place	running	fruit
rain	come	seem	boat	shoe
same	seam	bee	seven	suit
paid	baby	tree	coat	take
cape	soon	pop	road	juice
pain	treat	see	roam	under

ay	ow	ie	ei	
store	throw	beg	neighbor	
play	crow	pie	receive	
say	pull	piece	gift	
tell	tow	fifty	weigh	
may	hose	field	ceiling	
day	blow	bridge	mind	

10. Vowel Diphthongs  
*oi* and *oy*

Directions: Look at the sentences below. Underline all the words having the vowel diphthong *oi* in them.

Name \_\_\_\_\_

---

1. The point on his pencil is very sharp.
  2. First, you must boil water.
  3. Will you join the club?
  4. Please make less noise.
  5. He needs to change the oil in his car.
- 

Directions: Look at the sentences below. Underline all the words having the vowel diphthong *oy* in them.

---

1. The boy is going to school.
  2. He wanted toys for Christmas.
  3. The class sang "Joy to the World".
  4. One of the boys in our class is named Roy.
-

## 10. Vowel Diphthongs

*ou* and *ow*

Directions: Look at the sentences below. Underline all the words having the vowel diphthong *ou* in them.

Name \_\_\_\_\_

---

1. A mouse is in the house.
  2. They found the treasure.
  3. There isn't a cloud in the sky.
  4. The ground is wet with rain.
  5. The mountains are covered with snow.
  6. He was proud of his work.
- 

Directions: Look at the sentences below. Underline all the words having the vowel diphthong *ow* in them.

---

1. The leaves are turning brown.
  2. We saw a funny clown at the circus.
  3. This is our town.
  4. Do your work now.
  5. The cow is in the barn.
-

**10. Silent e rule**

**Directions:** Draw a circle around all the words you can find in the sentences below which have a long vowel sound and a silent e at the end.

Name \_\_\_\_\_

---

---

1. Joe went home late one afternoon.
2. John came to see his friend Mike.
3. The mule slowly went up the mountain.
4. Please open the gate.
5. The birthday cake had nine candles on it.
6. George is learning to drive the car.
7. His name is Steve.
8. Sue won the prize.

10. Vowel Followed  
by *r*, *l*, or *w*

Directions: From the list at the right, copy all the words having a vowel followed by *r*.


wire  
pure  
saw  
ball  
fare  
dirt  
bar  
her

Directions: From the list at the right, copy all the words having a vowel followed by *l*.


for  
fur  
here  
call  
shawl  
stew  
always  
crew

Directions: From the list at the right, copy all the words having a vowel followed by *w*.


straw  
bell  
bawl  
bull  
threw  
color  
full  
palace

## 11. Inflectional

Changes, Dropping

Final e Doubling

Final Consonant

Directions: Copy the words below, changing each word to include the *ing ending*.

Name \_\_\_\_\_

1. come    coming1. run    running2. make    \_\_\_\_\_2. swim    \_\_\_\_\_3. give    \_\_\_\_\_3. trot    \_\_\_\_\_4. hide    \_\_\_\_\_4. put    \_\_\_\_\_5. live    \_\_\_\_\_5. hit    \_\_\_\_\_6. bite    \_\_\_\_\_6. beg    \_\_\_\_\_7. dine    \_\_\_\_\_7. blot    \_\_\_\_\_8. rate    \_\_\_\_\_8. clap    \_\_\_\_\_9. vote    \_\_\_\_\_9. drip    \_\_\_\_\_

11. Prefixes *un* and *re*

Directions: Draw a circle around the prefixes in each of the words below.

Name \_\_\_\_\_

---

rebuild

unfriendly

reentry

unfit

unhappy

refund

remake

refill

retreat

redo

unfair

return

Directions: Add the prefixes *un* or *re* to the words below to make new words. You must choose one of the two prefixes which will form a new word that makes sense.

---

\_\_\_\_\_ fill

\_\_\_\_\_ turn

\_\_\_\_\_ happy

\_\_\_\_\_ fair

\_\_\_\_\_ friendly

\_\_\_\_\_ treat

\_\_\_\_\_ fund

\_\_\_\_\_ build

11. Suffixes *er*, *est*, and *y*

Directions: In each box write words from the list at the right that contain the same ending as the word at the top.

Name \_\_\_\_\_

taller	tallest	sleepy	richer oldest brightest dirty older smallest creamy flowery smaller richest lucky brighter

Directions: Change each of the words below so that they tell what a person does.

1. farm
2. sleep
3. teach
4. learn
5. play

farmer  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. Suffixes *ful*, *less*,  
and *ness*

Directions: Draw a circle around each of the suffixes in the words below.

Name \_\_\_\_\_

harmless

odorless

homeless

harmful

playful

beautiful

sadness

kindness

goodness

Directions: Add the suffixes *ful*, *less*, or *ness* to the words below to form new words. You must choose one of the three suffixes which will form a new word that makes sense.

play\_\_\_\_\_

odor\_\_\_\_\_

sad\_\_\_\_\_

harm\_\_\_\_\_

kind\_\_\_\_\_

power\_\_\_\_\_

good\_\_\_\_\_

home\_\_\_\_\_

peace\_\_\_\_\_

## 11. Syllabication

Directions: Divide the words below into syllables as shown in the sample.

Name \_\_\_\_\_

---

Sample: a/bout

---

promote

medal

beyond

unlike

amount

behave

uneven

boiling

belong

super

fellow

unfasten

uncover

afraid

cabbage

paper

uncertain

between

## 12. Silent Consonants

Directions: Draw a circle around the silent consonants in the words below.

Name \_\_\_\_\_

know	write	wrap
night	fight	wreck
calf	knee	bright
sight	knife	wreath
climb	sight	right
wrong	knot	wrote

12. Substituting  
Consonant Blends

Directions: Make two new words in each box by changing the beginning blend of the word that you see.

Name \_\_\_\_\_

fry	clay	snap	slip

bring	flight	string	spot

12. Substituting  
Initial Consonant  
Digraphs

Directions: In the boxes below, complete each word by selecting the consonant digraph that makes sense.

Name \_\_\_\_\_



wh _____ ip th	sh _____ at th
th _____ ich wh	sh _____ ere wh
ch _____ air sh	th _____ ow sh
wh _____ en ch	th _____ est ch

## 13. Inflectional Changes

Y to i with *est*, *d* to *t*,*f* to *v*, and *y* to *ily*

Directions: Complete the sentences below. Choose the correct word from the box at the right.

Name \_\_\_\_\_

<p>1. The men will _____ a house.</p> <p>Last year they _____ a store.</p>	<p>build built</p>
<p>2. John _____ ten cents at the store.</p> <p>Sue will _____ her money.</p>	<p>spend spent</p>
<p>3. Here is one _____ </p> <p>Here are two _____ </p>	<p>half halves</p>
<p>4. This _____ is sharp.</p> <p>These _____ are dull.</p>	<p>knife knives</p>
<p>5. The man is _____.</p> <p>These people are the _____.</p>	<p>busy busiest</p>
<p>6. The cat is _____.</p> <p>The cowbird is the _____ of all.</p>	<p>lazy laziest</p>

## 13. Syllabication

Directions: Divide the words below into syllables as shown in the sample.

Name \_\_\_\_\_

Sample: sig / nal

baby

return

because

until

beaver

about

birthday

butter

corner

happened

surprise

neighbors

grandfather

sprinkler

policeman

together

## 14. Prefixes

Directions: Draw a circle around the prefixes in each of the words below.

Name \_\_\_\_\_

explode      express      expand      experiment

undo      uneven      unfair      unfit

substance      substitute      subject      submerge

Directions: Add the prefixes *ex*, *un*, or *sub* to the words below to form new words. You must choose one of the three prefixes which will form a new word that makes sense.

\_\_\_\_\_port      \_\_\_\_\_happy      \_\_\_\_\_change

\_\_\_\_\_fold      \_\_\_\_\_act      \_\_\_\_\_orbital

\_\_\_\_\_known      \_\_\_\_\_marine      \_\_\_\_\_friendly

## 14. Suffixes

Directions: Draw a circle around the suffixes in each of the words below.

Name \_\_\_\_\_

---

---

apartment

valuable

reasonable

basement

difference

direction

postage

million

dangerous

important

settlement

payment

attention

champion

government



## GLOSSARY

Consonant blend	-Two or three consonants following one another in succession. When pronounced, the sounds are “blended”. Occurs in the initial and final positions of words. e.g. black, stripe, – and.
Closed syllable	-Syllable beginning and ending with a consonant. e.g. con.
Compound word	-Two words combined to form a new word. e.g. doghouse.
Contraction	-Word derived from two words, one or more letters deleted from one of them. e.g. can’t, he’ll.
Consonant digraph	-Two consonants combined to produce one sound. e.g. ch, sh, th, wh, ck.
Diphthong	-Gliding speech sound formed by combining two vowels or a vowel followed by w or y. e.g. oi, oy, ou, ow (as found and cow)
Hard and soft sounds of c and g	-Dual pronunciation for each of these letters: e.g. Hard c and g – cat, go; Soft c and g – cell, general.
Inflectional change	-Alteration in forms of words to distinguish tense, case, mood, number, gender, or voice. e.g. (tense) jump, jumped (case) Frank, Frank’s (mood) I was, if I were (number) berry, berries (Gender) steward, stewardess (voice) they eat, they are eaten.
Long vowel	-The five vowel sounds which are the same as the letters they represent. e.g. ate, even, fine, no, use.
Open syllable	-Syllable beginning or ending with a vowel. e.g. ous (dangerous) cri (crisis)
Phonetic analysis	-Discrimination of sounds represented by letter symbols in words – aid to word recognition.
Prefix	-A sequence of letters added to the beginning of a word to produce a derivative or inflectional form of a word. e.g. prepare, preoccupy.
Root word	-The simplest form of a word to which additions may be made. e.g. pig, piggy, pigment, pigmentation. fine, refine, finest, refinery, refinement.
Short vowel	-Five vowel sounds, as in: e.g. at, end, it, top, cup.
Sight vocabulary	-Known words in reading, recalled on basis of visual clues.
Silent consonant	-Consonants not audible when pronounced in words. e.g. knot, write, right.
Stress	-Relative loudness of a syllable or a word. e.g. record, White House
Suffix	-A sequence of letters added to the end of a word to produce a derivative or inflectional form of a word. word. e.g. attention, familiarize.
Verb variant	-See inflectional change.
Visual perception	-Mental image derived from the sense of sight.
Vowel digraph	-Two vowels or vowel followed by w, combined to produce a single sound. e.g. food, wood, cause, few, head, receive, friend.

## INDEX

- Compound words: defined, 26;  
exercises, 26; diagnosis, 74;  
evaluation, 104
- Consonant blends: exercises, 29;  
diagnosis, 76, 77;  
evaluation, 108, 109
- Consonant blend substitution:  
exercises, 57; diagnosis, 87;  
evaluation, 131
- Consonant digraphs, final:  
exercises, 27; diagnosis, 75;  
evaluation, 105
- Consonant digraphs, initial:  
exercises, 18; diagnosis, 72;  
evaluation, 98
- Consonant digraph substitution:  
exercises, 58; diagnosis, 88;  
evaluation, 132
- Consonants, final: exercises, 24;  
diagnosis, 73; evaluation, 102
- Consonants, initial: exercises,  
auditory, 9; exercises, auditory  
visual, 16; diagnosis, 71;  
evaluation, 97
- Consonant substitution, final and  
initial: exercises, 28;  
diagnosis, 75; evaluation, 106, 107
- Contractions: exercises, 39;  
diagnosis, 81; evaluation, 116
- Diagnosis: Significance of grade  
placement, 67; How to begin, 67
- Double consonants: exercises, 40  
diagnosis, 81; evaluation, 117
- Doubling final consonants:  
exercises, 50; diagnosis, 85;  
evaluation, 125
- Dropping final *e*: exercises, 50;  
diagnosis, 84; evaluation, 125
- Hard and soft *c* and *g*: exercises, 42;  
diagnosis, 82; evaluation, 118, 119
- Inflectional changes—dropping final *e*,  
doubling final consonants—  
exercises, 50; diagnosis, 85;  
evaluation, 125
- Inflectional changes—*y* to *ies*, *ied*:  
exercises, 35; diagnosis, 79;  
evaluation, 113
- Inflectional changes—*y* to *i* with  
*est*, etc.: exercises, 59;  
diagnosis, 88; evaluation, 133
- Inflectional forms—*s* and *ing*:  
exercises, 21, 23; diagnosis, 73;  
evaluation, 100, 101
- Inflectional forms—*es*, *d*, and *ed*:  
exercises, 25; diagnosis, 74;  
evaluation, 103
- Letter forms: exercises, 13;  
diagnosis, 71; evaluation, 95
- Long vowels, see *Vowels, long*
- Possessives: exercises, 37;  
diagnosis, 80; evaluation, 114
- Prefixes: defined, 64;  
exercises, 52, 64; diagnosis, 85,  
89; evaluation, 126, 135
- Record keeping, 69; pupil's  
record, 70; teacher's record,  
70
- Rhyming words: exercises, auditory,  
11; exercises, auditory-visual,  
19; diagnosis, 72; evaluation, 99
- Short vowels, see *Vowels, short*
- Silent consonants: exercises, 56;  
diagnosis, 87; evaluation, 130
- Suffixes: defined, 64;  
exercises, 38, 53, 64;  
diagnosis, 80, 86, 90;  
evaluation, 115, 127, 128, 136
- Syllable: defined, 54; closed, 61;  
open, 61; stressed, 62;  
unstressed, 62
- Syllabication: exercises, 54, 60;  
diagnosis, 86, 89;  
evaluation, 129, 134;  
generalizations, 60-62
- Temporary grouping: need for  
flexibility, 92; organization, 91;  
planning, 92

- Vowel digraphs: exercises, 43;  
diagnosis, 82; evaluation, 120;  
generalization, 43
- Vowel diphthongs: exercises, 46;  
diagnosis, 83; evaluation, 121, 122
- Vowels followed by *l*, *r* or *w*:  
exercises, 49; diagnosis, 84;  
evaluation, 124
- Vowels, long: defined, 32;  
exercises, 32; diagnosis, 78;  
evaluation, 111
- Vowels, short: defined, 30;  
exercises, 30; diagnosis, 78;  
evaluation, 110
- Word forms: exercises, 14;  
evaluation, 96
- Y functioning as a vowel:  
exercises, 33; diagnosis, 79;  
evaluation, 112; generalization, 33



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