

# Alpha-Phonics Video

By Samuel L. Blumenfeld

Hello, I'm Sam Blumenfeld, author of Alpha-Phonics. I've made this video to help you learn to read more easily with the Alpha-Phonics book. The book teaches you to read, and the video supplements the book. Therefore, you should always have the book open so that you can follow what is being taught on the video. The video covers all of the lessons in Alpha-Phonics, starting from the beginning, and it is recommended that you play the video up to and through the lesson you are working on. In other words, what you are watching on the video should be coordinated with how you progress through the book. Don't rewind the video at the end of the lesson you are working on. In this way, when you reinsert it, it will be at the next lesson. Thus, the video permits the student to work at his or her pace. If you need to review a previous lesson, simply rewind the tape to the desired lesson.

So let us begin. There are three simple steps in learning to read. The first step is to learn the alphabet, the 26 symbols that stand for the sounds of our language. I'm sure that most of you already know the alphabet. But in case you're not too well acquainted with the letters, here they are in their proper order as they appear in the Alpha-Phonics book on page 160. For the video, I've arranged the letters in a rhyming pattern so that they can be learned as a poem or a song. First we view the letters in their capital forms:

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

Sounds like a poem, doesn't it. That makes it easy to learn. And now here are the letters in their lower case forms:

a b c d  
e f g  
h i j k  
l m n o p  
q r s  
t u v  
w  
x y z

Notice that on pages 161 through 168 are alphabet exercises to help the learner recognize the letters when they are not in their usual order. You may or may not need these exercises. But if you go through these exercises and find that you make no errors, then you know the alphabet well. If you make a lot of errors, you may want to do a little more practice. However, you will learn to recognize the letters more easily when you learn the sounds the letters stand for.

Indeed, the next step in learning to read is to learn the sounds that the letters stand for. What I mean is that our alphabet letters are symbols that stand for the sounds of our language. A symbol is something that stands for, represents, or suggests another thing. For example, a green traffic light is a symbol for "go"; a red traffic light is a symbol for "stop." A national flag symbolizes a country. A dove is a symbol for peace. Alphabet letters are symbols for language sounds. The letters stand for or represent sounds.

Believe it or not, our language has 44 different sounds. In other words, everything we say in English is composed of only 44 different, separate sounds, all of which you can say or utter in their separate or isolated forms. Take for example the word cat. On hearing it you may think you're hearing one sound. But actually cat is composed of three separate sounds: k - a - t. Cat. And each of the three letters represents each of the sounds. And note that the letters are arranged in the same order or sequence in which the word is spoken: k - a - t or c-a-t. The c stands for k, the a for a, and the t for tuh.

By the way, I said that our English language is composed of 44 separate sounds. But if you count our alphabet letters, you will find that there are only 26 of them. If our letters stand for sounds, why don't we have 44 of them instead of only 26? What happened is this. When the Romans conquered the British islands, they brought with them their own Latin alphabet of 25 letters, standing for the sounds of Latin. Since the British or

Anglo-Saxons had no alphabet of their own, they adopted the Latin alphabet and adapted it to their own language which had more sounds than Latin.

In order to make it work they found that they could use one letter to stand for more than one sound and use combinations of letters to stand for other sounds. For example, our letter "a" stands for at least four different sounds: long a as in apron or April; short a as in cat or bat; the ah sound as in car or father; and the aw sound as in ball or call. The way we learn which sound to make when we see the letter is to learn the letter sound in their different spelling families. If all of this sounds a little too complicated for you to understand at this time, you will understand it better as we go along.

And now we shall begin learning the sounds of our English alphabetic system. Turn to Lesson 1 on page 3 of your Alpha-Phonics book. In this lesson we learn that the letter "a" stands for the short a, the aaa sound. Say the sound after me: aaa. Repeat it to yourself.

Notice that on the left side of the page are five consonant letters: m, n, s, t, and x.

By the way, it should be pointed out at this time that our letters are divided into two groups: vowels and consonants. The vowels are: a, e, i, o, u, and sometimes y. All the rest are consonants. You will understand the basic difference between these two groups of letters as we learn the letter sounds.

The sound the letter "m" stands for is mmmm. If we take the aaa and blend it with the mmm, we get the word "am." Aaamm. When we blend separate sounds together, we get a smooth joining of the sounds.

The sound the letter "n" stands for is nnnn. If we take the aaa and blend it with nnnn, we get the word "an." Aaann.

The sound the letter "s" stands for is ssss. If we take the aaa and blend it with sss we get the word "as." Aaazzzz.

The sound the letter "t" stands for is tuh. If we take the aaa and blend it with tuh we get the word "at." Aaatuh.

The sound the letter "x" stands for is ksss. If we take the aaa and blend it with ksss, we get the word "ax."

So in this first lesson we have learned the sounds of the short a and five consonants which make up five two-letter words. You've used these words quite often.

I am as tall as she is.

Mom is at the store.

Dad has an ax.

Am, an, as at, and ax. To practice these words, learn to write them in cursive. Get a lined notebook for this purpose. You will find a cursive alphabet on page 158 of your Alpha-Phonics book. Writing is a very important part of learning to read and you will have no problem learning to read print and write in cursive. That was the way it was done when I was going to school. Also, learning to write by copying the words will help you learn to spell correctly. I can tell you that learning to spell correctly is very important. Some people may think that it isn't. However, the life of our former vice president, Dan Quayle, has been made miserable because he misspelled a word on television. If misspelling a word can be used to make fun of a vice president, then correct spelling must be important indeed.

In Lesson 2 on page 4, we take the letter s and put it in front of "am" and we get SSSSaaamm. That's a three-letter word, with three sounds: SSS aaaa mmm. When we blend those three sounds together smoothly, we get SSSaaamm.

Now take the letter m and put it in front of "an" and we get -- you guessed it -- man. Mmmaaann.

The letter h stands for hhh (huh) as at the beginning of such words as hat, hit, hot. If we put the h in front of "as" we get has, has, has.

Next, we take the s and put it in front of "at" and we get sssaaattt. If you separate the letter sounds in that word you get sss-aaa-tuh. But when you blend the sounds together in the order they are written, you get sat.

Now put the t in front of ax, and what do you get? Tax. T-a-x, tuh-aaa-xxx. Tax.

Do you now see how letters are used to write the words we speak? Letters stand for sounds.

Now in Lesson 3, on page 5, you will see that we are beginning to form spelling families with rhyming words: am Sam, an man, as has, at hat, ax tax. And now we can actually write two simple sentences using the words we already know:

Sam sat. Sam has an ax.

Notice a couple of things. First, the S in Sam is a capital letter because the first letter in proper names are always capitalized. Second, the first word in a sentence is also always capitalized. In addition, we use a period at the end of a sentence. A sentence is a complete thought, and the capital letter tells us where it begins, and the period tells us where it ends. We call the period punctuation.

In Lesson 4, on page 5, we learn the sound of the letter d, duh. If we add d, or duh, to aaa, we get aaadd. If we then put the d in front of ad, we get daaadd.

The letter w stands for wuh. If we put a w, or wuh, in front of ax, we get waaaxxx.

If we put d in front of an, we get Daaannn. Notice that when the word is a proper name we capitalize the first letter, in this case, capital D.

And now we have two more sentences that we can read:

Dan sat.

Dad has wax.

In Lesson five, on page 6, we see how rapidly our spelling families grow with each new letter sound that we learn. Ad, had, dad, sad, Tad, mad. Am, ham, dam, Sam. An, man, Dan, tan. As, has, was. Notice, I said wuz, not was. Why, because there is no such word as was. W-a-s is pronounced wuz. It's one of our irregular words. I'm sure you won't have any trouble saying wuz when you see w-a-s because was is not a word.

Note that we can also arrange these words according to their beginning sounds as in: ad, am, an, as, at, ax. Dad, dam, Dan. Had, ham, has, hat. Mad, man, Max. Sad, sat, Sam. Tad, tan, tax. Was, wax. Arranging words in this manner is arranging them in alphabetical order. That's how our dictionaries are arranged.

In Lesson 6, on page 7, you should be able to read the eleven sentences made up of the letters and words you've already learned. Take as much time as you need to sound out the words.

Dan has an ax.

Dan has ham.

Sam sat.

Has dad an ax? Notice the question mark at the end of this sentence which asks a question. Has dad an ax?

Dad has wax.

Dad was sad.

Max was mad.

Tad was tan.

Dan has ham.

Sam was mad.

Was Dan mad? Again, notice the question mark.

When you are writing these sentences, write them in cursive. Remember, writing is a very important part of learning to read.

In Lesson 7, on page 8, we learn that if you add a "d" to "an" you get the word "and." And if we put an "h" in front of "and" we get the word "hand." In this lesson, we also



learn the sound of the letter l, lllll. If we put the letter l in front of and, we get "land." Hand and land are four-letter words, each with four sounds in them. Separate the sounds in the words in order to sound them out. Then blend the sounds together smoothly so that they make the words as they are normally spoken.

You should be able to read the sentences with no trouble:

Dan and dad had land and sand.

Dan and Sam.

Max and Tad.

Tax and wax.

Land and sand.

In Lesson 8 we learn the sounds of consonant letters l, b, c, g, j, f, and n.

If we add l to aaa, we get Al. Note that Al is a proper name and so the A is capitalized.

B stands for buh, and if we put a buh in front of ad, an, and, and at, we get bad, ban, band, and bat.

C stands for cuh, and if we put a cuh in front of ab, ad, al, at, and an, we get cab, cad, Cal, cat, and can.

G stands for guh, and if we put guh in front of ab, ad, ag, al, and as, we get gab, gad, gag, gal, gas.

J stands for juh, and if we put juh in front of am, an, and ab, we get jam, Jan, and jab.

F stands for ffff, and if we put fff in front of fad, fan, fat, and Fab, we get fad, fan, fat, and Fab.

We already know the sound of l, lll. If we put lll in front of ab, ag, and ad, we get lab, lag, and lad.

We already know the sound of n, nnn. If we put nnn in front of ab, ag, and at, we get nab, nag, and Nat.

In Lesson 9, on page 11, we learn the sounds of p, t, r, v, w, y, and z. We've already learned the sounds of t and w, so in this lesson we are given more practice with them.

P stands for puh, and if we put puh in front of ad, al, am, and at, we get pad, pal, Pam, and pat. Incidentally, if we spell Pat with a capital P we get the name. Pat with a small p is the word pat, as in "He pat the cat."

We already know the sound of t. If we place the tuh in front of ab, ad, ag, an, ap, and ax we get tab, tad, tag, tan, tap, tax. When Tab and Tad are spelled with capital T's, we

are spelling names.

R stands for rrr, and if we put the rrr in front of ag, am, an, and ap, we get rag, ram, ran, and rap.

V stands for vuh, and if we place the vuh in front of al, an, and at, we get Val, van, and vat.

You already know w and should have no trouble reading wag, wax, and was.

Y stands for yuh, and if you put yuh in front of am and ap, you get yam and yap.

Z stands for zuh, and if you put zuh in front of ag, you get zag.

Thus, by the end of Lesson 9, you've learned the short a vowel sound, and the sounds of consonant letters b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, w, x, y, z.

In Lesson 10, pages 12 through 14, all of the letter sounds and words you've learned thus far are arranged in their spelling or rhyming families. Go through them all at your own pace, sounding out those words that you can't immediately recognize. And, of course, write as many of them as you can in your writing notebook. The more you write, the easier it will be to learn to read.

In Lesson 11, page 15, we see that "ck" stands for same sound as k -- kuh. And so we get ack, back, hack, Jack, lack, etc. Also, q-u stands for a blending of k and w -- kwuh, as in quack.

In Lesson 12 you will see that "a" all by itself is a word meaning one, as in a cat, a hat, a bat, a cap, a pan. Sometimes the a is pronounced uh, as in uh cat, uh map, etc.

Lesson 13 (page 16) is a review lesson with sentences composed of letters and words you've learned from Lesson 1 through Lesson 12. Read these sentences on your own, sounding out those words that are not immediately recognizable. Also, write these sentences in your notebook to give you practice in spelling.

Lesson 14, from pages 17 through 21, is designed to help you develop your ability to quickly recognize and read two- and three-letter combinations of consonants with the short a. Many of these combinations are words and many are what we call nonsense syllables. For example, af is not a word, but it will turn up as a syllable in the word after. Baf is not a word, but you will find it as a syllable in the word baffle. Daf is not a word, but it is the first syllable in the word daffodil. A syllable is a unit of speech with one vowel sound. It can have as many consonants as needed. A syllable is a unit of speech which may or may not have meaning.

Let's go down the first column: ab, ac, ack, ad, af, ag, al, am, an, ap, as, at, av, ax, az. Let's read down the column beginning with the letter m: mab, mac, mack, mad, maf, mag, mal, mam, man, map, mas, mat, mav, max, maz. Do the rest on your own at your

own pace. Remember, the purpose of these exercises is to make reading combinations of letters as easy and automatic as possible, so that you won't have to stop and try to figure them out.

In Lesson 15 (page 22) we take up the rest of the short vowels. The short vowel sounds are aaa, e, i, o, uh. Under each vowel is a column of words with that vowel in it. However, if we read across the page, you will be able to see and hear the contrasting sounds of these vowels as in: bad, bed, bid, bod, bud; bag, beg, big, bog, bug. Practice reading these words across the page and down the columns. You will learn so many new words in so short a period of time.

In Lesson 16 (page 23 and 24) we take up the short e spelling families arranged in columns.

Let me read the words across the top of the columns: Deb, beck, bell, Ed, egg, Jeff, Ben, end, bet, gem, hex. Notice that in the bell, cell spelling family, the c in cell stands for the s sound. There is a simple rule in remembering when c stands for k or s. C stands for s before vowels e and i. Otherwise, it stands for the kuh sound. Read all of the words in Lesson 16 on your own.

Lesson 17 (page 25) is comprised of sentences made up of words with short a and short e. Bess fed Jack an egg. Let Jeff tell Ben. Can Rex tell Pam? Read the rest yourself at your own pace. Also, write these sentences in your notebook to help you learn to spell short e words.

Lesson 18 (pages 26 through 29) is designed to give you plenty of practice in reading short e words and syllables. The purpose of such practice is to help make your reading as easy and automatic as possible, so that when you look at the letters you'll automatically say the sounds. You can read down the columns and across the columns.

Lesson 19 (pages 30 through 32) is comprised of short i words arranged in rhyming spelling families. Let me read across the top of the columns on page 30: if, in, is, it, ill. Notice that in the is, his, sis column, the s sound is soft in is and his, but hard in sis. In our English system, words should be pronounced the way they are generally spoken. Also notice that on page 32 we introduce the p-h spelling form. Ph stands for the f sound, fff. Thus, Phil is pronounced fill. Philip is a two-syllable word. Phil-ip.

Lesson 20 (page 33) is comprised of sentences with short a, ă, and i words.

Quick Rick, fix it.

Tim bit his lip.

Nick is a sick kid.

Nick will get well.

You can read the rest of the sentences on your own. Don't forget to write as many of these sentences as you can in your notebook. Practice makes perfect.

In Lesson 21 (page 34) we learn the t-h sound and its spelling form. The sound of th is



thu. When we add at, we get that. When we add an, we get than. When we add e, we get the. By known t-h, you can now read them, then, thin, this, bath, math, path, Beth, and with. Notice that t-h stands for two sounds: soft t-h as in this and the, and hard t-h as in thin and this.

Lesson 22 (page 35) is comprised of sentences with lots of t-h words as well as words with short a, e, and i.

That man has a cat.

The cat is a big cat.

The cat is a thin cat.

This is his cat.

Read the rest of the sentences on your own, and write as many of them as you can in your notebook.

In Lesson 23 (pages 36 and 37) we learn to read the short o words in their spelling families. Notice the difference between of and off. Also, in the cog, fog spelling family we have dog. How do you say "dog"? Some people say dawg and others say dog. They are both correct. It all depends on how the word is pronounced where you live. Notice also in the on, Don, Ron family we find son, ton, and won. Just a slightly irregular vowel pronunciation. But some of you who have eaten in Chinese restaurants have had wonton soup. In the word won-ton, the pronunciation is regular. Let me read down the ot column: ot, dot, got, hot, not, lot, pot, rot, tot.

Read the rest of the words in this lesson on your own, sounding them out.

Lesson 24 on page 38 is composed of sentences with many short o words. Let me read the first seven:

The quick fox got on top of the box.

The red hen fell in the bath and got wet.

The Red Sox will win.

Yaz will win.

Tom is the son of Jack.

The dog ran with the cat.

The pot got hot.

Read the rest of the sentences on your own, and write them in your notebook.

In Lesson 25 on page 39 we learn about plurals and the apostrophe s. Plural means more than one, and an apostrophe is a mark used to mean belonging to. If we want to change cat to cats, we simply add an s. Even though we add an s to cat, cats is still a one-syllable word. However, when we have a word that ends with an s or x and want to make it plural we have to add an es. And so, kiss becomes kisses, box becomes boxes, tax becomes taxes, and fox becomes foxes. Notice that these words become two-syllable words in the plural.

As I said, the apostrophe is a mark used to show possession. For example, if we want to write Don's hat, we write Don with an apostrophe s. Read over this page carefully so that you understand how we make plurals and use the apostrophe s to mean belonging to.

Lesson 26 on page 40 is composed of sentences with plurals and the apostrophe s meaning possession. Let me read some of them:

The man has ten cats and six dogs.

Jill has six hens.

Jim's pet pig is big.

Don kisses his mom.

Pam's cat is fat.

Ten pins.

Jack has six boxes of eggs.

Mom has ten pots and pans.

Rex's hat is red.

Notice that when we add the apostrophe s to Rex it becomes Rexes, a two-syllable word.

In Lesson 27 on page 41 we learn many short u words in their spelling families. Let me read some of the columns starting from the left:

ub, cub, dub, hub, pub, sub, tub

ud, bud, dud, mud

ug, bug, hug, jug, mug, rug, tug

ull, cull, dull, gull, hull, and then the three words in the box: full, bull, pull. We put them in a box because the vowel sound is a bit different from the other words in that spelling family. Of course, you should have no trouble remembering how to pronounce these words because there are no such words as full, bull or pull. We have many such irregular pronunciations in English. Why? Probably because pronunciations have changed over the century but not the spellings. As you know, English is spoken in many different countries, and in each of these countries you will find different accents and pronunciations. Even in our country, you will find the same words pronounced differently in New England, South Carolina, and Texas. Yet they are all spelled the same wherever they are written in this country.

Read the rest of the words in this lesson on your own. Note, however, that in the ut, but, cut spelling family, p-u-t is pronounced put.

Lesson 28 (page 42) is composed of sentences with all of the short vowels. I'll read the first three, and you can read the rest on your own.

The dog dug in the mud and had fun.

Tom's dad put the pup in the tub.

Can Jack pull the big log up the hill?

Don't forget to write the sentences in this lesson in your notebook so that you can keep on practicing your handwriting and spelling.

Lesson 28a is composed of words with b's and d's. The purpose of this lesson is to help those learners who tend to confuse b's and d's and need some practice in reading words with these letters. I'll read the first two columns:

bad, dad, dab, bab

did, bid, bib, dib

Read the rest of the columns on your own. You should write these words in your notebook so that you can see that in cursive script there is a big difference between the b and the d. Writing these words in cursive will help you recognize the difference between these letters when you see them in print.

In Lesson 29 on page 43 we take up the sh sound and the s-h that stands for it. When two consonant letters--s-h--stand for one--sh--sound, we call that combination of letters a consonant digraph. In English, we have several such digraphs because we don't have enough letters in our 26-letter alphabet to stand for our 44 sounds. So, in some cases, we use a combination of two letters to stand for one sound. Thus, in English, s-h stands for sh. And so if you add sh to short a, you get ash. Let me read down that first column:

ash, bash, cash, dash, gash, mash, lash, rash, sash, and wash. Wash is the irregular word in that spelling family. You know there is no such word as waaash. So you ought to have no trouble saying wash when you see w-a-s-h.

In the ush, gush, hush, rush family we have bush and push. There are no such words as buush and puush. That's why it's easy to learn the irregular words because if we pronounced them the way they are spelled, they wouldn't mean anything.

When you put the sh in front of a word, you get:

shack, shed, shell, shin, ship, shock, shop, shot, shun, and shut.

In Lesson 30 on page 44 we take up the ch sound as represented by c-h. This is another consonant digraph in which two consonant letters stand for one consonant sound. The c-h can be found at the beginning of words and at the end of words. Let me read the words in this lesson:

chap, chat

check, chess, chet, chex

chick, chill, chin, chip

chop

chuck, chug, chum

rich

much, such

In Lesson 31 at the bottom of page 44 we take up the w-h consonant digraph which we find in front of such words as what, when, whim, whip, and which. The w-h is pronounced as if it were written h-w. Let me pronounce those words again and see if you can hear the h-w sound:

what, when, whim, whip, which. Practice saying these words so that you can say them correctly.

Lesson 32 on page 45 is a review lesson. You will find s-h words, c-h words, and w-h words and all of the short vowels you have learned so far. I will read down the first column and you can read the rest on your own:

cash, what, ship, rich, shut, dish, chill, wish, rush, when, dash, much, chum

Lesson 33 on page 46 is composed of sentences with consonant digraph words and

everything else you have learned until now. Let me read the first five sentences:

Don had fish and chips.

Which dish is Dad's?

Which dish has the fish in it?

This dish is full of chips.

Pam sat on the deck of the ship.

Read the rest of the sentences on your own and write them in your notebook.

In Lesson 34 on page 47 we learn to read the two most common verbs in our language: to have and to be. A verb is a word that expresses action, being, or happening, such as run, be, or happen. When you use a verb you must also use persons and tenses. By persons, I mean that when you use a verb, a person must be doing it. For example when we use the verb to be, we say: I am, you are, he is, she is, we are, they are. The persons are the I, you, he, she, we and they. Also, when using verbs the person must agree with the form of the verb used. For example, we don't say I be, he are, they is. We say: I am, he is, they are. In other words, the person must agree with the proper verb form. The same goes with the verb to have. We say: I have, you have, he has, she has, we have, they have. We don't say: I has, or she have. We say: I have and she has.

Verbs also have tenses. In this lesson we learn the two main tenses of be and have: present and past. Thus, we say: I am, I was; you are, you were; he is, he was; she is, she was; we are, we were; they are, they were. I am is present, I was is past.

Let me read down the columns on this page:

I am, you are, he is, she is, we are, they are

I was, you were, he was, she was, we were, they were

I have, you have, he has, she has, we have, they have

I had, you had, he had, she had, we had, they had

Note that the word I is a long i and is pronounced the same as the name of the letter.

You--spelled y-o-u--is the consonant y with a long u.

He--h-e--is the consonant h with a long e.

She--s-h-e--is the consonant digraph s-h with a long e.

We--w-e--is the consonant w with a long e.

They--t-h-e-y--is the consonant digraph t-h with a long a spelled e-y.

The word are--a-r-e--is pronounced like the name of the letter r.

Were--spelled w-e-r-e--is an irregular word that sounds as if it were spelled w-u-r.

Have--spelled h-a-v-e--is another irregular word that sounds as if it were spelled hav.

All of this may sound a little complicated. But at this point, all you have to do is learn to recognize these very common words and be able to read them.

Lesson 35 on page 48 is composed of sentences with the words you have just learned. Let me read the first five, and you read the rest on your own:

I have a cat.

She has a cat.



We had a cat and a dog.  
They have six pets.  
You have a pet pig.  
Don't forget to write these sentences in your notebook.

In Lesson 36 on page 49, we learn about contractions. You often use words like isn't, can't, hasn't, it's, let's and didn't. These words are contractions, that is they are two words contracted into one word. Is not becomes isn't, can not becomes can't, has not becomes hasn't, etc. When we make a contraction, we put an apostrophe where the letter has been left out. Thus, when is not becomes isn't by leaving out the o, we put an apostrophe in its place. In the word it's, which is a contraction of it is, the second i is omitted and an apostrophe is put in its place.

Study the contractions in this lesson and write these words in your notebook. Also be aware that now you know the two uses of the apostrophe. It is used in contractions and to denote possession. The sentences in the next lesson will demonstrate this.

Lesson 37 at the bottom of page 49 is composed of sentences in which the apostrophe is used in contractions and denoting possession. Let me read them:

Is Bill sad? Bill isn't sad.

Can they run? They can't run.

Is this Peg's dog?

This isn't Peg's dog.

It's Jill's dog.

Let's run.

Has Peg a cat? Peg hasn't a cat.

Did Jill run? Jill didn't run.

Write these sentences in your notebook so that you can practice the proper use of the apostrophe.

Lesson 38 on pages 50 through 54 introduces two syllable words made up of two short vowel syllables. In the left hand column, the word is divided into its two syllables. In the right hand column the word appears as it does in normal print. I shall read the words on page 50, first stressing the two syllables of the word and then reading it as we normally say it:

hot-dog, hotdog

box-top, boxtop

zig-zag, zigzag

cat-nip, catnip

tick-et, ticket

hel-met, helmet

vel-vet, velvet

tom-cat, tomcat

gal-lop, gallop

les-son, lesson

nap-kin, napkin

tid-bit, tidbit



hab-it, habit  
rap-id, rapid  
gal-lon, gallon  
can-did, candid  
bas-ket, basket  
bon-net, bonnet

You may not know the meaning of some of the words--such as tidbit or candid. The dictionary defines tidbit as "a pleasing or choice bit of food, news, gossip, etc." And candid is defined as "very honest or frank in what one says or writes."

The beauty of learning to read by phonics is that you will be able to read lots of words you've never used or heard before, and once you read them and find out what they mean, that expands your vocabulary, that expands your use of our language, and the more words you know, the more things you know.

Write as many of these words as you can in your notebook. This will give you plenty of practice in handwriting and spelling.

Lesson 39, on page 55, is composed of sentences with some of the two-syllable words learned in lesson 38. Let me read the first four sentences and you can read the rest on your own.

Jill has a picnic basket full of hotdogs and relish.

Philip has a suntan.

Kevin is a rascal.

Karen and Ken will visit dad.

Write as many sentences as you can in your notebook to get plenty of practice in writing and spelling.

In Lesson 40 on page 56 we learn another sound the letter a stands for. We've already learned the short a--aaa. Now when a is followed by two l's its sound is aw as in all, ball, call, gall, hall, mall, pall, tall, wall, yall.

The sentences contain many a-double-l words. Let me read them:

Cal's pal Tim is tall. Did Hal fall?

Cal has the ball.

Cal hit the ball with the bat.

Philip sat on the wall.

His jacket is in the hall. Call Cal.

Read the rest of the sentences on your own, and write them in your notebook.

Beginning with Lesson 41, on page 57, we start learning the consonant blends, that is two consonant sounds blending together. For example, in Lesson 41, we learn the n-g consonant blend--nnngggg. Let me read down the first column so that you can see and hear what we mean by consonant blend.

ang, bang, dang, gang, hang, pang, rang, sang.

If I slow down in saying the word, you will hear the blending of the two sounds at the ends of those words.

anngg, banngg, danngg.

Did you hear the nnnggg? Nnnggg is not one sound, but a blending of two sounds,

spelled with two letters, n and g. I shall read the down the second column.  
ing, bing, ding, king, ping, ring, sing, wing, zing.

The next column reads:

ong, bong, gong, pong, and then song and long which were put in a box because they are irregular in their pronunciation. We don't say sahng or lahng. We song and long. Read the rest of the words and the sentences in this lesson on your own, and write the sentences in your notebook.

In Lesson 41, on page 58, we first learn how to read the word Washington by dividing it into its three syllables which are easy to read. When we join the syllables together we get Washington.

We also learn that by adding i-n-g to many of the words we already know, we get more words. For example, adding i-n-g to fan gives us fanning. Adding i-n-g to nap gives us napping. By the way, the reason why we double the n in fanning and the p in napping is because we double the consonant after a short vowel when we add i-n-g. That's a spelling rule you should remember: double the consonant after a short vowel when adding i-n-g. We do that so that the reader will know that the vowel is short.

Let's read down the first set of words:

fan-fanning, nap-napping, get-getting, let-letting, set-setting, kid-kidding, etc. You can read the rest on your own.

Notice that with the word pack or pick we simply add the i-n-g. That's because the vowel is always short before ck. That is also the case with sing, fix, or wish. The vowel before n-g, x, or sh is always short.

If all of this seems a little hard to understand right now, don't worry. It will be easier to understand after you've learned the other vowel sounds.

Lesson 42, on page 59, is composed of sentences with i-n-g words. The first two sentences are:

Jan is singing a song.

Bill is ringing the bell.

Read the rest of the sentences on your own and write them in your notebook.

In Lesson 43, on page 60, we learn two final consonant blends: n-d and n-t. A final consonant blend is one that comes at the end of a word. If you'll recall, we learned the n-d final blend back in Lesson 7 when we added the d to an to make and. Let me read the words in the first two columns.

and, band, hand, land, sand, wand. Wand is, of course, irregular. There is no such word as waaand.

end, hend, fend, lend, mend, rend, send, tend, wend.

Now let me read the first two columns of the n-t words.

ant, pant, rant, want. Want is irregular. There is no such word as waaant.

ent, bent, cent, dent, gent, lent, Kent.

Read the rest of the words in this lesson on your own.

Lesson 44, on page 61, is composed of sentences with some of the words learned in lesson 43. Write them in your notebook for writing and spelling practice.

In Lesson 45, on page 62, we learn the sound and spelling of e-r, errrr. The word h-e-r is her. There are many words in English that end in e-r. The e-r is usually added to a single syllable word to make a new word, such as the words shown in this lesson. Let me read the first six word combinations:

let-ter letter, bet-ter better, hunt-er hunter, lend-er lender, send-er sender, but-ter butter.

Read the rest of the words on your own. The sentences at the bottom of the page incorporate some of the words learned in this lesson. The first two are:

Butter is better.

Ken has a sister.

Read the rest of the sentences on your own and write them in your notebook for writing and spelling practice.

In Lesson 46, on page 63, we learn final consonant blends n-k, n-c-h, and n-c. We call them final consonant blends because they appear at the ends of words. A consonant blend is when two or more consonant sounds following one another in a word seem to blend into one sound. For example, notice how the n-k in hank blend together when we say the word. Hank. The same is true with n-ch in ranch--nnchch. Most of the words in this lesson are common words used everyday: hank, honk, hunk, rank, link, pink, etc. Or ranch, bench, inch, etc.

In Lesson 47 we use the words learned in Lesson 46 in sentences. Let me read the first two:

Hank put cash in the bank.

Bob put gas in the tank.

Read the rest on your own.

In Lesson 48, on page 64, we introduce final consonant blends c-t, f-t, p-t, and x-t. We find them in such words as act, fact, aft, left, apt, and next. Also in this lesson are sentences with these words in them. The first two read:

Bill got a raft as a gift.

He left his raft at the pond.

Read the rest on your own.

In Lesson 49, on page 65, we introduce final consonant blends s-k, s-p, and s-t as in such words as ask, bask, asp, lisp, last, best. The sentences in this lesson use some of the words learned in the lesson.

In Lesson 50, on page 66, we introduce final consonant blends l-b, l-d, l-f, l-k as in such words as bulb, held, elf, and milk. Note that words calf and half are pronounced as if there were no l in the words: caff, haff. Talk and walk are also irregularly spelled words in which the vowel letter a is pronounced as in the words tall and wall, and the l is silent.

In Lesson 51 we introduce final consonant blends l-m, l-p, and l-t as in such words elm, help, and melt. Read all of the words in the lesson.

In Lesson 52, on page 67, we introduce final consonant blend m-p as in such words as camp, limp, lump, etc. Read all of the words in this lesson.

In Lesson 53, we learn the final consonant blend t-c-h as in such words as itch, match, patch. Note that even though this consonant blend is composed of three letters, they stand for only two consonant sounds: t-ch. Ch as you know is a consonant sound represented by two letters: c-h, a consonant digraph is a consonant sound spelled with two letters. Read the practice sentences in this lesson and write them in your notebook.

In Lesson 54, on page 68, we learn the final consonant blend dge as in edge, badge, ridge, etc., and in Lesson 55, we learn final consonant blends nce and nse as in such words as fence and tense. As you can see, some words are spelled with n-c-e and others with n-s-e. Write these words in your notebook to help you remember how each of these words is spelled.

In Lesson 56, on page 69, we review all of the final consonant blends. Read these words and write them in your notebook.

In Lesson 57, on page 70, we learn two syllable words composed of short-vowel syllables and final consonant blends such as: contest, sandwich, selfish, rubbish, etc. Read all of these words and write them in your notebook.

In Lessons 58 through 71, on pages 71 through 80, we take up initial consonant blends occurring at the beginnings of words.

In Lesson 58, we take up b-l and b-r as in blab and black, bran and brick. In Lesson 59, c-l and c-r as in clan and clip, crab and crib.

In Lesson 60, d-r and d-w as in drab and draft, and dwell.

In Lesson 61, on pages 73 and 74, we learn initial consonant blends f-l as in flab and flash and f-r as in fresh and frost.

Lesson 62 on page 74 introduces initial blends g-l, g-r, and g-w as in glad, grab, and Gwen.

Lesson 63 introduces p-l and p-r as in plan and plot, prim, print and prompt.

Lesson 64 introduces s-l as in slab, sled and slush.

Lesson 65 on page 76 introduces s-h-r, s-m, and s-n as in shrink, shred, smack, and snick. Note that s-h-r is composed of a consonant digraph, s-h, and the consonant r.

Lesson 66 introduces s-p and s-p-r as in span and spell, spring and sprang. Note that



s-p-r is a blend of three consonant sounds.

Lesson 67, on page 77, introduces s-t and s-t-r as in stack and step, strand and string. Note that s-t-r are a blend of three consonant sounds.

Lesson 68 introduces s-w, s-c, s-k, and s-c-r as in swim, scan, skid, and scrub. Note that s-c-r are a blend of three consonant sounds.

Lesson 69 introduces t-r as in track and trust, t-h-r as in thrash and throb, and t-w as in twig and twin.

Lesson 70, on page 79, is a review of all of the final and initial consonant blends. Read all of these words, sounding them out carefully. Write them in your notebook.

Lesson 71, on page 80, is comprised of sentences with many words with consonant blends. The first three are:

God bless this land.

The cat sat still.

Bill had fudge with his lunch.

Read the rest on your own and write them in your notebook. Remember, writing words and sentences is not only a good way to learn to read but an excellent way to learn to spell. The more practice you get through writing, the better reader and speller you will become. But, of course, you must decide how much effort you want to put into learning to read and write. The more effort you put into it, the more you'll get out of it.

In Lesson 72, on page 81, we begin to take up the long vowels. We've already learned the short vowels, all of the consonants and consonant blends, and are now ready to learn the rest of the vowels. We begin with the long a, which is pronounced the same way as the letter name. Note how we spell the short a words in the left column and how they become long a words in the right column. We simply add a silent e and we go from at to ate, hat to hate, fat to fate, mad to made, cap to cape, etc. Read these words and write them in your notebook so that you will become familiar with the way many long a words are spelled.

In Lesson 73, on pages 82 through 84, we learn many familiar and unfamiliar long a words spelled a-consonant-e. Let me read some for you: Abe, babe, ace, face, age, cage, ale, bale, ape, cape, ate, date, etc. Read the rest on your own. Note that the word ache--spelled a-c-h-e--is pronounced as if it were spelled a-k-e. Also, note that the word are is in the bare, care spelling family but is pronounced ah-rr. Also, note that have is in the cave, Dave spelling family but is pronounced with a short a. However, you will later see that h-a-v-e is pronounced with the long a in the word behave. These are the sort of exceptions to the rule that we find throughout the English language. However, most of these exceptions are found among some of our most common words and therefore are easily learned.

Lesson 74, on page 85, is comprised of sentences with long a words spelled a-



consonant-e. The first two read:

Jane can bake a cake.

When will Kate wake up and take a bath?

Read the rest on your own and write them in your notebook.

In Lesson 75, on page 86, we learn that there is another way to write long a in English: a-i. A-i is a vowel digraph--a single vowel sound spelled with two letters. Some of these a-i words are very common: aid, maid, mail, trail, hair, main, pain, etc.

As you will notice some of these words are homonyms, that is, words with different meanings that sound alike, such as made and maid. The word made--spelled m-a-d-e--is the past tense of the word make; the word maid--m-a-i-d--refers to a young girl or a servant. Both words sound alike, and you wouldn't know which meaning I was referring to unless you heard the word in a sentence. However, since both words are spelled differently, you can tell by the spelling alone which meaning is the correct one. So you can see why we have different ways of spelling the same sounds, so that the reader can immediately know which meaning is intended.

Note the irregular pronunciations of said, again and against which are pronounced as if the a-i were short e. However, some people actually pronounce again and against with a long a. Write all of these a-i words in your notebook so that you can practice spelling them.

Lesson 76, on page 87, is comprised of sentences with long a words spelled with both a-consonant-e and a-i spelling forms. The first two read:

Jane paid ten cents at the gate.

Gail will wait in the rain for the train.

Notice the quotation marks in the sentence, "Fish or cut bait," said Bill. Quotation marks are used when we are actually quoting what someone is saying.

Read the rest of the sentences on your own and write them in your notebook.

In Lesson 77, on page 88, we find that there are two more ways in which we write long a in English: a-y and e-y. Some of words with these spellings are very common: day, may, say and they. Read these words and write them in your notebook.

Lesson 78 is comprised of sentences with these long a-y, e-y words. The first two read:

Can Fay play with Kay?

They say that Fay may play with Kay.

Read the rest on your own and write them in your notebook.

In Lesson 79, on page 89, we learn of another way in which long a is spelled in English: e-i and e-i-g-h. Among these words are rein and vein, weigh and eight. In vein, the e-i stand for long a, and in eight, the e-i-g-h stand for long a.

Note that we now know of three ways in which vane can be spelled: v-a-n-e, which refers to a weathervane; v-a-i-n, which refers to self-conceit; and v-e-i-n, which refers to a blood vessel in our body. So you can see the need to spell these three homonyms differently. They may all sound alike, but they mean three different things,

and the spelling tells us which meaning is intended.

Write these words in your notebook and read the sentences in this lesson. Note that although long a is spelled e-i-g-h in some of these words, the fact that four letters can stand for one sound is not unusual. E-i-g-h is nothing but a spelling form. The words that are spelled with e-i-g-h were probably pronounced differently at some time in the past. Today, that spelling simply gives us a clue to the word's earlier pronunciation or origin. In other words, there is history in our spelling if you want to look for it.

Lesson 80, on page 90, is comprised of long a words spelled in their various ways. Write them in your notebook as it is important to know how to spell these words in their correct forms.

In Lesson 81 we learn how homonyms are spelled differently so that we can immediately recognize what meaning is intended by the spelling. For example, rain, r-a-i-n, refers to the moisture from heaven; rein, r-e-i-n, refers to the tethers used to control a horse; and reign--r-e-i-g-n--refers to the rule of a king over a period of time. Thus, we speak of the reign of Louis XIV or Queen Elizabeth.

Lesson 82, on page 91, is comprised of two-syllable words, such as payday, railway, airplane, etc., in which the long a is spelled in its variety of forms. Read these words carefully and write them in your notebook for spelling practice.

In Lesson 83, on page 92, we introduce the aw vowel sound, which is spelled both a-u and a-w. For example, in such words as Paul and haunt, it is spelled a-u, and in words like law, saw, dawn, and lawn, it is spelled a-w. Only by reading and writing these words frequently does one learn the correct spelling. Spelling is especially important when dealing with homonyms. Maul and mall sound alike but mean two different things. It's the spelling that tells us the meaning of the word.

Let me read the first three words in each column and you read the rest on your own.

haul, maul, Paul

Maud, fraud, launch

awe, jaw, law

bawl, brawl, crawl

Write these words in your notebook for spelling practice.

Lesson 84 is comprised of sentences with a-u and a-w words. Read the sentences carefully and write them in your notebook.

In Lesson 85 we learn another vowel sound and how it is spelled: the ah sound. We find it in such words as father, car, park, star, farm, etc. Note that even though quart is in the art, cart spelling family, it is pronounced as if it were spelled q-u-a-w-r-t. There is no such word as "quahrt," which makes it easy to remember that q-u-a-r-t is pronounced quawrt.

Lesson 86, on page 94, is comprised of sentences with lots of ah words. Let me read the first two sentences:

Mark has a red car.

"Park the car in the yard," said Mark.

Read the rest of the sentences on your own, and write them in your notebook for spelling practice.

In Lesson 87 we take up the long e vowel sound. In this lesson we take up the double e and the single e spellings. The single e words are familiar ones: be, he, me, we, she. Some familiar double e words include: see, feel, need, keep, cheer, feet, week, seem, and teen. Study the words in this lesson. Note that b-e-e-n is pronounced bin, and k-n-e-e is pronounced nee. Kn stands for the n sound in this word.

Lesson 88, on page 96, is comprised of sentences with double e words. The first two read:

I see the tree.

Can the tree see me?

Read the rest on your own and write them in your notebook for spelling practice.

In Lesson 89, on page 97, we learn that there is a second way to write long e: e-a. E-a is a vowel digraph, that is, two letters that stand for one vowel sound. Read the words down each column. Note the irregular words at the bottom of the page. In the words dead, head, lead, read, bread, and deaf, the e-a is pronounced like a short e. The same is true of sweat, threat and sweater. The word r-e-a-d can be read (red) as read or read (red), depending on the context in which it is used. S-t-e-a-k and b-r-e-a-k are pronounced the same as stake and brake.

Note also that in the ear, dear, fear spelling family we find bear, pear, tear, wear, and swear. Note that in this group of irregular words tear means to rip. But when t-e-a-r is pronounced with the long e, it means the liquid that flows from your eyes. These are the peculiarities that make English spelling a bit difficult.

Lesson 90, on page 98, is comprised of sentences with words in which the long e is spelled e-a. Let me read the first three:

Jean had a dream.

She put cream in her tea.

Jean ate a meal of veal and peas, bread and butter, tea and cake.

Read the rest on your own and write them in your notebook for writing and spelling practice.

In Lesson 91 we learn that long e is also spelled e-consonant-e in such words as gene, eve, these. Note the exceptions: there, where, were, and eye. The sentences contain most of the words in this lesson. The first three read:

Where is Steve?

Steve is here.

Where were Pete and Steve?

Read the rest on your own, and write them in your notebook to practice spelling.

In Lesson 92, on page 100, we learn of another way in which long e is spelled: i-e, as

in such words as niece, chief, and field. The spelling rule here is i before e except after c, as in receive. Note that the i-e in f-r-i-e-n-d is pronounced with a short e as if the word were in the send, blend, trend spelling family.

The sentences in this lesson include many of these i-e words. Let me read the first two sentences:

Debbie and Ronnie sat on the pier.

Jackie is Connie's friend.

Read the rest on your own and write them in your notebook to practice spelling.

In Lesson 93, on page 101, we learn that long e is also spelled y at the ends of many words such as baby, daddy, jiffy, foggy, happy, merry, etc. Note that p-r-e-t-t-y is pronounced as if the long e were a short i: pritty. B-u-s-y is pronounced as if it were spelled b-i-z-z-y. Busy. Note the words money, any, and many.

Lesson 94, on page 102, is comprised of sentences with many of the words learned in the preceding lesson. I'll read the first three:

Billy was silly.

Taffy was daffy.

Mommy was happy.

Read the rest on your own and write them in your notebook to practice spelling.

In Lesson 95 we learn that if you want to make baby plural, you change the y to ies. Write the words in this lesson in your notebook to practice spelling.

Lesson 96, on page 103, is a review of long e words in their variety of spelling forms. We've learned long e as e, long e as e-e, long e as e-a, long e as e-consonant-e, long e as i-e, and long e as y. Write these words in your notebook to practice spelling.

Lesson 97, on page 104, is comprised of sentences with long e words. The first three read:

The street is neat and clean.

Lee's feet need rest.

She feels very sleepy.

Read the rest on your own and write them in your notebook for spelling practice.

In Lesson 98, on page 105, we learn that we can write long i in several ways: i-consonant-e, y, and i-e. There is also first person I, as in I am, I can, etc. The second column gives us words in which i is represented by y: by, my, why, try, etc. The third column has words in which the i is spelled i-e, as in die, lie, and pie. The rest of the lesson is devoted to i as spelled i-consonant-e. Ice, bike, hide, time, fine, mile, fire, five, life, pipe, and rise are common words spelled that way. Read all of the words in this lesson and write them in your notebook to practice spelling. Note the irregular pronunciation of give and live which are pronounced as if the i were short. L-i-v-e is also pronounced live when it refers to having life, the opposite of dead.

Lesson 99 is comprised of sentences with many long i words. The first two read:



I like ice cream.

I can ride a bike.

Read the rest on your own, and write them in your notebook for spelling practice.

In Lesson 100, on page 107, we learn another way to write long i: i-g-h. The three letters together stand for long i, as in high, light, and bright. Read all of the words in this lesson and read the sentences that include these words. Write the words and sentences in your notebook to practice spelling.

In Lesson 101, on page 108, we learn that the au sound is also spelled o-u-g-h and a-u-g-h as in such words as ought and caught. The spelling of these words can be learned by becoming familiar with the group of words they fall in. Note the exception: though, which is pronounced as if it were spelled t-h-o. Read the sentences in this lesson and write them in your notebook for spelling practice.

In Lesson 102 we learn another interesting spelling in which g-h is pronounced f as in such words as rough, tough, cough, and laugh. D-r-a-u-g-h-t is pronounced draft. The spelling of these words indicate that they were probably pronounced differently many centuries ago. However, we are stuck with their spelling. So write the words and sentences in your notebook to practice spelling.

In Lesson 103, on page 109, we learn that long o is spelled o-consonant-e in many words, such as robe, code, vote, hope, joke, pole, home, bone, doze, nose, core and drove. Read the words in this lesson and write them in your notebook. Note the irregular words: come, some, one, done, none, dove, love, glove, etc. Gone and move are also irregular.

Lesson 104, on page 110, is comprised of sentences with many long o words. The first two read:

My nose is sore.

My home is in Rome.

Read the rest on your own and write them in your notebook to practice spelling.

In Lesson 105, on page 111, we learn that long o is also spelled o-a in such words as oat, boat, soak, road, and coast. Read all of the words in this lesson and write them in your notebook. The sentences in this lesson contain many o-a words. Write them in your notebook for spelling practice.

In Lesson 106, on page 112, we learn that long o is also spelled o-w as in such words as low, tow, crow, own, etc. Read the words and sentences in this lesson and write them in your notebook for spelling practice.

In Lesson 107, on page 113, we learn that long o is also spelled as o in old, sold, post and go. There are some irregular words in this group: only, cost, lost, boss, loss, moss, and toss. Read the words and sentences in this lesson and write them in your notebook to practice spelling.



In Lesson 108, on page 114, we learn how to pronounce a group of very common words, such as d-o, t-o, t-w-o, t-o-o, w-h-o, etc. They are all pronounced as if the o were a long u. Y-o-u-n-g is pronounced as if the o-u were a short u. There are no spelling rules regarding these words. They simply have to be learned as they are. The sentences in this lesson show you how they are used. Write the words and sentences in your notebook to practice spelling.

In Lesson 109, on page 115, we learn two new vowel sounds as spelled double o as in good and food. Notice the different vowel sounds in the two words: good food. The words on the top half of the page have the oo sound as in zoo and tooth. The words at the bottom of the page have the oo sound as in good, book, and foot. Sound out all of these words and write them in your notebook. Note the exceptions: door and floor and spook.

Lesson 110 is comprised of sentences with lots of double o words. Write these sentences in your notebook to practice spelling.

In Lesson 111, on page 117, we learn that o-u-l-d is pronounced as o-o-d in wood. These words are could, would, and should. The sentences show how these words are used. Write the words and sentences in your notebook to practice spelling.

In Lesson 112, on page 118, we learn the ow vowel sound as spelled o-w and o-u as in bow, owl, down, loud, out, found, etc. The words in the top half of the lesson are o-w spelled words, while the words at the bottom half are o-u spelled words. Note the exceptions: touch, doubt with a silent b, rough, tough, enough, wound, four and your. Read the words in this lesson and write them in your notebook to practice spelling.

Lesson 113, on page 119, is comprised of sentences with many words from Lesson 112. The first two read:

How did the cow get out of the house?

A mouse let her out.

Read the rest on your own. Write these sentences in your notebook to practice spelling.

In Lesson 114 we learn another vowel sound--oy--as in boy. The oy sound is spelled in two ways: o-y as in boy and toy, and o-i as in oil, join, and noise. Note the two-syllable words made up of o-i and o-y words and syllables. The sentences in this lesson contain many o-y and o-i words. Write the words and sentences in your notebook to practice spelling.

In Lesson 115, on page 121, we learn the long u as spelled u-consonant-e as in such words as use, cube, rude, mule, cure, and cute. S-u-r-e is pronounced as if the s is spelled s-h, sure. Read the words and sentences in this lesson and write them in your notebook to practice spelling.

In Lesson 116, on page 122, we learn that long u is also spelled u-e as in cue and blue and u-i as in juice and fruit. Read the words and sentences and write them in your notebook for spelling practice.

In Lesson 117, on page 123, we learn that lone u is also spelled e-w as in few and chew, and e-u as in feud. Read the words and sentences in this lesson and write them in your notebook to practice spelling.

In Lesson 118, on page 124, we learn how the er sound can be spelled e-r as in her and term, i-r as in sir and bird, o-r as in word and work, u-r as in fur and turn, and e-a-r as in earn and earth. Write all of these words in your notebook for spelling practice. Also read the sentences and write them in your notebook.

In Lesson 119 we learn how to pronounce l-e at the ends of such words as able, table, bubble, battle, jingle, tumble, and candle. Note the silent t in hustle, bustle, rustle and wrestle. Read the words and sentences and write them in your notebook for spelling practice.

In Lesson 120, on page 126, we learn that p-h stands for the f sound in such words as Ralph, phone, and physics. Read all of the words in this lesson and write them in your notebook for spelling practice. Break up words like pharmacy, philosopher, and telephone into syllables so that you can sound them out. You can also make up your own sentences using these words. For example:

Ralph phoned Phil in Phoenix.

Philip sent a photograph to Ralph in Philadelphia.

Philip learned phonics at home.

An alphabet is a phonetic code.

In Lesson 121 we learn how to pronounce words like nation in which t-i sounds like s-h, mission in which s-i sounds like s-h, special in which c-i sounds like s-h, obnoxious in which x-i sounds like s-h, capture in which t-u sounds like c-h, question in which t-i sounds like c-h, fusion in which s-i sounds like z-h (we really don't have a consonant digraph z-h in English, but z-h comes closest to representing that sound), and issue in which s-u stands for s-h-u. Most of these words are from Latin. Their spellings represent their Latin pronunciation which has been Anglicized for English speakers. Read these words and write them in your notebook for spelling practice. Divide the long words into syllables so that you can sound them out.

You can also make up your own sentences using these words, such as:

Our nation has a mission.

It is a pleasure to hunt for treasure.

The patient asked the physician a crucial question about his fracture.

The motion picture had much ferocious action.

A nation's culture is a measure of its conscience.

In Lesson 122, on page 127, we learn that k-n stands for n in such words as knee, knit, knack, know, etc. Write these words in your notebook to practice spelling. You can

also make up your own sentences with these words, such as:

Ned has a knack for knowing what to do.

The knock at the door made Neil's knees shake.

Paul Knox wore knickers at the golf course.

Mother knitted a sweater for Kevin.

In Lesson 123 we learn that the b is silent in many m-b words such as dumb, crumb, lamb, bomb, climb, comb, plumber, etc. Also, the b is silent in the word debt. Read these words and write them in your notebook for spelling practice. You can also make up your own sentences with these words, such as:

The plumber hurt his thumb in the door jamb.

Bill likes to climb mountains.

The bomb went off while Jim was combing his hair.

John's credit card debt is climbing.

In Lesson 124, on page 127, we learn about silent h in such words as hour, honor, ghost, and ghastly. Write these words in your notebook for spelling practice. You can make up your own sentences with these words, such as:

Philip made the honor roll.

Jack is an honest boy.

Charles is the heir to the throne.

This house is haunted by a ghastly ghost.

In Lesson 125, on page 128, we learn that w-r stands for r as in such words as write, wrap, wreck, wriggle, wreath, and wrestler. Read the words in this lesson and write them in your notebook for spelling practice. You can make up your own sentences with these words, such as:

Henry is a writer and has written ten books.

Ronald likes to wrestle and took up wrestling in high school.

Michael wrenched his wrist while wrestling.

In Lesson 126 we learn that the t in such words as castle, listen, hasten, and whistle is silent. The t is also silent in such words as often, soften, softener. Write these words in your notebook for spelling practice.

In Lesson 127 we learn that c-h stands for k in such words as Christmas, Christian, character, chorus, chemist, chronicle, school, scheme, and scholar. Also, p-s stands for s in words like psychic, psyche, and psychology. Write these words in your notebook for spelling practice. You can make up sentences with these words, such as:

Chris is at school studying chemistry and psychology.

The chorus sang at Christmas.

John has a new school schedule.

In Lesson 128, on page 129, we learn that y stands for short i in such words as gym, cyst, hymn, myth, symbol, syllable, etc. Read these words, breaking up the long ones into syllables, and write them in your notebook for spelling practice. You can make up

your own sentences with these words, such as:

Lynn is a gymnast and works out at the school gymnasium.

Cyril was under hypnosis.

Phyllis has great lyrical rhythm when she sings.

Alice likes mystery stories.

A typical school system teaches syntax, syllables, and synonyms.

Now that you have completed all 128 lessons you can pick up any book you are interested in and start reading. You have the key to our entire literary heritage. If you come across words you are unfamiliar with, look them up in a dictionary. Make the dictionary your friend. From now on you are studying English by expanding your vocabulary and writing compositions. And now you can enter any field of interest that attracts you. You'll find out what interests you by what you read. Happy reading!