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Direct Thinking for Direct Response

MEMO

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Re: Audio Tapes

Enclosed you will find the transcriptions from the audiotapes for your review. Please let us know your thoughts.

Alpha-Phonics
Samuel Blumenfeld
Tape #1

Hello, this is Samuel Blumenfeld, author of Alpha-Phonics. Many of you who are about to use Alpha-Phonics to teach your children to read were yourselves never taught intensive phonics in school. You've probably heard a lot about phonics, but you're not sure what it is. So, let me explain what phonics is all about. How it is taught in Alpha-Phonics and how you can teach it to a child, a reading-disabled adolescent or a functionally-illiterate adult. Incidentally, if you yourself never had phonic instruction, this course will help improve your own reading. You are probably taught to read by the Dick and Jane method. That is the look, say, whole word or sight method. Most adults in America were taught that way. You were taught a sight vocabulary, that is to look at our written English words as whole configurations or symbols of meanings. Little pictures as Chinese ideographs. You were taught configurations clues, picture clues, context clues and even phonetic clues. Phonetic clues is not true phonics. It is simply a way of reducing guessing errors by teaching a pupil initial consonant letter sounds. In all, you were taught to look at written English words as Chinese ideographs. But ours is an alphabetic writing system, not an ideographic one like Chinese. Our written words are composed of letters which are symbols per sounds and unless you know our sound symbol system, that is our alphabetic system, you will not only have difficulty becoming a proficient reader but you will find reading tedious and unenjoyable. Perhaps the best way to convey to you the important difference between ideographic writing and alphabetic writing is to give you a short, quick history of how our writing system developed. The earliest form of writing is known as pictography. The early cave men drew pictures on the walls of their caves. Usually, a battle or a hunting scene. In these drawings, human beings look like human beings. Animals look like animals. Weapons look like weapons. In other words, in pictography, the graphic symbols look like the things they represent. They didn't have to go to school to learn how to read pictograph. But our civilization became more complex. The scribes had to begin depicting things that did not lend themselves to depict

~~them~~. For example, it is easy enough to draw pictures of objects, but how do you draw pictures of ideas and concepts? How do you draw pictures of such concepts as good and evil, right and wrong or system, method, belief? How do you draw a picture of a concept such as determine? You can't. So, what you do is draw a picture, a graphic symbol and tell people, this symbol stands for determine. It doesn't look like determine, but it's determine. We call that kind of symbol and ideograph. The scribes created thousands and thousands of ideographs. None of which look like the ideas they represented. And now you did have to go to school to learn to read. Someone had to tell you what all of these ideographs meant. And it wasn't easy learning the meanings of thousands of these strange looking configurations. The result is that literacy was confined to a small body of scribes, scholars, and priests who devoted their lives to mastering ideographic writing and reading. As ideographic writing became more and more complex, the need for a simpler writing system became obvious. The answer to that need came somewhere between 2000 and 1500 B.C. when someone ~~presumably a Phoenician~~ living in the area of what is now Southern Lebanon or Northern Israel made a remarkable discovery. One of the most remarkable discoveries in all of human history. He discovered that all of human language, everything we say is composed of a small number of irreducible speech sounds and he proceeded to invent a writing system based on that discovery. He thought instead of using a writing system comprised of thousands of graphics symbols none of which looked like the things they were supposed to represent, why not create a set of written symbols to stand for the irreducible speech sounds of the language. In that way, we would have an easy means of transcribing the spoken word directly into written form and then equally easy way of translating the written word back into its spoken form. And thus, alphabetic writing was invented.

All alphabets are based on this same principle. The Greek alphabet stands for the sounds of the Greek language. The Russian alphabet stands for the sounds of Russian. The Hebrew alphabet stands for the sounds of Hebrew. And the English alphabet stands for the sounds of English. Incidentally, the word alphabet comes from the names of the first two letters of the Greek alphabet, alpha and beta. Now as I've said, all of human language is composed of a small

number of irreducible speech sounds. How many irreducible speech sounds do you think there are in English? No, not 26. There are actually 44 sounds in the English language. Then, why do we have a 26-letter alphabet you might ask. Why don't we have a 44-letter alphabet. These are perfectly good questions. Well, this is what happened. When the Romans conquered the British islands, they imposed the Latin alphabet on the people who lived there and the local scribes adopted it to their language. The result is something of a mismatch. After all if you are going to use 26 letters to stand for 44 sounds, you are going to have to make some accommodations. Thus, some of our letters stand for more than one sound and some of our sounds are represented by more than one letter. For example, our typically English consonant sound "th" is represented by th. The sound "sh" is represented by sh and "ch" are represented by ch. The letter a stands for at least four different vowel sounds. Long a as in April or apron. The short a or a as in cat or bat, it stands for the a sound as in car or father and it stands for the o sound as in ball, fall, tall, etc. Now how does a child know which sound is called for when he sees the letter a in a word. Well, in an intensive, systematic phonics program you've taught the letter sounds in their spelling family and that's how we do it in Alpha-Phonics. Now, how do you teach a child to read an alphabetic-writing system. For hundred of years, it was done in the simplest, most mechanical way. First, the child was taught to recognize the letters of the alphabet. This was easily child with the alphabet song or blocks or other devices. The second step was to teach the child the sounds of the letters stand for. This was done through wrote drill. The child was first taught the sounds of the consonant letters which was enjoined with vowel letters. The child was then drilled in those consonant-vowel combinations in column form, such as: ba, be, bi, bo, bu; da, de, di, do, du; ba, be, bi, bo, bu; da, de, di, do, du, etc. The purpose of the drill was to make sure that the child developed an automatic association between letters and sounds. So that when the child sees the letters, he will automatically say the sounds. Developing this automatic association is the essential task in mastering an alphabetic-writing system. When that task is completed, the child was then given words, sentences and little stories which he was expected to sound out. Alpha-Phonics is a modern variant of that centuries-old method of instruction which produced such good readers in days gone by. I have actually simplified the method even

further taking into account the special aspects of our alphabetic system. Unlike some alphabets which are completely regular and consistent, the English alphabet is somewhat complex. However, ~~the English alphabetic system~~ is not nearly as irregular or inconsistent as some people say it is. Our consonant letters are almost totally regular. It is our vowel that posed a problem. English is rich in its range of vowel sounds. We have as many as twenty vowel sounds, but only six vowel letters. A, E, I, O, U and Y. Y of course doubles as both as consonant and the vowel. Some people say that because of this, English spelling or autography is a mess. Again, it is not nearly as difficult or messy as some people think. The problem is that many people simply do not take the time or make the effort to learn our spelling system. English is a rich language which has incorporated many foreign words and spelling. It is a constantly growing language adding new words all the time. Also, pronunciations and ~~the~~ regional accents have changed over the centuries, but not the spellings and therefore we have a lot of archaic spellings. Some people have proposed simplifying our spelling by getting rid of all of these archaic, eccentric spellings. They want written English to be totally regular and phonetic in its spelling form. Now, this may be a laudable goal, but if we did that then all of the tradition and history and etymology that is contained in our spelling would be lost. I think it is worth the extra effort in learning our alphabetic system to keep that tremendous depository of information about the origins and history of our language intact. In any case, learning to read English is not difficult. Children have been doing it successfully for centuries and the reason why so many children in our schools today have so much trouble learning to read is because of the faulty teaching methods used. Back in the days when alphabetic phonics was the prevalent method of teaching, virtually every child learned to read. We must remember that the invention of the alphabet not only made ideographic writing obsolete, it committed a tremendous expansion of vocabulary because now there was a writing system that could easily accommodate new words and new ideas. Alphabetic writing made easy for the multitude to become literate instead of having to remember the configurations of thousands of ideographs or one had to do with learn the sounds of a small number of letters. And so we must regard the alphabet with great awe, respect and even love. It permitted human beings to do so much more with so much less. It is civilization's prized possession.

It stands to reason that a thorough knowledge and understanding of English-alphabetic system will enable a pupil not only to read well, but also to spell well. We often forget that our writing system is a two-way process to be used for both for reading and writing, decoding and encoding, and a pupil must become proficient in both in order to be truly literate. Knowledge alone however, does not lead to reading fluently. To gain fluency requires all of the techniques used in developing a skill to the point where it seems effortless. Practice, frequent use, drill, review, etc. Alpha-Phonics makes full use of all of these proven techniques of learning. Moreover, it teaches in a logical, systematic way, facts about our alphabetic system which are usually taught rather haphazardly, if at all. And it makes these facts operating knowledge of the student who wishes to learn to spell accurately and enlarge his or her vocabulary.

~~Our alphabetic system. The English alphabetic system maybe complex, but it can be taught and it's ought to be taught. We have an alphabetic system of great range and flexibility. Our spellings reveal much about the history and development of our language and once the eccentricities of the systems are learned, they are learned. They do not change.~~ The reward for learning this system is to have the one's personal use and enrichment the entire body of our public literature. Such a literary treasure is indeed the priceless inheritance of everyone who can read.

Our English-alphabetic system is complex for a variety of reasons. One, it uses 26 letters to stand for 44 sounds. Two, it uses 5-vowel letters to stand for 21-vowel sounds. Three, many consonant letters stand for more than one sound. Four, some sounds particularly the long-vowel sounds are represented by more than one spelling. Five, the invasions of foreign languages have enriched English, but complicated its spelling. Six, pronunciations have changed over the centuries, but the spellings have not creating many irregularities. Despite all of these, our system is more than 85% consistent or regular with most of the irregularities consisting of variant vowel spellings. In dividing this instruction program, we have taken all of the above into account. Therefore, we start out by teaching the pupil the short vowels, which are the most irregular in spelling in conjunction with the consonant. Then, we teach the consonant

blends. Final blends first, then the initial blends. Last, we teach the long vowels in their great variety of spelling forms. Thus, we proceed from the simple to the complex and easy stages giving the pupil plenty of practice and drill along the way. The pupil learns to read and spell in an orderly, systematic logical way, as well as to pronounce the language with greater accuracy. It should be pointed out that phonics instruction helps them to development of a good diction. To some teachers this will seem like an overly academic way to teach reading end of this, on purpose, because we want the pupil to learn to enjoy using his or her mind.

Teaching the alphabet. The fastest and most efficient way to teach the alphabet is to have the child repeat it after you in alphabetical order while you point to the letter. Thus the child learns the alphabet both orally and visually at the same time. Usually, the oral learning will be faster than the visual since the oral alphabet when repeated often enough is learned always like a melody or a poem. The alphabet lends itself easily to this kind of learning since it can be broken up into rhythmical and rhyming lines as follows: 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. It will take some time before the child's visual learning catches up with his or her oral knowledge. Indeed, some children learn to recite the alphabet perfectly long before they are able to identify all of the letters at random. This is perfectly normal since the child has had much oral practice learning to speak the language, however, he or she is required to do highly precise visual learning which may take some getting used to. Especially if the child has had visual exposure to print. Children with photographic memories will learn visually much faster than those not so favorably endowed. The slowest learners will be those with weak visual memories. These children will benefit most from simple alphabetic exercises, such as repeating the letters at random, several at a time as in a prereading alphabet exercises on called 159 of Alpha-Phonics. Both oral and visual learning of the alphabet should be accompanied by kinesthetic learning, that is by having the pupil draw the letters in both capitals and lower case forms. Drawing the letters will help the child learn their different shapes more thoroughly. A lined notebook should be used by the pupil for doing this work.

Another effective way for the child to learn to identify letters at random is to ask him or her to ~~put~~ out specific letters from ~~as~~ advertisements in newspapers and magazines. In this way, the pupil learns to recognize the letters in different sizes and type faces. This is also a good way to check on the child's vision~~s~~. Pictures are not necessary in teaching the alphabet if you do it in the systematic manner prescribed in this program. The picture the child should be looking at is the letter itself. ~~Not~~ an apple or a bumble bee or an elephant. Pictures are a distraction that can only delay learning the alphabet directly as a set of graphic ~~symbol~~. We make this point because shortly after the letters are learned, the pupil will be taught to associate them with speech sounds and this is very crucial. A letter is a symbol of a sound. It is not the symbol of anything else. The letter is supposed to stimulate the mouth, lips and tongue to make particular sounds. It is not supposed to make the pupil think of an apple or an elephant. He or she must translate groups of letters into speech and the pupil will be able to do this more readily ~~to~~ better he or she associates the letters with sound. A word of caution. When a pupil is having uncommon difficulty learning or mastering any phase of the instructions, do not become impatient and do not scold. Analyze and try to pinpoint the cause of the difficulty. You may simply have to take more time than you thought necessary. Some students take a year to master what ~~other~~ can master in a month. Remember, the goal is not to win a race but to teach a person to read no matter how much time ~~to take~~ to do the job well.

Teaching the letter's sound. Assuming that the pupil has learned the alphabet we are now ready to teach the letter's ~~sound~~. The pupil's knowledge of the alphabet does not have to be letter perfect before we move on to this next phase. For the simple reason that the student will learn the letters better as they are used. When you are ready to teach the letter's ~~sound~~, you might explain to the student something about how and why the alphabet was invented. Older students are usually quite fascinated to learn that the entire English language is made up of only 44-irreducible speech sounds. Try ~~as~~ possible to appeal to the learner's intellectual curiosity. You'll never know what kind of a response you will get. Pupils are very sensitive about their ability to learn. This is particularly true of remedial ~~student~~ who's self-esteem ~~had~~ been badly battered by failure. A learning block or handicap is not a reflection of basic intelligence. We

all know of highly intelligent people who have trouble doing simple arithmetics. We also know that many so-called dyslexics are very bright and articulate, therefore always appeal to a pupil's basic intelligence.

When teaching younger pupils the letter's sound, you might simply say, "Now we are going to learn the letters stand for, so that you can put the letters to work for you. Each letter stands for a different sound. You will be able to read words by knowing the sounds the letter stands for." The essence of what you want to convey to the pupil is that letters have meanings. They stand for sounds and that the letters in their written tell the reader how to say it. In teaching the letter's sound, it is important to convey the idea that the distinct sounds of our language can be isolated and represented by written symbols. Obviously, the alphabet was invented by someone who spoke clearly and heard clearly and could distinguish between the fine differences of speech sounds, between the t and the d, between s and z, m and n, short a's and short e, but a pupil's attunement to speech sounds may not be very sharp. And in fact, some pupils may articulate very poorly and require a good deal of work to improve their pronunciations. Therefore, spend as much time as is needed to sharpen your pupil's attunement to the isolated, irreducible speech sounds of our language as you teach the letter's sound. Be sure to pronounce all words clearly.

The alphabet is a tremendously exciting invention based on a great discovery, but all of human language is composed of a small number of irreducible speech sounds. In teaching the alphabet you can convey to your pupils the excitement of this great discovery and the marvelous invention based on it. You say, "Did you know that every word you speak can be put down on paper? That's pretty exciting and that's what you are going to learn to do. To put down on paper every sound of speech you make." Thus, you established the concept of a set of written symbols representing speech sounds. ~~This is the association you want to establish in the pupil's mind, that letters on paper stands for sounds that you can make with this voice and that the sound you make can be put down on paper by way of letters representing them.~~

Some practical suggestions. This book has been designed to be used as both a tutoring and a classroom text. If the classroom teacher has only one copy of Alpha-Phonics, then the pupil should be provided with lines of notebooks in which to copy lessons from the board. Ideally, each pupil should have his own copy of Alpha Phonics, plus a notebook in order to facilitate the assignment of homework. This would also reduce the need for time consuming board work by the teacher and costly duplicating. Tutored pupils should also whenever possible have their own copy of Alpha Phonics for homework and reference use. The pupil should also have a lined-notebook for practicing cursive writing, for spelling exercises, vocabulary lists and sentence writing. It is advisable to assign some written homework after each tutoring session. The purpose of homework is to speed up the acquisition, retention and improvement of skill. The amount of homework should depend on the amount of time between sessions. Although, the lesson instructions have been written from a classroom viewpoint, a tutor will find them easily adaptable for one-on-one teaching. Simply substitute pupil for class and that's what I will be doing in this recording.

Cursive writing. Now, that you are about to teach the pupil the letter sounds, that is to read. You should also start teaching the pupil to write in cursive. In other words, writing in cursive should be taught in conjunction with reading. There is no need to spend a year or two forcing a child to perfect or his or her printscript or manuscript as it is called before switching to cursive. Actually, cursive is easy to learn than ball and stick printscript. In addition, if a child is first to perfect printscript in the first two years of formal learning, he or she will develop holding the pen and printing the words in way that may make it impossible to develop a good cursive handwriting later on. Back in the days when I attended primary school in the early 1930, everyone learned cursive in the first grade. No one was taught to print as handwriting. Printing was taught later in art class or costume making. It was never taught as handwriting. Cursive is quite easy. There were only three movements in all of cursive. The under-curve, the over-curve and the up and down. The under-curve and over-curve are merely the two halves of an oval. Cursive is easier than printscript because less muscular effort is needed. It is also a faster and less tiring form of writing. Also the end of one letter tells you how to begin the next. In

short, cursive is easier to learn than printscript. Besides, if you can write cursive you will be able to read someone else's cursive as well. The development of good penmanship should be an integral part of your primary program. On page 158 of Alpha-Phonics, you will find a sample cursive alphabet. ~~My book, "How to Tutor," had a complete section on cursive writing instructions. I suggest that you get a copy of the book and use it in conjunction with Alpha-Phonics.~~ It is important to help your child learn to write correctly from the very beginning. For the far easiest to inculcate a good habit than it is to break a bad one. Teach the child how to hold the pen correctly, how to tilt the paper correctly and how to form the letters correctly. Children wanna know how to do these things correctly because they want to master whatever it is they are learning. They want to succeed. Always instruct in a kindly, soft-spoken direct way. Above all, always be patient. It is always possible that your instruction is not clear or easy to understand. You cannot teach something with you yourself don't know. If you have any doubts about how to teach something, consult with ~~an expert. Get sound guidance. If you would like my advice, simply write to the publisher of Alpha Phonics, the Paradigm Company who's address is on the copyright page of the book.~~

And now, we are ready to start teaching the lessons.

Lesson 1: We start by introducing the pupil to the short a, the a sound, in conjunction with five consonants: m, n, s, t, and x. Have the pupil say a. Tell him or her that this is the short a and that the letter a stands for the a sound. Then, introduce the consonant letter m and tell the pupil that m stands for mmm, then explain that if you put the a together with the mmm, you get the word am. The letter sounds by themselves have no meaning, but when they are put together they make a word. Use the word am in a sentence so that the pupil will realize that the word being read is a word he or she uses very often. Then, introduce the letter n and tell the pupil that it stands for nnn. Then, show how the two letters when put together make the word an. A plus n equal an. Then, show how the word is used in a spoken sentence. Next, introduce the letter s and the sound it stands for, sss. Actually, the letter stands for two sounds, hard s, sss and soft s which is more like zzz. The pupil would have no difficulty knowing which s sound is called for since the words being

learned are already in his or her speaking vocabulary. The pupil has heard the word s many times and you can use the word in a sentence to demonstrate this. Next introduce the letter t and its sounds, t. If you want to make sure that you've isolated the sound sufficiently. Simply repeat it as it sounds at the end of the word at, a-t. Again demonstrate how you create this word by putting these two sounds together, a-t. Show how the word at is used in everyday speech. Finally, introduce the letter x and its sound, ks. Actually, x stands for the same sound as ks, ks. If you listen closely, you will hear the ks together, ks. At this point, we are only interested in getting the pupil to articulate the sound that x stands for. Later on, he or she will learn about the similarity between the x and ks. Explain what an ax is and use it in a sentence. Now, have the pupil read the five words: am, an, as, at, ax. Explain that each word has two letters standing for two sounds. Have the pupil spell each word and articulate the two sounds in each word. In this way, he or she will understand that we use the letter names to spell the words, but we articulate the sounds the letters stand for when we sound out a word. In other words, there is a difference between the letter names and the sound the letters stand for. Most of the letter names suggest the sound the letters represent. This is very helpful when learning to spell. When you're satisfied that the pupil knows these letter sounds sufficiently well, explain that there are two kinds of letters in the alphabet, vowels and consonants. A is a vowel and m, n, s, t and x are consonants. The other vowel letters are E, I, O, U. Tell the pupil that the letter Y doubles as a consonant and a vowel, but that he or she will learn more about that later on. Explain that the vowels are the most powerful sounds in our speech and therefore, the most powerful letters in our alphabet. Because you can't have a word without one. Consonants need vowels in order to make words. They never stand alone. You needn't elaborate at this point. All you wanna do is make the pupil aware of the two classes of letters, vowels and consonants. By now, the pupil has learned a great deal. He or she will begin to hear words with a greater awareness of their different sounds. The pupil will realize that the letters on a printed page represent speech sounds and that they are printed in a left-to-right sequence because that is the same sequence in which the sounds are spoken. ~~The five words can be printed on cards and flash to the pupil in short drills to help develop quick recognition.~~ You should also start teaching the pupil how to write these letters in words in

cursive and have the pupil fill a page or two with these letters and words for homework. Practice is important in developing good handwriting. Of course, make sure that the pupil holds the pen correctly, tilts the paper or notebook correctly and forms the letters correctly. ~~Refer to my book, "How to Tutor," for more detailed instructions.~~

Lesson 2: Usually, you can proceed into Lesson 2 in the same tutoring session as Lesson 1. For the latter is learned quite easily by most pupil. However, if there is a break between the lessons do a quick review of Lesson 1 before proceeding into Lesson 2. When that is done, then take the word m and put a capital s in front of it. Explain that you've just made a new word and ask the pupil if he or she can figure it ~~out~~ by sounding it out. The word is the name Sam. Ask the pupil how many sounds are in that word, then have the pupil articulate the three sounds in the order they are printed. Explain that we used a capital S at the beginning of the word Sam, because it is a proper name and all proper names begin with a capital letter. Repeat the procedure with the other words in the lesson. The m placed in the front of n produces man. The s placed in front of a produces sat. The t placed in front of ax produces tax. Explain what a tax is. Introduce the letter h that stands for ha. The sound at the beginning of hat. Place the letter h in front of as and it gives us the word has.

Lesson 3: In Lesson 3, all of the words learned in Lessons 1 and 2 have been arranged in their spelling families. Have the pupil read them. Note that we have added the word, hat to the at family by simply placing the letter h in front of at. Also, explain to the pupil that he or she now knows enough words to be able to read and write these two sentences. Sam sat and Sam has an ax. Explain that a sentence begin with a capital letter, whether or not the first word is a name a and that it ends with a period. Tell the pupil that a sentence is a complete thought and that we call the period at the end of the sentence, punctuation. Teach the pupil how to write a cursive h and capital S. For homework, have the pupil write a page or two of the words and sentences in Lesson 3.

Lesson 4: Introduce the letter d and its sound, da. Show how we can make the word, ad. Expand ad into dad by simply placing a d in front

of ad. Introduce the letter w and its sound, wa. Place the w in front of ax and see if the pupil can sound out the word wax. Place a capital d in front of n to make Dan. Have the pupil read the two new sentences. Show the pupil how to write w, small d and capital d in cursive. You may want to proceed directly into the next lesson if the pupil is making quick progress. It is up to you to decide how many lessons the pupil can absorb in the allotted ~~tutoring session~~. If you are home schooling and teaching daily, then the sessions can vary from one-half hour to an hour a day plus homework time. If you are tutoring a pupil once or twice a week, then the sessions should run one-and a-half hours long. Enough homework should be given so that what is learned is retained from session to session.

Lesson 5: By now, the pupil should begin to understand the principle behind alphabetic word building. How each letter is used in writing words. Have the pupil read the words in their columns. By using all of the letters already learned, the pupil's reading vocabulary has been expanded to 25 words. Point out that the word 'was' while in the as, has, spelling families is pronounced ~~was~~ or was depending on local pronunciation. This is what we call an irregular pronunciation. Thus, the pupil has been made aware that there are irregularities in the system. When it comes to irregular pronunciations, the spoken word must be your guide. In the case of was, it couldn't be anything but the way it is spoken. ~~That there~~ is no word in English spelled w-a-s, that rhymes with s or has and that is why children have virtually no difficulty learning the irregular pronunciations since they rely on the spoken language as their source of correct pronunciation. Also, show the pupil how the words have been arranged in alphabetical order in the bottom half of the lesson. Discuss how alphabetical order is used in telephone books, in listing towns on maps, in listing book titles and authors and libraries, to help us find what we are looking for more easily. Teach cursive capitals m, h and t.

Lesson 6: All of the sentences in Lesson 6 are made up of words the pupil has already learned. Have the pupil read the sentences. Explain that we place a question mark at the end of a sentence that asks a question. Use the sentences in dictation exercises. For homework, have the pupil write out the sentences in cursive.

Lesson 7: Add a final d to the word an to make the word and. Expand and into hand, sand, land. Explain that nd is a blend of two consonant sounds, nn and da, nd. ~~And to make~~ sure the pupil can hear and identify the two sounds as well as the four sounds in the four-letter words. Introduce the sound of l, ull. Then teach the word, land. Ask the pupil that he or she can hear the difference between an and and. Show how the word and is used. Have the pupil read the sentences and write them with capital letters at the beginning. Teach the pupil the cursive capital L.

Lesson 8: Teach the letter l as a final consonant and the capital A as in the name Al. Introduce the letter C that stands for the k as in cat. Later, you will teach the pupil that c also stands for sss when it appears before E or I. But for the moment, simply teach the letter C as standing for k. Introduce the letter G. It stands for the ga as in gas. Introduce the letter J. It stands for ja as in jam. Introduce F, fa as in fan. Introduce initial L, ul as in lab and introduce initial n, nn as in nab. Teach the pupil to write all of these words in cursive. Whenever introducing a new letter in cursive, teach both its capital and small forms.

Lesson 9: In this lesson, teach the pupil consonants: P as in pal; initial T, ta as in tab; consonant R, er as in run; consonant V, vee as in van; consonant Y, ya as in yam and consonant Z, zee as in zag. Have the pupil write all of these words in cursive for homework.

Lesson 10: This is a review of all the words learned thus far. The words are arranged in their spelling families. Have the pupil read the words down each column to test the pupil's knowledge of the sounds of the consonant letters. If you wish, you might put these words on cards and flash them to the pupil in drills to help develop quick recognition in random order. For homework, have the pupil write these words in cursive.

Lesson 11: Introduce the consonant digraph ck which stands for cook. The consonant digraph is a single consonant sound represented by two consonant letters. Have the pupil read the words in the lesson. Also, introduce the qu spelling form, which stands for qua as in quack. Note that qu represents the same sounds as kw, kwa. Have the pupil write these words in cursive for homework.

Lesson 12: Introduce the word a as in a cat, a hat, etc. The word is also pronounced a. It has the same meaning as an, but is used before a word that starts with a consonant. Like an, it is an indefinite article meaning one.

Lesson 13: These are practice sentences. Have the pupil read the sentences and then write them in cursive for homework.

Lesson 14: In this lesson, we have drill columns consisting of words and nonsense syllables comprised of the consonants learned thus far in combination with short a. Many of the nonsense syllables will later turn up in multi-syllabic words. A syllable incidentally is a unit of speech with at least one vowel sound. Have the pupil read down these columns. If the pupil has difficulty reading a syllable, have him or her sound it out and then read it as a blended whole. For example, if the pupil has difficulty reading baf have him or her sound it out as b-af, and then blend it into baf. The purpose of these drills is to help the pupil develop an automatic association between letters and sounds, and quick recognition of syllabic units. Also on page 19, introduce the letter k which stands for the ka sound.

Lesson 15: In this lesson, we take up the other short vowels. Short E, e; short I, ee; short O, a; and short U, u. The five short vowels are: A, E, I, O, U. A, E, I, O, U. You will teach the five short vowels by arranging them in contrasting spelling columns so that the pupil can both see and hear the differences. Thus, we contrast such words as: bad, bed, bid, bod, bud; bad, bed, bid, bod, bud; tan, ten, tin, pop, pun. In this way, the pupil will hear the different vowel sounds and see how they are spelled. Teach the pupil to say the five short vowel sounds in isolation, A, E, I, O, U. The aim of the lesson is to get the pupil to associate the right vowel sound with the right vowel letter to associate the spoken sound with its written equivalent.

Lesson 16: This lesson concentrates on teaching the short E. The pupil's reading vocabulary is now expanded to include all of the words in this lesson. Discuss the meanings of words the pupil may not know. Teach the pupil that the letter C stands for the S sound, ss, when it appears before e as in cell. It also stands for the S sound before I and Y. The letter G at times also stands for the J sound, ja,

before vowel letters E, I and Y as in gem and gel. Note that it stands for ga, in get, g-e-t. Have the pupil write these words in cursive for homework.

Lesson 17: This lesson consists of sentences incorporating the newly learned short E words. Have the pupil read the sentences and for homework write them out in cursive. Incidentally, all of the reading exercises in Alpha-Phonics required a pupil to read aloud, so that the tutor can determine how well the pupil is progressing. One of the benefits of having the pupil write out the sentences is that the pupil becomes accustomed to writing complete thoughts with correct spelling, grammar and punctuation. Also, take the time to teach the pupil the rest of the cursive alphabets in capitals and small forms.

Lesson 18: Here we do with short E what we did with short A in Lesson 14. Have the pupil read the words and nonsense syllables in their columns and at random. Note that many of the nonsense syllables will later appear in multi-syllabic words.

Lesson 19: In this lesson, we concentrate on short I words. Expanding the pupil's reading vocabulary. On page 32, introduce the ph spelling for the f sound, fh, as in Phil. Note that Phillip is the first two-syllable word to appear in the lessons.

Lesson 20: This lesson consists of short I practice sentences. Have the pupil read them and for homework write them in cursive. Teach the pupil the use of the comma as used in two of the sentences. The commas help us phrase the sentences correctly, so that they emerge as fluent, understandable speech with the proper pauses and inflexions. There is a rhythm to speech and punctuation is one means of putting it in writing, so that the written message can represent the spoken message as closely as possible.

Lesson 21: Introduce the consonant digraph th, which stands for the dh sound. Ask the pupil if he or she can hear the dh sound in such words as: the, them, this, that, bath, Beth, with. Have the pupil go down the list of words in the lesson to see if he or she can sound them out without your help. Pupils often want to see if they can do it by themselves. Point out that th is pronounced in two ways. A hard th as in this, and a soft th as in them. The spoken word determines

how the written word is pronounced. For homework, have the pupil write these new words in cursive.

Lesson 22: This lesson is comprised of practice sentences incorporating the newly learned **th** words. Have the pupil read the sentences and write them in cursive for homework.

Lesson 23: Here we concentrate on short O, **au**. Have the pupil articulate the short o, **au**, in isolation and then read the words in the columns. Note that the words off, dog, son, ton and won have been put in boxes to indicate that they vary in pronunciation from the rest of the words in their spelling families. Again, the spoken **u** is the proper guide to pronunciation.

Lesson 24: The sentences in this lesson incorporate the newly learned short o words. Have the pupil read them and for homework, write them. Incidentally, when we say write we always mean cursive.

Lesson 25: Here we introduce the pupil to the use of s and es to designate plurals and the apostrophe s to designate possession or ownership. Explain that the apostrophe is used to make it clear what the writer means. Have the pupil read the words and write them for homework.

Lesson 26: This lesson consists of sentences incorporating what was learned in Lesson 25. Have the pupil read the sentences and write them for homework.

Lesson 27: In this lesson, we concentrate on the short U, **uh**. Have the pupil articulate the short u in isolation, **uh**; and then read down the columns of words. Note the words in the boxes, they vary in pronunciation from the other words in their spelling family. Again, the spoken word is your guide to pronunciation. For homework, have the pupil write the words.

Lesson 28: The sentences in this lesson incorporate the short **E** words learned in Lesson 27. Have the pupil read them and for homework, write them.

Lesson 28A: The purpose of this lesson is to help pupils distinguish between ~~be~~ and ~~he~~. This is particularly helpful for older peoples who were taught to read by look-say or whole language and often confuse ~~this and these~~. Have them practice reading the words and writing them in cursive. Note that in cursive, the ~~be~~ and the ~~he~~ are written quite differently, thus, making it easy for the pupil to distinguish between the two letters.

Lesson 29: In this lesson, we introduce the ~~sh~~ consonant digraph, which stands for shh. Have the pupil read the words and for homework, write them. The words in the boxes: wash, bush and push, vary in vowel pronunciation from the other words in their spelling ~~family~~. Again, the spoken language is the proper guide to pronunciation in its written form.

Lesson 30: Here we introduce the consonant digraph, ~~ch~~ which stands for chh. Expand the pupil's reading vocabulary to include the words in this lesson. Have the pupil write them for homework.

Lesson 31: Introduce consonant digraph wh, hwu. It's pronounced as if it were spelled h-w-u, hwu. Articulate it carefully to distinguish it from simple w, wu. Generally, there is not much detectible difference in common speech between wh and w. However, it is important for the pupil to know how to spell the ~~wh~~ words correctly. Have the pupil read the words and for homework, write them. The words are: what, when, whim, whip and which. Most people however say, what, when, whim, whip and which. But don't you think that what, when, whim, whip and which sound just a little bit better. In any case, English is a living language and the trend toward pronouncing wh as w will no doubt continue.

Lesson 32: This lesson consists of a review of short vowel words with the consonant digraphs learned in the previous lesson: sh, ch and wh. Have the pupil read the words and for homework write them. The words in the lefthand column are: cash, what, ship, rich, shut, dish, shell, wish, rush, when, dash, mush, chum. The words in the middle column are: fish, shop, shot, much, rash, which, shell, when, chick, such, shed, shun, chip. And the words in the righthand column are: chest, shock, chuck, shack, chud, whack, chin, chest, which, ash, shot, chop, whip.

Lesson 33: This lesson is comprised of practice sentences using consonant digraphs. Have the pupil read them and for homework write them. By now, the pupil should have been taught the ~~course of~~ ~~phones~~ of all the 26 capital letters. If not yet done, then this is the time to do it.

Lesson 34: At this point, ~~impetuous~~, the tenses, persons and spelling forms of our two common verbs have and be. The pupil is already familiar with the words am, is, was, has, had. The words have, are, they, were, you are common words that vary in pronunciation with the other words in their spelling families. The sole purpose of this lesson is merely to expand the pupil's ability to read more interesting sentences. However, these words will be more thoroughly studied when we take them up in their own spelling families. Have the pupil read the words and for homework write them.

Lesson 35: This lesson consists of practice sentences using the words learned in Lesson 34. Have the pupil read the sentences and write them for homework.

Lesson 36: Here we introduce the contraction. ~~That~~ is two words contracted into one. For example: is not is contracted into isn't, can not into can't, has not into hasn't, it is into it's, let us into let's, and did not into didn't. Note that an apostrophe is used to indicate

where the contraction took place ~~for~~ which letter is left out. Have the pupil read the words and for homework write them.

Lesson 37: This lesson consists of sentences using contractions. Point out that the apostrophe has two uses. In the word isn't, the apostrophe denotes the contraction in the word Peg's, P-e-g's. We denote possession. Something belonging to Peg. Have the pupil read the sentences and for ~~homework~~ write them.

Lesson 38: In this lesson, we introduce the pupil to many two syllable words composed of simple short-vowel syllables. A syllable is a unit of speech with only one vowel sound in it. It can have consonant sounds but only one vowel. Have the pupil read the words first as hyphenated syllables, then as whole words. For example: hot-dog, hotdog; box-top, boxtop; zig-zag, zigzag; cat-nip, catnip and so on. This will convey how multisyllabic words are constructed and how we read them by recognizing their syllabic units. With practice this process ~~become~~ so automatic that we can read most multisyllabic words with instant recognition. It is only when we encounter difficult new multisyllabic words like many of the new pharmaceutical terms that we have to consciously break up the word into syllables so that we can read it correctly. Once we know how to pronounce the word correctly with repeated usage we can easily develop an automatic, correct reading. This lesson also provides us with a good time to test spelling. After the pupil has become familiar with the words, give a spelling test. The results will tell you how well the pupil has learned the alphabetic principle. If you detect any weaknesses, go back to previous review lessons to improve the pupil's proficiency. For homework, have the pupil write the words.

Lesson 39: Here we have practice sentences with some of the two syllable words learned in Lesson 38. Have the pupil read the sentences and for homework write them. You can follow up this lesson with some dictation.

Lesson 40: Here we introduce the sound of the letter a as au as in all, fall, call and the other double l words in this spelling family. Explain that the letter a stands for more than one sound. The pupil already knows the short a or a sound as in Al, Cal, ~~Dal~~, Au and pal. But when two l's follow the a, we get all, ball, call, fall, etc. Have the

pupil read the words and the sentences. For homework have the pupil write both.

Lesson 41: In this lesson, we introduce the ng or ng consonant blend, which we find at the end of such words as sing, rang, long. Explain that a blend is bringing two sounds closely together so that they seem to be one sound, but when you listen to them carefully you can hear the two separate sounds. In the case of ng, you hear the ng blending right into the d, so that you get nged. Expand the pupil's reading vocabulary with the ng words in this lesson. Have the pupil read across as well as down the columns, so that he or she will hear the contrasting short vowel sounds as an ang, ing, ung, ong or bang, bing, bung, long. For homework have the pupil write the words. On page 58, introduce the word Washington as shown divided into three syllables. First, ask the pupil if he or she can figure out the words without your help by simply sounding out the syllables and putting them together. Notice the doubling of the final consonant on most short vowel words when ng is added. Have the pupil read the words and for homework write them.

Lesson 42: This lesson consists of practice sentences with ng words. Have the pupil read them and for homework write them.

Lesson 43: This is a review of the final consonant blend nd nd. Expand the pupil's reading vocabulary with the nd words in this lesson. Introduce final consonant blend nt nt. Teach the nt words in the lesson. Note that the pronunciations of want and wand are slightly different from the other words in their spelling families. The letter w seems to alter the sound of short a whenever it precedes it. It's probably because it's easier to say want than went. It's certainly sounds better. In any case, have the pupil write the words for homework.

Lesson 44: This lesson is comprised with sentences with nd and nt words. Have the pupil read them and for homework write them.

Lesson 45: In this lesson, we teach the syllable er or er, which is really a variant r sound. The e in er is also considered a distinct vowel sound, but it is too minor to be taught as such, since in er it is virtually impossible to separate the sound represented by e from the

r. Show the pupil how by adding er to many already known words, the pupil can expand his or her reading vocabulary to include many new words. Have the pupil read the words and sentences and make up others. For homework, have the pupil write both the words and sentences.

Lesson 46: Here introduce the pupil to final consonant blends nk, ngk as in tank, sink, junk and z as in zinc and nch as in ranch, inch and lunch. Have the pupil read the words and for homework write them.

Lesson 47: This lesson is comprised of sentences containing words with the final consonant blends learned in Lesson 46.

Lesson 48: Introduce the following final consonant blends: ct as in act, fact, duct; ft as in left, gift, raft; pt as in apt and xt as in next and text. Have the pupil read the words and sentences. Some of the words such as pact, tact and act may be new to the learner. Discuss them and use them in appropriate sentences to demonstrate their meanings. For homework, have the pupil write the words.

Lesson 49: Introduce the following final consonant blends: sk as in ask, desk, wrisk; sp as in gasp, lisp; st as in best, list and rust. Have the pupil read the words and discuss those which are new to the pupil. For homework, have the pupil write the words and sentences.

Lesson 50: Introduce final consonant blends: ld as in bald, ld as in held, lf as in self, lk as in milk. The words bald, test, half, talk and walk are in boxes because they are pronounced differently from what their spellings suggest. However, since there are no other words in English that can be represented by these spellings, the pupil should have no trouble learning to read them and spell them. Have the pupil read the words and of course write them for homework.

Lesson 51: Introduce final consonant blends: lm as in film, lp as in help and lt as in tilt. Have the pupil read the words and write them for homework.

Lesson 52: Introduce final consonant blend: mp as in camp and jump. Have the pupil read the words and write them for homework.

Lesson 53: Introduce final consonant blend: Tch, tch. The tch blend is really a spelling variant of the consonant digraph ch. Rich, r-i-c-h rhymes with itch, i-t-c-h. Much, m-u-c-h rhymes with hutch, h-u-t-c-h. Have the pupil read ~~the pupil read~~ the words in the lesson and explain the meaning of new words. Explain also that there are variant spellings for the same sounds in English just as k and ck stands for the same sound, so do ch and tch represent the same sound at the ends of words. Explain that ch sometimes also stands for the k sound. We shall take that up in Lesson 127. Have the pupil read the sentences. Note the irregular pronunciation of the a in watch. For homework, have the pupil write the words and sentences.

Lesson 54: Introduce final consonant blend: Dge as in the words edge, badge, fudge. It is a variant spelling of the soft g, dga. Have the pupils read the words and sentences and write them for homework.

Lesson 55: Introduce final consonant blends: Nce and nse as in intense, tense, rinse, sense. Have the pupil read the words and sentences. Note that o-n-c-e is pronounced once and rhymes with dance. Have the pupil write the words and sentences for homework.

Lesson 56: Here we have a review of final consonant blends in one-syllable short vowel words. See how many of the pupil can read without any help. Have the pupil write them for homework.

Lesson 57: Many two-syllable words are composed of simple, short-vowel words and syllables combined with other short-vowel words and syllables. In this lesson, many of these words and syllables have final consonant blends and digraphs. Have the pupil read the words first as syllables, then as whole words. As for example: con-test, contest; sand-wich, sandwich; sel-fish, selfish, etc. For homework, have the pupil write the words first as separate syllables, then as whole words.

Lesson 58: Introduce initial consonant blends: Bl as in bless and br as in brand. Have the pupil read the words and discuss those that are unknown to the pupil. For homework, have the pupil write the words.

Lesson 59: Introduce initial consonant blends: Cl as in cliff and cr as in crab. Have the pupil read the words and discuss those that are unknown to the pupil using them in appropriate sentences to demonstrate their meaning. For homework, have the pupil write the words.

Lesson 60: Introduce initial consonant blends: Dr as in draft and dw as in dwell. Have the pupil read the words and write them for homework.

Lesson 61: Introduce initial consonant blends: Fl as in flat and fr as in frog. Have the pupil read the words and write them for homework.

Lesson 62: Introduce initial consonant blends: Gl as in glad, gr as in grab, gw as in Gwen. Have the pupil read the words and write them for homework.

Lesson 63: Introduce initial consonant blends: Pl as in plan and pr as in prep. Have the pupil read the words and write them for homework.

Lesson 64: Introduce initial consonant blend: Sl as in sled, slant, slump. Have the pupil read the words and write them for homework.

Lesson 65: Introduce initial consonant blends: Sh as in shred, sm as in smell and sn as in snap. Have the pupil read the words and write them for homework.

Lesson 66: Introduce initial consonant blends: Sp as in spell and spr as in spring. Teach as in previous lesson.

Lesson 67: Introduce initial consonant blends: St as in stick and str as in strand. Teach as in previous lesson.

Lesson 68: Introduce initial consonant blends: Sw as in swim, sc as in scan, sk as in skip and scr as in scrub. Teach as in previous lessons discussing those words the pupil may not be familiar with.

Lesson 69: Introduce initial consonant blends: Tr as in trim, thr as in thrill and tw as in twin. Have the pupil read the words and write them for homework. The pupil may not know the meaning of such words as thrall or twit. Spend a little time discussing them.

Lesson 70: This is a review of all of the consonant blends learned thus far. They are all short-vowel words. Have the pupil read them and write them for homework.

Lesson 71: The sentences in this lesson contain only those words and sounds learned thus far. Have the pupil read them so that you can evaluate his or her progress. If you detect any weak spots, go back to previous drills for reinforcement. However, move as rapidly as you can into the next series of lessons which take up the long vowels.

Lesson 72: Here we teach our first long vowel, long a. Have the pupil read the short a words in the left-hand column and then show how we can transform them into long a words by adding the silent e, thus at becomes ate, hat becomes hate, fat becomes fate, etc. All of the long vowels are pronounced the same as their letter names, a-e-i-o-u. In the lessons that follow, we will take up the different spelling forms of the long vowels. Have the pupil write the words for homework.

Lesson 73: Introduce all of the long a words in this lesson. All of these words are spelled longed a consonant and silent e. Have the pupil read the words and write them for homework. Note the three words in boxes: Ache, are and have. The ch in ache stands for the k sound. Are, a-r-e, rhymes with car. Have, h-a-v-e, although it is in the cave, save spelling family is pronounced have. There is no word in English pronounced have. However, as the syllable h-a-v-e is pronounced have in the word behave.

Lesson 74: This lesson is comprised of sentences with long a words. Have the pupil read them and write them for homework.

Lesson 75: There is a second spelling for long a, ai. In this lesson we take up one syllable words with the ai spelling. Have the pupil read the words and write them for homework. Explain that the reason why we have more than one way to spell long a is because there are

many words in English that sound alike but mean different things. For example: Made, m-a-d-e is quite different in meaning from maid, m-a-i-d. When you say, "The maid made the bed." Others can understand what you mean because of the context. However, merely saying the word maid by itself doesn't tell the listener which maid you're referring to. However, when you write the word it's spelling tells you exactly which maid you were talking about.

Lesson 76: This lesson is comprised of sentences with long a words spelled ai. Have the pupil read the sentences and write them for homework.

Lesson 77: Introduce long a spelled ay and ey. Have the pupil read the words and write them for homework.

Lesson 78. Here are sentences with words and which long a is spelled ay and ey. Have the pupil read the sentences and write them for homework.

Lesson 79: It may come as a surprise that there are words in which long a is spelled even without the letter a as we see in this lesson. ~~Here in~~ such words as rain, vein and veil. ~~The~~ long a is spelled ei and then words like weigh, sleigh and eight, long a is spelled is e-i-g-h. Have the pupil read the words and sentences in the lesson and write them for homework.

Lesson 80: This lesson is a review of long a words in their different spelling forms. Have the pupil read the words and write them for homework.

Lesson 81: Here we present long a words that sound alike, but have different meanings. The spellings indicate the intended meaning. Discuss the different meaning. Have the pupil read the words and write them for homework.

Lesson 82: Here we have two-syllable words with long a syllables combine with short-vowel syllables as well as other long a syllables. Have the pupil read the words and write them for homework.

Lesson 83: Here we take up another vowel sound: Au as spelled au and aw. We're already learned one spelling of awe in lesson 40. When we learned that a followed by double l is pronounced au as in all and tall. In this lesson, we take up words in which au is spelled au and aw. Have the pupil read the words and write them for homework. Note that the word ant is box because its pronunciation varies from the other words in its spelling families. This word is pronounced differently in different regions. In New England, it is pronounced ant, elsewhere it is pronounced with a short a as ant. You might use this opportunity to discuss regional pronunciation and the advantage of a common spelling system in English that enables us to understand anything written in English no matter how differently the words are pronounced by the writer.

Lesson 84: Here we have sentences with the au and aw spelling forms. Have the pupil read the sentences and write them for homework.

Lesson 85: Here we take up another vowel sound: A as in car, arm and father. Have the pupil read the words and write them for homework. Note the pronunciation of q-u-a-r-t. It is quart, not quart. Although, I'm sure that somewhere in Britain or Ireland some people say a quart of milk. Pronounce the word as it is normally pronounce in your region.

Lesson 86: Here we have sentences that include many ar words. Have the pupil read them and write them for homework.

Lesson 87: Introduce long E as spelled ee or double e. This is the most common spelling of long e. Have the pupil read the words and write them for homework. Note the single e word: be, he, me, we and she. Also, b-e-e-n is usually pronounced been. Note the kn spelling in knee, k-n-e-e. It will take up the kn as representing the n sound in Lesson 122.

Lesson 88: Here we have sentences with long e words spelled double e. Have the pupil read them and write them for homework.

Lesson 89: Introduce long e as spelled ea. This is the second most common spelling of long e. Have the pupil read the words and write

them for homework. Note the words in the boxes, they vary in pronunciation from the other words in their spelling family. Note that words like lead and lead, both spelled l-e-a-d, and read and read, both spelled r-e-a-d must be seen in a sentence or with a modifying word to be accurately understood. But their spellings do limit the possibilities of meaning. For example, the word lead spelled l-e-d will not be confuse with the metal lead, spelled l-e-a-d. Likewise, the color red spelled r-e-d will not be confused with read, the past tense of read spelled r-e-a-d. Also, the words steak and break are easy to remember because there are no words such as steak or break in English.

Lesson 90: Here we have sentences with long e words spelled with double e and ea. Have the pupil read them and write them for homework.

Lesson 91: Introduce long e spelled e-consonant-silent e. There aren't too many words in this group. Note the exceptions: there, were, where and eye. Have the pupil read the words and sentences and write them for homework.

Lesson 92: Introduce long e as spelled i-e. Have the read the words and sentences and write them for homework. Note that f-r-i-e-n-d, friend rhymes with mend. The pupil should have no trouble learning to read this word correctly since there is no word in English pronounced freend. As for the word receive, teach the spelling rule, I before e except after c.

Lesson 93: Introduce long e as spelled y. This spelling of long e as y generally appears at the ends of two-syllable words as shown in the lesson. Have the pupil read the words and write them for homework. Note that b-u-s-y is pronounced busy, p-r-e-t-t-y is pronounced pretty, m-o-n-e-y is pronounced money, a-n-y is pronounced any, and m-a-n-y is pronounced many.

Lesson 94: This lesson is comprised of sentences with words in which long e is spelled y. Have the pupil read the sentences and write them for homework.

Lesson 95: In this lesson, teach the pupil that when we wish to write the plural form of the word that ends with y, we change the y to -ies. Thus, singular baby, b-a-b-y, becomes plural babies, b-a-b-i-e-s; singular berry, b-e-r-r-y becomes plural berries, b-e-r-r-i-e-s. Have the pupil read the words and write them for homework.

Lesson 96: This lesson is comprised of long e words and their variety of spelling forms. Have the pupil read the words and write them for homework.

Lesson 97: Here we have sentences with long e words. Have the pupil read them and write them for homework.

Lesson 98: Introduce the word I, first person singular, which is always spelled in its capital form. Then, introduce long I spelled as i-consonant-silent e-~~y~~ and i-e. Have the pupil read the words and write them for homework. Note that the word climb, c-l-i-m-b, has a silent b, and the word knife is spelled with ~~kn~~. Also, g-i-v-e is pronounced give. There is no word give in English, so that the pupil will have no problem remembering its proper pronunciation. L-i-v-e can be read both as live and live, depending on the context in which it is used.

Lesson 99: Here we have sentences with long I words. Have the people read them and write them for homework.

Lesson 100: Introduce long I as spelled igh in such words as: high, sigh, fight, light, bright, etc. Have the pupil read the words and sentences and write them for homework.

Lesson 101: Introduce the ough sound spelled ough and augh as in such words as: ought, bought, thought and caught, taught and daughter. These spelling of ough is an ~~archaic one~~, but ~~is~~ easily learned because of its distinctiveness. Have the pupil read the words and sentences and write them for homework.

Lesson 102: The f sound is sometimes spelled gh as in the following words: rough, tough, cough, laugh, laughter. The word d-r-a-u-g-h-t is pronounced draft and is the British spelling for draft, d-r-a-f-t.

Have the pupil read the words and sentences and write them for homework.

Lesson 103: Introduce long o spelled o-consonant-silent e. Note that come and some are in the home, dome spelling family. Also, note the pronunciations of one, done, none, once, ~~done~~, dove, love, glove, shove and move. have the pupil read the words and write them for homework.

Lesson 104: Here we have sentences with long o words. Have the pupil read them and write them for homework.

Lesson 105: Introduce long o spelled o-a, as in ~~such words as~~ oat, boat, coat, road, toast, etc. Notice that in the word broad, b-r-o-a-d, the ea sounds more like ea than o. Have the pupil read the words and sentences and write them for homework.

Lesson 106: Introduce long o spelled o-w, as in ~~such words as~~ bow, low, row, show, flown, owl. Have the pupil read the words and sentences and write them for homework.

Lesson 107: Introduce long o spelled simply o, as in ~~such words as~~ old, cold, host, go, no. Note the pronunciations of cost, lost, boss, loss and toss in which the o is pronounced e. Have the pupil read the words and sentences and write them for homework.

Lesson 108: Here we have a group of words in which double o, single o and ou are pronounced oo. ~~In such words as~~ who, you, youth, do, to spelled t-o, too spelled t-o-o and two spelled t-w-o. Explain the meanings of the three tos. T-o is a preposition used to give contextual meaning to other words. T-o-o means also and t-w-o is the spelling for the numeral two. Have the pupil read the words and sentences and write them for homework.

Lesson 109: Here we introduce the double o spelling form that stands for two-vowel sound oo as in good and ou as in food. A good way to remember the two sounds is to remember the phrase good food. The upper part of the lesson lists words with the oo pronunciation as in zoo and the lower lists words with the ou pronunciation as in wood. Note the exception door and floor. Also, although s-p-o-o-k

is in the look, took spelling family, it is pronounced spook. Remember, the spoken word is the key to the pronunciation of the written word. Have the pupil read the words and write them for homework.

Lesson 110: Here we have sentences including words from Lesson 109. Have the pupil read them and write them for homework.

Lesson 111: Introduce the oo sound spelled o-u-l-d as in could, would and should. Another old English spelling. Obviously, in some distant past these words were pronounced differently. But they're spellings have remained the same, that they are common words and their spelling is distinctive and easily learned. Have the pupil read the words and sentences and write them for homework.

Lesson 112: Introduce the ow as spelled o-w and o-u. In addition to the five long vowels and five short vowels, there are other vowels and ow is one of them. Ow is spelled o-w in such words as pow, clown, tower, crowd. It is spelled o-u in such words as couch, cloud, found, sour, house. The exception in those spelling groups are touch, t-o-u-c-h; rough, r-o-u-g-h; your, y-o-u-r; wound, w-o-u-n-d and a few others. Have the pupil read the words and write them for homework.

Lesson 113: This letter is comprised of sentences with words from Lesson 112. Have the pupil read the sentences and write them for homework.

Lesson 114. Introduce the vowel sound oi and its two-spelling forms, o-y as in boy and o-i as in oil. Have the pupil read the words and sentences and write them for homework.

Lesson 115: Introduce long u spelled u-consonant-silent e as in ~~such~~ words as use, cube, cute, June, etc. Have the pupil read the words and sentences and write them for homework.

Lesson 116: This lesson introduces two more spellings of long u. U-e as in cue and blue and u-i as in juice and fruit. Have the pupil read the words and sentences and write them for homework.

Lesson 117: Here are two additional ways, long u as spelled ew as in few and chew and e-u as in feud and deuce. Have the pupil read the words and sentences and write them for homework.

Lesson 118: In this lesson, we take up the er sound as spelled e-r in term; i-r in bird; u-r in nurse, e-a-r in learn or o-r in work. Have the pupil read the words and sentences and write them for homework. By studying the words in their spelling families, the pupil will learn to spell them correctly.

Lesson 119: Here we take up words ending in l-e, as in cable, bubble, drizzle, little, jungle, temple, candle, etc. Have the pupil read the words and sentences and write them for homework. Note the words like hassle and wrestle with the silent t.

Lesson 120: The consonant sound ph is not only spelled f, but also spelled ph. Introduce the pupil to the ph words in this lesson. Have the pupil read the words and make up using the words.

Lesson 121: There are many words in our language from Latin, which maintained their Latin spellings, but have been Anglosized in pronunciation. For example, in words like nation and station, the t-i stands for shh; and the word special, the c-i stands for sh; and the word mission, the s-i stands for sh; and the word capture, the t-u stands for ch; and in the word pleasure, the s-u stands for ju sound, for which there is in our alphabetic system no symbol other than the dictionary designation of zh. Have the pupil read the words in the lesson and make up sentences using them.

Lesson 122: Here we take up words in which the sound of n is spelled kn as in knowledge and knell. Have the pupil read the words and make up sentences using them.

Lesson 123: Here we take up words in which the sound of m is spelled mb as in dumb, lamb, comb, plumber, etc. Have the pupil read the words and make up sentences using them.

Lesson 124: Silent h. In words like honor, honest and ghost, the h is silent. Have the pupil read the words in this lesson and make up sentences using them.

Lesson 125: There are many words in English that begin with an r sound, but are spelled wr, such as write w-r-i-t-e, wreck w-r-e-c-k, wrist w-r-i-s-t, wrestle w-r-e-s-t-l-e, etc. Have the pupil read the words and write sentences using them.

Lesson 126: In this lesson, we take up the s sound spelled st in such words as: castle, listen, nestle, etc. We also teach that in the words often and soften, the t is silent.

Lesson 127: There are many words in which ch stands for the k sound, as in Christ, Christmas, character, chemistry, school, etc. Also, wh words like psychic and psychology, ps stands for s.

Lesson 128: In this lesson, we take up the many words of Greek origin in which y stands for short i as in cyst (c-y-s-t), hymn (h-y-m-n), gym (g-y-m), symbol (s-y-m-b-o-l), system (s-y-s-t-e-m), mystery (m-y-s-t-e-r-y), etc. Have the pupil read the words and make up sentences using some of them.

With the completion of the final lesson, the pupil is now ready to start reading any suitable outside literature. Some pupils will require continued review of the alphabetic system in order to achieve real mastery. Vocabulary expansion with multi-syllabic words will be the major task in outside reading. This can start with fairly simple texts for beginning readers. The pupil should read as much as possible in order to practice his or her reading skills to the maximum. Of course, writing and spelling must accompany reading. Appropriate reading should include a variety of poetry, fiction and non-fiction texts that will stimulate the pupil's appetite for the printed word. Libraries offer the young reader a tremendous variety of books on all subjects. In introducing poetry, choose poems with positive, spiritual, patriotic and narrative content. Children loved these and slow readers consider it quite an achievement to master these poems. Memorizing poetry and learning the words of the national anthem and other patriotic songs will help improve reading, comprehension, spelling and speaking. The Bible and Bible stories written for the young are particularly good sources of reading material. The stories themselves are fascinating and the reader enters the vast realm of the spirit expanding his or her

horizon of philosophy and inner experience. Here the written word helps the reader deal with the very meaning of existence, thereby demonstrating the importance of reading as a source of knowledge and a means of understanding what life is all about.

Another good way to get a young pupil into the habit of reading is to introduce him or her to a popular adventure or detective series, such as the Harvey Boys or Nancy Drew. These books can create a voracious reading appetite and set a healthy pattern for lifelong pleasure reading. Tutors of older students will find excellent reading material in the Reader's Digest. A short article can be read aloud in one tutoring session with a student adding new vocabulary to the growing list in his notebook. At this point, it is important to get into the habit of looking up in the dictionary the words they do not understand. That is the only way to increase one's reading and speaking vocabulary. Too many students retard their own intellectual by never bothering to look up the words they don't understand. The student must learn that there is no short cut to vocabulary development without which true literacy is impossible to attain. Incidentally, never assume that a pupil knows the meaning of the word merely he or she can read it. When in doubt ask the pupil to define it.

Be on the constant search for good reading material for your pupil. Positive, uplifting, inspirational literature is eagerly read by young people seeking affirmation of life's value. Once the student realizes how much of real value can be found in the written word, reading will be an important part of that person's life. By completing Alpha-Phonics, the pupil has learned how to master the mechanics of reading written English. Beyond that, the pupil must now learn how to use the English language as a tool of communication and expanding one's knowledge. This requires a good command of English grammar and proper usage. Reading well-written books and analyzing good writing is an excellent way to discover the proper use of words and grammar. This ends the Alpha-Phonics program on tape. ~~If you would like information on my other books or the Blumenfeld Education letter, please write to me: Samuel L. Blumenfeld at P.O. Box 45161, Boise, Idaho 83711.~~