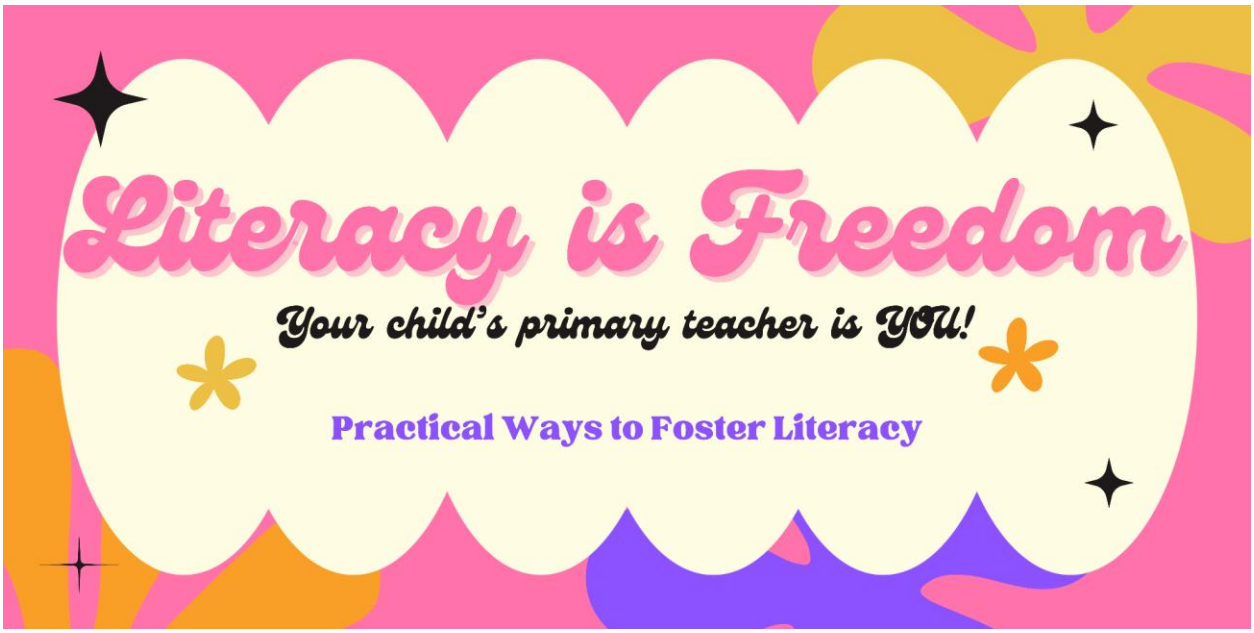

Scroll down for lessons to ensure your child can read.

Parents are a child's first and most influential teachers. From the moment a child is born, parents shape their understanding of the world through:

- **Values and behavior:** Parents model social norms, emotional regulation, and moral values.
- **Curiosity and learning habits:** Encouraging questions, exploration, and creativity sets the foundation for lifelong learning.
- **Emotional development**: A nurturing environment helps children build confidence, resilience, and empathy.
- **Language and communication**: Children learn to speak, listen, and express themselves by interacting with their parents and **LITERACY.**

Parents can support their child's learning in many meaningful ways, both at home and in partnership with schools. Here are some key strategies:

Create a Learning-Friendly Environment

- Set up a quiet, organized space for reading, homework, and creative activities.
- Limit distractions like excessive screen time during study hours.
- Read Together Daily
- Reading aloud builds vocabulary, comprehension, and a love for stories.
- Ask questions about the story to encourage critical thinking.
- Encourage Curiosity

Answer questions patiently and explore topics together. Use everyday experiences (cooking, shopping, nature walks) as learning opportunities.

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Model Lifelong Learning
Let children see you reading, solving problems, or learning something new. Share your own learning experiences and challenges. Be in partnership with schools.

Stay Involved
Attend parent-teacher conferences and school events. Communicate regularly with teachers about progress and concerns. Support Homework Without Doing It Help your child develop routines and time management skills. Offer guidance, but let them take ownership of their work. Celebrate Effort, Not Just Results Praise persistence, improvement, and creativity. Help children understand that mistakes are part of learning.

Emotional Support
Encourage a growth mindset: "You can learn this with practice." Be patient and empathetic when your child struggles. Foster confidence by recognizing strengths and progress.
Would you like a printable checklist or a visual guide for parents to use?

Building Foundations for Success
Teaching children basic literacy skills is essential for their academic, personal, and professional development. Here are some reasons why parents should prioritize literacy:

1. Improved Academic Performance: Strong literacy skills lay the foundation for success in all subjects, enabling children to read, write, and communicate effectively.
2. Enhanced Critical Thinking: Literacy skills help children analyze information, evaluate evidence, and make informed decisions.
3. Better Communication: Effective literacy skills enable children to express themselves clearly, confidently, and respectfully.
4. Increased Opportunities: Strong literacy skills open doors to better educational and career opportunities, empowering children to reach their full potential.
5. Lifelong Learning: Literacy skills provide a foundation for continuous learning, enabling children to adapt and thrive in an ever-changing world.

Practical Ways to Foster Literacy

1. Read Together: Engage in regular reading activities with your child.
2. Make it Fun: Incorporate games, puzzles, and interactive activities to make literacy learning enjoyable.
3. Practice Regularly: Encourage your child to practice reading and writing regularly.

By prioritizing literacy, parents can set their children up for success and empower them to reach their full potential. With the help of the phonics-based lessons in this document, you may become the most effective teacher your child will ever have without any additional training or expertise. I have had a lot of success with these ordered phonics lessons for a few generations of children I have taught. **Children should learn to read from prek to 3rd grade, practice reading from 4-6th and read to learn beginning in 7th grade through 12th.**

What do you need?
You can get as creative as you want as you present these lessons to your child, but you do not need to spend a lot of money. The best thing you can give your children is your time. All you need is a notebook, pen, or pencil. You can also use a mini blackboard and chalk or a mini whiteboard and marker. You can use magazine pictures to create imagery, and if you are an artist, that is a plus. Twenty to thirty minutes a school day will do the trick and will empower your child for lifelong academic success. Remember to read to your children every day during the process. Be gentle and kind.

Lesson Number	**Lesson Details** *Teach the sounds of the alphabet in the order of the letters you see in the lessons.*	**Notes**
1	Am, an, as, at, ax	Short “a” , m, n, , s, t, x, sound
2 h, d, w	Sam, man, has, sat, tax Sam has an ax. Sam sat. (Sentences the child should be able to read) Ham, hat dam, Dan, wax *Let child know that each sentence begins with a capital letter whether it’s a name or not and ends with a period.	Sounds h, d, w. Review and one added letter to ea review word Child knows enough to read his or her first sentences. Explain what a dam is
3	Sam has ham. Dan sat. Dan has wax. Sam has an ax. *Make sure to inform the child that the first word in a sentence starts with a capital letter and the sentence ends with a period.	Dictate these sentences and see how well the child can write them out
4	am, an, as, at, ax, and Sam, man, has, sat, tax, hand	Sounds h, l Ask child if she or he can hear

	ham, Dan, hat, wax, land dam, sand *Sam and Dan, man and ham, tax and wax* (Allow child to read them) *You can play a game and see how many sentences the child can write with all the words he or she can now read Suggestions: Dan has an ax. Has Dan an ax? Sam has ham. Has Sam ham? Dan has land and sand. Has Dan sand? Sam sat. Dan sat. tan, mat, Max Nat dad, had lad, sad, Tad *By now child has learned the sound-symbol correspondences of the short vowel *a* and the constants *d, h, l, m, n, s, t, w, x* and the constant blend *-nd*	the difference between *an* and *and*. Give ex: you and I, he and she, mother and father, knife and fork, etc. Write *and* down and ask child to spell it. Introduce 8 new words and define unfamiliar words. Introduce *-ad* Make up practice sentences if you feel the child needs additional work in learning these new words. 5 new words are learned ending in *-ad* Use short flash card drills to develop and reinforce automatic written-word-spoken-word response
5	bad, ban, bat, band dab, lab, nab, tab cab, cad, can, cat fab, fad, fan, fat	Introduce child to the constant *b*. Ask child "what is this letter?" Tell child now he or she is going to learn

	gab, gag, gas jab, jam, Jan pad, Pam, pan, pat ram, ran, rat van, vat yam, yap zag *Take as much time as needed for each new introduction of letters, words, and the sound of each letter	what its sound is. Write 4 new letters with letter *b.* Say the word and ask child if he or she can identify which the letter b stands for. Write 4 new words with the letter *b* at the end of a word. Define the words when discussing them. Repeat steps with introducing consonants *c, f, g, j, p, r, v, y, z*
6	ad am an and as bad dam ban band gas cad ham can hand has dad jam Dan land fad Pam fan sand had ram Jan lad Sam man mad yam pan pad ran sad tan Tad Van	**Review** the short *a* sound in combination with constants *b,c, d, f, g, h, j, l, m, n, p, r, s, t, v, w, x, y, z* plus the final consonant blend *nd* Reading vocabulary words now include this list of rhyming words. These two list can be expanded to include the following

	at ax cab gag yap bat Max dab zag cat tax Fab fat wax gab hat jab mat lab Nat nab pat tab rat sat vat cap bag Al gap hag Cal lap lag gal map nag Hal nap rag pal rap sag Sal sap tag Val tap wag ad bad cab dab Fab Al bag cad dad fad am ban Cal dam fan an band cap Dan fat	rhyming words, which can be learned by the child with the skills he or she already has: All words can also be arranged alphabetically to illustrate more graphically to the child the sounds of the consonants in the initial position *If your child needs additional practice with these words, an endless number of simple sentences can be made from them. But do not linger too long on exercises as to child will have plenty of additional practice with the consonant sounds.

	and bat cat as at ax gab had jab lab mad gag fag jam lad man gal Hal Jan lag map gap ham land Max gas hand lap has jab hat nab pad rag sad tab nag pal ram sag Tad nap Pam ran Sal tag Nat pat rap Sam tan rat sand tap sap tax sat Val wag yam zag van wax yap vat	
7	Pam was mad.	Explain to the

	Jan was as mad as Pam. Val was fat. Tad was as fat as Val. Dan was bad. Sam was as bad as Dan.	child so far he or she has learned regular words, now he or she is going to learn an irregular word. Explain that some written words are not pronounced exactly how they are spelled. The reason being, many years ago it was pronounced differently Ex: ***was*** Show how it is spelled to rhyme with *as* and *has,* but it is pronounced (*woz)*
8	gas, has, sad, as, sand, was	Review the two *s* sounds as in *gas* and *as* Explain that sometimes *s* stands for a harder sound ans sometimes a softer sound
9	back, hack, Jack, lack, Mack, pack, rack, sack, tack	Introduce the -*ck* consonant combination ending as in *Jack* Explain that sometimes two letters will stand for one

		sound
10

	Jen mend let vex *Ken send met* *Len tend net* *men pet* *pen set* *ten vet* *yen wet* *yet*	
11	*Pam Sam Dan Jan Nat Van Pat Max Tad Hal, Sal Val Al Ned Ed Meg Peg Jen Ken Len Jack Mack* *Ex: Jack and Dan. Pam and Mack.* *Meg and Peg. Ned and Nat.* *Van and Sam. Jen and Len.* *Max and Ed.*	Review short *a* and short *e* using a name game
12	Jack has let Mack get wet. Pam had ham and an egg. Jen fed Al an egg. Rex can sell ham. Can Ken yell well? Yes, Ken can yell well.	Review with sentences made up of known words. Make up other sentences if you feel that additional work is needed before moving on.
13	if, in, is, it, ill Compare *a* in *at, e* in *Ed, i* in *it* *Al, el, ill* *if in is it ill*	Short *i.* Explain that *i* is a vowel like *a* and *e* Expand *if, in, is, it, ill*

	bin	*his*	*bit*	*Bill*					
	fin	*sis*	*fit*	*dill*					
	pin		*hit*	*fill*					
	sin		*kit*	*gill*					
	tin		*lit*	*hill*					
	win		*mitt*	*Jill*					
			pitt	*kill*					
			quit	*mill*					
			sit	*pill*					
			wit	*quill*					
				rill					
				sill					
				till					
				will					
	fib	*dick*	*bid*	*big*	*dim*	*dip*	*hiss*	*Dix*	
	rib	*hick*	*did*	*dig*	*him*	*hip*	*kiss*	*fix*	
		kick	*hid*	*fig*	*Jim*	*Kip*	*miss*	*mix*	
		lick	*kid*	*gig*	*Kim*	*lip*		*nix*	
		Mick	*lid*	*jig*	*rim*	*nip*		*pix*	
		Nick	*mid*	*Mig*	*Tim*	*pip*		*six*	
		pick	*rid*	*pig*	*vim*	*quip*			
		quick	*Sid*	*rig*		*rip*			
		Rick		*wig*		*sip*			
		sick		*zig*		*tip*			

	tick *zip* *wick*	
14	Bill is ill. Kim is ill and Nick fed Kim an egg. Rick bit his lip. Fix it. Mix it. Quit it. Will Bill win? Will Jill kiss Bill?	Review. Practice sentences. Make up other sentences if more practice is needed.
15	Phil Phil -> Philip (Ask child to read his or her first two-syllable word)	Explain that *ph* together makes the *f* sound. Explain that *Phil* and *fill* are pronounced exactly alike. Familiarize the child that often two different words that sound alike are spelled differently
16	A bed a map A cat a hill etc	Introduce the word *a*
17	The hat the cat The sand the rat etc at -> that in -> thin (thin is a harder *th* than *the)* is -> this th + em = them	Introduce the word *the; let the child listen to* the *th* sound to identify it and make proper sound-symbol association

	With bath path the bath Beth with that math them path thin this than That thin cat has that fat rat. This cat has that hen. The cat fell in the bath and got wet. Beth sat with Bill. Will Jill sit with Beth?	*Th* sound found at the end of words Have child read the following words Practice following sentences
18 18a/a	on ox an in on ax ex ox ox -> box fox on -> Don Ron Bob cock cod *of* cog cob dock God *off* *dog* gob hock mod fog mob lock nod hog rob mock rod log sob pock sod Rock Tod sock tock	Short *o* Let child hear distinction between short *a* short *e* short *i* short *o* Expand short *o* words *Point out irregular pronunciations; of, off, dog, son, ton, won* *Practice sentences with irregular pronunciations.* Explain that many two-syllable words are made-up of

	mom on cop cot ox Tom Don hop dot box Ron mop got fox *son* top hot pox *ton* jot sox *won* lot not pot rot tot Ron is the son of Bill. Don won his dog. The dog got off the log. The dog did not sit on the rock. Don won a ton of ham. The dog got on and off the cot. Don got a hotdog. (Note: two syllable word *hotdog)*	two one-syllable words put together.
19	Bill's dog. Dan's cat. Pam's hat. Rick has Tim's dog. Peg's cat is sick. That is Don's pig.	Introduce the apostrophe *s.* Practice sentences.
20 20a	us up Compare: as, is, us Expand: us -> bus fuss pus Expand: up -> pup cup	Introduce the short *u* sound. Review short *a,* short *e,* short *i,* short *o*

	cub bud bug cull gum bun dub dud dug dull hum fun hub mud hug *full* mum gun pub jug gull sum nun rub mug hull yum pun sub rug *pull* run tub tug sun up us but lux duz cup bus cut pup fuss gut Gus nut muss *put* puss rut The dog dug in the mud and had fun. Tom's dad is a cop and has a gun. Can Jack pull the big log? The red jug is full and Gus has it. The cat fell in the tub. Was it a big cat?	Learn to read the following *u* words. Point out irregular pronunciations; *full*, *pull*, and *put* *Practice irregular sentences. You can make up many more*
21	ash mesh dish gosh gush bash fish hush cash wish lush dash mush gash rush	Introduce the *sh* sound Irregular pronunciations: *wash* rhymes with *gosh*

	lash *push* mash rash sash *wash* shack shed shin shock shun ship shop shut shot	
22	chap check chick chop chuck rich much chat chess chill chug such Chet chin chum chex chip	Introduce the *ch* sound Single consonant sound written with two consonant letters which is known as a consonant digraph.
23	*what* when whim whip	Introduce the *wh* sound
24	bad fad fat dad ban rib bed fed fit did Ben rob bid dud bin rub bun Nat get let band pep net got lit bend pip nit gut lot bond pop	General review of the five short vowel sounds *a, e, i, o, u,* all of the consonant sounds, and *ch, ph, sh, wh, qu,* and *nd.* Now is a good time to see how well your pupil has mastered this much of the sound-symbol

	not pup nut pan pat lack pack deck hack pen pet lick peck Dick heck pin pit lock pick dock hick pun pot luck pock duck hock puck sack bag bat Dan fan sick beg bet den fin sock big bit din fun suck bog but bug tack mash ship shot tick mesh shop shut tock mish tuck mosh mush	system and general practice of what he or she knows. Do this by having him or her read a series of sentences which you can make up or by reading mixed word lists , or give spelling tests.
25	hat hats cup cups bed beds kiss kisses win wins cat cats run runs box boxes yell yells hand hands	Plurals and verb tenses… Adding *-s* or *-es* Ask the child if he or she can hear the difference between the words *hat* and

	bell bells egg eggs Explain why two-syllable words like *kisses* and *boxes* we add an *es* instead of simply an *s.* Indicate the two syllables by writing *kisses* as *kiss-es.* Bill has ten boxes of eggs. Dick has six cats. Rick picks six kids.	*hats; win* and *wins; run* and *runs* Make up practice sentences using plurals and tense changes such as:
26	is not isn't it is it's can not can't let us let's has not hasn't did not didn't had not hadn't Is Bill sad? Bill isn't sad. Can Ken run? Ken 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's dog run? Jill's dog didn't run.	Contractions. Take phrases *is not, can not, has not, had not, did not, it is,* and *let us* and show how they can be contracted in writing to resemble their spoken counterparts: Suggested practice sentences:
27	hotdog hot-dog helmet hel-met boxtop box-top velvet vel-vet zigzag zig-zag tomcat tom-cat catnip cat-nip gallop gal-lop ticket tick-et lesson les-son napkin nap-kin lentil len-til	Two-syllable words… which are made up of two regular shirt-vowel pronunciation units or two-syllable short vowel words. See how many words your pupil can read

	tidbit tid-bit pencil pen-cil habit hab-it comet com-et rapid rap-id puppet pup-pet gallon gal-lon upset up-set candid can-did mimic mim-ic basket bas-ket public pub-lic tonic ton-ic suntan sun-tan magic mag-ic sudden sud-den unfit un-fit hatbox hat-box goblin gob-lin sunset sun-set robin rob-in hatrack hat-rack chapel chap-el bashful bash-ful picnic pic-nic dental den-tal kidnap kid-nap until un-til linen lin-en vomit vom-it visit vis-it husband hus-band rabbit rab-bit wagon wag-on nitwit nit-wit exit ex-it vivid viv-id Phillip Phil-ip civil civ-il rivet riv-et Nixon Nix-on within with-in Jill has a picnic basket full of hotdogs. Jack has put on his dad's ten-gallon hat. Bill's mascot is a rabbit. A magic goblin sat in the wagon.	on his or her own. Help if necessary. Suggested practice sentences:

	Philip has a hotrod. Peg can mimic a puppet.	
28	bell Matt doll fill hill well muff puff ebb add kill less cuff Webb fell dull hull mill kiss tiff egg Jeff will hiss lass yell miff sell Jill mess pass miss	Review of double consonants endings *bb, gg, ll, ff, ss, tt.*
29	*Al* rhymes with *Cal, gal, Hal, pal, Sal, Val* *all* rhymes with *ball, call, fall, gall, hall, mall, pall, tall, wall*	*a* followed by double *l* as in *all* Explain that the vowel *a* stands for more than one sound.
30	bang bing bong hung dang ding dong lung gang king gong rung hang ping pong sung pang ring *song* rang sing sang wing zing ring hung ping bing wing bang gong gang dang sing	Final consonant blend *ng* Irregular pronunciation: Note the variant pronunciation of the letter *o* in the word *song.* Here's a list of *ng* words for reading practice:

	dong king zing pong hang sung hang bong rung ding ding lung sang pang rang ding-dong sing-song Hong-Kong ping-pong bing-bang ding-dang	
31	fan fanning pack packing nap napping pick picking get getting yell yelling let letting sell selling kid kidding pass passing rob robbing sing singing run running ring ringing rub rubbing hang hanging dig digging fix fixing shop shopping wish wishing ship shipping rush rushing Jan is singing a song. Bill is ringing a bell. Ken is getting all wet. Rick is kicking a ball. Dick is calling his dog.	Try the word *Washington* on the child, first dividing it into syllables, *Wash-ing-ton* Explain how adding *ing* to many words gives new words. Note: The single consonant following a short vowel is doubled when *ing* is added. Exception: *fix, fixing* Practice sentences:
32	and rant Kent land tent fond	Final consonant blends *nd, nt.*

	bend fund rent dent wind tint went hand end punt gent lent sand hint send bond sent band bunt hunt mend rend fend bunt	
33	act pact lift kept apt duct fact left raft aft tact gift	Final consonant blends *ct, ft, pt*
34	bank mink hunk wink link Hank honk *monk* ink tank duck pink rank junk bunk lank sink rink Note: The irregular pronunciation of *monk* rhymes with *junk*	Final consonant blend *nk*
35	ask asp last must vest desk lisp best fast just risk gasp fist lest zest task rest list vast mask bust west pest dusk cast rust mast tusk jest gist nest test mist	Final consonant blends *sk, sp, st*
36	next ranch text bench inch pinch lunch	Final consonant blends *xt, nch*

37	bulb held bulk elf meld sulk self gild milk golf *bald* silk gulf *talk* *calf* *walk* *half* elm help belt quilt helm yelp felt tilt film gulp melt cult pulp pelt hilt jilt Note: Irregular pronunciations of the *a* in *talk, walk,* and *bald* is pronounced as the *a* in *all.* The words *calf, half, walk* and *talk* the *l* is silent. Explain that pronunciation over the years has changed, but the spelling hasn't.	Final consonant blends *lb, ld, lf, lk, lm, lp, lt*
38	camp romp hump lump hemp limp pomp limp bump dump jump hemp damp lamp ramp pump	Final consonant blend *mp*
39	batch itch etch botch catch pitch hutch fetch witch hatch patch hitch dutch match latch retch	Final consonant blend *tch*
40	badge Madge edge hedge ridge fudge	Final consonant blend *dge.* Explain the final *e* is silent

	budge ledge lodge wedge Hodge-podge	
41	fence mince *once* since dance tense hence dense rinse sense dunce Note: the irregular pronunciation of *once*. It rhymes with *dunce*.	Final consonant blends *nce, nse.* The final *e* is silent
42	batch kept desk hunt next belt act left duct last went path self fetch fund link pest dance itch help camp ring cash lisp much film milk edge jump fudge half with sing fond elf bath test west hint rust ink dish match lung tent pitch melt bank catch	General review of final consonant blends and digraphs.
43	disgust dis-gust rubbish rub-bish restless rest-less content con-tent enrich en-rich dancing danc-ing sandwich sand-wich enlist en-list enact en-act budget bud-get vanish van-ish polish pol-ish Kenneth Ken-neth Nashville Nash-ville consent con-sent compact com-pact within with-in contact con-tact	Have the pupil practice two-syllable words with regular short vowels and known consonant blends and digraphs. Assist when needed.

	selfish self-ish engulf en-gulf suspect sus-pect shoplift shop-lift dentist den-tist conduct con-duct dishrag dish-rag exist ex-ist withheld with-held often of-ten absent ab-sent bathmat bath-mat fishnet fish-net bathtub bath-tub punish pun-ish dustpan dust-pan offense of-fense senseless sense-less Next series of lessons is devoted to teaching the child initial consonant blends in words with known short-vowel sounds and final consonant blends and digraphs. At this point, the focus is still on mastering the sound-symbol system rather than expanding vocabulary. Unless he or she can read every word in his or her speaking vocabulary, he or she is not ready to expand his or her written vocabulary. But if interest arises in the meaning of a new word, take the time to define it.	
44	blab bled blink block blunt black blend bliss blond blush bland bless blop blank blot blast	Initial consonant blend *bl*
45	bran bred brick broth brunt brand brig brush brash bridge brass brim brat bring	Initial consonant blend *br*

	brink	
46	crab crest crib crop crud crack crisp crum cram crush crank crutch crass crux	Initial consonant blend *cr*
47	drab dredge drift draft dress drill drag drink drip drop drug dwell drudge drum	Initial consonant blends *dr, dw.*
48	flab fled flip flock flub flack flesh flint flog flunk flag flit flop flush flash flat	Initial consonant blend *fl.*
49	Fran Fred frill frog France fret frost Frank fresh froth French	Initial consonant blend *fr.*
50	glad glen glib gland glass	Initial consonant blend *gl.*

	glob glum glop glut gloss	
51	grab Greg grid grub Gwen grad grim grudge gram grin grand grant grass	Initial consonant blend *gr* and *gw.*
52	plan plop plug plank plot pluck plant plum plus	Initial consonant blend *pl.*
53	prance prep prick prod prig prom prim prompt prince print	Initial consonant blend *pr.*
54	shrank shred shrimp shrug shrink shrunk	Initial consonant blend *shr.*
55	slab sled slid slob slum slack slick slosh slush slam slim slot slump slant slink slung slash slit slunk	Initial consonant blend *sl.*

	slat sling	
56	smack smell smog smash smut snick snob snip	Initial consonant blends *sm, sn.*
57	spam speck spick spot spun span sped spill spud spank spell spin spat spend spit spent sprang spring sprung	Initial consonant blends *sp, spr.*
58	stab stem stick stock stub stack step stiff stomp stuck stag sting stop stud Stan stink stump stank stint stunt stunk strand strep string strut strap strip	Initial consonant blend *st, str.*
59	swam swell swim *swan* swish swift Notice the irregular pronunciation of *a* in *swan.*	Initial consonant blend *sw.*

60	scab skid scuff scrub scrod scalp skill scum scrunch scan skim skunk scant skin scat skip skit	Initial consonant blends *sc, scr, sk.*
61	thrall thresh thrift throb thrum thrash thrill throng thrush thrust track trek Trick trod truck tram trend trim trot trudge trance trip trunk trap trust trash twang twelve twig twill twin twist twit twitch	Initial consonant blends *thr, tr,* and *tw.*
62	truck quick blond task dwell witch skip grudge fudge sash slack jump swift glass dump lisp spring bless then frill edge bank trick bring	General review of single syllable short-vowel words with initial and final consonant blends and digraphs.

	spun flag golf king France chance slosh cliff elm fond hitch flash shrimp crux dutch hint next plus shack draft with act rich grin plum chest pest lift lunch class prom bridge dish kept patch stink	
63	hint hints hinting hinted lift lifts lifting lifted act acts acting acted miss misses missing missed pass passes passing passed jump jumps jumping jumped dump dumps dumping dumped vanish vanishes vanishing vanished visit visits visiting visited zigzag zigzags zigzagging zigzagged Dad lifted the dog. The witch vanished off the cliff. The king of France danced. The cat jumped off the bridge. Bill had fudge with his lunch. Pam drank a glass of milk. The skunk stank. The bell kept ringing. The wagon zigzagged up the hill.	Show the child that by adding *s, es, ing,* or *ed* to many words, it can change the tenses: Practice Sentences. You can make up your own with the words the child should already know. Here are some suggested sentences.

	Gwen put cash in the bank. Jan scratched his skin. Bill's wagon got stuck in the mud. Pam slipped in the bathtub.	
64 64a	Write *at* *ate* *fat* *fate* *hat* *hate* *mat* *mate* *rat* *rate* *Al* *ale* *pal* *pale* *cap* *cape* *tap* *tape* *mad* *made* *Sam* *same* *can* *cane* *pan* *pane* Abe ace age ale ape ate babe face cage bale cape date lace page dale gape fate pace sage hale tape gate	↓ Introduce the long *a* sound. Ask child to explain what happened when you add the silent *e* to the words under *at.* Ask child if they can read the words *Al* and *ale.* cover ing up the silent *e* in *ale,* it becomes *al. al* is a proper name which means it must be spelled *Al.* Expand the six words which begin with long *a.* When these words are learned… Add the following ↓ Irregular pronunciations:

	race wage male drape hate brace stage pale grape Kate grace sale scrape late place tale mate space stale rate trace crate grate plate state fade safe bake came cane jade cake dame Dane made fake fame Jane wade Jake game lane blade lake lame mane grade make name pane trade quake same sane rake tame crane sake blame plane take flame wake frame brake flake shake stake	*are, have.* Teach the correct pronunciations of these words.:

	ache bare base cave daze care case Dave maze dare gave craze fare *have* graze hare pave mare rave rare save ware wave share brave stare crave *are* grave slave	
65 65a	aid aim air laid maim fair maid claim hair paid pair raid chair *said* Clair bail bait Cain *again* fail wait gain *against*	↓ Introduce long *a* spelled *ai.* Explain that the long *a* with the silent *e* is not the only way to spell the long *a* sound. Expand the words *aid, aim,* and *air.* Have the child learn the following words:

	Gail trait lain hail main jail pain mail rain nail vain pail brain sail chain wail drain frail plain trail slain Spain stain train strain twain	Explain that *said* rhymes with *red.* Explain that *ai* in the words *again* and *against* is pronounced like short *e*.
66	bay may clay *hey* day nay gray *grey* Fay pay play *they* gay ray slay *obey* hay say stay jay way tray Kay stray lay sway	↓ Introduce the next most common long *a* sound; *ay*
67	rein veil heir weigh eight reign vein their sleigh weight	↓ Introduce the less common long *a* sound; written as *ei.*

	rain rein reign heir air veil vale eight ate	
68	face space tail vein main weigh pain scrape dare fake flame play way paid brave stain grade they plate chair brain care cake say cage their gate brake day ache	General review of long *a* words.
69	payday pay-day explain ex-plain railway rail-way complain com-plain airplane air-plane mailman mail-man careful care-ful inkstain ink-stain spaceship space-ship painful pain-ful away a-way tailgate tail-gate engage en-gage maintain main-tain waitress wait-ress embrace em-brace raining rain-ing graceful grace-ful enslave en-slave obtain ob-tain grateful grate-ful engagement en-gage-ment lemonade lem-on-ade engraving en-grav-ing complaining com-plain-ing navigate nav-i-gate agitate ag-i-tate	Two- and three-syllable words of known short- and long-vowel pronunciation units. See how many your child can read on their own. Help with the ones he or she can not read.

70 70a	The train is late, but on the way. Dave is complaining that it's raining. Ray drank lemonade in the spaceship. Clair and Ray went away on the same airplane. The mailman came late again. Jane said "If it rains let's take the train." Their train was late. But the train will take them there. "Let's play a game," said Jane.	Practice suggested sentences for practicing the long *a* sound in it's various spelling forms. Explain quotation marks. It's when the speech of a person is directly quoted. Make up more sentences for additional practice.
71	all halt balk haul gaunt ball malt calk maul haunt call salt *talk* Paul jaunt fall *walk* Saul gall *chalk* fault hall vault launch mall staunch pall Maud tall fraud wall stall cause awe hawk bawl dawn pause jaw brawl fawn	Introduce the *a* sound as in *all, Paul, jaw.* Note that in *talk, walk, chalk,* the *l* is silent. See Lesson 26 for the *a* sound with double *l* and Lesson 34 for the silent *l.*

	law crawl lawn taut paw drawl pawn raw yawn saw brawn claw drawn draw flaw thaw straw	
72 72a 72b	ought fraught bought nought brought sought caught taught fought thought drought *drought* often confused with *draught* draught *draught* is pronounced *draft* *cough* - pronounced *cawf* *rough* - pronounced *ruff* *tough* - pronounced *tuff* *draught* - pronounced *draft* *laugh* - pronounced *laff*	↓ Introduce irregular spellings which rhymes with *taut.* Pay attention to the silent *gh* and mixed pattern of *au, ou* spellings. Introduce one of the most irregular words *drought.* It means a long period of time of dry weather. It rhymes with *out*, but has the same spelling pattern as *brought* with the silent *gh.* See lesson 96 for the *ow* sound spelled as *ou.* ↓ Introduce

	laughter - pronounced *lafter*	more highly irregular one-syllable words with *au*, *ou* spellings in which the *gh* stands for the *f* sound. *Draught* and *draft* are two accepted spellings of the same word.
73	Tall Paul caught the ball. Small Paul hit his jaw. Saul walked and talked with Paul. Paul taught Saul a lesson. It was Saul's fault.	Suggested practice sentences.
74	bar bard scarf ark arm car card *dwarf* bark farm far hard *wharf* hark harm jar lard lark *warm* par yard mark tar *ward* park *war* Clark spark barn carp art farce ah darn harp cart ma yarn tarp dart carve pa *warn* *warp* *heart* starve mama mart papa	Introduce the *a* sound as in *arm, art, ah, ma, pa*. Words with this *a* sound include: Irregular spelling: *heart* Irregular pronunciations: Similar pronunciations of the *a* in *war, ward, wharf, dwarf, warm, warp, quart, quarts.* When a *w* sound precedes *ar* it forces the mouth to pronounce the *a* in a narrower channel,

	part tart *wart* *quart* *quarts*	making the *ar* sound more like *or.* If you think letting the child know this will help him or her, you do not need to bother him or her with it.The task of the child is to recognize in written form what he or she says in spoken form.
75	bee eel fee feel gee heel Lee peel see reel free steel tree wheel knee heed beef Greece leek deem deed reef fleece meek seem feed reek teem need seek reed week seed weed breed	Introduce the long *e* sound by comparing words such as *bet* and *beet, fed* and *feed.* Show the *ee* as the most common form of the long *e* sound. *ee can* be expanded into *bee, fee, see,* etc. Then introduce *eel.* Expand *eel.* Create additional words with the long *e* sound spelled as *ee:* Irregular pronunciation: *been* is pronounced *bin.* Special spelling: Acquaint the child with the

	creed greed *been* beep beer beet breeze sleeve seen deep deer feet freeze teen keep jeer meet queen jeep peer greet geese green peep cheer sweet cheese screen seep queer tweet weep steer creep sleep steep sweep	*kn* construction in *knee.*
76	be he me we she	Introduce a family of short common words with the long *e* sounds spelled with the single *e.*
77 77a	eat ear each beat *bear* beach feat dear peach heat fear preach meat gear reach neat hear teach	Introduce more long *e* sounds written as *ea.* Introduce the words *eat, ear, each*. Expand them. Irregular pronunciations: *sweat* and *threat* rhymes

	peat near seat *pear* cheat rear *sweat* sear treat tear *threat* *tear* wheat *wear* year *swear* pea bead *deaf* beak deal beam sea *dead* leaf leak heal ream tea *head* peak meal seam lead teak peal steam *lead* bleak real team read seal cream *read* steal dream *bread* veal stream weal zeal bean heap east ease eave dean leap beast cease leave Jean reap feast lease heave	*wet.* The following words rhyme with *care: bear, pear, tear, wear,* and *swear.* Point out the regular *tear* as in *teardrop* which is entirely different from the irregular word *tear* which means to rip apart. Also note the two meanings of *bear.* Your child can determine the meaning based on the context. Additional words with long *e* sound written as *ea.* Irregular pronunciations: The following rhymes with *red: dead, head, lead, read, bread.* Both *lead* and *read* rhymes with *need* and they have different meanings from *lead* and *read* which rhymes with *red.* The reader can only determine the meaning of the word by the context. The

	lean yeast tease weave mean crease clean please peace A neat cap is on his head. Jean ate lean meat and bread. Jean is deaf. Can she lead the way? She led the way. She picked up a green leaf. The ball is made of lead. Did he read the ad? He read the ad last week. Please bring peace, she pleaded with a tear. "Tear it up," he said.	word *deaf* rhymes with *Jeff.* Some suggested sentences to illustrate how the context will determine how to pronounce words with more than one pronunciation:
78	niece thief pier field piece chief tier yield grief pierce shield fierce siege *sieve* believe fiend *receive* *friend*	Introduce another way the long *e* sound can be spelled with *ie:* Irregular pronunciations: *sieve* is pronounced *siv; friend* rhymes with *trend.* Irregular spelling: *receive, i* before *e* except after *c.*
79	Abby daddy taffy saggy baby caddy daffy baggy	Introduce the long *e* written as a *y* at the end of two-

79a	Tabby paddy jiffy Maggy	syllable word or name:
	Libby Teddy puffy foggy	
	lobby giddy stuffy Peggy	Irregular pronunciations: *pretty* rhymes with *city; busy* rhymes with *dizzy; money* rhymes with *sunny.* The *u* in *pussy* is pronounced the same as the *u* in *put.* This *u* sound is identical to the *oo* sound in words like *book, cook, took.* (See Lesson 95 for the *oo* sounds.) *Any* and *many* rhyme with *penny.*
79b	muddy muggy	
	study Twiggy	
79c		
	Billy mammy Danny happy Harry	
	silly mommy Fanny pappy carry	
	Sally mummy Benny peppy Perry	
	rally tummy Jenny poppy Terry	
	hilly Tommy Lenny puppy merry	
	Molly Timmy Kenny hurry	
	Polly penny sorry	
	bully bunny	
	chilly funny	
	frilly sunny	More of the long *e* sound written as *y.*
	daily *money*	
	any	
	many	
	messy batty hazy	Introduce the long *e* written as *ie* at the end of words. In the plural, the final *y* becomes *ie*. This is more of a spelling problem than a reading problem. If *y* is preceded by *e* as in *key* and *monkey,* the
	sissy fatty lazy	
	fussy ratty crazy	
	pussy catty dizzy	
	easy city fuzzy	

	busy pity *pretty* nutty creamy salty buttery bakery monkey Jackie hippie junkie Minnie baby babies bakery bakeries lobby lobbies bunny bunnies daddy daddies puppy puppies city cities caddy caddies bad badly happy happily day daily sad sadly gay gaily	plural is made by adding *s,* as in *keys* and *monkey*. Exception: plural form of money can be either *moneys* or *monies.* The rules are not difficult to figure ou,t, but there are some variations and the dictionary should be used in case of doubt. Do not complicate your child's learning by going into detail about the variations. Allow him or her to learn the long *e* is written as *ee, ea, ie, y* or with a consonant and silent *e*. Introduce the long *e* sound written as *y* in the *ly* ending.
80	gene here these eve Pete scene mere Steve	Introduce a few words where the long *e* is followed by a consonant and a silent *e* as in *gene, scene, scheme, here, mere, these.* However there are exceptions: *there* and

		where rhyme with *care; were* rhymes with *fur;* and *eye* is pronounced as the name of letter *i*.
81	tea please steal meet treat eve week queen feet tease cheer weep fear reach eel here peace feast niece sweet ease near greet breeze beet sea clear chief mean Steve see field city Pete need Jean easy she beach feel bean believe Jeep steer read she seat jeer tree greasy dear thief these leave he hear gear feat we leaf key meat study funny baby dizzy	Review of words with the long *e* sound represented by *e, ee, ea, ie, y,* or with a consonant and silent *e*
82	Pete and Steve are sleeping on the beach. Peggy ate a pretty peach. She picked it from a peachtree. The busy airfield is near the big city. It was peaceful. A green leaf fell from the tree. We sent Merry Christmas greetings. We ate meat, beets, beans, and drank a cup of tea. The paleface brought the Indian chief a gift. The Indian chief was pleased. Note: The *ch* in *christmas* has the *k* sound.	Suggested practice sentences with long *e* syllables:
83	better number rather bigger sitter	Introduce common words

	sweeter ginger dealer winter fever sweater finger maker lumber heater teacher sister butter baker chatter hunger later upper bumper bother summer slipper pitcher blister letter understand letterbox feverish lumberjack slippery gingerbread	which have an *er* ending. They have known vowel sounds.
84	I am I take I make I have I had I met I ran I played ice Ike dice bike lice dike mice hike nice like rice Mike vice pike price spike slice strike	Introduce the long *i* sound. Let your child know that the long *i* sounds the same as the name of the letter *i.* First, teach *I. I am.* Next, introduce the most common way to write the long *i* followed by a consonant followed by a silent *e.* Illustrate with the word *ice* and the name *Ike.* Expand Teach additional words in this spelling family. Irregular spellings and pronunciations: The *kn* in *knife* stands for *n*.

	spice twice bribe bide life bile dime dine tribe hide rife file lime fine ride wife mile mime line side *knife* Nile rime mine tide strife pile time pine wide tile chime vine bride vile crime wine chide smile grime brine pride while prime shine slide slime spine *isle* clime swine *aisle* *climb* thine twine pipe dire rise bite dive size ripe fire wise kite five prize wipe hire site *give* gripe mire quite hive swipe sire trite jive stripe tire live wire *live* spire chive	Both *isle* and *aisle* are pronounced the same as *ile.* The *s* in *isle* and *aisle* is silent. The *ai* in *aisle* is pronounced *i*. Explain the difference in the meanings of the two words. *Give* and *live* are pronounced as if they were spelled *giv* and *liv,* with the short *i* sounds. Also, notice the difference in the meaning between *live* (short *i)* and *live* (long *i)*. Note the silent *b* in *climb.* (Additional silent *b* words will be found in Lesson 112.)

	drive strive thrive	
85	die by buy lie my guy pie ply tie sly vie spy cry dry fry pry try die died lie lied tie tied cry cried dry dried try tried	Introduce the long *i* sound written as *ie, y,* and *uy.* In the past tense, the *y* is changed to *ied*
86	sign high fight sigh light thigh might night	Introduce the long *i* sound with the combination of the silent *g* or *gh.*

	right sight tight bright fright slight *height*	Irregular spelling: the word *height* rhymes with *light,* not *eight* or *weight.*
87	bind binder child blind blindness wild find finder hind behind kind unkind mind kindness rind kindly *wind* remind wind unwind	Note the long *i* in the spelling families. Exceptions: Notice the pronunciation of *wind* (short *i)* as opposed to *wind* (long *i*). Explain the two meanings of each word. The *i* is short in *window* and *cinder.* In cases like *child, children; wild, wilderness* the spoken word is a guide to the correct pronunciation and not the spelling.
88	alive reply delight decide define beside refine apply advise	Review of the long *i* sound in two and three-word syllables.

	desire alike retire assign design tighten admire advice behind devine arise remind inspire aside kindness reptile entwine brighten highest rightful driver retirement re-tire-ment rightfully right-ful-ly delightful de-light-ful assignment as-sign-ment reminder re-mind-er designer de-sign-er	
89	The child cried. The night was mild and dry. I sat beside the driver. The driver was nice. I tightened my seatbelt. The light was in my eyes. Mike and I are alike. “Can I ride my bike?” Mike asked with a smile. “I can ride five miles,” Mike said. I asked myself, “Did Mike lie?”	Suggested practice sentences with the long *i* words.
90	robe ode coke spoke hole dome *one* *done*	↓ Introduce the

	code joke stoke mole home bone *none* mode poke stroke pole Rome cone *gone* rode woke role *come* lone broke sole *some* tone choke whole zone *once* smoke phone cope ore dose note cove doze dope bore hose vote dove froze hope core nose quote *dove* pope fore pose *love* rope more rose *move* slope tore chose rove sore close wove yore close clove chore drove store grove swore stove *glove* *shove*	long *o* sound. Say words like *oak, old, oat* to make sure the child can identify the long *o* sound. Tell your child that the long *o* sound can be written in a number of ways and easy to learn.
91	load loaf oak coal foam road soak goal roam toad cloak soap oar boast oat	Introduce another common way of the long *o sound* spelled as *oa*.

	roar coast boat soar roast coat board toast goat hoard moat float gloat	
92	bow blow own low crow blown row flow grown mow grow shown sow show known tow slow know snow	Introduce another way of the long *o* sound spelled with *ow.*
93	old host cord cork bold most ford fork cold *cost* lord pork fold *lost* chord York gold post *word* stork hold mold sold told fort horse boss or Mort Morse loss for	↓ Introduce another way of the long *o* sound written with a consonant blend or followed by *r*.

	port Norse moss nor sort toss short	
94	oh go no so quo yo-yo do to two who you	Introduce a few simple words with the long *o* just with an *o.* Here are some exceptions in this group.
95 95a 95b	coo boob brood goof book boo food hoof cook moo good roof hook too hood proof look woo mood nook zoo wood took stood brook crook shook spook	Introduce the *oo* sound in *good* and *food.* There's a s;ight difference in the two sounds, but the *oo* stands for both of them.*The spoken language is the ultimate guide to the written word's pronunciation. Irregular Pronunciations: *door* rhymes with *more.*

	cool boom boon coop boor fool doom moon loop *door* pool broom noon hoop moor tool *tomb* soon poop poor wool spoon stoop drool sloop school loose boot booth ooze moose coot tooth booze noose foot smooth snooze choose hoot loot soot root toot zoot could could not couldn't would would not wouldn't should should not shouldn't both bother brother broth other mother	Irregular spelling: *tomb* rhymes with *doom.* (See Lesson for silent *b.)* Special spelling group. The following words rhymes with *good: could, would, should.* Discuss the meanings and inform your child that these words can be joined with *not* to make contractions. ↓ Introduce vowel variants. To illustrate the irregularities in written English is my showing the variety of pronunciations in one spelling family. Have your child practice reading the vowel variants in the practice sentences

	smother Both mother and brother told father not to bother sister. Both brothers had broth for breakfast. One brother tried to bother the other. Mother saw the Smothers Brothers on TV.	
96	Mort sold the pork for gold and went home. His brother Joe took some money and told his mother that he was going to the store to buy something. He opened the door of the store. The storekeeper was old, toothless, and spooky. “What should I buy?” Joe thought. “I’ll buy a broom, some tools, a wool hat, good food, some pieces of wood, a pair of boots, and a hoola-hoop.” “Could I have these things?” he asked. “If you have gold,” said the old man who walked with a stoop.	Suggested practice sentences for the *o* and *oo* sounds.
97	bow owl *own* browse ouch cow *bowl* down couch how cowl gown pouch now fowl town *touch* pow howl brown vouch sow jowl clown vow growl crown wow drown frown loud gouge ounce noun	↓ Introduce the *ow, ou* sound as in *cow* and *ouch.* There are many common words in this vowel group.

	proud bounce cloud pounce flounce trounce bound count our douse out found fount *four* house bout hound mount hour louse lout pound sour mouse pout round *tour* rouse rout sound *your* souse clout wound flour *doubt* *wound* trout ground mouth bower bough *rough* *youth* cower plough *tough* flower drought *enough* power tower	
98	downtown lousy vowel doubtful towel country Mounty countless bow-wow about fountain arouse counter mountain sauerkraut bouncing	Practice well-known two-syllable practice words with *ow, ou* sounds. Practice sentences. Explain the

	Mr. and Mrs. Powell went downtown to see the clowns at the circus. Later they sat down at the counter of a soda fountain. They had hotdogs with sauerkraut and ice cream sodas. It all cost about four dollars.	abbreviations of Mr. and Mrs.
99	boy void oil coin joint coy boil join point joy coil loin Roy foil soy soil toy toil broil spoil noise hoist Joyce choice poise foist Royce moist poison toilsome joyful avoid decoy boyish oily spoiler broiling appoint annoy rejoice	Introduce the *oy*, *oi* sound as in *boy* and *oil.* Simple two-syllable words with *oy, oi* syllables
100	cube dude huge cuke mule fume lube Jude duke rule plume Rube nude juke Yule tube rude Luke	Introduce the long *u* sound. Example words: *use, June, cube, mule*. Words are spelled with

	crude puke prude dune dupe cure use cute June pure muse jute tune *sure* ruse lute prune mute brute chute flute	*u* followed by a consonant and silent *e.* Irregular pronunciations: the *s* in *sure* is pronounced *sh.*
101	cupid assure ice-cube refusal Yuletide refuse duty cucumber jukebox prudent parachute musical dilute Neptune tuneful amusing amuse pupil jury insurance tubeless ruler student fumigate rudeness music excuse assurance	Introduce two- and three-syllable words with the long *u* sound syllables
102	cue blue duel juice due clue fuel fruit hue flue cruel bruise rue glue cruise Sue queue true	Introduce the long *u* spelled *ue* and *ui*.
103	dew blew flew lewd feud	Introduce the long *u* spelled

	few brew grew deuce Jew chew stew Lew clew view mew crew screw new drew news pew *sew*	*ew* and *eu.* Irregular pronunciation: the word *sew* rhymes with *no.*
104	her terse earn fir shirt jerk verse search sir squirt clerk berth heard bird birth germ Perth learn gird girth term nerve yearn firm mirth fern serve earth girl thirst herd verve dearth whirl dirge Bert swerve dirt smirk pert Merv flirt quirk fur curl urn Curt word cur hurl burn hurt work purr furl turn curse worm curd lurk churn nurse worst urge murk spurn purse worth purge Turk burst splurge curve	Introduce the *er, ir, ur* sounds. There are general interchangeability of these sound symbols. *Or* and *ear* words can be included in this group.
105	perfect herself terminal	Introduce two-

	birthday Mervin searchlight nervous return thirsty service occur further dirty workingman learning expert wormy urgent intern murky worthless worthwhile hurtful girlish Turkish	and three-syllable words with *er, ir, ur, ear,* and *or* units joined with other known sounds.
106	able apple battle cable grapple cattle fable paddle rattle gable faddle little table fiddle brittle sable saddle settle stable coddle kettle maple riddle tattle idle pebble tittle stifle babble turtle bridle bubble eagle rifle beagle trifle	Introduce words with the *le* ending. The *l* terminates the word with only the slightest hint of a vowel sound preceding it. This is often called the "muttering vowel". Note the silent *t* in *hustle* and *bustle,* etc. (Lesson 112 will have more silent *t*).

	ample	jungle	dazzle	hustle	
	sample	juggle	razzle	bustle	
	simple	struggle	fizzle	rustle	
	dimple	ogle		wrestle	
	pimple	bungle	raffle	pestle	
	temple	wiggle	ruffle		
	fumble	wriggle	piffle		
	bumble	wrinkle			
	humble	crinkle			
	nimble	jingle			
	rumble	jangle			
	grumble	strangle			
	stumble	bangle			
	tumble	dangle			
	jumble	single			
	thimble				
	gentle				
	handle				
107	juggler	settler	unstable	cobbler	Introduce multisyllabic words which are derived from words learned in previous lessons.
	simply	rustler	gently	babbling	
	rattler	wrestler	handling	grumbling	
	tumbler	fizzled	fumbling	rifleman	
	littlest	gentleman	pimply	unsettled	

108	ocean ancient national nation fission confusion special racial facial station ration fraction fissure rapture patient initial fusion capture sure crucial insure treasure leisure fracture mission nauseous measure issue conscious atrocious patience question pleasure tissue motion physician picture musician obnoxious transportation	Introduce many words of Latin origin in English. Introduce *ce, sc, ci, ti, xi, su,* and *tu*; they are pronounced *sh, ch,* or *zh.*
109	knack knap knave knee knight knit knob knock known knowing knuckle kneeling kneel knelt knickers knot know knowledge knitted knocked knotted	Introduce more words beginning with the silent *k.*
110	gnarl gnarled gnat gnaw	Introduce the initial silent *g* in

	gnawing gnome gnu	words beginning with *gn*
111	write wrack wrench wrapping wrap wreath wrist writing wrong wring wrath wrought wreck wrote writer wry wretch wrestle wretched wrestling wriggle wrestled written wrestler	Introduce the silent *w* in words beginning with *wr.*
112	castle hustle nestle often listen whistle hustling hastening soften listener wrestle bristles thistle rustling moisten hasten christen rustle wrestling whistling	Introduce more words with the silent *t.*
113	dumb thumb plumber limb climb lamb comb crumb tomb bomb numb debt bombing climbing	Introduce the silent *b.* Note the interesting variant sounds of *o* in *comb, tomb,* and *bomb.*
114	honor hour ghost honest ghastly ghetto ghoul	Introduce some silent *h* words
115	Christ chord chorus Christian chrome Christmas cholera psyche psychic	Introduce some words with the *ch* which stands for the *k* sound.

	character scheme chemist chemical chronic chlorine chlorophyll chronicle chemistry	
116	naughty daughter height straight weight fought weigh slaughter fight lightning caught thoughtful thought frightened eighty brighten neighbor eighteen slaughtered thoughtfully	Introduce more words with the silent *gh.*
117	phantom Ralph rough cough graph pharmacy physical Phoenix tough phony photo graphic emphasis telephone phase photograph laugh laughter physics Philadelphia telegraph philosophy phrase philosopher	Review words with *ph* and *gh* as the *f* sound.

*Take time to explain what each word means.
*Make the discussion of each new word as interesting as possible

Lesson 5

- Fab-name of a household detergent
- Fad- a style or hobby that many people are interested in for a short time. Ex: hoola-hoop fad
- Explain the reason why Pam has a capital *P*. It is because it is a proper name.
- Explain *Van* is a name, but the word van is a vehicle as well
- With the word *yap,* teach the child the *p* sound in the final position, since this is the first word he or she has had ending with *p.*

* With the completion of this material, the child will have learned the sound-symbol correspondences of constants *b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, w, x, y, z*
*Don't worry about if the child's knowledge of every letter sound is not perfect. He or she will get plenty of practice

Lesson 10a
Review thee words *bell, cell, dell,* ect, and point out that the double *l* stands for the same sound as a single *l.*

Lesson 10b:
Consonant *c* and *s* sound. Explain that *c* stands for both a *k* and an *s* sound. Illustrate with the words *cat* and *cell.* Child needs to look at the words, listen to the sounds, and identify the sounds the letter *c* stands for.

Lesson 10c:
Consonant *g* sound as in *gem. G* stands for *g gem* and *g get,* but most of the time it will stand for the sound *g* in *get.*

Lesson 10d:
Explain how the child has learned three ways in which *k* sound is written; *Ken, cat, deck, keg, can, Jack.* Ensure the child that only by practice will he or she learn how to spell each word correctly.

Lesson 13a:
Introduce consonant *q* and explain how it is always followed by *u. Ex: quit, quill, quip, quick.* See if child can identify the sound the *qu* stands for

Lesson 13b:
Explain that the double *s* in *kiss* stands for the same sound as a single hard *s* as in *gas*

Lesson 23:
Irregular pronunciation: *what* rhymes with *hot*

Lesson 27:
Discuss the meaning to the words he or she doesn't know. After he or she can read them, use them in simple sentences with other words he or she knows. Show him or her how to divide a

word into syllables in order to figure it out and read it. Define a syllable as a speech unit with one vowel sound, with or without consonants. Ex: *a* is a one-syllable word without any consonants. While *wish* is a one-syllable word with three consonants.

Lesson 62:

Words can be used in making practice sentences with other known words, spelling tests, and dictation

Lesson 64+

The next few lessons will be dedicated to reading the remaining vowel sounds; long vowel sounds.

Lesson 64:

Tell your child he or she has learned all of the short vowel sounds and how to read them with all of the consonants. Explain that the long vowel sounds are pronounced the same as their letter names; *a, e, i, o, u.*

Ask the child if he or she can hear the difference between the two. Explain that the silent *e* changes the short *a* to a long *a.* Explain that both words have only two sounds each but *ate* has three letters, one of which is silent. Cover up the *e* in *ate* to show that it becomes *at.* Remove the cover to show that *at* becomes *ate.*

Explain how the silent *e* changed the short *a* into a long *a.* Now ask the child if he or she can think of any other words like *ate* and *ale.* If he or she can't think of any, suggest *Abe, ace, age,* and *ape.*

Lesson 64a*:*

Note that the *a* in the *bare, care* group is technically not quite a long *a.* The *r* following the long *a* modifies the sound of the *a,* but close enough to the long *a* and has the same consonant-silent *e* spelling pattern to justify the inclusion in this section. Note the spelling of *ache.*

Lesson 65:

Have the child compare the words *made* and *maid.* They're pronounced exactly the same. Explain the meaning of each. We spell the long *a* in more than one way so that we can write different words which sound alike in different ways.

Lesson 66:

Note the variant, irregular spelling of *hey, grey, they,* and *obey. Gray* and *grey* are two different spellings for the same word.

Lesson 67:

Explain to your child that sometimes when three different words like *vein, vain,* and *vane* sound alike, but mean totally different things, they are spelled different so that the reader can tell which meaning is intended by the writer. Same for *rain, rein,* and *reign, veil* and *vale, heir* and *air, eight* and *ate.* Point out to your child that the *h* in *heir* is silent, the *g* in *reign* and *gh* in *weigh, sleigh, eight,* and *weight* are silent. Take up the spellings and meanings of *their* and *there.* At this point, it's not necessary for your child to remember every irregular word. Most of them are our most common words so he or she will get to know their spelling and pronunciations through repeated use. It's important to know that there are many exceptions to the rules. We know the rules by knowing the exceptions

Lesson 72

Most spellings are derived from ancient pronunciations and reveals something of the linguistic origin of the words. Curiosity, interest, and intelligence will determine how much you can make your child aware of the words. Many of the irregular words are often used so it should be learned with little or no problem. To teach correct spelling, put emphasis on these words and others similar to them.

Lesson 72b

Learning to read and write these irregular words, your child will have to devote themselves to practicing them. Just do not make a big fuss, except pointing out the unusual spellings as your child is mastering these irregular words. The irregularities are consistent in themselves, so once they are learned, they do not change.

Lesson 90

Most common spelling of the long *o* is with a consonant and silent *e.* Show your child how *rob* is changed to *robe* by adding the silent *e; cod* to *code, rod* to *rode.* Then take the word *dive* and show how inserting an *o* in place of the *i* makes *dove,* the past tense of *dive.*

Irregular pronunciations: *come, some* rhyme with *hum.*
one, done, none rhyme with *fun.*
once rhymes with *dunce*.
gone rhymes with *dawn.*
Move rhymes with *groove.*

dove, love glove, shove are pronounced as if they were spelled *duv, luv, gluv, shuv.*

Close, meaning *shut,* rhymes with *rose* and *close,* meaning *near,* rhymes with *dose.*

Lesson 93

When the *o* is followed by a *r* it undergoes a sound modification. The *o* in *or* is long *o* sound. Teach your child how to identify the words with their spoken counterparts.

Irregular pronunciations: *cost* and *lost* have the same *o* sound as *boss, loss, moss,* and *toss* which is similar to *aw* in *jaw.*

As spelled, *worm* sound like *warm,* but it rhymes with *germ.*
Word rhymes with *herd.*

Lesson 95b

The *o* in *both* is long. The *o* in the *bother* is short. The *o* in *brother* is pronounced as short *u*.
The *o* in *broth* is pronounced as *aw* in *raw.*

The child should not have problems uttering the appropriate vowel sound because…

1. The child is taught to associate the written word with the spoken word.
2. The child is taught that irregularities are common and have no great importance except in learning to spell the word correctly.
3. Consonants are consistent and the vowel sound is the only thing that varies.

To a child, inconsistency is a part of life and expected, lived with, and learned.

Lesson 97

Irregular pronunciations and spellings:
bowl rhymes with *role*
own rhymes with *tone*
touch rhymes with *much*
four and *your* rhymes with *or*
tour rhymes with *poor*
youth rhymes with *tooth*
you rhymes with *too*
The *ou* in *wound* sounds like *oo* in *moon*
Note the silent *b* in *doubt; one* is pronounced *wun* and is the written word for the numeral 1; the the three spellings of *four, for,* and *fore,* the three different spellings provide immediate visual cues to the meaning of each word.
rough, tough, enough, rhyme with *stuff*
own is in the spelling family of *low, know, known* and rhymes *bone*

Sources for parents:

https://familieslearning.org/blog/guest-post-how-parents-help-their-children-to-become-readers/

https://www.elsieslearningwell.com/blogs/blog/1391720-supporting-early-literacy-at-home-practical-approaches-for-parents-and-grandparents