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WORD MASTERY

BY

FLORENCE AKIN

WORD MASTERY

A Course in Phonics for the First Three Grades

BY

FLORENCE AKIN

Teacher in Primary Grades, Pasadena, California



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U . S . A

PREFACE

THIS little book is intended to be put into the hands of children at the beginning of their first year in school. It may be used in conjunction with any series of readers.

Teachers generally recognize the value of a good foundation in phonics as an important aid in learning to read. Unfortunately many teachers are not sufficiently familiar with the principles underlying phonic analysis and the building of words to feel sure that they can make their phonic drills as economical and as effective as they should be. Pupils, therefore, often fail to get sufficient phonic practice to become proficient in word recognition. Moreover, no matter how helpful the readers may be in suggestions as to teaching phonics, it devolves upon the teacher to prepare a great deal of phonic work. This requires much time and energy, as it must of necessity be presented to the pupils from the blackboard, or from large printed cards and charts. It has seemed to the author that it would be a great advantage to both teacher and pupil to have before the pupil in a book a carefully worked out and thoroughly tested series of exercises in phonics, which have been found to make pupils self-reliant in word mastery.

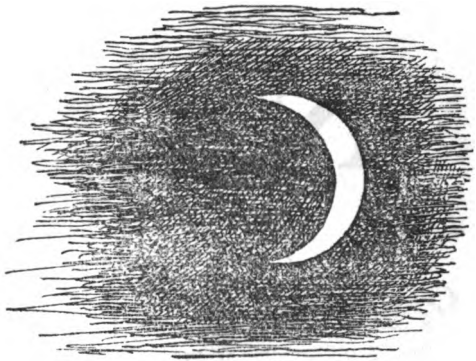
The author has evolved this system of teaching phonics in her own schoolroom, and has found that it ensures rapid progress in learning to read. It is presented to her fellow teachers with the hope that it may serve to lighten their burdens, and bring to them greater success in the fine art of teaching reading.

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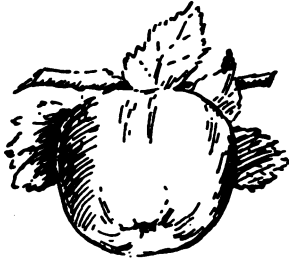
M

m



Do not undertake to teach these lessons until you have carefully studied the "Suggestions to Teachers," page 110.

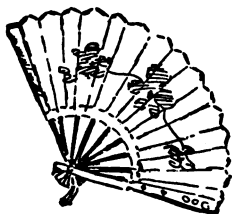
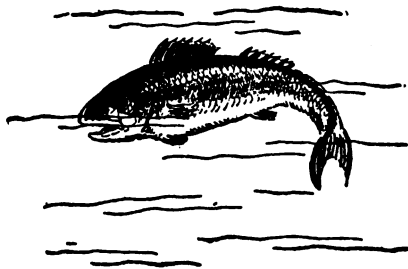
M, n, r, f, s, l represent sounds that may be prolonged. This makes them the easiest of the consonant sounds to blend, and therefore to learn first. See directions on page 111 for teaching the sound of *m*.

A**a****N****n****man**

Pupils can now "build" the word *man*: they should first sound the word and then tell it. See page 111.

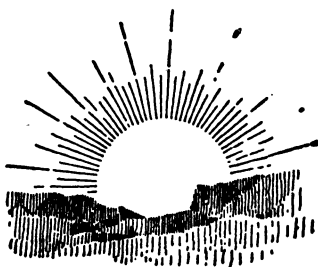
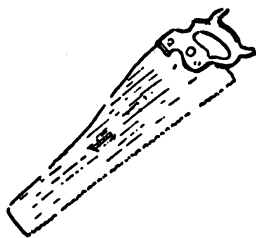
R**r****ran**

Pupils should learn to tell the number of each page as they go over it. This will enable them to turn for review to any page required.

F**f****fan**

S

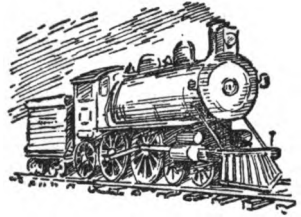
S



Sam

E

e



men

ran

man

man

fan

men

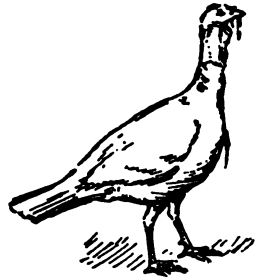
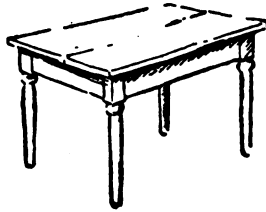
Sam

fan

ran

Sam

Take each step slowly at first. Lay the foundation well.

T**t**

mat

set

ten

met

sat

tan

Nat

rat

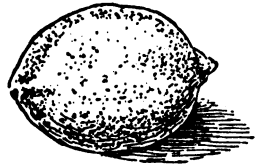
net

fat

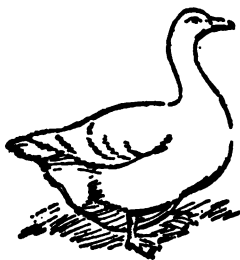
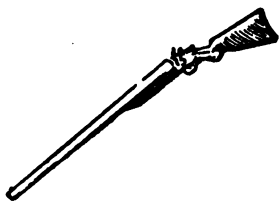
T, used first as a terminal, then as an initial sound.

L

l



let

G**g**

rag

tag

sag

gas

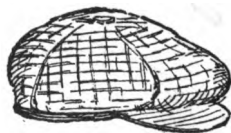
get

gag

G, used first as a terminal, then as an initial sound.

C

c

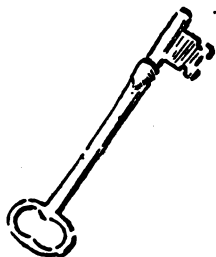
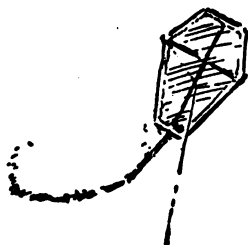
*cat*

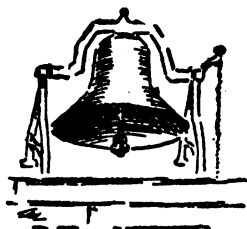
cat

can

can

cat

K**k****keg**

B**b**

cab

Ben

bag

Tab

bat

beg

I**i**

bit

tin

bib

bat

ten

big

sit

tan

beg

sat

fit

bag

set

fat

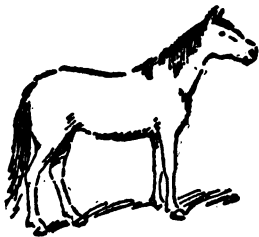
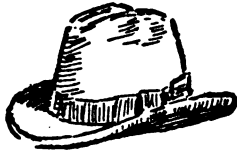
fin

fig

rib

rim

These pages require much patience and care.
Go slowly now, and speed will come later.

H**h**

hat

hem

him

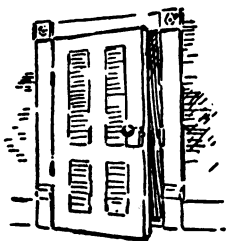
hit

ham

hen

D

d



red

hid

sad

rid

had

did

lad

mad

den

led

mid

din

lid

bed

dig

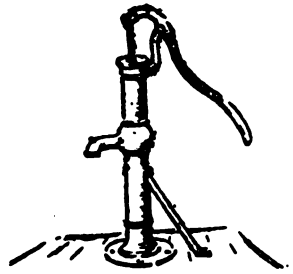
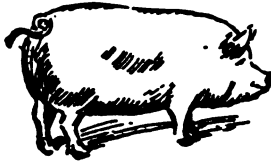
fed

bad

dim

P

p



tap

tip

rip

rap

sip

sap

nap

map

lap

lip

cap

dip

hip

pan

pin

pen

pet

pat

pit

pig

peg

O

O



log

fog

fig

cob

cab

rob

rib

nod

sod

pod

pad

rod

rid

red

hop

hip

lap

lip

lop

top

tap

tip

got

pot

pat

pet

pit

hat

hit

hot

let

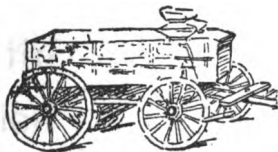
lot

dot

J

jam

jjet

W

wag

wig

w

wit

wet

web

win

U



u

gum

pug

run

hum

peg

bun

hem

pig

Ben

ham

tag

fun

him

tug

gun

bug

tub

sun

beg

hub

cut

bag

rub

hut

big

mud

hat

rag

bud

hot

rug

sup

hit

hug

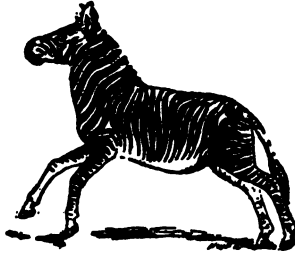
cup

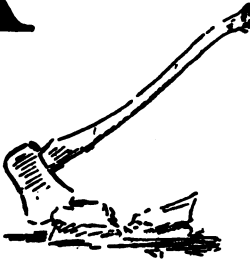
but

jug

pup

nut

Z**z**

X**x**

ax

box

six

x = ks

Q**q**

V

v



vat

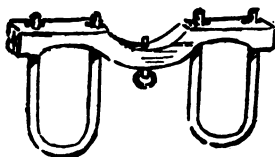
van

van

vat

Y

y



yes

yet

yet

yes

a	e	i
at	net	it
cat	pet	bit
bat	get	hit
hat	let	sit
sat	wet	wit
mat	set	fit
pat	met	pit
rat		
	hen	in
an	men	pin
can	pen	tin
fan	ten	sin
man	Ben	win
pan	den	fin
ran		

Be sure that pupils start each column with the short sound of the vowel.

Only one consonant preceding or following the vowel.

o	u	a
d ot	c ut	c ap
h ot	n ut	l ap
l ot	b ut	m ap
p ot	r ut	n ap
c ot	h ut	g ap
t ot		s ap
n ot	s un	t ap
g ot	g un	r ap
	f un	
h op	r un	b ad
m op	b un	h ad
p op		m ad
t op	u p	s ad
l op	c up	p ad
s op	p up	l ad
	s up	

e	i	o
r ed	h id	p od
l ed	d id	r od
f ed	l id	n od
b ed	m id	s od
N ed	b id	
	k id	h og
h em	r id	l og
		f og
b eg	d ip	
l eg	h ip	c ob
k eg	l ip	r ob
p eg	r ip	m ob
	t ip	s ob
w eb	p ip	
	s ip	ox
R ex		b ox
v ex		f ox

u	a	i
b ud	am	h im
m ud	j am	r im
	h am	d im
g um	S am	
h um		b ig
	t ag	d ig
b ug	b ag	p ig
r ug	w ag	f ig
h ug	r ag	w ig
m ug	s ag	j ig
j ug		
p ug	c ab	b ib
t ug	T ab	r ib
t ub	ax	s ix
r ub	w ax	f ix
h ub	t ax	m ix

an	c an	f an
at	c ap	f at
am	c ob	f ed
ax	c ot	f ig
	c ub	f in
b at	c up	f it
b ad	c ut	f og
b ag		f ox
b ed	d en	f un
b ig	d ip	
b it	d id	g as
b ox	d ig	g et
b ug	d im	g ot
	d ot	g um
c ab	d in	g un
c at	d ug	

This review is to strengthen the pupils' knowledge of consonant sounds.

h at	j am	m en
h ad	j et	m et
h am	j ug	m ix
h en		m ud
h id	k eg	
h im		n ap
h ip	l ad	n et
h it	l ap	n ot
h op	l et	n od
h og	l ed	n ut
h ot	l ip	
h ug	l id	on
h um	l og	ox
h ut		
	m an	p an
if	m ad	p at
it	m ap	p eg
in	m at	p en

p et	s et	up
p ig	s in	us
p in	s it	
p od	s ix	v an
p op	s ob	v at
p ug	s od	v ex
	s un	
r ag		w ag
r ed	t ag	w ax
r im	t an	w eb
r ip	t ap	w et
r ob	t ax	w ig
r ug	t en	w in
r un	t in	
	t ip	y es
s ad	t op	y et
s ag	t ub	
s ap	t ug	z ig z ag

can	let	tip
bit	pat	sad
ham	Tom	wax
let	beg	peg
Dan	rug	mix
lip	Nan	tub
rod	rap	box
beg	map	log
fed	bed	cab
sit	fig	hem
did	rob	red
tag	vex	big
lid	jug	keg
mat	rib	bat
Ben	top	ten
run	cup	led

General review without separating the phonograms.

The foundation is now laid. If the work has been well done, success is assured.

Short — a e i o u

Long — a e i o u

at	can	Sam
ate	cane	same
hat	pan	mad
hate	pane	made
mat	man	fad
mate	mane	fade
rat	cap	hid
rate	cape	hide
fat	tap	dim
fate	tape	dime

Teach the words *long* and *short* as whole or "sight" words. Practice sounding the vowels at the top of the page — both long and short.

Final *e* is silent and usually makes the preceding vowel long.

f in	b it	l op
f ine	b ite	l ope
p in	r id	n ot
p ine	r ide	n ote
t in	r od	c ut
t ine	r ode	c ute
w in	r ob	us
w ine	r obe	use
d in	h op	t ub
d ine	h ope	t ube
r ip	m op	c ub
r ipe	m ope	c ube

a	l ame	i
w ade	t ame	s ide
s afe	J ane	w ide
b ake	l ane	t ide
r ake	b ase	l ife
c ake	c ase	w ife
l ake	v ase	m ile
w ake	K ate	p ile
m ake	d ate	t ile
t ake	g ate	f ile
g ale	l ate	l ime
p ale	c ave	t ime
s ale	g ave	m ine
t ale	p ave	l ine
c ame	s ave	v ine
g ame	w ave	n ine
n ame	g aze	w ipe

Long vowel sounds.

k ite	s ole	u
f ire	b one	t une
m ire	c one	J une
w ire	t one	Luke
t ire	l one	Duke
h ire	r ope	p ure
f ive	h ome	c ure
h ive	d ome	m ule
d ive	c ore	m ute
l ive	t ore	
	s ore	e
o	w ore	he
p oke	m ore	be
j oke	d ose	we
y oke		me
p ole	no	
h ole	go	
m ole	so	

late	hive	home
mine	mane	cape
gave	rate	date
bite	tine	robe
pole	yoke	Duke
cane	pane	dive
wire	pile	fade
dime	more	gate
hope	ride	rode
pure	tire	vane
wore	pipe	hire
line	lake	ate
bone	pine	June
rake	ripe	cake
wove	tone	rope
time	life	vase

Review of long vowel sounds without separating the phonograms.

core	wake	hole
kite	Kate	tame
make	side	wine
same	lame	Luke
safe	note	tape
vine	Jane	wipe
sale	cure	bale
pale	wave	mule
vote	size	pave
sake	use	name
made	nine	bake
lone	mate	here
wade	cave	came
case	take	tune
dose	wide	fore
save	gaze	tide
fate	wife	cone
hide	lane	tore

c at	c ake	r akes
c ats	c akes	r ats
		m akes
c ap	g ate	w ipes
c aps	g ates	j okes
		b akes
s it	p ipe	t ips
s its	p ipes	d ates
		c ups
d ip	b ite	w akes
d ips	b ites	k ites
		w ets
t op	r ope	h opes
t ops	r opes	t aps
		f its
n ut	y oke	p ets
n uts	y okes	m aps

Showing the *s* form of words.

s = z	g a m e s	b o x e s
as	t u n e s	s i x e s
h a s	r o s e	h o s e
is	r o s e s	w i s e
h i s	n o s e	r i s e
p i n s	n o s e s	r i s e s
l i d s	a x e s	m i x e s
r u g s	t a x e s	f u s e

Ned's cap

Ben's cup

Kate's rose

Sam's bat

Tom's cane

Ted's dime

Jane's cake

mule's rope

Dan's fox

cat's bed

Dave's home

hen's leg

Nat's box

man's gun

Bob's top

pig's pen

S often has the sound of *z*, as in the first exercise. The second exercise shows the possessive form of words.

b ack	b ell	l ess
l ack	f ell	B ess
p ack	s ell	h iss
s ack	t ell	k iss
t ack	w ell	m iss
d eck	N ell	f uss
n eck	ill	m uss
p ick	b ill	
l ick	f ill	b uff
k ick	h ill	r uff
t ick	k ill	c uff
s ick	m ill	m uff
l ock	t ill	p uff
r ock	w ill	
b uck	d oll	f uzz
d uck	d ull	b uzz
l uck	h ull	

When two consonants having the same sound come together, only one is sounded.

an d	h int	d ust
h and	l int	m ust
l and	m int	r ust
s and	t int	j ust
b and	h unt	
en d		c amp
b end	b est	d amp
m end	n est	l amp
s end	t est	l imp
w ind	w est	r omp
p ond	r est	b ump
	v est	d ump
b ent	l ist	j ump
r ent	f ist	l ump
s ent	m ist	p ump
t ent		
w ent		s elf

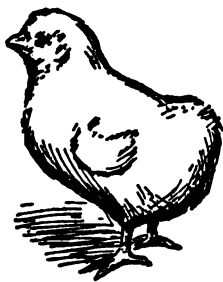
Two different consonants following the vowel.

b elt	g ift	el k
f elt	l ift	m ilk
m elt	r ift	s ilk
w ilt	s ift	b ulk
h elp	k ept	n ext
y elp	w ept	t ext

left	send	hand
huff	tilt	sift
hemp	hint	lend
went	west	hiss
less	romp	held
Jack	Bess	add
Jill	wick	Bell
next	pump	dent
mock	Dick	Bill

The second exercise is a review.

ch



ch ime

ch ick

ch oke

ch in

ch ap

ch ase

ch eck

ch ill

ch afe

ch ip

ch at

ch op

ch ose

s uch

m uch

r ich

b en ch

l un ch

b un ch

p un ch

p atch

l atch

c atch

h atch

m atch

itch

w itch

p itch

h itch

d itch

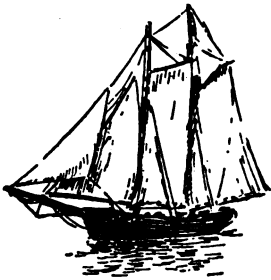
n otch

b otch

D utch

New sound — *ch*.
T is silent before *ch*.

sh



sh ade

sh ake

sh all

sh ame

sh ape

sh ed

sh ell

sh elf

sh ine

sh ip

sh ock

sh od

sh one

sh ot

sh ore

sh op

sh un

sh ut

sh ave

a sh

c ash

d ash

l ash

m ash

s ash

d ish

w ish

f ish

h ush

r ush

sh r ub

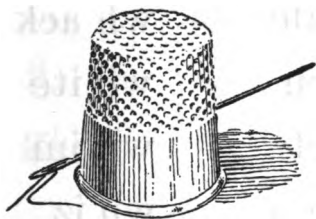
shr ill

shr imp

shr ed

shr ug

th



th in

th ick

th ump

w id th

t en th

th r ill

thr ob

thr ive

thr one

thr ash

thr ush

thr ust

thr ift

th e

th at

th en

th is

th ese

th ose

th em

th us

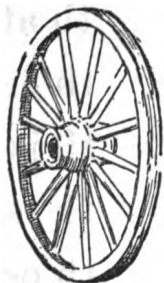
th ine

th an

w ith

b athe

On this page are two new sounds — the voiced and the voiceless sound of *th*. It is often necessary for a pupil to sound the word both ways in order to discover the correct pronunciation.

wh

wh ip

wh ale

wh en

wh et

wh ich

wh ine

wh iff .

wh ile

wh ack

wh ite

wh im

wh iz

shake

thatch

chores

which

shift

this

chill

mush

whine

with

shade

these

shuck

chop

then

chest

thrush

shrill

First exercise shows a new sound — *wh*.

Second exercise is a review of *ch*, *sh*, *th*, and *wh*.

bl	pl	cr	gr	sm
cl	sp	sc	pr	sn
fl	sl	dr	tr	sw
gl	br	fr	st	tw

bl ack	cl ick	fl ag
bl ade	cl ock	fl ake
bl ame	cl uck	fl ame
bl aze	cl am	fl at
bl ed	cl ap	fl ax
bl ess	cl ip	fl esh
bl ock	cl od	fl it
bl ot	cl ose	fl ock
bl uff	cl ub	fl op
bl unt	cl utch	fl ash
bl ush	cl ove	fl ume

Consonant combinations. Pupils should practice blending the two consonants so closely that they form but one sound.

gl ad	sp ade	sl ack
gl ade	sp an	sl ab
gl aze	sp eck	sl ash
gl ass	sp ell	sl am
gl ide	sp end	sl at
gl obe	sp ill	sl ate
	sp in	sl ave
pl an	sp ine	sl ed
pl ant	sp oke	sl ip
pl ate	sp ot	sl id
pl ot	sp un	sl it
pl um	sp ike	sl im
pl ume	sp ire	sl ime
pl ush	sp ite	sl ide
	w isp	sl ope
s pl ash	l isp	sl ush
spl it		sl ug
spl int		

br an	cr imp	sc um
br ag	cr ept	Sc otch
br ake	cr ib	sk ate
br ave	cr ush	sk etch
br ick	cr ock	sk iff
br ide	cr ust	sk ill
br im		sk ull
br oke	s cr ap	sk ip
br ush	scr ape	sk im
br ine	scr atch	sk in
	scr ub	r isk
cr ab		br isk
cr ack		h usk
cr ate	sc amp	d usk
cr ane	sc at	m usk
cr op	sc ale	t usk
cr amp	sc ant	
cr isp	sc ore	

dr ag	fr og	pr ess
dr ess	fr ock	pr ide
dr ift	fr om	pr ize
dr ill	fr isk	pr op
dr ive	fr oze	pr ose
dr op		pr int
dr ove	gr ade	
dr ug	gr and	s pr ig
dr um	gr aze	spr ite
dr ip	gr ate	
dr ape	gr ave	tr ack
dr one	gr ape	tr act
	gr ip	tr amp
fr ame	gr it	tr ash
fr et	gr ill	tr ap
fr esh	gr in	tr ade
Fr ench	gr ove	tr ick
fr ill	gr unt	tr ill

tr im	st ab	st one
tr ip	st ack	st op
tr od	st ake	st ub
tr ot	st ale	st uck
tr uck	st amp	st uff
	st omp	st ore
s tr ip	st ump	h aste
str ipe	st and	p aste
str ive	st ate	t aste
str etch	st ep	w aste
str ict	st em	b aste
str ide	st ick	cr est
str ike	st iff	ch est
str ap	st ill	l est
str oke	st ilt	bl est
	st itch	cr ust
	st ole	tr ust
	st ove	

sm ell	sw am	qu
sm elt	sw ell	qu ack
sm ash	sw ept	qu ill
sm ile	sw im	qu ilt
sm ith	sw um	qu it
sm oke	sw ine	qu ite
sm ack	sw itch	qu iz
	sw ore	qu ick
sn ake	sw ift	
sn ap		s qu int
sn atch	tw ig	
sn iff	tw ill	
sn uff	tw ine	
sn ipe	tw ist	
sn ore	tw it	
sn ug	tw itch	
sn ag	tw ins	

blend	crust	clamp
stripe	trade	sprig
broke	frame	scrape
fleck	twist	risk
slide	spend	flap
stitch	grim	snatch
drape	quench	scamp
smile	fluff	splash
print	skate	swift

d og	cr oss	l ost
off	gl oss	fr ost
l oss	l oft	m oth
t oss	s oft	fr oth
m oss	c ost	cl oth

First exercise is a review.

The vowel sound in the lower list of words differs slightly from the short sound of *o*. Webster's New International Dictionary gives it a mark indicating a medial sound between that of the *o* in *orb* and the *o* in *odd*. Special care should be taken to give pupils the correct pronunciation of these words.

y es	p up py	y = long i
y et	c ar ry	by
y ell	emp ty	my
y elp	d ust y	cr y
Y ale	tw en ty	dr y
y oke	f if ty	fl y
	s ix ty	fr y
y = short i	n ine ty	pr y
c and y	c op y	sl y
ch er ry	fl uff y	sp y
m er ry	f un ny	th y
w ind y	j ol ly	tr y
k it ty	f og gy	wh y
p en ny	B et ty	r ye
ch ill y	H en ry	sh y
s or ry	B un ny	sk y
s un ny	P ol ly	st yle

ai	} = long a	sail	pain
ay		snail	lain
aid		pail	plain
laid		tail	slain
maid		trail	chain
		aim	stain
paid		claim	faint
braid		gain	paint
ail		rain	quaint
fail		drain	raise
bail		brain	praise
rail		grain	waist
hail		train	bait
jail		strain	gait
mail		sprain	wait
nail		main	strait

When two vowels come together, the first is usually long and the second silent.

b ay	ea } = long e ee }	speak
d ay		weak
r ay	s ea	streak
tr ay	t ea	sneak
g ay	fl ea	squeak
	ea ch	heal
gray	b each	meal
hay		seal
lay	peach	squeal
clay	reach	steal
may	teach	beam
pay	bead	seam
play	lead	team
say	read	steam
stay	leaf	stream
stray	leak	dream
way	beak	bean
pray	peak	lean

mean	please	see
clean	east	fee
heap	beast	bee
leap	feast	flee
cheap	yeast	free
reap	eat	glee
ear	beat	three
fear	heat	tree
hear	meat	beech
near	neat	leech
tear	seat	speech
dear	cheat	screech
year	treat	deed
clear	wheat	feed
shear	eaves	need
ease	leave	seed
easy	heave	weed
tease	weave	bleed

reed	screen	meet
greed	keen	sheet
beef	queen	sweet
reef	green	street
seek	sheen	fleet
week	deep	greet
cheek	keep	breeze
creek	sheep	freeze
mEEK	steep	sneeze
eel	sweep	squeeze
feel	creep	
heel	sleep	ie = long i
keel	peep	d ie
peel	deer	l ie
reel	cheer	
steel	queer	fie
seem	beet	pie
seen	feet	tie

oa } = long o	groan	coast
oe }	loan	boast
l oad	moan	
r oad	soap	t oe
t oad	oat	w oe
l oaf	coat	
c oach	float	hoe
	goat	foe
poach	boat	
roach	throat	ue = long u
oak	oar	s ue
cloak	soar	c ue
croak	roar	
soak	board	hue
coal	coarse	due
goal	hoarse	
foam	roast	
roam	toast	

long i	fight	mold
mild	might	sold
	high	scold
wild	light	roll
child	night	toll
bind	right	stroll
blind	tight	post
find	bright	most
hind	flight	colt
kind		jolt
mind	long o	bolt
wind	old	pork
grind	told	torn
		worn
igh = long i	cold	porch
sigh	gold	forth
sight	hold	both

I is long when followed by *ld*, *nd*, or *gh*. *O* is long when followed by *ld*.

ow



mow

loud

down

cloud

town

proud

gown

bound

clown

found

frown

mound

owl

crown

pound

howl

brown

round

drown

ground

fowl

crowd

sound

scowl

drowsy

wound

growl

count

bow

ou = ow

mount

brow

couch

our

cow

sour

how

crouch

scour

now

pouch

flour

plow

slouch

house

mouse	blow	thrown
grouse	flow	growth
blouse	row	yellow
out	grow	window
pout	glow	elbow
spout	crow	hollow
sprout	mow	mellow
stout	show	widow
trout	snow	shadow
shout	throw	four
mouth	stow	pour
south	bowl	court
	own	course
ow } = long o	mown	soul
ou }	sown	
owe	blown	
bow	grown	
low	flown	

	ing	ings
k ing	matting	singing
k ings	running	bringing
r ing	boxing	fretting
r ings	rubbing	trying
s ing	mixing	braiding
s ings	packing	playing
	filling	reading
string	puffing	meeting
sling	buzzing	loaning
wing	bending	lighting
wings	hunting	folding
swing	resting	rolling
spring	jumping	plowing
springs	helping	counting
bring	adding	flowing
cling	wishing	pouring
thing	spending	minding
things	throwing	steering

er ers

her	rubber	crackers
were	deeper	brighter
jerk	temper	Easter
nerve	pitcher	miller
	hammer	grinder
perch	timber	counter
fern	roller	sleeper
verse	rollers	teacher
ever	thunder	owner
stern	older	owners
term	colder	sifter
sister	dinner	browner
sisters	rocker	gayer
flower	painter	bitter
flowers	painters	upper
winter	wilder	tender
winters	summer	singer
better	cracker	servant

skip	lye	sketch
creek	please	snow
grain	leaf	grape
might	swell	roller
mint	perch	slush
soak	bill	night
mine	sling	totter
cream	beet	failing
roaring	foggy	gray
chase	graze	prize
owe	ore	woe
fright	power	laid
bunch	howl	saying
snail	told	rose
spring	fear	board
flyer	meaning	rain
speak	ground	waste
strike	lost	thrown

General review.

flesh	blade	Jack's
bone	socks	leader
shift	drugs	snake
supper	mopping	froth
trust	stretch	post
sorrow	sand	whiz
perch	peach	cores
off	patter	thrush
four	glad	stand
suppose	clinch	plump
clings	bench	twine
greedy	weaker	blister
cloth	offer	June
follow	scolding	shelf
jail	west	wetter
spins	flock	sweep
coal	shaggy	pills
smear	house	wades
raise	still	throat

slope	smile	twelfth
feeds	toss	dray
stake	study	oaks
cheese	splash	frills
tinner	street	coats
times	shadow	cherry
swept	snatch	saves
cheek	trout	frosty
trench	crust	feelers
ever	vote	lamp
fish	stitch	preach
shells	kind	sleeve
bluff	twig	toast
sniffs	clerk	May's
tried	sweets	crown
teeth	pepper	style
wing	brain	teams
hack	close	pillow
cost	mouse	breeze

	ang	ong	ung	eng
bang		song		sung
hang		songs		stung
hanger		gong		swung
rang		prong		slung
gang		strong		sprung
gangway		tongs		strung
clang		hung		length
sprang		rung		strength
<hr/>				
n = ng		thanking		think
bank		drank		blink
blank		sank		sunk
clank		tank		chunk
plank		ink		trunk
rank		link		trunks
crank		mink		stronger
Frank		pink		hunger
Frank's		sink		hungry
thank		drink		angry

making	raising	trading
grading	spading	striking
skating	sloping	stroking
waving	closing	framing
hiding	blazing	blaming
riding	taking	flaming
smiling	mining	scrapping
chiming	storing	whining
shining	lining	bathing
stoning	freezing	thriving
driving	squeezing	shaving
smoking	pleasing	choking
hoping	leaving	chasing
curing	weaving	taming
wading	praising	siding
piling	wasting	filing
raking	tasting	snoring
draping	pasting	hiring

Final *e* is dropped when *ing* is added.

kn = n	wr = r	mb = m
knob	wrap	lamb
knot	wraps	lambkin
knee	wren	limb
kneel	wrench	comb
knit	wrenches	climb
knits	wring	dumb
knife	wringer	crumb
know	wringing	numb
knows	wrist	plumbing
known	wrists	thumb
knight	wrong	
knead	write	gn = n
kneads	writes	gnat
kneading	writing	gnats
knack	wrote	gnash
knock	wreath	gnashes
knocks	wreck	sign
knocking	wrecks	signboard

gu = g	league	buys
guess	leagues	buyer
guesses		buying
Guy	bu = b	
guide	build	bt = t
guides	builds	doubt
guiding	builder	doubts
guest	building	doubting
plague	built	debt
rogue	buy	debts

wrist	wrench	doubt
comb	gnat	guest
guess	writes	wrong
build	know	knock
debts	guide	gnash
buy	kneel	dumb
wreath	limb	knot

The second exercise is a review.

matting	pinning	holly
mating	pinning	holy
lopping	dinner	latter
loping	diner	later
filling	mopping	hopping
filing	moping	hoping
slopping	shamming	batting
sloping	shaming	bating
<hr/>		
happy	planning	blotter
ladder	supper	cracker
bonnet	yellow	rabbit
motto	begging	carry
summer	shabby	hammer

A vowel is short when there are two consonants having the same sound between it and the next vowel.

napkin	velvet	public
silver	lifting	mending
pilgrim	pumpkin	pitcher
candy	sister	dentist
dustpan	renting	picnic
number	trumpet	melting
window	slender	empty
camping	crusty	thunder

story	smiling	zero
closing	pupil	cozy
baker	pony	hero
duty	sober	tiger
navy	tulip	tiny
solo	lady	gravy
fever	clover	paper
music	shady	hazy

A vowel is short when there are two or more different consonants between it and the next vowel, and long when there is but one consonant between it and the next vowel.

There are frequent exceptions to this rule, yet it is helpful.

ai = short i	dead	heavy
captain	read	sweat
fountain	ready	breath
mountain	dread	meadow
	dreads	
ea = long a	lead	ie = long e
break	bread	chief
breaks	spread	thief
breaker	thread	thieves
breakers	deaf	brief
breaking	breast	field
daybreak	health	priest
great	healthy	tier
greater	wealth	wield
steak	wealthy	yield
beefsteak	meant	shield
	feather	grief
ea = short e	leather	grieve
head	weather	grieves

ed	crowded	waded
petted	sifted	seated
landed	folded	pouted
faded	clouded	roasted
tested	boasted	handed
needed	tended	doubted
twisted	rented	coasted
wicked	jolted	mended
tinted	graded	weeded

ed = d	peeled	soured
sailed	frowned	battered
played	foamed	roared
kneeled	crowed	wheeled
mired	breathed	scattered
plowed	pinned	shivered
aimed	prayed	cleaned
loaned	climbed	snowed
growled	sealed	canned

ed = t	wrecked	kissed
reached	liked	guessed
puffed	wrapped	dropped
baked	stamped	coaxed
clapped	leaped	checked
ticked	dressed	shipped
brushed	knocked	scraped
patched	wrenched	dashed
choked	packed	milked

mounted	skated	sighed
battered	grunted	painted
rusted	wretched	lacked
cried	begged	mailed
floated	ailed	kicked
pained	mixed	rained
strayed	tacked	heaped
cracked	missed	lighted

The second exercise is a review of phonograms. The words are new.

ie }
ey } = short y

kitties	sixties
daisies	carries
stories	berries
candies	copies
ponies	pansies
ladies	bunnies
pennies	donkey
empties	chimney
fifties	alley
puppies	valley

ei }
eigh } = long a
ey }

reign	weight
eight	sleigh
eighteen	neigh
eighty	freight
eighty-five	they
eighty-six	greyhound
eighty-eight	whey
weigh	prey

boot



oo

o

u

ou

ui

ew

} like long oo in boot

too

gloom

loose

hoof

gloomy

broom

roof

soon

root

proof

moon

hoot

cool

noon

shoot

pool

spoon

boost

tool

teaspoon

choose

stool

loop

coo

spool

looped

coop

food

droop

scoop

room

stoop

scooped

boom

hoop

groove

bloom

goose

poor

smooth	rule	chew
smoothed	prune	flew
soothe	Ruth	
troop	truth	wh = h
tooth	Gertrude	whoop
do	soup	who
to	croup	whom
move	group	whose
prove	grouped	
proves	fruit	ew = long u
shoe	bruise	mew
shoemaker	bruised	new
tomb	cruise	dew
blue	drew	stew
glue	grew	few
true	crew	
rude	screw	oo = long o
ruby	strew	door
rubies	threw	floor

When *u* is preceded by *r*, it has the sound of long *oo*.

book



oo

o

oul

u

like short oo

in book

good

took

put

good-bye

undertook

putting

hood

look

puss

childhood

looked

push

stood

brook

bush

understood

brooks

bushes

wood

crook

cuckoo

woods

crooked

butcher

woodpile

foot

pudding

woodshed

wool

puddings

cook

wolf

pull

cooking

wolves

pulling

hook

could

pulled

fishhook

would

pulpit

shook

should

full

ful	truthful	playful
cheerful	painful	plentiful
thankful	fretful	healthful
dreadful	frightful	restful
powerful	fearful	useful
tearful	bashful	hopeful
spiteful	hateful	shameful
helpful	grateful	doubtful

boy

oi

oy

} like oy in boy



oil

coin

toy

toil

join

Roy

soil

joint

joy

boil

point

enjoy

spoil

moist

joyful

noise

oyster

noisy

boyhood

apple	handle	battle
cattle	eagle	buckle
saddle	tremble	paddle
tumble	bundle	twinkle
candle	brittle	pebble
thimble	middle	rumble
steeple	people	settle
cuddle	table	crumble
puddle	ruffle	shingle
tinkle	crackle	
pickle	stumble	tle = l
tangle	wrinkle	thistle
kettle	single	wrestle
maple	dimple	whistle
bottle	bugle	bristle
beetle	needle	nestle
cradle	stable	rustle
wiggle	riddle	trestle

T is silent in *tle* after *s*.

c = s before $\left\{ \begin{array}{l} e \\ i \\ y \end{array} \right.$

ice	fence	choice
rice	quince	grocery
mice	since	ceil
nice	Prince	pencil
slice	Alice	city
price	ounce	cider
twice	bounce	cinders
face	founce	icicle
lace	cell	juice
place	center	juicy
space	cease	spice
race	piece	spicy
trace	niece	cyclone
brace	fierce	bicycle
Grace	voice	Lucy

C before *e*, *i*, or *y* usually has the sound of *s*.

	$g = j$ before	$\left\{ \begin{array}{l} e \\ i \\ y \end{array} \right.$	$dg = j$ badge Madge
gem		fringe	edge
age		plunge	ledge
gage		Roger	hedge
sage		gentle	wedge
rage		huge	sledge
stage		college	pledge
cage		gill	dredge
page		engine	ridge
range		ginger	bridge
change		gingerbread	dodge
strange		magic	lodge
stranger		Gyp	budge
danger		Egypt	nudge
manger		gypsy	judge
hinge		dingy	

G before *e*, *i*, or *y* usually has the sound of *j*.

ly	slyly	gently
safely	nicely	kindly
gaily	softly	lately
fully	likely	truly
sadly	daily	bravely
gladly	badly	neatly
lightly	freely	nearly
slowly	swiftly	wholly
poorly	quickly	closely
loudly	lonely	ugly
kingly	mostly	boldly

less	tasteless	shameless
blameless	tireless	priceless
aimless	lifeless	endless
wireless	painless	senseless
useless	hopeless	thankless
homeless	boundless	restless
fearless	matchless	speechless

ness	stillness	soreness
sweetness	lameness	sadness
meanness	thickness	sickness
kindness	weakness	goodness
illness	loneliness	happiness

est	lamest	reddest
coldest	dampest	softest
nicest	sorest	crossed
loudest	stiffest	gladdest
lightest	wisest	grandest
slowest	latest	biggest
kindest	finest	nearest
tamest	lowest	blackest
safest	oldest	newest
tightest	widest	stillest
ripest	dearest	thickest
wildest	brightest	freshest
sweetest	roundest	happiest

ar	} = er	search	thirty
ear		earth	circle
ir		heard	thirsty
or		pearl	word
ur		bird	work
		chirp	world
lantern		girl	worm
desert		first	worse
finger		skirt	worst
rooster		birthday	worth
every		shirt	stubborn
flutter		stir	flavor
spider		dirt	tailor
beggar		fir	sailor
cedar		firm	doctor
dollar		squirm	neighbor
backward		third	bur
earn		whirl	fur
learn		squirrel	blur

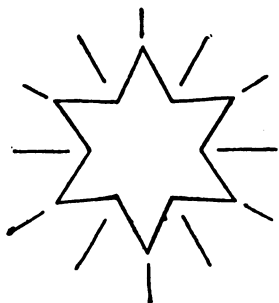
sturdy	nurse	burst
urge	churn	purple
curl	burn	church
curly	turn	turtle
hurl	hurt	further
purse	curve	nursery

ish	foolish	stylish
dish	finish	Irish
wish	polish	Spanish
fish	selfish	British
rubbish	punish	furnish

butterfly	sunbeams	himself
grapevine	sunset	firefly
raindrops	sunrise	fireside
rainbow	cobweb	midnight
dewdrops	forget	windmill
sunshine	blackboard	daylight

Third exercise is a review of phonograms, with new words.

star



a	} like a in star
au	

bar	starlight	lark
marble	starch	arm
march	starve	farm
arch	hard	harm
car	yard	harmless
card	bark	charm
scar	dark	barn
far	darkness	darn
jar	mark	yarn
tar	park	art
star	parlor	artist
	spark	tart
	sparkle	cart

When *a* and *r* come together, if *a* does not follow a vowel, their sound is usually the name of the letter *r*.

(The exceptions are in such words as *war*, page 94.)

dart	grandpa	lf = f
part	grandma	calf
party	father	calves
chart	grandfather	half
start	aunt	halves
startle	jaunt	
large	launch	lm' = m
charge	craunch	calm
sharp	laundry	calmly
harvest		palm

chair



ar	} like air in chair
air	
ear	
eir	
ere	

care

carefully

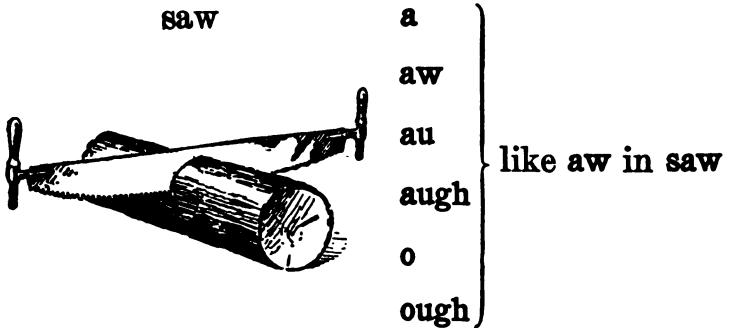
carelessly

careful

careless

carelessness

careworn	flare	staircase
dare	snare	stairway
daring	stare	bear
fare	share	grizzly bear
farewell	shared	polar bear
bare	scare	pear
barefoot	scarecrow	tear
threadbare	scarce	tearing
hare	scarcely	wear
spare	air	wears
square	airy	their
squarely	fair	theirs
rare	fairy	ere
rarely	fairest	there
rarest	hair	therefore
ware	hairbrush	where
hardware	pair	wherever
glare	armchair	nowhere
glaring	stair	elsewhere



all	lk = k	wharf
almost	walk	quart
ball	sidewalk	quarter
baseball	talk	wigwam
call	chalk	water
fall	stalk	want
hall		jaw
tall	war	gnaw
wall	warble	law
walnut	warm	claw
stall	warn	paw
small	warning	hawk
salt	swarm	draw

straw	caught	corner
strawberry	taught	scorn
thaw	daughter	horn
awl	or	thorn
scrawl	order	north
squaw	border	torch
awning	for	scorch
shawl	nor	sort
dawn	cord	short
lawn	cork	morn
yawn	horse	morning
fault	form	orchard
saucer	storm	ought
cause	stormy	bought
gauze	fork	brought
pause	stork	fought
haul	New York	sought
author	born	thought
Paul	corn	nought

ough = long o
though

although
dough

doughnut
borough

basket



a as in basket

ant

grant

slant

chance

dance

glance

France

raft

draft

craft

after

afterward

rafter

ask

task

mask

clasp

grasp

cast

fast

last

blast

mast

master

past

path

bath

branch

brass

class

glass

grass

mass

pass

chaff

giraffe

a = short o

was	watchful	waffle
swan	what	waffles
wand	wash	wallow
wander	washing	swallow
wanderer	washboard	swallows
wandering	washtub	swamp
wasp	whitewash	swamps
wasps	squash	swampy
watch	wad	quality
watchman	wads	quantity

o }
 ou } = short u
 oo }

son	won	wonderfully
grandson	wonder	none
ton	wonderful	done

some	sponges	smother
somebody	tongue	smothered
somebody's	tongues	oven
somehow	front	govern
something	month	dozen
sometime	nothing	London
sometimes	cover	young
somewhat	covered	younger
somewhere	color	wondrous
come	colors	serious
coming	colored	touched
love	comfort	trouble
lovely	other	southern
loveliest	others	double
above	another	country
shove	mother	countries
dove	mother's	couple
gloves	grandmother	flood
sponge	brother	blood

half-long a	damage	savage
furnace	bandage	Sunday
necklace	cottage	Friday
surface	voyage	Thursday
package	courage	Tuesday

half-long e	beyond	relief
became	deceive	recess
before	decide	receive
begin	delay	recite
began	delight	rejoice
begun	deliver	reply
behind	declare	recover
belong	depend	pretend
behave	desire	preserve
below	despair	prefer
between	select	erase
besides	secure	cement

Unaccented vowels. To discover the words, pupils should sound these vowels long. Familiarity with the spoken word will enable them to make these vowels more or less obscure.

half-long o	protect	factory
oblige	provide	memory
obey	propel	daffodil
disobey	profess	evaporate
polite	produce	tobacco
provoke	ivory	November
<hr/>		
half-long u	capture	gesture
unite	lecture	venture
united	furniture	pasture
future	moisture	century
picture	mixture	failure
<hr/>		
obscure a	amid	around
ago	alone	away
awoke	asleep	astray
adrift	alike	about
afloat	afraid	aloud

Second exercise — When *t* precedes half-long *u*, together these letters form a more or less clear *ch* sound.

Third exercise — To discover the words, pupils should sound these and the following obscure vowels like short *u*.

arise	India	Cinderella
along	China	umbrella
soda	collar	salad
sofa	lizard	spectacles
Clara	manager	climate

obscure a	instant	disappoint
real	servant	appear
medal	giant	disappear
loyal	currant	balloon
royal	vacant	account
final	lilac	errand
crystal	arrange	balance
several	Scotland	arrest
hospital	Holland	madam
emerald	fisherman	allow
distant	German	breakfast

The sound of *a* in the lower exercise differs slightly in pronunciation from its sound in the preceding exercise, hence these two sounds are offered in separate groups.

obscure e	flannel	present
jewel	vessel	agent
cruel	gravel	silent
camel	level	absence
angel	travel	mitten
barrel	satchel	passenger
towel	bushel	hello
chisel	moment	children
<hr/>		
obscure o	consent	cannon
commence	connect	seldom
complete	content	blossoms
complaint	contain	bottom
welcome	console	parrot
tiresome	lion	pilot
handsome	melon	gallop
confess	lemon	occur
concern	lemonade	offend
conclude	ribbon	conductor
control	wagon	hammock

obscure u	subtract	sirup
suppose	circus	stirrup
suggest	Saturday	
succeed	album	

en	} = n	kitten	ten = n
in		sweeten	glisten
on		maiden	often
		sudden	soften
golden		basin	listen
open		raisin	hasten
chosen		button	
broken		cotton	el = l
frozen		season	ravel
seven		reason	mantel
given		lesson	tassel
stolen		poison	shrivel
widen		prison	

In the second exercise there are elided vowels. They may be presented to the pupils as silent.

dismiss	invent	excite
disgust	invite	excel
dislike	interrupt	exercise
dispute	engage	except
display	enemy	excuse
distress	entire	explode
divide	entirely	explain
direct	enter	extreme
impure	unload	express
inclose	unlike	expect
include	unwise	exchange
increase	uneasy	
indeed	untwist	ex = egz
injure	unjust	exact
injury	untie	exactly
inside	unknown	examine
inquire	until	example
incline	uproar	exist
intend	upset	exert

potato	habit	because
pocket	robin	carpet
palace	bridle	sharpen
shoulder	kitchen	alarm
Japan	complain	undone
Japanese	absent	cousin
parasol	curtain	Muffet
furrow	possible	money
burrow	linen	compare
sensible	graceful	quarrel
eleven	delay	scarlet
disease	certain	almond
animal	successful	prepare
blanket	market	uncover
frolic	discover	honey
dangerous	Monday	honeycomb
instead	depart	shovel
nobody	August	garden

Review of phonograms. The words are new.

advance	troublesome	lullaby
harness	comfortable	repair
company	among	awkward
parents	monkey	partridge
Santa Claus	reward	thousands

ph = f	pheasant	cipher
Philip	photograph	camphor
Philippine	phonics	nephew
Ralph	Joseph	elephant
telephone	orphan	alphabet
telegraph	sulphur	geography

gh = f	rough	enough
cough	roughest	laugh
coughing	tough	laughing
trough	toughen	laughter

mn = m	autumn	solemn
hymn	column	condemn

ch = k	chorus	schooner
ache	school	anchor
echo	scholar	orchestra
Christmas	scheme	stomach

ch = sh	chute	Champlain
Chicago	Charlotte	ruching

sc = s	scene	scissors
scent	scenery	scythe

i = y	brilliant	Spaniard
onion	opinion	Daniel
union	companion	warrior
million	Italian	familiar

i = long e	machine	qu = k
trio	ravine	conquer
marine	police	mosquito
magazine	valise	

di = j	silent h	Rhine
soldier	John	exhaust
	heir	
ti = ch	hour	et = long a
question	honor	bouquet
suggestion	honest	croquet
digestion	ghost	crochet

ce)	excursion	invitation
ci)	permission	vacation
si) = sh	action	notion
ti)	collection	motion
	correction	promotion
ocean	objection	mention
musician	station	attention
physician	nation	intention
precious	combination	position
delicious	relation	condition
special	recitation	addition

important	diamonds	druggist
snowflakes	postage	valuable
snowbirds	gentlemen	yesterday
forbid	holiday	perfect
forsake	subtraction	remain
overload	twilight	direction
postpone	patient	parade
buttercups	mistletoe	electric
powerless	medicine	probably
president	fireman	farther
fastest	different	darling
to-day	post-office	forest
mistake	beneath	piano
oatmeal	underneath	pavement
excitement	messenger	costliest
snarl	janitor	to-morrow
railroad	unfold	anchor
lonesome	hundred	multiplication

Review of phonograms. The words are new.

SUGGESTIONS TO TEACHERS

Do not put this book into the hands of your pupils until you have carefully studied these suggestions.

The following plan approximates the progress of the average primary class. Do not attempt to follow it exactly. Keep in mind the fact that the ability of pupils differs greatly, and that whether a class falls behind the suggested plan of work or advances more rapidly, the one important thing is to teach each step thoroughly.

The amount of time given daily to the work in phonics must be decided by the teacher. Classroom conditions make it possible for some to give twenty minutes a day while others can give but ten. Two exercises a day of ten minutes each is perhaps the ideal arrangement. The exercise should never be continued until pupils weary of it. At the first indication of lagging or weariness it is time to stop.

The teaching of phonics includes

- I Ear training,
- II Tongue training,
- III Eye training,
- IV Word building.

Ear training may begin on the first day the child enters school. Say to the pupils, "We shall play a little game. You may do what I tell you, but do not speak a word." Then say to one, "Bring me a b-o-x," speaking the last word very slowly (phonetically); to others, "Show me something r-e-d," "Tap on your d-e-s-k," "Touch something made of t-i-n," "Cl-a-p your h-a-n-d-s," "R-u-n to the d-o-o-r," "H-o-p to the w-i-n-d-o-w," etc. Sufficient interest will soon be aroused to permit the teacher to leave off the play and say words pho-

netically, one after another, asking pupils to tell what each word is. In a few days they will be able to recognize almost any word that may be sounded. Occasionally tell a little story, saying a word phonetically here and there, and allowing pupils to pronounce the word. This form of training may be profitably continued throughout the first half-year.

Tongue training should begin about the third or fourth day. Sound a word and have a pupil tell what sound he hears first, what sound he hears last. Be very careful that he gives the sound correctly. There is a natural inclination to voice a breath, or voiceless sound, such as *h*. Holding an object before a pupil have him say the name slowly (phonetically), as *h-a-t*, *c-a-p*, *v-a-s-e*, *p-e-n*, *b-o-o-k*, *f-a-n*, etc. A picture may be placed before the class, and a pupil may be asked to say phonetically the name of each thing he sees in the picture. After a few days' practice offer a sound (it may be a simple phonogram, as *l*, or a compound phonogram, as *st*); have the pupils see how many different words they can think of beginning with that sound. This training should be continued for several months. Ear training and tongue training should be practiced for eight or ten days before taking up eye training.

Eye training begins with the book, — teaching the pupil to associate the sound with the symbol. Ask the pupil to name the pictures on page 5; he says, *man*, *moon*. Ask him what sound he hears first (the ear and the tongue training have prepared the way for prompt recognition), and he will reply, *m*. Now tell him that the letters at the top of the page are pictures of the first sound and that hereafter they will help him to tell words. The pupil next learns the sound of *a*, in the same way. Then he learns the sound of *n*. Now he says the sounds of the three letters *m-a-n*, and thereby discovers the word *man*. At first the pupil will say these sounds so far apart that he cannot hear a word, but keep him trying to say them more rapidly, as, *m—a—n*, *m—a—n*, *m-a-n*, *m-a-n*,

until he does hear the word and tells it. Proceed in like manner with the lessons that follow.

The order in which the phonograms are presented is based upon the ease with which they are blended.

In the early lessons tell the pupil only the sound of the letter that is illustrated. It is confusing to many pupils to be told the name of the letter at the same time that they are told its sound. Some teachers prefer not to teach the names of the letters until the pupils have worked on the sounds three or four months. Whenever a teacher feels sure that a pupil knows the sound of a letter so thoroughly that it will not confuse him to be told its name also, then it is time to teach him the name of the letter. It is not necessary for pupils to know the letters in alphabetical order until later.

The number of pages taken in a given lesson must be governed by the ability of the class. Take only as many as the pupils can do well.

During the first eight weeks pupils should have each lesson in both script and print. Write the lesson on the blackboard and have them practice it from that before practicing from the print in the book. By so doing, they will learn both forms simultaneously. As the lessons grow longer, limited time and blackboard space will prevent the teacher from presenting in script the whole of each day's work; but whenever a new phonogram or phonic principle is introduced, several of the words representing it should first be explained, sounded, and pronounced from the blackboard. Experience will soon enable the teacher to judge how much script practice is necessary to prepare the pupils for the book lesson.

This phonic course contains over 3500 different words. Each of these words when presented contains but one new phonogram, and that phonogram is the one introduced at the beginning of the series in which the word occurs.

Never tell the pupil a word in his phonic lesson, since only

one new sound is introduced at a time, and the new step offers no difficulty if each foregoing page has been thoroughly learned.

When it is necessary to indicate a certain sound in a word, call it by number — the second sound, the third sound, or whatever it may be.

Concert recitation is helpful to timid pupils, and it saves time; but it should be avoided until the teacher is sure that each pupil participating in it can give the sound of every consonant correctly. The greater part of the phonic work should be individual.

Encourage pupils to whisper the sounds to themselves when they are studying a phonic or a reading lesson. Without actually hearing the sounds they cannot get the blend and therefore cannot discover the word. It takes several months for pupils to be able to blend the sounds mentally. This whispering is not disorder. It is a necessary part of word-getting and, if checked too soon, the pupils' progress in word-getting may be greatly retarded. When the proper time for overcoming it has arrived, — toward the latter part of the first year, — pupils will naturally dispense with it because they will be able to get the word so quickly through the eye that they will not wait for the assistance of the ear. An occasional request from the teacher that the pupil shall study to himself without moving the lips, will overcome it without difficulty.

Reserve a small space on the blackboard for a permanent phonic chart. As pupils learn the sounds of the consonants, write them at the left in this space; and as each new compound phonogram is learned, write it at the right. This affords good material for reviews and word-building lessons conducted in the following way: The teacher points to a consonant, then to a compound phonogram, and pupils tell what word these would make if written together; or a pupil takes the pointer and indicates combinations that will make familiar words while either he or other pupils pronounce them.

After all of its phonograms have been presented, the script alphabet should be placed along the top of the blackboard, and under each letter should be given the corresponding letter printed on paper or pasteboard. If it is on pasteboard it may be pinned to the blackboard; if on paper, paste it with library paste — it can easily be washed off when necessary. This affords ready reference for the entire class, familiarizing them with both the script and the printed forms. Do not print on the blackboard. The printing never looks exactly as it does in the book. Reserve the blackboard for script.

No diacritical marks are to be used. Pupils are taught to determine the sound of the vowel by its position in the word and by its associate letters. When pupils learn to read by means of diacritical marks their reading for the first year or more must be largely confined to the reader from which they are taught. The method presented in this book gives the pupil immediate mastery of a word taught and the words of its family, regardless of where he may find them. Diacritical marks should not be taught until pupils are sufficiently advanced to use the dictionary.

Pupils should be taxed with the fewest possible rules. In this course only those are used which are simplest and most necessary for word-recognition. Do not require pupils to memorize them; frequent application of the principles involved will insure a thorough knowledge of them.

The separation of the family name from the initial sound greatly assists the pupil in acquiring the "blend." It becomes less necessary and is therefore used less frequently as the work proceeds. Strive for the "blend" at all times. The pupil's power to discover new words depends upon his ability to blend the sounds of which they are composed.

Constantly require pupils to apply their knowledge of phonics to their reading lesson; that is, do not tell the pupil a word in his reading lesson which he is able to get for himself. The

habit of "making the sounds tell the word" must be thoroughly fixed. Thus the pupil will daily become more self-helpful, and after a few months his general knowledge of phonics will enable him to recognize many words containing sounds beyond his phonic training.

When a word occurs in the reading lesson that does not conform to the rule, as, *have, give*, etc., and the pupil pronounces it incorrectly, ask him if he knows such a word; when he replies that he does not, tell him there is something wrong with his vowel. He will immediately correct it and will soon learn to expect "exceptions," and to try another sound of a letter if his first sounding does not give him a familiar word, or a word that "makes sense" in the context.

If a word unusually long yet containing only sounds previously taught occurs in the reading lesson and seems difficult for the pupil, assist him by writing it on the blackboard and underscoring each compound phonogram or family name; also teach him to put a finger over such a word, moving it off slowly so that he sees but one family name or one syllable at a time. This may be well demonstrated to the class by using a long narrow strip of pasteboard with which to cover the word on the blackboard and removing it in the way described above. With a little training pupils will soon learn to do this and will find it very helpful.

When the teacher discovers a weakness in a phonic principle previously taught, she should promptly refer the pupil or the class to a lesson which demonstrates that principle. If it is a forgotten phonogram, the pupil should be given a quick review of the family of words in which that phonogram is the common element.

Make up sets of script phonic cards for seat work. Write four or five families in as many columns on each card. Write the initial consonant sound in red ink and the compound phonogram or family name in black. Again write the consonant

sounds in red on strips of pasteboard and on other strips write the family names in black. Cut these strips up so that there is but one consonant or one family name on each card. Pupils use these small cards for building families of words to correspond with those on the large card. Keep the small cards and the corresponding large one in the same envelope. When desired, the pupils may use the large cards for study or for copying. Each large card should be numbered on the back to correspond with the number of the envelope in which it belongs. Write on the outside of the envelope the name of each family included in the envelope; then it will not be necessary to look into the envelope in order to know what work the envelope contains.

When pupils have had a few weeks' practice in writing, begin conducting phonic spelling lessons, in order to reinforce the power to recognize compound phonograms. Write a family name on the blackboard, as, *at*; write it several times, one under another, making a column; now pronounce this family of words, — *cat, bat, fat, hat, mat, rat, pat, sat*, requiring different pupils to go to the blackboard and prefix the sound which makes the word. Or write on the blackboard the compound phonogram which is to be the common element of the series, then have the pupils copy it on their paper. Now pronounce the words, having children write as the words are pronounced. The ability to recognize compound phonograms as wholes, without separating them into their elementary sounds, greatly shortens the process of word recognition. This also serves to impress phonic principles upon the minds of the pupils and teaches them to apply those principles to all spelling, thus making spelling a matter of reasoning. Pupils should be taught to look over a spelling lesson, when one has been assigned that is made up of words of different families, and to determine the "dangerous places" in the words. For instance, in a spelling lesson of ten words,

seven of those words may be strictly phonetic; that is, they may be governed by phonic principles and be spelled as they sound. The pupil does not need to waste time on these. But in the remaining three he finds unphonetic elements, so he studies only those three "exceptions." It is a good plan, in teaching children how to do this, to write the spelling lesson on the blackboard, making in red chalk the letters on which pupils are likely to trip. Some teachers have aptly called these "red danger signals."

If the pupils are taking up this course in the fall after having had part of the work the previous year, they should take a rapid review of the pages up to the point where their new lessons begin.

When pupils enter the class from schools in which this phonic course has not been taught, the most satisfactory method of preparing them for work with the class is to take them rapidly over the work which the class has covered.

Whether pupils complete this course in one year, one and a half, or two years, when they have completed it their ability to read anything they can comprehend is assured. Each pupil should keep the course in his desk for ready reference, general reviews, and drills, as required, until the close of his third school year.

The words in this book are grouped according to their pronunciation in Webster's New International Dictionary.

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