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HOW TO TEACH PHONICS

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M. L. D.

EDITOR'S INTRODUCTION

WE are pleased to present an excellent small volume on the teaching of phonics, one which will commend itself for its scientific inclusiveness, its sanity of view, and its richness of practical suggestion. Primary teachers, supervisors, and instructors in the theory of teaching will find it singularly free from the special faddishness of systems of teaching phonics based upon extreme or partial ideas of the nature of the human mind beginning to read. By these we have been dominated since the seventeenth century. For two centuries our schoolmasters and schoolmistresses went from one partial plan to another; but they went in company and as a whole profession. With the latter half of the nineteenth century and the earlier part of the twentieth century, we divided into camps, each devoted to some special plan of teaching children to pronounce words and gain their meaning. Among the warring camps there was much controversy and little solution, much faith and little science. Experiment and comparison now lead us into a better evaluation of specific methods for teaching

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reading and into a more inclusive view of meritorious ways and means which may be used in combination. Ours is a propitious period.

For the good part of two centuries the American teacher gave phonics too large a place in training beginners to read. Then, suffering the usual reaction from extremity, phonics have been too much ignored, or given too slight a place. In the rediscovery of the great importance of meaning or sense in the mastery of the printed page — that is, with the coming of word, phrase, and sentence methods of teaching children to read — the analysis of words into units of sound and print was largely cast out of conscious practice and left to the haphazard ingenuities of the child. More recently, the teacher's important social discovery, that most adults finally do practically all of their reading silently and not orally, has led to a new subordination of oral reading in the school. And as phonetic methods have been associated chiefly with oral reading, their use has suffered another diminution.

We are about to swing back again, not to any old extreme, but to the position, important but subordinate, which phonics ought to have in the teaching of reading in the first two or three years

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of school life. The true position which phonic work should occupy in teaching beginners to read cannot be simply and briefly stated. It presents a somewhat complicated problem. But a few considerations will help our understanding.

(1) The associations made by an effective reader are quite numerous, but an exceedingly simplified statement would include three:

- a. The sound or pronunciation of the word.
- b. Its look or printed form.
- c. Its particular meaning in the reading context presented.

Obviously all three of these must be closely associated.

(2) Long before the child comes to the printed book, he has acquired a certain stock of words in their oral form with which are connected the meanings which experience has given them. With such meanings and pronunciations, the printed symbol is not associated.

(3) The simplest reading for the beginner would be that material the words of which are already well established within the experience and oral vocabulary of the

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child. The printed words themselves, however familiar as units, might convey a novel combination or new experience, and it is better for interest if they do! At this stage the reading vocabulary moves from zero toward a closer and closer approximation of the child's oral working vocabulary.

- (4) The most rapid method of finding the appropriate meaning for such printed words is to give them their familiar pronunciation, for their meaning, by indirect association through pronunciation, becomes connected with print. Thus, pronunciation or phonic rendition is the connecting link between printed symbols and familiar experience. Here is where phonic work in the broad sense enters.
- (5) The defect of old phonetic methods was a certain tardiness in giving directly the already familiar pronunciation of the word or phrase. They began with letters and their combinations, and built up only an approximately correct sound, which might or might not identify the word with a familiar spoken word and its meaning. It was logical and synthetic, but dull, mechanical, and formal, wearying the

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child with too much preliminary travail. The new method, glorying in significant meanings, goes direct to sight words, phrases, and sentences, and identifies them as wholes with known speech and experience. With these the child could begin to read the simple and familiar things with a quickened confidence.

- (6) Soon, however, it becomes a matter of economy to the child, and to the teacher as well, to cease memorizing the sound of sight words, for this must be done steadily and carefully in the presence of the teacher, and to begin to discover for himself a way to get the correct pronunciations of the print before him. This, too, will require some careful direction and supervision by the teacher, but it soon becomes an independent power. The same initial letter is readily recognized in new words. Familiar words are seen as parts of new and larger words. Parts of one word are seen in many other words and by analogy given the same pronunciation. Thus, a natural word analysis begins, and by the law of analogy the same old sound is given to the same old letter forms in new places. The

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expansion and direction of such natural analysis is phonetic work in the technical sense. It gives the child his first independent power to give right sounds or pronunciations to new and unfamiliar print, and to connect it with familiar speech and meaning. And so long as the reading content is within his experience, such phonic work will lead to genuinely thoughtful reading and not end merely with a formal separation of print into its mechanical parts and a parrot-like rendition of sounds.

- (7) The greatest dangers of phonic work start when the printed vocabulary begins to include words not in the spoken language of the pupil. Now phonics may still give the right pronunciation of print, but the pronunciation will lead to no already associated meaning. Then, indeed, must the context itself give meaning, or the teacher provide it with an immediate experience in the classroom, watchfully checking with a question that calls for action or other response.

With the above facts in mind, one can perhaps sense broadly the functions, the strengths, and

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the limitations of phonic work at various stages in the development of the young mind trying to read. The practical details of procedure, with the scientific and common-sense grounds for their use, are left to the author to present in the monograph which follows.

HOW TO TEACH PHONICS

I

GENERAL SURVEY OF THE SUBJECT

PURPOSES OF PHONICS

Organization of the book

MANY systems of phonics have been developed which have been directly related to a given set of readers. In some systems the reading books appear to have been made to accord with a pre-determined classification of the phonic elements used. In other cases the phonic system has been prepared to help in the use of a particular book. When this is done, the choice of the phonic elements to be used, as well as the order of their presentation, is dependent on the vocabulary of the book for which the system is prepared. This book has been prepared with the common reading vocabulary of many books in mind, so that it may easily be used with any reading book suitable for beginners and with later books satisfactory for the primary grades. The character

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of the discussion is general so that it is applicable in a variety of situations. The classification of the word lists (pp. 65-84) also makes such use possible. Words related in sound are placed together so as to make it possible to use them economically. It is also possible for the teacher to choose for use the lists which best prepare for the book she is using. Both the general application of the principles and the flexibility of the material for use make it possible to adapt the work here discussed to any reading book in use.

Amount of training recommended

There has been a tendency in the past so to emphasize the teaching of phonics as to make it appear that it was the chief aim instead of the teaching of reading. The reaction to such over-emphasis has resulted in the elimination of the teaching of phonics from some curricula. It is the purpose of this book to suggest a middle course, giving a minimum amount of training consistent with efficiency.

Relation of phonics to thought-getting

The importance of relating the phonic work to the thought-getting process needs especial emphasis because the nature of the material

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makes it easy to give undue prominence to the mechanical features. Throughout this course we have attempted to emphasize the close relationship between the use of phonics and thought-getting. We depend largely upon this feature to lead the children to recognize the value of the use of phonics as they are learning to use such analysis.

Phonics as a means, not as an end

It must be recognized that a phonic method is not a reading method. Children may acquire skill in the use of symbols for deciphering words far beyond their understanding. When this is done, the reading is likely to be a purely mechanical process. While we glibly recite, "Reading is getting thought from the printed page," it is in danger under such a method of degenerating into *word* reading with lack of appreciation of the connected thought of the selection.

Our aim is not primarily to teach a system of phonics, but to teach children to read. As a means for accomplishing this end, phonics has a definite and important place in the primary grades. We shall try to show what this place is by discussion and illustration throughout the book. Briefly stated, it is to help the child to

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independence in reading by giving him a systematic method of attacking words which present difficulties and preventing the confusion that results from lack of ability to analyze the words effectively. As an end in itself, phonics has no place in the schoolroom. We are not developing linguistic acrobats, and no amount of such skill *alone* will result in efficient reading.

Summary

The purposes of the book may be summarized as follows:

1. To supply a system of phonics useful with any reading book.
2. To provide for a minimum amount of phonic training consistent with efficiency.
3. To relate the work in phonic analysis directly to the thought-getting process.
4. To help the teacher so to present the material that the children will recognize the practical value of its use.

THE NEED FOR TEACHING PHONICS

The question as to whether phonics should, or should not, be taught has been bandied about a good deal for several years. It is interesting to discover what the child's own position with

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regard to the question is. Three facts of importance may be considered with regard to their bearing on the situation.

Children do analyze

Children use analysis spontaneously when they meet difficulties. The following examples show this. The child who told another that she could remember *high* because of the two "high" letters in it was analyzing. She also knew *oak* "because it says *o* and *k*" (sounded) without regard to the silent *a*. A child frequently confused *bough* and *branch* until she finally "looked for *an*" and gave the word correctly according to its presence or absence. Another child in a class where *Betty* and *Bobby* were frequently confused was always right. She explained voluntarily, "I always know it by that," indicating the cross on the *t*'s in *Betty*. Another child then volunteered, "I know *Bobby* by that," indicating the *o*. Neither child knew the letters. A five-year-old learning to read at home, with no help except what was asked for, said about a word she did not know, "It's just like *play* except the last part." The word was *place*. Being told that the last said *c* (sounded), she read without trouble. Even cruder forms of analysis than

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these are frequently found in the early reading work before any analysis has been suggested to the children.

Children must analyze

1. It seems apparent without argument that, when a child's sight vocabulary contains such words as *can, cat, mat, may, day, man, bat, bad, had, has*, the child must analyze to the extent of picking out the element which distinguishes the word he sees from similar words. Children often confuse *boy* and *dog* because of their similar appearance when printed. Here analysis is necessary.

2. Children make mistakes which a small amount of analysis would prevent. The following instances of miscalling words where the connection is one of thought without regard to sight or sound elements, will illustrate this:

<i>Word seen</i>	<i>Word given</i>	<i>Word seen</i>	<i>Word given</i>
barn	shed	man	papa
mittens	gloves	cat	kitty
cart	wagon	fox	bear or wolf
crow	blackbird	clam	oyster

Some phonic training is essential

While there is still some controversy on the

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subject, the need for some type of training in analysis of words is pretty generally recognized at the present time. The chief points of difference of opinion are: (1) when shall this training be given; (2) the nature and amount of such training. The generally accepted conclusions have been recently stated by some of our prominent educators. Dr. Judd¹ says: "Analysis of words cannot be omitted from any complete training of pupils. The experience of schools in this matter is unequivocal . . . sooner or later he [the child] must make analyses, and then he will be greatly helped if he has been trained in systematic methods."

In discussing the "periods of confusion" shown in records of eye-movements of poor readers, Dr. Judd² says: "Unless the school trains the pupil to work out his words systematically, he will do it badly and will exhibit confusion. Confusion can be cured only by some method which teaches analysis of visual elements and an association of these visual elements with recognition on the one hand and pronunciation on the other. . . . If a child is going to be distracted in

¹ Judd, Charles Hubbard. *Reading: Its Nature and Development*, p. 141. Chicago, Illinois: University of Chicago Press, 1918.

² *Ibid.*, pp. 60-65 *passim*.

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his efforts to recognize words, we may as well anticipate the difficulty and distract him to some purpose while we teach him to master distractions. Training a child in the mastery of words may very properly be described as training him in the mechanics of reading. . . . Mechanics are only justified when they contribute to the final fluent recognition of words.”

Dr. Gray¹ says: “The justification for such training [training in word analysis] lies in the fact that the child frequently encounters groups of words which he cannot readily recognize. There is common agreement that the child must learn to recognize as large units as he can. . . . But in addition he must know how to analyze words when he needs to do so.”

Dr. Freeman² gives as his opinion on this subject: “Some amount of phonic training is undoubtedly of value in helping the child both to analyze the spoken words into their sounds and to make the associations between the sound and the letter which it represents. This prevents a waste of time and leads to an earlier formation of the association than would occur if the associa-

¹ Gray, William Scott. *Elementary School Journal*, vol. XIX, pp. 511, 512. Chicago, Illinois: University of Chicago.

² Freeman, Frank Nugent. *The Psychology of the Common Branches*, p. 79. Boston: Houghton Mifflin Company. 1916.

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tion were made wholly by the incidental method. The need for making [this association] becomes prominent when the child meets new words. . . .”

Professor Parker¹ reports: “. . . Pupils who have not had training in independent word analysis prove to be, on the average, much more inaccurate in their reading than pupils who have had this training. . . . The effective mastery of phonetic tools and analysis cannot be left to the haphazard effort of inexperienced, unskilled teachers. Just as in the teaching of handwriting and spelling, we need ready-made scientifically constructed systems.”

DEFINITION OF TERMS

The term *phonogram* stands, in this book, for any representation by one or more letters of a sound or group of sounds taught together. Three classes of phonograms are distinguished for convenience:

1. The *letter phonogram*, which always consists of a single consonant.
2. The *word phonogram*, which is any word learned as a sight word and later used as a

¹ Parker, Samuel Chester. *Types of Elementary Teaching and Learning, including Practical Technique and Scientific Evidence*, pp. 117, 119. Boston: Ginn & Company. 1923.

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phonic constituent in a new word, or any word learned phonically which is used as a whole in a more complex word.

3. The *compound phonogram*, which is any group of letters not by themselves making a word, which form a phonic unit in the study of new words. Illustrations are: combinations of consonants; as, *bl, spr, gr, st, str, th*, etc.; combinations of one or more vowels with one or more consonants; as, *ing, ight, ean, eed*, etc. combinations of vowels in diphthong; as, *oi, oy, ou*, etc.

The classes designated 2 and 3 are commonly called "families," and may be so called, but it is desirable from the viewpoint of the teacher to hold in mind the distinction between words which have been learned, and combinations which, having no meaning in themselves, may be of value to the children when it is necessary to analyze a new word to discover what it is. Many of class 3 can be derived from class 2 in such a way as to lessen the amount of drill necessary, and materially to lessen the number of distinct phonograms drilled upon, by grouping these together. For example: from *at, am, an*, can be derived *ag, ap, ad*. This is more fully discussed in the next section.

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The term *phonic word chart*, sometimes abbreviated to *phonic chart*, is used to designate the charts made from words given by the children as later described and which are the basis of many games and drills. These charts are fully discussed as to origin, construction, and use in later sections.

SUBJECT-MATTER FOR DRILL

The subject-matter for drill in phonics should be chosen with the purpose of giving meaning to the work at once and having the children as soon as possible gain the ability to use larger units in their analysis.

Study consonants first

The study of consonants comes first. There cannot be too much emphasis on the importance of deriving these from words known to the children, and there should be very little if any drill on the isolated consonants. Because of the impossibility of sounding most of the consonants without an accompanying vowel sound, it is best to use for drill such devices as those given in the chapter on "Games and Other Drill Devices" which give the drill in connection with words which have meaning for the child. The words to

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be used for this drill should be those which the children themselves give, supplemented if necessary by those for which they will soon have use. These latter may often be obtained from the children by a question or suggestion, so that the whole list may really be the children's own. For example, if the children have given *sing*, *ring*, *wing*, the suggestion may be, "What do you like to do at recess?" (swing).

Drill on isolated vowels is not necessary

Since the vowels have no constant value — the sound being determined by the location of the vowel in the word and by the surrounding letters — it is unnecessary and undesirable to give any drill on the isolated vowels.

Drill on "families" important

It will be seen, then, that the type of subject-matter occupying the chief place in drill work is the combination of consonants and vowels called "families." The distinction between those which are sight words and those which in themselves are without meaning has been discussed elsewhere. Those which can be directly built upon sight words or which come through analysis of several like words — as, *at* from *cat*, *rat*, *fat*,

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etc. — should be developed first and used for drill. With these should be associated others which can be derived from them so that the children associate many like ones. In this way they come, unconsciously, to the recognition of a given element whenever found in a word, or in a new combination of letters where the vowel has the same value. The use of this method avoids the learning of a large number of isolated phonograms, as is frequently done. For example, having used *at*, *am*, *an*, the child should be given *ag*, *ad*, *ap*, as related to them. This may be done somewhat as follows: Give *cat*, *can*, then *cap*; *rat*, *ran*, *ram*, then *rag*; *bat*, then *bad* and *bag*. Then ask the children to give other words that sound like *bad*; like *cap*; like *rag*. Use lists obtained in this way in many games and drills having thought significance for the children. Other groups to be used in the same way are:

From *it*, *is*, *in*, *ill*, *if*, can be developed *ig*, *im*, *id*, *ip*.

From *eat*, *each*, *ear*, can be developed *ead*, *eak*, *eal*, *eam*,
eam, *eap*.

From *on*, *not*, can be developed *og*, *od*, *op*, *ob*.

From *us*, *up*, can be developed *ud*, *ug*, *um*, *un*, *ut*.

Suggestions as to preparations of word lists are given in a later paragraph. As the phonic word charts accumulate, charts emphasizing particu-

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lar elements should be selected for each day. One day all the charts used may give drill on initial consonants. On other days the charts may give drill on a particular group of families as suggested above; for example, charts having the families *eat, each, ear, ean*, etc., may be used; or the drill may be on a group that will emphasize the vowel sound as the charts based on *at, it, et, ot, ut*. It is only by varying the work in these ways and giving the child experience with the same sounds in many different situations that success will be achieved in giving the child independence in his use of analysis.

The Word List at the close of the book has been classified with the idea of helping the teacher in organizing the type of drill recommended. The lists include the phonic words from two studies, one of ten first readers¹ and the other of ten primers.² Lists are arranged using those words built on short words, as, *an, man, can*, and, directly associated with these lists, other word

¹ Packer, J. S. *The Vocabulary of Ten First Readers*. (In *Twentieth Yearbook of the National Society for the Study of Education*, Part II.) Bloomington, Illinois: Public School Publishing Company. 1921.

² Jones, Robinson G. *The Jones Scale for Reading*. Published and sold by R. G. Jones, 18,178 Clifton Boulevard, Lakewood, Ohio.

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families where the same vowel value exists associated with other consonants, as, *bag, flag, rag*, etc. Fuller discussion of the use of the word lists is given in Chapter II. After this early work has become familiar, certain phonograms, which are of use because of the number of words in which they appear, may be derived from known words even though the part so separated does not make a word. An illustration of this is *ay* from *day, may*, or some other known word. No such unit should be used for drill which will not be used by the children in enough words to make the drill worth while.

Words for drill should be interesting

It is not intended that the words in the list should be used as drill lists. Because these are words which do appear in the child's vocabulary, it is probable that most of them will be given by the children. The list is intended for a reference to help the teacher to check the work she is giving, to suggest words that may be needed by the children in their reading, and to help with the classification of words for efficient drill. Words given by the children should not be rejected because they do not appear in these lists, but the teacher should be careful about introducing words

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which are not within the child's understanding. Certain of the groups in the Word List have special uses which are discussed elsewhere in the book.

PREPARATION OF MATERIALS

The teacher should have a printing set

The modern primary schoolroom is not complete without a small printing set with which the teacher can prepare much material of immediate interest and especially adapted to the needs of the children. The sets of rubber type on wooden blocks with letters three fourths inch high are satisfactory. Such "printers" can be secured from Milton Bradley Company, or their representatives; from J. C. Latta Company, Inc.; from the Northwestern School Supply Company; or from other firms dealing in school supplies. Every primary teacher should have the use of such a printer. One of its many uses is for making phonogram cards and phonic word charts.

Preparation of cards

The best paper for this purpose is manila tag board which can be purchased in large sheets from most printshops and cut into strips of the desired size. Two inches wide and four inches

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long is a convenient size for the phonogram words. In printing phonogram cards it is best to print all initial sounds at the right-hand side of the card so that when the card is placed before another phonogram to make a word, the spacing will be natural — sa t. Word-endings should be placed at the left-hand side of the card for natural combination with initial sounds — p l a y i n g. As word lists are developed, they should be printed on long strips of tag board, about seven by twenty inches, allowing room for the words first given by the children and for addition of words later suggested. Suppose the five words on the phonic word chart have been given the

an
man
pan
ran
tan

first day. At later times when this list is used, such words as *plan*, *plants*, *branch*, may be suggested. These words should then be added to the list on the chart. Suggestions as to ways of leading the children to give

words to add to the list on the chart are given in Chapter V. These charts are the ones referred to as *phonic word charts*.

II

PHONICS IN THE FIRST GRADE

THERE are three phases to phonic work; training the ear to recognize sounds; training the voice to give them; training the eye to recognize and interpret their symbols. The first two should precede the third.

Informal phonic training

Ear and voice training may begin informally before the child has begun to analyze so as to recognize the separate elements of the words he sees. This may be done in connection with Mother Goose rhymes. The rhyming words may be used, but the use of the initial sounds will be more immediately productive and the children are just as likely to suggest initial likenesses as final likenesses. For example, the rhyme, "Sing a song of sixpence," may be used. "What words sound alike?" — *sing, song, sixpence.* "Do you know others that sound like these?" The children may give *see, say, some, sit.* If they do not respond, repeat the words from the rhyme, slightly prolonging the initial sound for emphasis

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and give one other word that is like them, calling attention to it by repetition until some child gives another word. As soon as they get the idea, they will give words quickly. "Jack and Jill" may give *jump, just, jelly, jam*, etc. Other rhymes that can be used in this way are given at the end of this chapter. Such work should be largely incidental and in the form of a game. The teacher should study the speech difficulties of her children and use this method of overcoming them. The child who uses *th* for *s* will profit by the rhyme "Sing a song of sixpence." Those who use *t* for *c* will be helped by such a rhyme as

Boys and girls, come out to play,
The sun does shine as bright as day.
Come with a whoop, come with a call,
Come with a good-will or come not at all.

This preliminary informal training should be directed largely toward the correction of speech defects and should be given to small groups as it is needed.

Formal phonic training

In the third phase of phonic work, training the eye to recognize symbols, it is necessary to give formal phonic training. Formal training in

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phonics should be begun as soon as a sufficient stock of sight words has been learned to make it necessary for the child to analyze so as to distinguish word units. Known sight words should always be the basis for this work. The ear and voice training are continued as found necessary, but the greater amount of time is now given to the third phase of phonics.

First lessons

The sound of *s* is a good one to begin with because it is immediately useful in many ways. Recall the rhyme, "Sing a song of sixpence." As the children give words beginning with *s*, write them in a column on the board. Then say, "Listen as we say these and see what part sounds the same in all." "Yes, the first part." "Do you see any part that looks the same?" "Yes, the first part." "What does it say?" "*s*" (sounded) "Here it is on a card. What does it say?" "Can you give any other words that begin like this?" Later print the words that the children give on charts as described in the discussion on preparation of materials. Show this chart at the next period and let the children use it as they would a list on the board, naming the words and playing games with them.

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In the second lesson review the words given the day before, presenting them on the phonic chart. Then, referring to a list on the board, say, "Here are some words we know." (Use only words the children know — *at, and, it, eat, am, end, ill, all.*) "Let us say them." "Now I will put *s* (sounded) before each" — *sat*. (Cover the *s*.) Have the children give *at*. (Uncover and have them give *sat*.) In the same way give them *and, sand; it, sit; eat, seat; etc.*, using only words they know. Do not have the parts given separately and "blended." Introduce a game somewhat as follows: "We will play a guessing game. I think of a word on our list that makes me think of what you did when you came in this morning." Child asks, "Is it *sat*?" (pointing to the word). "Yes, it is *sat*." "I think of a word that tells where you sat." Child (pointing to word), "Is it *seat*?" "Yes, it is *seat*." As soon as the children become accustomed to the game, they can take the initiative in defining the words. From the first we shall emphasize games and drill devices which lead the child to associate meaning with the use of phonics.

Give *m* as the second sound. Ask, "What did you drink for breakfast this morning, John?" J.: "Milk." "How many had milk?" "Mary,

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who gave you your milk?" M.: "My mother."
"Listen, children, and see if you can tell me what words sound alike in this, '*Mary's mother gave her milk.*'" "Yes, *Mary's mother.*" "Is there any other word that sounds like them?" Repeat the sentence if necessary. "I will write them here" (in column). "Do they look alike?" "Can you tell any other words that sound like these?" The children may give *man, melt, mat, meat, met*. Make a list on the board of the words the children give. If there are too many for the chart, select the most useful ones for printing for later use. Have the letter card printed

m

 to show after the sound has been introduced as was suggested with the *s*.

First formal analysis

Now the first formal analysis comes. Write on the board a number of words beginning with *s* and a number beginning with *m*, not in columns, and use some simple devices for drill. Two kinds of drill may be given, drill involving individual children where each child is given an opportunity to take part, and drill where two children compete or where one directs others. The following classification gives suggestions for directions to be given to the children. All drill should be

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rapid. In the "individual work" there should be a change of child often, and the attention of all should be held to see if the direction is correctly followed. At times the child who is ready first may be the one to respond, but, unless the class is very even in ability, this is likely to result in the most drill for those who need it least.

Directions to be given to children

1. For individual work:
 - a. "Point to a word that begins with *s*."
"One that begins with *m*."
 - b. "Point to all the words that begin with *s*." "All that begin with *m*." (In this connection never call *s*, *es*, nor *m*, *em*, but give the sound of each.)
 - c. "Erase a word that begins with *s*."
"Erase a word that begins with *m*."
 - d. "Draw a line under three words that begin with *m*." "With *s*."
2. For group or coöperative work:
 - a. Having the same number of *s* and *m* words on the board, not in columns, give one child a red and one child a yellow crayon. One should underline all the *m* words and one all the *s* words and see which finishes first.

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- b. Using different colors of chalk, see which child can underline the most *m* words, etc.

Many drill devices and games are given in the chapter on "Games and Other Drill Devices," and selections from these should be used as they suit the needs of the class. This work requires much drill, and the devices must be changed often to hold the attention.

As word lists are built up for the sounds, they should be printed so that a chart for each phonogram will be available at any time for drill. These phonic word charts can be used again and again for drill exercises and games, and so continue useful as long as the class needs drill on these sounds.

Presentation of other consonants

The other consonants should be taken up in the same way in the following order — *f, t, n, p, l, b, v, w, r, d, h, j, k*. While this order is satisfactory, it may be changed if there is reason for another order. If words from which certain sounds can be readily derived are learned, these sounds should be used instead of unnaturally forcing an analysis for the sake of holding to the order suggested.

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Reasons for beginning with the sounds of the consonants

The reasons for beginning with the sounds of the consonants are:

- a. The sounds of the consonants given above are always the same when they are initial sounds. That is, as initial letters these symbols have a constant value and the sounds are mastered for life. The consonant *c* should be left until later and taught as having the sound of *k*, as it occurs so with most of the words with which the children are likely to come in contact. With *g* the hard sound (as in *get*) should be given for the same reason. The letters *x*, *y*, and *z* are not taught in the first grade, as they are not used often enough to make it worth while to spend much time on them, and *q* is taught in association with *u* (*qu*) in connection with the combinations *fr*, *bl*, etc.
- b. Having mastered the consonants the pupils are ready to build many words with each of the compound phonograms to be presented later.
- c. Drill on the sounds of the consonants leads to distinct enunciation, and this aids in both speaking and reading.

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Particular attention should be given to the sounds *h, b, d, l, r*, to prevent the children's giving these sounds as follows: *huh, buh, duh, ul, ur*. When consonants are vocalized, a vowel sound, usually short *u*, is combined with them. For this reason only a small amount of work should be done with isolated consonants. When practice of this kind is given, the pronunciation should be quick and the slight vowel sound should follow instead of precede the consonant sound; as, *lu*, not *ul*, and *ru*, not *ur*. This is because the combination with other sounds is right if this is done. It is especially important to pay attention to this when two consonants are combined; as, *cr, fr*. If children are asked to give words beginning with *cr*, they will give as an example *curl* quite naturally unless they have learned to give the sound *cru* instead of *cur*. If asked to give words beginning with *fr*, they will give such words as *fern* unless the pronunciation is correct. If the correct combination is made, the child will give easily such words as *cream, creep, crow*, and *free, fright, friend*. This is true of all combinations of a consonant with *r*; as, *br, cr, dr, fr, gr, pr, tr, scr, str*; and frequently true of consonants followed by *l*; as, *bl, cl, fl, gl, pl, sl, spl*.

Care should be taken in the introduction of

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such combinations to see that the child gets the right association of sounds. Individual work in this connection is indispensable. It may be necessary to show the child the correct position of the lips, teeth, and tongue. This the teacher may do by producing the sound herself very distinctly and pointing out the position of the vocal organs in making the sound; then the child should imitate. In this way defects of speech are often detected, and corrections made before the habit becomes fixed. There should be daily drill on the consonants until they are thoroughly learned. The devices and games should be changed often enough to keep up the interest. Select from the chapter on "Games" such as meet the need, and vary often.

Use of word phonograms

During the presentation of and drill on the consonants the child may be led to use as word phonograms short words which he has learned; as, *at, in, and*, etc. He should combine these with consonants already learned and give word lists which may later be used in game drills. Suggestions for such work are to be found in the Word List at the end of the book. The teacher should make selections according to the experi-

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ence of the class. For example, the word *in* may be combined with the consonants *b, d, f, p, t, w*, to give *bin, din, fin, pin, tin, win*. Later, when the child has had more practice, he may make both initial and final connections. Using the word *if*, he may then give *lift, gift, drift, sift*, etc.

Compound phonograms

1. Give *ing* first. As a whole the work with compound phonograms should be delayed until most of the consonants have been learned. One phonogram which is not a word may be given early because of its great usefulness. This is the phonogram *ing*. The reasons for presenting this one of the compound phonograms first are three. It combines with many words the children know, enlarging the vocabulary and giving the children an idea of its value; for example, *playing, jumping, ing*. It may be joined with many single consonants to make new words; as, *ring, wing, sing*. Finally, drill upon this combination helps to counteract the tendency to slur the final *g* in many words and so leads to better enunciation. As in the case of the consonants this combination should be derived from known words. When the teacher wishes to present it, she may

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write on the board *sing* (or a similar word recently used) and ask, "Who can give a word that ends like *sing*?" Let all who volunteer give words and place them in a column on the board. Then ask, "What is the same in all these words?" The answer will probably be "*ing*." Write it alone. Then call attention to a list of words previously written on the board to which *ing* can be added and suggest putting them together. As the children pronounce the words, write *ing* after each. It may be necessary to make a slight change in some; as, *com(e) ing*, *run(n)ing*. At this time make the change without comment unless some child notices and speaks about it, in which case make sufficient explanation to satisfy the child; possibly — "Yes, that is the way we write it. You will learn about that later."

2. *Order determined by need.* Other compound phonograms should be chosen for presentation in the order in which they will be of most value to the class. The combination *ea* is probably the most valuable because of the large number of words in which it plays an important part. This combination may be derived from *eat*. The teacher may first get from the children such a word list as *seat*, *meat*, *beat*. It will probably be necessary to reject some such words as *sweet*,

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feet. Do so with the remark that those words sound the same but do not look the same, so that we will use them another time. Later on two lists may be made, placing the words as they are given in the correct list from the standpoint of spelling. In this way the teacher may begin to awaken a consciousness of the visual form, which is necessary in spelling. Other combinations which may be of value at once can be found by studying the grouped word lists and comparing them with the material to be used in reading in the near future and making selections accordingly.

3. *Double consonants, initial and final.* When the consonants listed on page 24 have been learned, and the children have gained facility in using several of the word phonograms and of the compound phonograms consisting of vowels and consonants, phonograms consisting of two consonants should be presented. Call attention to one of the words the class is using which has such a combination as *bring*, and ask for other words beginning like this. It may require some help in the first place to have the children give only words that have both consonants instead of only the first. Accept those that are right, placing them in a column on the board. If necessary

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suggest a few by question or statement; as, "How does the sun look?" (bright). "Mary told me this morning about her little——" (brother). "What does mother use to clean the rugs?" (broom), etc. After the children have had experience with a few of these phonograms, they will easily respond when a new combination of letters is given. The following grouped consonants are useful and should be introduced as they enter into the reading vocabulary of the children: *br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sw, sm, sn, sp, spl, str, wh, qu, sh, st, ph, th, gh* (sounded *f*). The last is used only as final sound of words and the four immediately preceding this have both initial and final uses.

For economy the word lists of compound phonograms composed of grouped consonants may be placed on the reverse side of charts containing word lists for single consonants. The *dr* list may be printed on the back of the *d* list, as they are not likely to be used together.

Give variety in the type of phonogram presented

After the single consonants are all presented, not all cases of any type of phonogram should be presented consecutively. See that the children have plenty of review by returning again and

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again to the same lists, but do not weary the children nor make the work drudgery by making this repetition continuous. Here as in other forms of drill distributed repetition is most effective. The same lists may be used in many different games and drills, and many different lists may be used in the same period. A few of the possibilities of different groupings are shown below.

Groups of lists for drill

The word lists containing the *at*, *an*, *and*, and *am* families, to call attention to the difference in the ending.

Word charts containing the initials *b*, *d*, *p*, which are difficult for children to distinguish.

Charts containing *it*, *at*, *et*, *ot*, *ut* families for calling attention to change of vowel.

Charts with initial groups, *br*, *bl*, or *pr*, *pl*, or, *pr*, *br*, *dr*.

Many other groups may be arranged by the teacher to meet the needs of her class.

Drill for giving confidence to the children

There is another type of drill that is of value near the end of the first year and through the second year. For this type of drill, words should

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be selected which may or may not occur in the immediate reading vocabulary of the children, but which have a lively interest for the children because of the ideas they call up. The words chosen should require the use of several phonograms. The first list may be composed of comparatively short words and variations of words the children have had; as, *miller, looking-glass, woodpile, dishpan, May-basket*. When a list of this kind is to be used, the teacher should suggest, "Now I am going to write the name of something you like and see how many of you can find out what it is." Then write, perhaps, *May-basket*, and let each child whisper it to you as he gets it. Again the teacher may say, "Here is a word you know, but I do not think you have ever seen it. See if you can tell what it is." Or, "Here is something we use when we dress." The children regard it as a kind of guessing game, but it requires real study and the application of what has been learned in the study of phonics.

As the children become accustomed to this type of drill, the words should increase in difficulty until they show considerable power in such work. This type of drill is of value because of the interest the children have in it, the ability they gain in discovering words by analysis, and their recog-

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dition of the practical value of phonic analysis. Always these exercises should be given as "a stunt," "for fun," and the words should always result in pleasant thoughts in the mind of the child. Such work could easily develop into meaningless drudgery or priggish showing-off of ability to pronounce words which have no meaning for the child. This should never be permitted. A suggestive list of words for this use is included in the Word List. It is by no means exhaustive.

Exceptions to phonograms

There are some words in first-grade reading material which have the same spelling as useful phonograms, but are sounded differently. It is important to prevent confusion with regard to words of this kind. A good method is to teach such words as sight words before the phonogram is introduced and its word list developed. Some of the most common words to be provided in this way are:

<i>Word</i>	<i>Phonogram</i>
what	at
shall	all
are	care
one	bone
watch	catch

Do not call the children's attention to the like-

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ness of the sight words to the phonograms which have a similar spelling. The presentation and the learning of the words as sight words is likely to obviate any tendency to confusion.

Mother Goose Rhymes as a basis for phonics

Robin and Richard were two merry *men*
Who lay in bed till the clock struck *ten*. *r en*

Mistress Mary quite contrary, *m*
How does your garden *grow*, *ow*
With silver *bells* and cockle *shells* *ell*
And pretty maids all in a *row*.

Jack and Jill went up the *hill* *j ill*
To get a pail of water.
Jack fell *down* and broke his *crown* *ow*
And *Jill* came tumbling after.

Sing a *song* of *sixpence* *s*

There was a *little* man
And he had a little *gun*,
And his bullets were made of *lead*, lead, lead. *l*

Pussy-cat, pussy-cat, where have you been? *p*

Polly, *put* the *kettle* on. *p k*

Sukey, *take* it off again. *t*

Baa, baa, *black* sheep, have you any wool? *b*

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<i>Peter, Peter, pumpkin eater.</i>	<i>p cr</i>
Humpty Dumpty sat on a <i>wall</i> . Humpty Dumpty had a great <i>fall</i> .	<i>all</i>
<i>Hot cross buns.</i>	<i>h cr b</i>
<i>Dickory, dickory dock,</i> The mouse ran up the <i>clock</i> .	<i>d</i> <i>ock</i>
<i>Ladybird, ladybird, fly away home.</i>	<i>l</i>
There was a <i>crooked man</i> And he walked a crooked <i>mile</i> And he found a crooked sixpence Beneath a crooked <i>stile</i> .	<i>cr</i> <i>ile</i>
If I'd as much money as I could <i>spend</i> I'd never <i>cry</i> old <i>chairs</i> to <i>mend</i> Old chairs to mend, old chairs to mend, I'd never cry old chairs to mend.	<i>end</i> <i>cr ch</i>
If I'd as much money as I could <i>tell</i> I'd never <i>cry</i> old <i>clothes</i> to <i>sell</i> Old clothes to sell, old clothes to sell, I'd never cry old clothes to sell.	<i>ell</i> <i>cr cl</i>
Jack <i>Sprat</i> could eat no <i>fat</i> His wife could eat no <i>lean</i> , And so between them both you see They licked the platter <i>clean</i> .	<i>at</i> <i>ean</i>
Rock-a-by baby thy cradle is <i>green</i> Father's a nobleman, Mother's a <i>queen</i> .	<i>een</i>

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Brother's a drummer and plays for the *king*. *ing*
Sister's a lady and wears a gold *ring*.

Hark, hark, the dogs do *bark!* *ark*
The beggars have come to *town*. *ow*
Some in *rags* and some in *tags*, *ag*
And some in velvet *gown*.

Little *Boy Blue*, come *blow* your horn *b*

Three little kittens lost their mittens
And they began to cry,
"Oh Mother *dear*, we very much *fear* *ear*
That we have lost our mittens."

Curly-locks, Curly-locks, wilt thou be *mine?* *ine*
Thou shalt not wash dishes nor yet feed the *swine*;
But sit on a cushion and sew a fine *seam* *eam*
And feed upon strawberries, sugar and *cream*.

As I went through the garden *gap* *ap*
Whom should I meet but Dick Red-*cap?*

Jack, be nimble,
Jack, be *quick*, *ick*
Jack, jump over
The *candle-stick*.

III

PHONICS IN THE SECOND GRADE

Teacher must adjust course to need of class

It is not desirable to make a definite and arbitrary division between the phonics for the first grade and for the second grade. Many capable classes will acquire during the first year all the knowledge of phonics necessary for independent phonic analysis, and their work in the second grade should involve application of their knowledge in material for both oral and silent reading and some analysis of more difficult words for the sake of keeping up the habit of analysis in the presence of difficulty. The more spontaneous the use of analysis and the less consciously it is used, the better. But the child should always have recourse to definite analysis when it is needed to prevent confusion.

On the other hand, there are classes which will not be able to complete satisfactorily even the work that is suggested for the first grade and will have to carry over some of it into the second year. The teacher must make adjustments to the needs of her class. The first-grade teacher

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should see that the second-grade teacher is supplied with a statement of what is to be expected of the class. If for any reason this information cannot be obtained, the second-grade teacher should test the children on their knowledge of phonics so as to be able to supply the deficiencies.

Base work on previous training

The work for this grade is planned to articulate with that given for the first grade so that the division between the two years may be arranged as seems desirable. Whatever work has been completed up to this time, the year's work should begin with a rapid review of what has preceded. This may be accomplished by the use of several games with the phonic charts of the previous year or similar material. In addition to the review work, words may be taken from reading lessons which are to be used in the near future. These words may be given in games of discovery. If need is found for drill on parts of the review work, the material should be organized on the lines suggested for the first grade, but using the second-grade vocabulary.

It is important that the children should not be allowed to fall into the habit of using phonic analysis in inappropriate places. Children some-

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times develop the habit of analyzing the simplest words and words where such an analysis is a hindrance instead of a help. An illustration of this is a second-grade boy who had great trouble in reading at all. It was found that he "sounded" the word *the*, and of course did not discover its pronunciation. Increasingly large units should be recognized, and there should be very little if any need for attention to single letters. The use of larger units may be illustrated by the word *brightness*. In the word *bright* the children have recognized two elements, *br* and *ight*. They should come to recognize *bright* instantly and so find the two elements *bright* and *ness*. Such advance may be facilitated by a list of words in which the larger unit is common. In this case such a list might be *brighter*, *brightly*, *brightest*, *brightness*.

New elements to be presented

It is altogether possible that some of the consonant combinations suggested in Chapter II may not have been presented or may need further drill. There are comparatively few cases where the children will meet the consonants *x*, *y*, *z*, and the cases where they are met may be quite easily learned. The letter *x* has two sounds, that of *ks*

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as in *expect*, and that of *gs* as in *examine*, but the difference is one caused by ease of articulation, so that the phonogram may be taught as one and the adjustment will take care of itself. A list of words using the phonogram *ex* which may come within the experience of the children is given with the Word List. In *you*, *yes*, and *yellow*, the children have in the first grade the basis for the *y*. To these words they may add words from their experience; as, *young*, *yesterday*, *yell*, *yet*, *yourself*. The *y* as a vowel is presented in connection with a consonant. As final *y* in a one-syllable word it needs no drill. The final syllables using *y* — as, *ly*, *sy*, *ny*, *py*, *ty*, etc. — may receive the needed drill by the use of lists of words to which these can be added. The consonant *z* should be given, if any attention to it is necessary, incidentally in connection with words which are needed by the class.

The soft *g* and the soft *c* usually occur when followed by *e*, *i*, or *y*. While it is not necessary and probably not desirable for the children to learn this rule, it may be of interest to them to list words which have these sounds and then compare them with lists of words having the hard sounds of these letters. The work of making these lists may extend over a considerable period,

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the children adding to them from time to time as they come across new words involving the letters *c* and *g* and placing them in the correct group according to sound.

The alphabet should be learned

The children should, either toward the end of the first year or the beginning of the second, learn the vowels as such. The teacher should use the term and should place the vowels together on the blackboard. At about the same time also the alphabet should be learned in order. The children should have advanced sufficiently so that learning the names of the letters will not interfere with using their sounds.

The use of rules in phonics

The value of "rules" in phonics is questionable. Certainly very few should be used and none should be merely learned. If a rule is of value enough to make it desirable for the child to know it, it should be developed and stated by the child on the basis of his own study. One rule which applies in so many cases as to make it seem worth while for the child to recognize it, is that which has to do with two vowels in the same syllable whether contiguous or separated. In such cases

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it is usual for the second vowel to be silent and for the first vowel to be long. The children will have learned some words to which this applies before they have reached the stage where it is desirable to recognize the rule. The word lists related to the words *ate, ice, ape; ear, eat, each; and oat, oak, oar*, give the basis for the discovery of this rule. The *ee* might also be regarded as subject to the same rule, though the situation is slightly different.

Developing the rule

In leading the children to recognize the existence of the general rule, it is best to begin with words having final *e* because the children more easily discover the law. Select words which will still be words if the final *e* is dropped; as, *mate, rate, cape, tame, tape, plane, ripe*. Write these in parallel lists showing the two forms opposite; as, *mat, mate*, etc. Have each list read. Then have the lists read across, the two first words, then the two second words, *can, cane; tap, tape*; etc. Suggest, if the children do not, that there seems to be something alike in the words and let the children discover the likeness and the difference. Ask how many vowels there are in *mat* (pointing to it). How many in *mate*? How many in

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cap? How many in *cape?* And so through the two lists.

When the children recognize that every word in one list has only one vowel and every word in the other list has two vowels, continue with the second list. "In this word (*mate*) which vowel do we hear?" The answer will probably be "a." "Yes; is it the first or the second vowel?" If the term "silent" has not been used incidentally, so that the children are familiar with it, this will be a good time to introduce it. Then raise the question, "What is the use of the second vowel if we do not hear it?" Further comparison of the lists may be necessary before the children discover that it shows us that the first vowel is long. It is just as well for the children to learn the terms *long* and *short* when they first learn the distinction, as this will make it unnecessary to discard undesirable forms and learn the correct technical terms later.

Having proceeded so far, the question may be raised whether other words having two vowels are like these words. (At present the children are interested largely in words of one syllable. When words of two or more syllables are used, the rule may be seen to apply to syllables.) Have ready a list of words taken from the word

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lists where the silent vowel is not the final letter and a list of words where dropping the final *e* does not leave a word. When the fact has been discovered that the same thing is true in these cases, the children may be led to state the rule that, in these word lists when words have two vowels, the first one is long and the second is silent.

The question may then be asked, "Is this true of all words?" The children may jump at the conclusion that it is, or some child may think of *have*, or some common word. If none are given or only one, give a few; as, *have, done, bread*. Then ask what we can say about words which have two vowels. Write on the board as the beginning of a sentence, "When there are two vowels in a word —" and ask what is true of the lists studied. "When there are two vowels in a word, the first is long and the second is silent." "But we found that this is not always true. Does any one know what we say when we want to tell that a thing is true often, but not always?" The children may give "usually." If not, after they have tried to find the right term, they are likely to accept it as meeting the need if suggested by the teacher and the "rule" can be amended by its insertion. "When there are two vowels in

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a word, the first is usually long and the second silent.”

This development will occupy two or more periods, but if it is worth while for the child to have the rule it is worth while for him to discover it. The children should now be encouraged to keep their eyes open for words where this rule will apply. If they notice exceptions voluntarily, a list of these may be kept also.

Common initial and final syllables should be studied

Common initial and final syllables may or may not technically be prefixes and suffixes. They are syllables enough used to make their instant recognition a help in reading. They will be referred to as prefixes and suffixes for convenience. Some of the more common prefixes and suffixes should be studied in this grade. The suffixes involving final *y* have been mentioned. The suffix *ish* is common enough to use in this way. It may be developed from *dish, fish, wish*, and used in such words as *finish, punish, pettish, polish, foolish, selfish*. The suffix *tion* may be given using words with which the children are familiar and grouping them for study. It is probably better to leave the study of *sion* and

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cion for later grades. For the sake of encouraging the child to use larger units, the *tion* words may be grouped under *ation*, *etion*, *ition*, *ution*, as they are added to the list. The suffix *er* may also be used. This has become familiar to the child through such words as *butter*, *better*, *letter*, *water*, and may now give such comparatives as *smaller*, *taller*, *higher*, *bigger*, and such nouns as *caller*, *buyer*, *seller*.

The prefixes *in*, *un*, *al*, and *re* are probably the most useful, and should be studied in word lists presented by the children and supplemented by the teacher if necessary. Words for such lists are: *also*, *almost*, *altogether*; *indeed*, *intend*; *return*, *remark*; *unhappy*, *undo*; etc.

Much of the game spirit should be present in all of the work of the second grade and many of the games and other devices given in Chapter V may be used.

IV

PHONICS IN THE THIRD GRADE

THE practice in regard to the teaching of phonics in the third grade is probably less settled than in the first and second grades. Different systems vary in their provision for such work from those providing definite organized material for formal phonic drill to those systems which state that all study of phonics should be completed in the second grade or those which ignore the third grade in their discussion.

Some attention to the subject is needed

The need for consideration of this subject arises from the fact that not all children come to the third grade equally well equipped even when they have had the same instruction. It is also true that some sort of follow-up work is desirable to insure the child's retaining and using the power he has gained.

It is probable that by the time the third grade is reached, the normal children who have had proper training in phonics will have little difficulty in discovering by analysis any word which can be

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so discovered. There are always, however, some who have not received careful training or who for some reason have failed to profit by the training they have received. It is necessary to make provision for this.

Specialized training is desirable.

Children who are deficient in ability to use phonic analysis should be in a group by themselves for this type of work. Those who do not need the work should not be required to take it. It is not fair to either group to combine them. Those who do not need the drill become irritated by the slowness of the others and are likely to be interested only when they can display their own superiority. The group that needs the drill, on the other hand, becomes embarrassed and confused by the irritation of their companions. They are not helped by the quick recitation of others as they would be by their own undisturbed study, and those who need the drill frequently (with the groups combined) get less drill than those who need it little if any.

Give elementary work when needed

In the group of those who are deficient in the ability to use phonics, the work should be as

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elementary as necessary to meet the needs of the children, but it should be related at once to the reading vocabulary of the class instead of being confined to the first-grade vocabulary. The teacher should begin with words which are immediately causing trouble, and by accumulating words which have similar combinations help the child to establish the association of sound with the letter grouping. Suppose the word *while* gives trouble. The list *mile, tile, pile, stile*, will help. Children may confuse *alone* and *along*. Drill on the two following lists will help to fix the correct form and the distinction between the two: *stone, bone, alone, cone, tone*; and *song, ding-dong, along, wrong, long, strong, tongs*. The children should be encouraged to use the knowledge gained as they read, but the training period should be separate from the reading period. It is frequently better during the reading period to give the child the word, making a memorandum of it for study at the next phonic period.

The training for this group should follow the plan for the first and second grades, but should probably be given much more rapidly. The training should be sufficient to make the child independent in his work. It may be that it will not be necessary to give drill on all the phono-

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grams suggested for the lower grades as the children are likely to discover the use of some of the easier ones without formal drill at this time.

More advanced word analysis should be given

Even the children who have mastered the phonics of previous grades and who are able to handle new words with comparative ease will still profit by a certain amount of training in word analysis. The study of prefixes and suffixes begun in the second grade should be continued and extended. The prefixes *dis*, *per*, *pre*, and the suffixes *sion*, *ness*, *less*, *ment*, *able*, are some of those which may be useful.

Give practice in discovery of more difficult words

Practice in deciphering words of two, three, or four syllables should be given by presenting as "a stunt" such words as are to appear in reading material which the class is to use. So far as is practicable, the slower group should participate in this exercise, but they should not in this period be allowed to be a drag on the quicker children. Another source for such study is to be found in words which present difficulties. These should be listed and at a special period, perhaps once a week, studied with others which have the

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same characteristics. This will give groups of words which have the same root, suffix, or prefix, and will make possible a classification of such words. Lists of these cannot well be given, as they are so varied that they must be selected from the material used.

Use word analysis as a help in spelling when possible

The word analysis in the third grade may well include analysis by letter as well as by sound, and so prepare for the work in the dictionary which usually begins in the fourth grade. Wherever words which are in part spelled alike belong phonically to the same family, it is probably a help in spelling to associate them. This should be done at the regular spelling period, not at the period given to word analysis.

Attention to alphabetical classification prepares for the use of the dictionary

The definite preparation for the use of the dictionary will come in the study of words according to alphabetical arrangement. In the third grade this may be begun by the children's making a "dictionary" of their spelling words. This may include class spelling lists and individ-

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ual lists of words missed. These words should be placed in alphabetical order according to their initial letter in the booklet which is made as part of the industrial work of the class. A good way to make these dictionaries is to take thirteen sheets of tablet paper ($8\frac{1}{2} \times 11$) and fold in the middle lengthwise, making a booklet $4\frac{1}{4} \times 11$ inches. Fasten the booklet by pinning or sewing at the fold after a cover of colored paper has been put on. Use two pages for each of the letters most common as initial letters. The letters *j*, *q*, *x*, and *z* need little space. If regular industrial work is a part of the program, the booklets may be made more attractive by decorating and indexing.

Make practice in classification progressive in difficulty

Further practice in the arrangement of words may be given by placing on the board lists of words to be arranged alphabetically. At first no two words should begin with the same letter and all words should be familiar. The alphabet should be in plain sight for checking until the children become accustomed to the work. The lists need not at all times include all letters, but should for some time include only words which,

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when properly arranged, will follow the alphabetical order consecutively. Later the omission of some of the letters is allowable, in which case the child has the problem of thinking the letters in order and using only those which the words require.

When the children become quite adept in arranging these lists of words, the next step may be taken. This is to give word lists all the words of which have the same initial, but a different second letter, so that the children may learn to classify by the second letter when necessary. Such a list may be: *city, cake, clock, come, creek, cup, cell*. The training that has been given in placing the spelling words in the "dictionary" in order, as they have been given in random order, should have prepared for this type of work. With most classes it will probably be best to go no further than this in the third year. Simple lists using several initial letters, and having two words for each initial letter requiring classification by the second letter, may be given if the class can do the work without its being drudgery. It may be desirable for a few classes to go on with the arrangements which will require attention to the third letter, but for most classes it will be better to leave this for the fourth grade.

PHONICS IN THE THIRD GRADE

Word analysis should not stop with the third grade, but the work after that grade will naturally become a part of other work in English and its treatment is beyond the scope of this book.

V

GAMES AND OTHER DRILL DEVICES

It is not essential that every drill device should be a game, but it is essential that each device should have meaning for the child and that he should have an interest in using it. The following games and devices have been found to hold the interest of the children and to help fix the associations needed for appropriate recall.

For use with beginners

1. Hold up a letter card and say, "Give a word beginning with this sound." Let each child give one. Then hold up another card. In this way rapid drill can be given on all the consonants learned and the child is making a useful association instead of only one between the isolated sound and its symbol.

2. Place phonogram cards on the blackboard ledge. Call for one; as, "Who can give me *m*?" (Give sound.) Encourage speed.

3. When all the cards are collected in "2," set them out again asking each child in turn to tell one as it is set down.

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4. With the phonogram cards in the chalk tray say, "Show me the sound that *rice* begins with." Continue naming simple words beginning with each sound. Later, when compound phonograms have been given, the direction may be changed to, "Show us the card which gives part of *cat*," etc.

5. Have several words on the board with different initial consonants. With the phonogram cards on the chalk tray ask, "Show us the sound that begins this word" (pointing to one on the board). The child should hold up the card and say, "This sound begins *fall*."

Hold up a card saying, "Find a word that begins with this." The child should always name the word.

6. Place several phonic word charts before the children. Suggest words that they have had in reading which are not on the charts and ask, "On which chart shall we put *nest*?" "Where should we put *basket*?" Add such words to the charts before using them again. Similarly suggest, "Have we any word that we can add to the *k* chart?" or, "Are there other words to go on the chart that has *baby* on it?" In the two latter cases the child should identify the chart and the word.

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7. Have the word phonogram cards lying on the desk. Hold a consonant card where the children can see it. Quickly combine with it each card with which it will make a new word by holding each word card beside the consonant card while the children take turns pronouncing the words so made. Use compound phonograms having two or three consonants in the same way when the class is using them.

8. Rapid drills to associate sound and symbol — with phonogram cards on the blackboard ledge:

- a. "Find the card that says —."
- b. "Point to a word that begins with (s)" (any consonant).
- c. "Point to a word having in it *at*" (or any phonogram used). Words pointed to should always be named.
- d. "Point to all words beginning with —" (a given sound); "ending with —" (a given phonogram); "containing —" (a given phonogram).
- e. "Erase a word beginning with —" (a given sound); "ending with —" (a given phonogram); "containing —" (a given phonogram).
- f. "Erase three words" having certain required characteristics.

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g. "Draw a line under three words" containing a given phonogram. "Underline all words" having a given phonogram.

9. Let all the children find in their primers or other books all the words which have a given phonogram; all which have any phonogram they know. The advantage of this is that they come to recognize the connection between phonics and reading material without interrupting the reading lesson for such study.

10. Using large-print material such as old magazine pages, let the children underline all the words having certain phonograms; having any phonogram they know. (There is a certain amount of risk in this due to the fact that different sounds in our language are represented in the same way. Therefore it should be used with caution.)

For a small group needing special drill

11. For a small group who need special drill place the cards on the blackboard ledge and use the following devices:

- a. Let each child in turn pick out a card for which he can tell a word.
- b. Have the phonic word charts on the wall and let each child match his card with the

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chart to which it belongs and name the words on the chart (with help if necessary).

- c. Hold up a phonogram card and let each child find on a phonic word chart a word containing it; saying, for example, "*atch* is in *catch*," pointing to *catch* on the right card.
- d. Let the children find on the charts "words that begin like *boy*"; "that end like *man*," etc.
- e. Racing games such as, "Who can find the card that says *t?*" or, "Who can find first the card that tells the sound that *baby* begins with?"
- f. Put the phonogram cards in a pack, hold up one at a time and give it to the child who names it first. (Use this sparingly. It is more mechanical than many others.)

Devices progressive in difficulty

12. Place on the board a list of ten words for each of two phonograms; as, for example, *see*, *some*, *sing*, etc. and *race*, *ring*, *run*, etc. Call attention to the difference by saying, "If I ask for a word beginning with *s*, in which column will you look?" "If I ask for one beginning

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with r?" This is to be sure the children are ready for the "game." Call for a word and have it pointed to quickly. This game may be varied with the ability of the children. At first, if the group is near the board and small, an individual may quickly point to the words as called. Later one child may take a pointer and point to three. If he does this correctly, put his name on the board. Later two children may have pointers and race to see which one can find the word first. The children's initials should be on the board, and each should receive a credit mark for every word he finds first. This may be further varied by using three lists as soon as the class can manage them; by using word phonograms; by using endings (commonly called "families") as the element to look for; and by making it a group competition by dividing the class into sides and placing the initials of the captains on the board for marking scores. Incidentally, counting scores gives good informal number work, and may be varied to correspond with the number work used by giving credits of 1, 2, 5, 10, etc.

This listing of two or three columns of ten words each may be made the basis of many games. It is not well to use more than three columns, because the range of attention necessary leads to

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dissipation of energy. In the following games it will be assumed that two or three columns will be used in accordance with the advancement of the class, and that the phonograms used include examples from all those studied on which the class needs drill.

13. With three columns of words on the board or on charts, the teacher says, "I think of a word in the *ing* family. It is something a bird does." Child, pointing, "Is it *sing*?" Answer, "Yes, it is *sing*." The child who has guessed right continues, "I think of a word in the *un* family. It is what I did at recess." Child, "Is it *run*?" Answer, "Yes, it is *run*." It is important that the child who guesses should always point to the word he pronounces, as the aim here is to fix the association between the sight of the word, its sound, and its meaning.

14. Use two or three phonograms for this game. Place on the board an equal number of words (ten) for each phonogram in irregular order. Give to two children different-colored chalk and let them race to see which can underline most of the words having a given phonogram.

15. Let two children with different-colored chalk each underline all the words having one

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phonogram, using lists as in the game above, and see which gets through first.

The advantage of the different-colored chalk, aside from the interest of the children, is that it is easy for the children to check the work and see whether either of the contestants has made a mistake.

16. Pass out to the class phonogram cards in random order face down. Let each child in turn lift his card and give a word containing the phonogram he has. Divide the class into two sides. Call alternately from each side. If the child holding a card cannot give a word, the other side should have a chance, and if one is given the side should receive a credit mark for it. Each side should receive a credit for each word given.

Exercises chiefly for advanced classes

17. Place on the board in irregular order all word phonograms the class has had. Have ready the consonant cards. Quickly place a consonant card before each word with which it will combine to make a new word and have these pronounced. These words may be printed in irregular order on a good-sized card and kept for frequent use. When the children become accustomed to this device, let a child take a consonant

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card and find all the words he can make, naming them quickly. Let the class supply any he omits.

		each
at		
		and
old		
	in	
end		
		all
it		
		ear

18. Make a consonant card in the same way, having the consonants scattered over it, and using the word cards with which to build words by placing each after each consonant with which it will combine to make a word. Later use any compound phonograms, initial or final, in the same way.

19. The double consonant phonograms — *as*, *sh*, *cl*, *br*, *pr*, *th*, etc. — may be used for drill by holding up the card and asking for words that begin with these.

20. The “Game of Discovery” may be played with any words which the children wish to study out for the sake of finding what they say. They should always be words that suggest interesting thoughts to the children. A suggestive list is given with the Word List, but such lists should be chosen as the words are of interest to the children and no words should be used simply for the sake of giving them. This game has been described in detail on page 32, 33.

VI

WORD LIST

THE WORD LIST is in three parts. In Parts I and II all the words given are taken from two studies. One of these is of ten primers¹ and the other of ten first readers.² All words which are phonic in nature, from these two lists, are classified so as to place together those which are similar. All groups in Part I are based on short words that are in the primer vocabulary. The groups in Part II are based on letter combinations, usually called "phonic families," which are useful in word analysis. The groups listed as "mixed" are used where only a few words having one phonic element are given, if these are related to larger groups.

These lists are not intended for drill lists. The lists for drill are to be made up, as has been

¹ Jones, Robinson G. *The Jones Scale for Reading*. Published and sold by R. G. Jones, 18178 Clifton Boulevard, Lakewood, Ohio.

² Packer, J. L. *The Vocabulary of Ten First Readers*. (In *Twentieth Yearbook of the National Society for the Study of Education*, Part II.) Bloomington, Illinois: Public School Publishing Company. 1921.

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described,¹ from words given by the children in their study. These lists show what words in which phonic analysis may be used are common to many reading books for first-grade use. Any given reader may have other related words which it is desirable to use. It is possible that some classes will have no use for some of the words listed here. The teacher should use the lists as suggestive and for checking, not as dictated drill lists.

Part III of the Word List includes words not in either of the studies mentioned. These have been chosen on the judgment of the author based on experience, for special purposes. Here again the teacher must choose and supplement according to the needs of the class.

Part I

I. Words related to the words *an*, *and*, *am*, *at*.

<i>an</i>	<i>and</i>	<i>am</i>	<i>at</i>	<i>ap</i>
man	hand	Sam	cat	cap
van	hands	ham	cats	caps
ran	handed	hams	hat	sap
fan	handled	jam	hats	nap
fans	handful	clam	Nat	rap
can	sand	clams	rat	raps
cans	stand	swam	rats	tap

¹ Chapter II.

WORD LIST

<i>an</i>	<i>and</i>	<i>am</i>	<i>at</i>	<i>ap</i>
can't	standing	tramp	sat	tapping
pan	stands	camp	fat	trap
pans	grandpa's	camping	pat	clap
than	grandma	cramp	bat	claps
Nan	handsome	lamp	bats	clapped
Dan's	landlord	lamps	mat	flap
Fan	grandmother	scamp	mats	rapped
plan	candy	scamper	tat	scrap
plans	dandelion	scampers	that	scraps
planning	dandelions	scampering	that's	slap
plant	land	scampered	flat	slaps
plants	lands	stamp	chat	lapped
planted	band	stamped	chats	snap
planting	candle-stick	lamb	scat	happen
ant		lambs	scats	happened
ants	<i>ag</i>	bramble	slat	happily
bran	bag		slats	happiness
branch	bags	<i>ad</i>	fatter	capless
branches	flag	bad	chatter	apple-tree
cannot	flags	lad	chattering	napkin
cannon	rag	sad	patted	napkins
began	rags	had	patter	
pancakes	tag	pad	pattering	<i>ab</i>
lantern	wag	pads	scatter	crab
manners	wagging	glad	scatters	stab
danced	snag	badly	scattering	rabbit
	drag	ladder	scattered	rabbits
	dragging		clatter	
	dragged		tattered	
	bag-pipe		Pratt	
			pat-a-cake	
			caterpillar	
			caterpillars	
			Saturday	
			cat-tails	

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2. Words related to the words *is, in, it, if.*

<i>is</i>	<i>in</i>	<i>it</i>	<i>if</i>
his	bin	its	lift
visit	din	sit	lifts
visits	fin	sits	lifted
visiting	fins	sitting	drift
	pin	bit	drifts
<i>ip</i>	pins	bitter	drifting
lip	win	fit	gift
lips	tin	fits	gifts
tip	tins	hit	sift
tipped	into	lit	sifter
tiptop	spin	litters	stiff
dip	spinning	tit	swift
nip	dinner	spl	swiftly
hip	window	little	
ship	winter	kitten	<i>im</i>
ships	begins	kittens	him
nips	begin	kitty	rim
sip	windows	pit-a-pat	simmering
chip	beginning	pitter-patter	simple
skip	skins	fit	dimple
skipping	thin	flits	timid
trip	windy	fritter	swim
tripping	chin	fritters	swims
whipped	shin		swimming
snip	twins	<i>ig</i>	skim
slipping	windmill	pig	skimmed
pippins		pigs	skimmer
dripping	<i>id</i>	piggy	trim
cripple	hid	wig	trims
steamships	kid	big	trimmed
	lid	bigger	limped
<i>ib</i>	riddle	dig	limping
nibbles	riddles	digs	chimney
nibbling	slid	digging	crimson

WORD LIST

<i>ib</i>	<i>id</i>	<i>ig</i>
rib	griddle	jig twig

3. Words related to the words *all, ill*.

<i>all</i>	<i>ell</i>	<i>ell</i>	<i>ill</i>	<i>ill</i>
call	bell	shells	hill	pills
calls	bells	seashells	hills	pillow
called	fell	smells	mill	Billy
hall	sell	dwelt	fill	still
halls	seller	eggshell	filled	spill
fall	Nell	yellow	filling	spills
falls	fellow	swell	kill	spilled
falling	sells		kills	silly
small	selling		killed	twilling
tall	tell		rill	drill
taller	tells		rills	drills
wall	telling		till	Miller
walls	bellows		bill	chill
fallen	well		gill	chills
ball	wells		gills	frill
balls	dell		will	frills
caller	dells		willing	hillside
calling	jelly		willingly	hillsides
stall	smell		willow	shrill
stalls	shell		willows	trill
			pill	trills

4. Words related to the words *on, old, not*.

<i>on</i>	<i>op</i>	<i>op</i>	<i>op</i>	<i>op</i>
Don	stop	top	drop	mop
fond	stops	tops	drops	chop
pond	stopped	hop	dropping	chopped
sunbonnet	stopping	hopping	dropped	shop

HOW TO TEACH PHONICS

<i>op</i>	<i>not</i>	<i>ob</i>	<i>old</i>	<i>old</i>
pops	lot	Rob	hold	scold
pop-corn	potter	Robert	holds	scolds
hoppity-skip	trot	bob	holding	scolded
	trots	bobs	gold	
<i>not</i>	trotted	sob	golden	<i>og</i>
got	dot	cobweb	goldenrod	dog
pot	spot	cobblers	sold	frog
pots	bottom		older	log
Dotty		<i>old</i>	bold	
spot	<i>ob</i>	cold	mold	<i>od</i>
spots	robin	colder	fold	sod
hot	robins	told	foldng	nodding
hotter	rob			

5. Words related to the words *us*, *up*.

<i>us</i>	<i>up</i>	<i>um</i>	<i>un</i>	<i>ut</i>
must	upon	sum	sun	but
just	supper	summer	fun	hut
dust	cup	hum	funny	nut
dusts	cups	summers	run	nuts
dust-pan	suppose	humming	runs	nutting
dusty	pup	chum	running	butter
thus	puppy	plum	runners	buttercup
thrust	puppies	plums	gun	buttercups
	upper	drum	guns	butterfly
<i>ug</i>	upset	drums	bun	butterflies
bug	upsetting	drummer	buns	cut
bugs	teacup	stump	bunny	butt
buggy		jump	bunting	butts
dug		jumps	under	button
tug		jumping	understand	mutton
hug		plump	underneath	walnut
ugly		thump	hunt	Dutch

WORD LIST

<i>ub</i>	<i>ud</i>	<i>um</i>	<i>un</i>	<i>ut</i>
rub	mud	thumped	hunts	flutter
tub	muddy	crumpled	hungry	shut
	bud	pump	spun	shuts
	buds	pumps	thunder	crutch
	puddles	bump	thundered	
	suddenly	bumped	hung	
		clump	sunshine	
		tumble	sunlight	
		tumbles	sunny	
		tumbling	sunning	
		tumbler	sunbeam	
		tumblers	sunbeams	
		tumbled	hunter	
		humble	hunting	
		clumsy	begun	
			bunch	
			lunch	
			munching	
			cunning	
			grunt	
			until	
			hunt-the-slipper	

6. Words related to the words *ate*, *ice*, *ape* (introducing final *e*).

<i>ate</i>	<i>ice</i>	<i>ape</i>	<i>ake</i>	<i>ame</i>
date	nice	apes	make	came
dates	mice	cape	makes	dame
hate	rice	capas	take	game
late	price	capar	takes	games
later	spice	capers	taken	lame
mate		capering	cake	name
mates		grape	lake	names

HOW TO TEACH PHONICS

<i>ate</i>	<i>ace</i>	<i>ape</i>	<i>ake</i>	<i>ame</i>
Kate	face	grapes	waked	named
gate	faces	shape	wakened	namesake
gates	race	shapes	awake	same
skate	races	shaped	bake	tame
skating	racers		baker	frame
plate	pace	<i>ine</i>	bakes	
plates	lace	fine	baked	<i>ane</i>
playmate	place	mine	rake	cane
playmates		nine	rakes	lane
slate	<i>ade</i>	dine	raked	mane
slates	made	line	drake	crane
climate	shade	pine	shake	cranes
crate	shades	vine	shakes	plane
crates	wade	shine	shaking	planes
grate	waded	shines	flake	windowpane
grates	grade	shined	flakes	windowpanes
grateful		spine	snake	
state	<i>ave</i>	spines	brakeman	<i>ide</i>
states	gave	twine		ride
	save	whine	<i>ale</i>	rides
<i>afe</i>	saved	whined	pale	side
safe	wave		tale	sidewalk
safely	waves	<i>ipe</i>	sale	hide
safest	waving	ripe	whale	beside
	shaven	ripen		besides
<i>ike</i>	brave	ripening	<i>ile</i>	wide
like	behave	stripe	pile	aside
likes	behaved	stripes	piles	inside
liked		wipe	piled	tide
spike	<i>ive</i>		while	bride
strike	drive	<i>ire</i>	awhile	pride
	five	fire	stile	slide
<i>ole</i>	hive	firefly	mile	
hole		fireside	smile	<i>oke</i>
pole	<i>one</i>	hire	smiles	choke
poles	stone	tired	smiled	broke

WORD LIST

<i>ole</i>	<i>one</i>	<i>mixed</i>	<i>oke</i>
tadpole	stones		choked
	bone	robe	joke
	cone	rope	jokes
	cones	ropes	woke
	alone	close	
		slope	
		life	
		nose	
		those	
		time	

7. Words related to the words *eat*, *ear*, *each* (introducing two vowels, first long, second silent).

<i>eat</i>	<i>ear</i>	<i>each</i>	<i>eak</i>
beat	near	teach	weak
beats	nearly	teacher	creak
beaten	nearest	teaching	creaks
beating	fear	reach	creaked
eating	feared	reached	leak
eats	fears	beach	leaking
eaten	fearless	peach	leaked
eater	hear	peaches	beaks
neat	hears	preach	speak
neatly	hearing		speaks
nearest	tears	<i>eam</i>	speaking
seat	year	beam	squeak
seats	years	dream	
seated	dear	dreams	<i>eas</i>
heat	rear	dreamed	east
meat	reared	dreamland	eastern
bleat	clear	cream	Easter
bleated	cleared	scream	easy
wheat	clears	stream	easily
cheat	shears	streams	beast
treat	spear	steamer	beasts

HOW TO TEACH PHONICS

<i>eat</i>	<i>ear</i>	<i>eam</i>	<i>eas</i>
treats	spears dreary	steamers	tease pleased
<i>ean</i>	<i>eal</i>	<i>eap</i>	<i>ead</i>
lean	deal	heap	read
mean	heal	heaps	reads
means	heals	leap	reader
meaning	meal	leaps	reading
clean	meals	leaped	leader
cleaned	zeal	reap	leading
bean	steal	reaped	beads
beans	seal	reaps	
Jean	seals		
<i>ean</i>			
leave			
leaves			
weave			

mixed

eager	leafy
eagerly	leaf
teapot	leafless
beneath	seashore
breathed	

8. Words related to the words *oat*, *oak*, *oar* (introducing two vowels, first long, second silent).

<i>oat</i>	<i>oak</i>	<i>oar</i>	<i>oad</i>
oats	oaks	roar	load
coat	soak	roars	loads
coats	soaked	roaring	loaded
goat	croak	roared	toad
goats	croaks	boar	road
boat	cloak	boards	roadside
boats	cloaks		

WORD LIST

oat

throat
boatman
float
floating
floated
oatmeal

mixed

loaf
loaves
coach
coachman
moans

boast
boasted
roast
roasted

9. Words related to *end*.

<i>end</i>	<i>en</i>	<i>et</i>	<i>ed</i>
ends	then	met	bed
ended	gently	pet	beds
friend	when	petted	Ned
friends	hen	wet	fed
friendly	hens	wets	sled
send	ten	wetter	sleds
sends	plenty	wetting	led
sending	garden	get	sped
wend	open	gets	bedside
mend	opens	getting	bedtime
mends	den	letter	bedroom
tend	men	letters	Fred
tends	bench	better	red
tender	scent	set	redden
tended	penny	sets	redhot
attend	kennel	setter	shed
attended	sent	let	sheds
bend	Ben's	lets	
bends	tent	yet	
bending	tents	net	
intend	gentle	settle	

HOW TO TEACH PHONICS

<i>end</i>	<i>en</i>	<i>et</i>
lend	gentleman	kettle
spend	pen	
spends	pens	
	bent	
	drenched	
	spent	
	went	
	cents	

mixed

hem	step
stem	steps
stems	beg
them	leg
	beggar

Part II

10. Words having *ee* with long sound of *e*.
11. Words having *oo* with long sound.
12. Words with long *a* sound represented by *ay* and *ai*.

<i>ee</i>		<i>oo</i>	<i>ay</i>	<i>ai</i>
see	beet	hoop	bay	ail
sees	beets	hoops	bays	ails
keep	beetle	goose	say	pail
keeps	peeks	loose	saying	pails
keeping	tree	moon	sayings	sail
meet	trees	coop	day	sails
meeting	tree-top	cool	today	sailed
seed	asleep	cooling	may	sailing
seeds	sheep	pool	way	tail
seedling	sleep	roof	ways	hail
seen	sleeping	room	away	hailed

WORD LIST

<i>ee</i>		<i>oo</i>	<i>ay</i>	<i>ai</i>
feel	cheese	rooms	always	naïl
feelings	creep	rooster	hay	nails
feelers	creeps	tool	haystack	fail
feed	creeping	tools	haycock	rails
feeds	geese	toot	lay	rail
feeding	green	cooper	ray	railing
feedings	greens	coopers	May	sailboats
feet	greenhouse	boot	gay	frail
bee	steel	droop	pay	trail
bees	queen	droops	daytime	tailors
wee	screeched	drooping	jay	praise
deep	sheets	drooped	yesterday	praised
deeper	speed	shoot	Sunday	train
need	sweet	shoots	anyway	grain
needed	sweetly	broom	play	grains
needs	sweets	brooms	plays	paint
peep	sweeter	stoop	played	paints
peeps	wheel	stoops	playing	painted
peeped	wheels	choose	playful	painter
peeping	cheer	bloom	player	plain
deer	cheerful	bloomed	playplace	plainly
free	cheek	papoose	playthings	rain
glee	cheeks	smooth	stray	rains
heel	bleed	spoon	tray	raining
heels	bleeding	spoons	gray	chain
peel	between	whoop	stay	chained
weed	street		stays	vain
weeds	teeth		staying	faint
week	creek		stayed	main
weeks	steep		slay	pain
seem	steeple		pray	rainbow
seems	sleepy		bray	raindrops
seemed	sweep		brays	dainty
beef	sweeps		braying	gaily
seek	needle		brayed	wait
weep	steed		sway	waits

HOW TO TEACH PHONICS

<i>ee</i>	<i>ay</i>	<i>ai</i>
meets	swaying	waiting
indeed		waited
		waiter
		laid
		maid
		aid

13. Words where vowel is affected by *r*.

<i>ar</i>	<i>er</i>	<i>or</i>	<i>ur</i>
jar	after	core	burn
jars	sister	more	burns
jarred	paper	before	burned
hard	better	wore	burning
hardly	letter	sore	turn
harness	winter	seashore	turns
harvest		store	turned
far	<i>ir</i>	stores	turning
farther	bird	stored	churn
farthest	birdies	storekeeper	turnip
darting	ricebird	tore	turnips
larger	catbird	score	fur
garden	blackbirds	bore	furry
marbles	seabird	ashore	hurt
marble	hummingbird	morn	burst
party	girl	morning	curtsy
cart	girls	corn	turtle
farm	birthday	cornpopper	curled
farms	thirteen	worn	purse
farmer	fir	horn	surprise
farmers	sir	horns	curds
sharp	stir	corner	turkey
arm	third	corners	
arms	dirty	morning-glories	
car	first	born	<i>air</i>
cars		forlorn	hair
part		Horner	hairs

WORD LIST

<i>ar</i>	<i>are</i>	<i>or</i>	<i>air</i>
parts	bare	torn	fair
park	care	acorn	fairest
dark	cares	acorns	fairy
darkness	dare	cord	fairies
Carlo	careful	cords	unfairly
barn	carefully	horse	pair
barns	fare	horses	pairs
barnyard	rare	north	chair
alarm	scared	short	chairs
star		forget	stairs
stars		horsecar	upstairs
starfish		organ	
march		pork	
marched		sport	
marching		storm	
lark		form	
spark		forms	
sparks		forty	
started		fort	
market		forts	
mark		forks	
charm		fork	
bar		porch	
bark		orchards	
harm		orchard	
hark			
yarn			
yard			

14. Words related to *ash*.

<i>ash</i>	<i>ish</i>
dash	wish
dashed	wished
crash	fish
flash	fished
hash	fishing

HOW TO TEACH PHONICS

ash
sash
splash

ish
fishes
fisher
fisherman
dish
dishes
finished
peevish

15. Words having short vowels with *ck*.

16. Words ending in *ng*.

<i>ack</i>	<i>ick</i>	<i>ock</i>	<i>ing</i>	<i>ang</i>
back	chick	cock	going	sang
backs	chicks	lock	doing	bang
Jack	chicken	locks	seeing	bangs
pack	chickens	locket	wing	hang
rack	sick	lockets	wings	hangs
sack	sicken	pocket	ring	hanging
sacks	sickness	pockets	rings	rang
tack	pick	rock	ringing	clang
tacks	picking	rocks	sing	
black	stick	rock-a-bye	sings	<i>ong</i>
black-smith	sticking	tock	singing	song
blackboard	tick	dock	singer	songs
tracks	ticks	rocked	king	seasong
track	ticked	rocker	kings	long
crack	wicked	rocking-	dingdong	longer
cracked	wick	horse	spring	longed
crackled	pick	shock	springs	strong
Jack-on-a-	picks	clock	springtime	stronger
stick	picked	clocks	thing	
quack	quick	block	things	<i>ung</i>
backward	quickly	blocks	bring	sung
firecrackers	prick	stockings	brings	lungs
	pricked	croak	something	hung
	thick	flock	swinging	stung

WORD LIST

<i>eck</i>	<i>ick</i>	<i>ock</i>	<i>ing</i>
beck	thicket	stock	sting
neck	tickets		anything
peck	ticktock	<i>uck</i>	ring-tag
beckon	click	duck	string
freckle	clicked	ducks	strings
speckle	Dick	luck	bringing
necklace	dickery	cluck	cling
necktie	kick	clucker	clinging
	kicked	clucked	finger
	licked	struck	fingers
	licking	stuck	lingered
	Nick's	chuck	tingled
	nickle	chuckles	racing
	pickles		leaving
	brick		riding
	trick		making
			smiling
			baking
			dining

17. Words with the diphthongs *ow* and *ou*.

18. Words with *ow* sounded long *o*.

19. Words with diphthong *ew*.

<i>ow</i>	<i>ou</i>	<i>ow</i>	<i>ew</i>
now	out	blow	new
cow	about	blows	news
cows	outside	blowing	grew
down	stout	show	blew
bow-wow	outer	shows	threw
how	pout	showed	dew
bow	scout	showcase	dews
anyhow	scouts	showman	drew
brow	shout	grow	new-mown
drown	shouts	growing	flew

HOW TO TEACH PHONICS

<i>ow</i>	<i>ou</i>	<i>ow</i>	<i>ew</i>
drowned	spout	grows	mew
flower	our	crow	chew
flowers	flour	crowds	newspaper
gown	hour	crowed	
brown	scour	throw	
town	scours	throws	
frowned	sour	throwing	
frowns	mouth	bowl	
crown	mouths	bowls	
crowns	south	flow	
crowned	found	flows	
drowzes	ground	flowing	
shower	round	grown	
showers	around	row	
showery	wound	rows	
crowd	sound	rowed	
crowded	bound	rowing	
down	bounding	rowboat	
downstairs	mound	mow	
downy	pound	mows	
flowerbud	rounded	mowing	
fowl	bough	glow	
fowls	boughs	low	
owl	house	sow	
owls	houses	snow	
growl	loud	slow	
growls	louder	slowly	
growled	cloud	below	
howl	proud	blown	
howled	housekeeper	flown	
Mayflower	mouse		
powder	ounce		
power	thousand		
powerful			
prowling			

WORD LIST

20. Words with diphthong *oy*, *oi*.

21. Words with *oo*, short.

22. Words with silent *k*, *w*

<i>oy</i>	<i>oi</i>	<i>ook</i>	<i>k</i>	<i>w</i>
joy	boil	look	know	write
enjoy	boiling	looks	known	wrong
boy	boiled	looked	knee	
toy	toiled	looking	knit	
toys	toil	took	knits	
Roy	toils	book	knitting	
	toiling	books	knife	
	toilers	cook	knock	
	soil	cooks	knocks	
		cooked	knocked	
		cooky		
		hook		
		nook		
		brook		
		brooks		
		shook		

23. Words with other letter groups commonly found useful.

<i>ight</i>	<i>atch</i>	<i>ank</i>	<i>y, long</i>	<i>ind</i>	<i>aw</i>
light	catch	bank	sky	find	saw
lights	catches	rank	why	finding	saws
lighting	hatch	ranks	cry	kind	claws
lightened	hatched	sank	crying	kindly	draw
night	latch	thank	fly	kinds	draws
nights	patch	thanks	flying	kindness	drawing
lighthouse	match	blank	try	behind	thaw
right	scratch	blankets	sly	mind	thaws
might	scratched	drank	dry	wind	thawing
mighty		plank	thy	winds	crawl

HOW TO TEACH PHONICS

<i>ight</i>		<i>ank</i>	<i>ind</i>	<i>aw</i>
nightcap		prank	grind	crawled
nightgown		pranks	grinds	crawling
tight			hind	dawn
tightly		<i>ink</i>	unkindness	raw
sight	pink	sink	blind	seesaw
tonight	pinks	sinking		hawk
delight	tinkling	think	<i>est</i>	paw
fight	drink	thinks	best	paws
goodnight	drinks	thinking	rest	caw
bright	drinking	twinkle	rests	caws
brightly	blink	brink	nest	squaw
fright	blinks	bob-o-link	nests	
frighten	blinked		west	
frightened			vest	
			resting	
			rested	
			chestnut	
			chestnuts	

24. Longer words that are useful as units.

<i>other</i>	<i>you</i>	<i>ever</i>	<i>where</i>	<i>come</i>
others	your	never	anywhere	coming
mother	you've	every	nowhere	become
mothers	yourself	everywhere	wherever	becomes
brother	yours	everything		
brothers		evergreen		<i>some</i>
another		however		something
another's		whatever		sometime
grandmother		whenever		sometimes
grandmothers				someone
				somewhere

HOW TO TEACH PHONICS

Part III

25. List for drill on *ex*.

exact	expend	example	excited
exactly	exercise	excavation	excitement
except	excellent	exchange	exclaim
expect	examine	excite	excuse
expects	examination	exciting	exhibit
expecting	extra	express	exhibition
expected	excel	extend	exit
expense	explain	extension	explode
explanation			

26. List of words illustrative of words that may be used in the Game of Discovery.

carpenter	housekeeper	Jack-in-a-box
cracker-jack	grasshopper	ice-cream-soda
soda-pop	flower-basket	greenhouse
flower-garden	shoemaker	shoeblacking
dish-pan	dish-cloth	Bunny Cottontail
caterpillar	crimson rambler	tea-party
poplar tree	humming-bird	bluejay
woodpecker	red-winged-blackbird	bob-o-link
flicker	grackle	goldfinch
redstart	dressmaker	dressmaking
housecleaning	carpet-beater	popcorn-ball
airplane	propeller	track-meet
Fair Grounds	Jack-o-Lantern	pumpkin pie
checker-board	looking-glass	wood-pile
May basket	miller	windmill
merry-go-round	percolator	percolate
permission	persimmon	premium
refrigerator		

OUTLINE

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