

Word Mastery



A Course in Phonics for
the First Three Grades

Florence Akin & Donald Potter

Word Mastery

A Course in Phonics for
the First Three Grades

BY FLORENCE AKIN

Formerly a Teacher in Primary Grades, Portland, Oregon

HOUGHTON MIFFLIN COMPANY

The Riverside Press Cambridge

PREFACE

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

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

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

Table of Contents

Introduction of Letter Sounds	1-26
m, a, t, d, o, c, g, l, n, h, s, f, v, z, p, e, b, l, r, u, w, j, y, x, k, q	
Short Vowel CVC words	27-33
Final Consonant Clusters/Blends	35-40
ff, ss, ck, st, sk, nd, nt, mp, ng, nk, zz, sp, ll, lt, lp, lk, ld, ft, pt	
Initial Blends	
bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, spl, spr, scr, str	41-48
Consonant Cluster Ending ct	49
Beginning consonant q	49
Digraphs	50-52
sh, ch, tch, th, wh	
Long Vowel Words with Silent e	53-61
Long Vowel Words Ending with a Vowel	61-62
Consonant Clusters dge, nce,	62
ee	63-64
ai, ay	65
ea	66
oa, long oo	67-68
oi, oy, short oo	68
aw, au	69
r Controlled Vowels	70-73
alk, ulk, ild, old, oll, wa	74
ow, ou	75-76
ew	76
igh, ie	77

ough	78
kn, wr, gn, sc	79
ey	79
s sounds like z	80
Possessives	80
Four sounds of y	81
Suffixes ing, er	82-83
General Review	84-86
Final e Dropped when Adding ing	87
gu, bu, bt	88
Multi Syllable Words	89-90
Suffix ed	91-92
Suffix ful	94
le	95
c Sounds like s Before e, i, and y	96
g Sounds like j Before e, l, and y	97
Suffixes ly, less, ness, est, ish	98-100
r Controlled Vowel Review	101-102
Vowels Sound Review	103-112
Suggestion to Teachers	113-131

M

m



Do not undertake to teach these lessons until you have carefully studied the suggestions to teachers, on page 113.

Mm, n, r, f, s, l represent sounds that may be prolonged. This makes them the easiest of the consonant sounds to blend, and therefore to learn first. See directions on page 114 for teaching the sound of m.

A

a



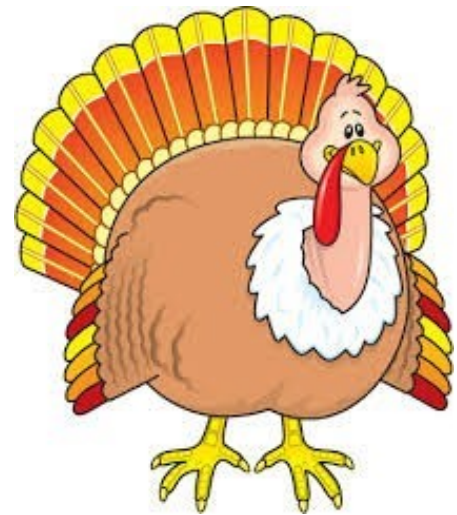
am

PStudents can now build the word am. They should first sound the word and then tell it. See page 114.

T



t



mat

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

D

d



mad

dad

tad

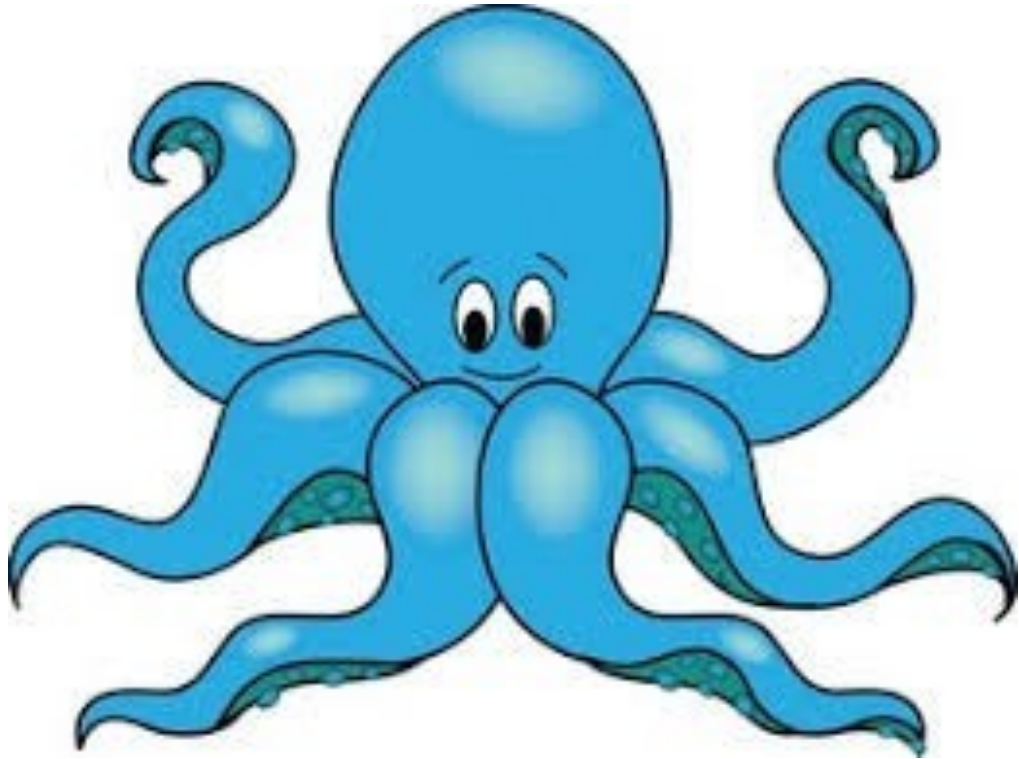
dam

am

mat

O

o



dot
mom

tot
Tom

Tod
mad

C



c



cat

cot

cod

mat

mad

dot

at

dad

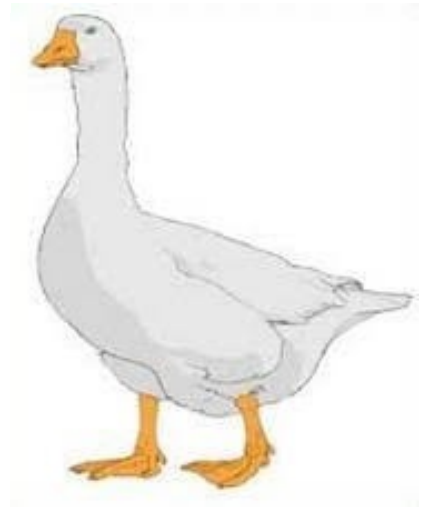
Tom

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

G



g



got
god
mom
doc

tag
cog
cat
tot

dog
dam
cot
mad

I

i



Tim

dim

dig

did

mid

mad

tag

dog

mat

cat

Tom

dot

at

cot

mom

tot

dam

cod

N

n



not

man

nag

nod

Dan

Nan

Don

tan

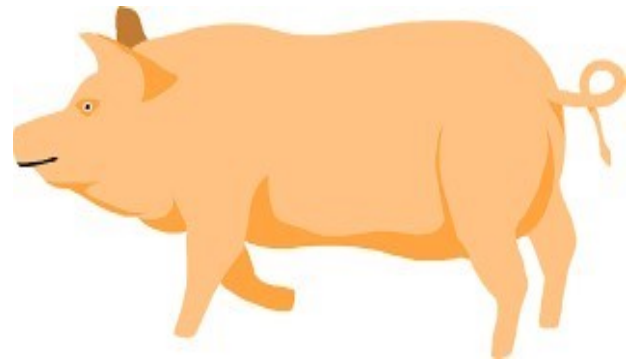
din

can

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

H

h



ham

hat

had

hot

hog

him

hit

hid

not

man

tan

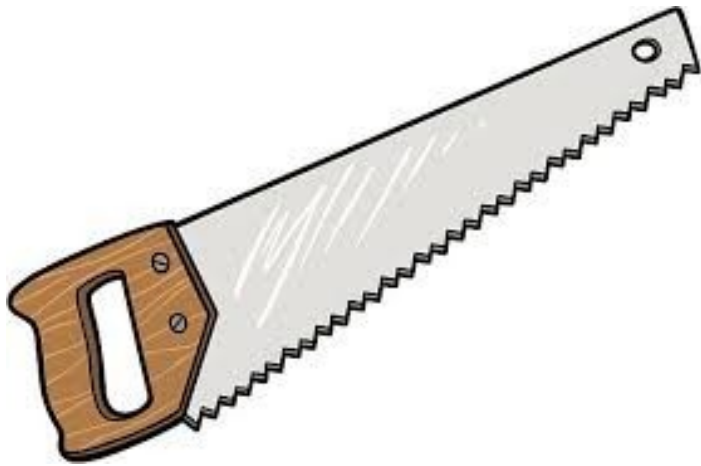
can

got

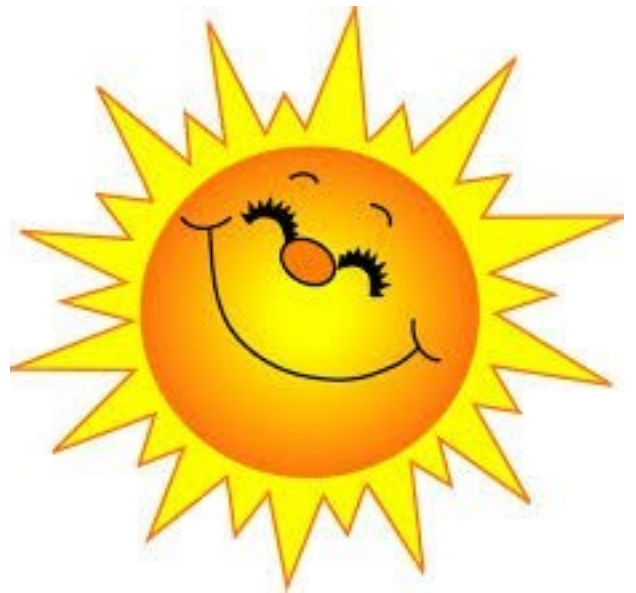
dog

tag

S



s



sat

Sam

Don

man

dig

sad

gas

sod

not

cat

sit

hot

tan

cot

hid

F



f



fin

fit

fat

fig

fog

fan

sad

sod

gas

mad

cot

god

ham

had

him

V

V



van

vat

man

cat

dog

dim

did

not

got

had

hit

sat

hid

sit

gas

mad

man

doc

fat

fig

can

Z



z

zig

mat

got

zag

ham

sit

fan

zag

cat

cog

zig

hot

sad

fit

dam

tag

tan

man

hit

van

fog

P



p



pan

pad

Pam

map

pap

mop

zip

pot

pod

pat

tap

gap

tip

nip

pig

pit

pin

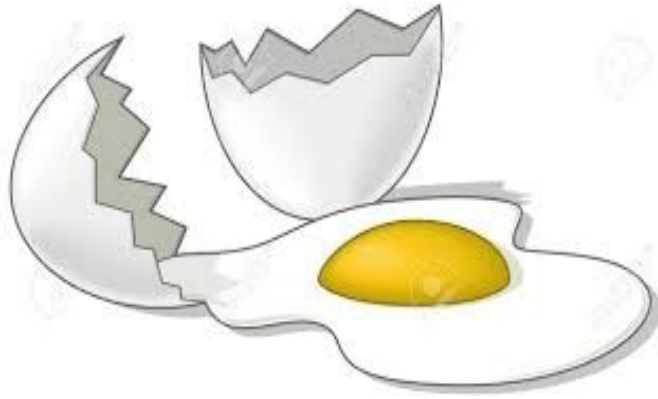
cap

top

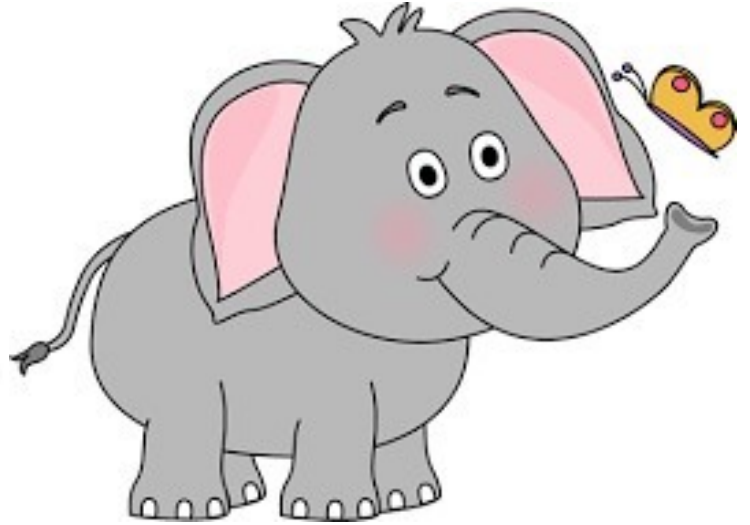
dip

zap

E



e



met

pet

den

keg

fed

peg

pig

Meg

Ted

get

Ken

vet

pen

gap

men

ten

net

set

pep

vet

mop

B



b



bag

bid

Bob

fib

gab

sob

bed

ban

big

bog

mob

gob

fob

bat

bit

bin

tab

cab

nab

beg

Ben

L



I



lad

lap

lot

log

lit

lip

let

leg

led

gal

pal

Val

mob

nap

dip

map

men

get

fed

ten

him

R



r



ran

rat

rot

rid

red

van

bag

rag

rap

rob

rib

ref

pom

lot

ram

rod

rim

rig

gas

dog

lid

U



u

mud

tub

cub

nut

sun

pup

not

mug

dug

gum

nun

sub

led

zap

tug

cut

gun

sum

fun

get

map

W



w

wag

wit

wed

set

van

nod

cot

cub

men

vet

wig

wet

ram

pan

sat

Tim

mad

rap

top

fin

win

web

bad

zip

him

god

cab

lab

pod

ham

J

j



jam

job

jet

cut

ten

had

cod

den

jab

jog

jut

lid

tap

dig

Tom

pal

jot

Jim

jug

big

fan

did

dam

web

Y

y



yet
yap
cog
pet
fog

yes
yon
get
pig
him

yam
hot
den
sag
dim

X



X

box

sax

mix

vex

can

cap

lip

tag

fox

tax

fix

lax

gas

gap

gum

bid

six

max

wax

tux

sod

cub

fog

nod

K



kid
kin
yet
box
fix
jig
lot
sad

kit
keg
yes
fox
jam
mug
mop
hid

k



Kim
Ken
yam
mix
job
mud
zip
dig

Q

q



quit

quiz

a

b an

c an

D an

f an

J an

m an

N an

p an

r an

t an

v an

b at

c at

e

B en

h en

m en

p en

t en

z en

b et

g et

j et

l et

m et

n et

p et

i

b in

d in

f in

k in

p in

s in

t in

w in

b it

f it

h it

k it

l it

Be sure that students start each column with the short sound of the vowel and only one consonant preceding or following the vowel.

o

r ot

t ot

b op

c op

h op

l op

m op

p op

s op

t op

c od

g od

u

j ut

n ut

r ut

c up

p up

s up

b ud

c ud

d ud

m ud

a

f at

h at

m at

p at

r at

s at

t at

v at

c ap

g ap

h ap

l ap

m ap

n ap

e

s et

v et

b ed

f ed

J ed

l ed

N ed

r ed

T ed

w ed

i

p it

s it

z it

d ip

h ip

l ip

n ip

p ip

r ip

s ip

t ip

y ip

z ip

u

j ut

n ut

r ut

c up

p up

s up

b ud

c ud

d ud

m ud

a

p ap

r ap

s ap

t ap

b ad

c ad

d ad

f ad

h ad

l ad

m ad

p ad

s ad

e

h em

b eg

k eg

l eg

M eg

P eg

h ex

i

b id

d id

h id

k id

l id

m id

r id

d im

h im

J im

K im

r im

T im

o

m od

n od

p od

r od

s od

m om

p om

T om

b og

c og

d og

f og

u

r um

b um

h um

m um

s um

y um

b ug

d ug

h ug

j ug

l ug

m ug

p ug

u
r ug
t ug

c ub
d ub
h ub
n ub
p ub
r ub
s ub
t ub

a
h ag
j ag
l ag
n ag
r ag
s ag
t ag
w ag
z ag

c ab
d ab

j ab
l ab

i
f ix
m ix
n ix
s ix

o
b ox
f ox
l ox
p ox

a
n ab
t ab

l ax
M ax
s ax
w ax

g al
H al
p al
S al

General review without separating the phonograms. The foundation is now laid. If the work has been well done, success is assured.

can

let

tip

bit

pat

sad

ham

Tom

wax

let

beg

peg

Dan

rug

mix

lip

Nat

tub

rod

rap

box

beg

map

log

fed

bed

cab

sit

fig

hem

did

rob

red

tag

vex

big

lid

jug

keg

mat

rib

bat

Ben

top

ten

run

cup

led

t iff

off

b uff

c uff

m uff

B ess

l ess

m ess

h iss

m iss

b oss

l oss

m oss

f uss

m uss

b ass

l ass

m ass

p ass

b ack

h ack

j ack

l ack

p ack

qu ack

r ack

s ack

t ack

d eck

n eck

p eck

D ick

h ick

l ick

n ick

p ick

R ick

s ick

t ick

w ick

c ock

d ock

h ock

j ock

l ock

m ock

p ock

r ock

s ock

b uck

d uck

l uck

m uck

p uck

s uck

t uck

c ast

f ast

h ast

l ast

m ast

p ast

v ast

b est

p est

qu est

r est

t est

v est

w est

f ist

l ist

m ist

c ost

l ost

ask

b ask

m ask

t ask

d esk

d isk

r isk

h usk

t usk

and

b and

h and

l and

s and

b end

f end

end

l end

m end

r end

s end

t end

v end

b ind

f ind

h ind

m ind

r ind

w ind

b ond

f ond

p ond

f und

ant

p ant

r ant

b ent

c ent

d ent

g ent

l ent

p ent

r ent

s ent

t ent

v ent

w ent

h int

m int

t int

b unt

h unt

p unt

r unt

c amp

d amp

l amp

r amp

t amp

l imp

w imp

bl imp

p omp

r omp

b ump

d ump

h ump

l ump

p ump

r ump

s ump

b ang

f ang

g ang

h ang

p ang

r ang

s ang

t ang

d ing

p ing

r ing

s ing

w ing

g ong

l ong

s ong

t ong

b ung

h ung

l ung

r ung

s ung

b ank

d ank

H ank

l ank

r ank

s ank

t ank

l ink

m ink

p ink

r ink

s ink

w ink

b onk

c onk

h onk

w onk

b unk

d unk

f unk

h unk

j unk

p unk

s unk

b uzz

f izz

f uzz

g asp

h asp

r asp

all

b all

f all

g all

h all

m all

p all

t all

w all

b ell

c ell

d ell

f ell

j ell

s ell

t ell

w ell

y ell

b ill

d ill

f ill

h ill

ill

k ill

J ill

m ill

p ill

qu ill

s ill

t ill

w ill

b ull

c ull

d ull

f ull

g ull

h ull

l ull

m ull

b elt

f elt

m elt

w ilt

h elp

y elp

elk

m ilk

s ilk

b ilk

h eld

m eld

w eld

g ild

g ift

l eft

l ift

l oft

r aft

r ift

s ift

s oft

s wift

k ept

sl ept

sw ept

w ept

bl ab

bl ack

bl am

bl and

bl ast

bl ed

bl ess

bl iss

bl ob

bl ock

bl og

bl ot

bl uff

bl unt

cl ad

cl am

cl an

cl ap

cl asp

cl ef

cl ick

cl iff

cl ip

cl ock

cl og

cl ot

cl ub

cl uck

fl ag

fl at

fl ax

fl ed

fl esh

fl ing

fl ip

fl it

fl ock

fl op

fl ung

fl ux

gl ad

gl ass

gl en

gl ut

gl it

gl um

gl ob

gl oss

gl and

gl int

gl itz

gl am

gl op

gl om

gl ug

pl an

pl ank

pl ant

pl at

pl ed

pl ink

pl od

pl op

pl ot

pl uck

pl ug

pl um

pl ump

pl us

sl ab

sl ack

sl am

sl at

sl ed

sl id

sl im

sl ip

sl it

sl ot

sl ug

sl um

br ad

br ag

br an

br and

br ass

br at

br ed

br ick

br ig

br im

br ing

br ink

br isk

br unt

cr ab

cr ack

cr amp

cr ept

cr est

cr ib

cr imp

cr isp

cr ock

cr op

cr ud

cr ust

cr ux

cr ank

cr ess

dr ab

dr aft

dr ag

dr ank

dr at

dr ess

dr ift

dr ill

dr ink

dr ip

dr op

dr oss

dr ub

dr ug

dr um

fr et

fr ill

fr isk

fr og

fr om

fr at

fr ump

fr izz

fr ock

fr oth

fr ank

fr ond

Fr ench

fr osh

fr ost

gr ad

gr am

gr and

gr ant

gr asp

gr ass

Gr eg

gr id

gr ill

gr im

gr in

gr ip

gr it

gr ub

gr unt

pr ank

pr ep

pr ess

pr ick

pr im

pr imp

pr int

pr iss

pr od

pr om

pr ong

pr op

pr eps

pr ods

pr ints

tr od

tr acy

tr am

tr amp

tr ap

tr ek

tr ick

tr ill

tr im

tr ip

tr ump

tr uss

tr ust

tw ill

tw ist

sc ab

sc alp

sc am

sc an

sc ant

sc ot

sc uff

sc um

sk id

sk iff

sk ill

sk im

sk imp

sk in

sk ip

sk it

sk ulk

sk ull

sk unk

sm ell

sm ack

sm elt

sm ith

sm ock

sm og

sm ug

sn ack

sn ag

sn ap

sn ick

sn iff

sn ip

sn ob

sn ot

sn ub

sn uck

sn uff

sn ug

sp am

sp an

sp at

sp eck

sp ed

sp ell

sp end

sp ent

sp ill

sp in

sp it

sp ot

sp ud

sp un

sp unk

st ab

st ag

st amp

st and

st em

st ep

st ick

st iff

st ill

st ilt

st ock

st omp

st op

st ub

st uff

sw ag

sw am

sw ell

sw ept

sw ift

sw ig

sw ill

sw im

sw ing

Sw iss

sw um

sw ung

tw ig

tw ill

tw in

tw ist

tw ang

tw elfth

spl int

spl it

spl at

spr ig

spr ang

spr ing

spr int

spr ung

scr ap

scr ub

scr am

scr od

scr im

scr imp

scr uff

scr ipt

scr unch

str and

str ap

str ess

str ict

str ing

str ip

str ong

str op

str uck

str um

str ung

str ut

f act

p act

t act

s ect

d uct

act

tr act

br act

str ict

qu ack

qu ell

qu est

qu ick

qu id

qu ll

qu ilt

qu int

qu ip

qu it

qu iz

c ash

d ash

d ish

b ash

g ash

f ish

cl ash

cr ash

fl ash

fl esh

fl ush

fr esh

br ush

bl ush

br ash

h ash

h ush

l ash

l ush

m ash

m esh

m ush

p osh

r ash

r ush

s ash

pl ush

sl ash

sm ash

spl ash

s quish

st ash

sw ish

l ash

cl ash

w ish

j osh

g ush

tr ash

sm ush

thr ash

thr ush

sh ag

sh am

sh ed

sh im

sh in

sh ip

sh od

sh op

sh ot

sh ack

sh ank

sh ell

sh ock

sh uck

sh un

ch ap

ch in

ch ug

ch um

ch at

ch ip

ch op

ch eck

ch ill

ch uff

ch omp

ch amp

ch ump

ch ock

ch ink

m uch

r ich

s uch

m utch

n otch

p atch

p itch

w itch

m unch

sk etch

st itch

sw itch

wh ich

scr atch

str etch

b atch	b ath	th an	wh et
b otch	B eth	th at	wh ip
c atch	br oth	th en	wh it
d itch	f ilth	th in	wh iz
D utch	h ath	th is	wh en
f etch	m ath	th ud	wh im
gl itch	m oth	th ug	wh ack
h itch	p ath	th us	wh elp
l atch	S eth	th ank	wh isk
bl otch	t enth	th ick	wh ich
m atch	f ifth	th ing	wh elm
h atch	cl oth	th ink	wh ang
h utch	fr oth	th ump	
cl utch	sl oth	th eft	
cr utch	sm ith	th atch	

b abe
c ube
f ace
l obe
l ube
r obe
r ube
t ube
v ibe
br ibe
gl obe
pr obe
tr ibe
scr ibe
str obe

b ade
b ide
f ade
h ide
j ade
m ade
r ide
s ide
w ade
bl ade
gl ade
gr ade
sh ade
sp ade
tr ade

c ode
m ode
n ode
r ode
t ide
w ide
br ide
ch ide
gl ide
pr ide
sl ide
sn ide
str ode
str ide

d ude

cr ude

r ude

s afe

ch afe

str afe

f ife

l ife

r ife

w ife

str ife

c age

p age

r age

s age

w age

st age

h uge

b ake

c ake

f ake

J ake

l ake
m ake
r ake
t ake
w ake
qu ake
br ake
dr ake
fl ake
sh ake
sl ake
sn ake
st ake

Ike
d ike

h ike
l ike
M ike
p ike
t ike
sp ike
tr ike
str ike
c oke
j oke
p oke
br oke
ch oke
sm oke
sp oke

st oke
str oke
d uke
L uke
p uke
fl uke
b ale
d ale
g ale
h ale
k ale
m ale
p ale
s ale
t ale

v ale
sh ale
st ale
sw ale
wh ale
b ile
f ile
m ile
N ile
p ile
r ile
t ile
w ile
sm ile
wh ile

d ole
h ole
m ole
p ole
s ole
st ole
wh ole
m ule
r ule
Y ule
c ame
d ame
f ame
g ame
l ame

n ame
s ame
t ame
bl ame
fl ame
fr ame
sh ame
d ime
l ime
m ime
t ime
ch ime
cr ime
gr ime
pr ime

sl ime

d ome

h ome

R ome

t ome

f ume

fl ume

pl ume

b ane

c ane

D ane

J ane

l ane

m ane

p ane

s ane

v ane

w ane

cr ane

pl ane

g ene

sc ene

d ine

f ine

l ine

m ine

n ine

p ine

s ine

t ine

v ine

w ine

b rine

sh ine

sw ine

wh ine

b one

c one

h one

l one

p one

t one

z one

cl one

cr one

dr one
ph one
pr one
sc one
sh one
st one
d une
J une
r une
t une
pr une
c ape
g ape
n ape
t ape

dr ape
gr ape
scr ape
sh ape
p ipe
r ipe
w ipe
gr ipe
sn ipe
str ipe
sw ipe
tr ipe
c ope
d ope
h ope

l ope
m ope
p ope
r ope
gr ope
sc ope
sl ope
tr ope
d upe
b ase
c ase
v ase
ch ase
r ise
w ise

th ese
h ose
n ose
p ose
r ose
ch ose
cl ose
pr ose
th ose
use
f use
m use
r use
d ate
f ate

g ate
h ate
K ate
l ate
m ate
r ate
s ate
cr ate
gr ate
pl ate
pr ate
sk ate
sl ate
st ate
m ete

b ite
c ite
k ite
m ite
r ite
s ite
sm ite
spr ite
tr ite
wh ite
d ote
m ote
n ote
qu ote
r ote

t ote

br ave

str ive

s ize

v ote

cr ave

c ove

pr ize

sm ote

gr ave

d ove

d oze

c ute

kn ave

w ove

cl oze

l ute

sh ave

cl ove

fr oze

m ute

sl ave

dr ove

br ute

st ave

gr ove

fl ute

eve

st ove

c ave

St eve

str ove

D ave

d ive

tr ove

g ave

f ive

f aze

p ave

h ive

g aze

r ave

j ive

h aze

s ave

ch ive

l aze

w ave

dr ive

m aze

r aze

bl aze

cr aze

gl aze

gr aze

be

he

me

we

ye

she

go

ho

lo

no

so

fro

by

my

cry

dry

fly

fry

ply

pry

shy

sky

sly

spry

spy

sty

thy

try

why

bye

dye

lye

rye

doe

foe

hoe

Joe

roe

toe

woe

cue	fl edge	sl udge	s ince
due	pl edge	sm udge	w ince
hue	sl edge	tr udge	pr ince
rue	m idge	d ance	d unce
sue	r idge	l ance	
blue	br idge	ch ance	
clue	fr idge	Fr ance	
true	d odge	gl ance	
b adge	l odge	st ance	
edge	b udge	tr ance	
h edge	f udge	f ence	
l edge	j udge	h ence	
s edge	n udge	p ence	
w edge	dr udge	th ence	
dr edge	gr udge	m ince	

bee

fee

lee

tee

wee

flee

free

glee

tree

knee

b eep

d eep

J eep

k eep

d eed

f eed

h eed

n eed

r eed

s eed

w eed

bl eed

br eed

cr eed

fr eed

gr eed

scr eed

sp eed

st eed

tr eed

b eef

r eef

l eek

m eek

p eek

s eek

w eek

ch eek

cr eek

Gr eek

sl eek

p eep

s eep

w eep

f eel

h eel

p eel

r eel

kn eel

wh eel

d eem

s eem

p een

qu een

s een

gr een

sh een

spl een

b eer

l eer

p eer

v eer

ch eer

st eer

b eet

f eet

m eet

fl eet

gr eet

sh eet

sk eet

sl eet

str eet

sw eet

aid	t ail	Sp ain	j ay
l aid	w ail	spr ain	l ay
m aid	fl ail	st ain	p ay
r aid	fr ail	str ain	r ay
b raid	sn ail	tr ain	s ay
ail	tr ail	b ait	w ay
b ail	aim	g ait	br ay
f ail	cl aim	w ait	cl ay
h ail	p ain	str ait	gr ay
j ail	r ain	b ay	pl ay
m ail	br ain	d ay	pr ay
n ail	dr ain	g ay	spr ay
p ail	gr ain	m ay	st ay
qu ail	pl ain	n ay	str ay
s ail	sl ain	h ay	tr ay

b ead

l ead

r ead

kn ead

pl ead

b eak

l eak

p eak

t eak

w eak

bl eak

cr eak

fr eak

sn eak

sp eak

squ eak

str eak

d eal

h eal

m eal

p eal

r eal

s eal

t eal

v eal

w eal

z eal

squ eal

st eal

b eam

r eam

s eam

t eam

cr eam

dr eam

gl eam

scr eam

st eam

str eam

p ea

s ea

t ea

fl ea

pl ea

b ean

gr oan	b oom	s oon	tr oop
b oar	d oom	cr oon	wh oop
r oar	l oom	sp oon	g oose
s oar	r oom	sw oon	l oose
b oat	z oom	c oop	m oose
c oat	bl oom	g oop	n oose
g oat	br oom	h oop	ch oose
m oat	gl oom	l oop	b oot
bl oat	gr oom	bl oop	c oot
fl oat	b oon	dr oop	l oot
gl oat	c oon	sc oop	m oot
b oast	g oon	sl oop	r oot
c oast	l oon	sn oop	sc oot
r oast	m oon	st oop	sh oot
t oast	n oon	sw oop	sn oot

f ood	v oid	R oy	sh ook
m ood	dr oid	s oy	g ood
br ood	b oil	t oy	h ood
g oof	c oil	pl oy	f oot
h oof	f oil	Tr oy	s oot
p oof	oil		
r oof	s oil	b ook	d oor
sp oof	t oil	c ook	p oor
c ool	br oil	h ook	fl oor
f ool	sp oil	l ook	
p ool	c oin	n ook	bl ood
t ool	l oin	r ook	fl ood
w ool	b oy	t ook	
sp ool	c oy	br ook	
st ool	j oy	cr ook	

c aw

j aw

l aw

m aw

p aw

r aw

s aw

y aw

cl aw

cr aw

dr aw

fl aw

gn aw

sl aw

str aw

th aw

b awl

br awl

cr awl

dr awl

scr awl

sh awl

spr awl

l awn

br awn

dr awn

pr awn

sp awn

f ault

fl aunt

fr aud

h aul

h aunt

l aud

l aunch

p ause

s auce

c aught

t aught

b ar

b ard

b arn

h arsh

c ar

c ard

y arn

m arsh

f ar

h ard

B art

p ark

g ar

l ard

c art

sh ark

j ar

y ard

d art

sp ark

m ar

sh ard

h art

st ark

p ar

C arl

m art

l ark

t ar

sn arl

p art

m ark

ch ar

arm

t art

arch

sc ar

f arm

ch art

m arch

sp ar

h arm

sm art

p arch

st ar

ch arm

st art

st arch

h erd	g irl	c ur	bl urt
h ere	sw irl	f ur	sp urt
m ere	wh irl	bl ur	b urst
b erm	f irm	b irch	l urch
g erm	squ irm	sp ur	ch urch
p erm	d irt	c urd	n urse
t erm	qu irt	c url	p urse
f ern	fl irt	f url	w ord
st ern	sh irt	h url	w ork
B ert	sk irt	ch url	w orld
p ert	th ird	b urn	w orm
p erch	sq uirt	t urn	w orse
t erse	f irst	sp urn	w orth
b erth	th irst	h urt	

f or	sh ore	t orn	w ar
c ord	sn ore	w orn	w ard
l ord	sp ore	sc orn	wh arf
b ore	st ore	sh orn	w arm
c ore	sw ore	sw orn	w arn
f ore	c orm	th orn	w arp
g ore	d orm	f ort	w art
l ore	f orm	p ort	sw arm
m ore	n orm	s ort	
t ore	st orm	t ort	
w ore	b orn	sh ort	
y ore	c orn	sn ort	
ch ore	h orn	sp ort	
sc ore	m orn		

d ear

f ear

g ear

h ear

n ear

r ear

s ear

t ear

y ear

cl ear

sh ear

sm ear

sp ear

earl

p earl

l earn

t ear

b ear

p ear

w ear

b are

c are

d are

f are

h are

t are

w are

bl are

fl are

gl are

sc are

sh are

m are

p are

r are

sn are

sp are

squ are

st are

c ure

l ure

p ure

b alk

w alk

ch alk

st alk

b ilk

m ilk

s ilk

b ulk

h ulk

s ulk

sk ulk

m ild

w ild

ch ild

b old

c old

f old

g old

h old

m old

s old

t old

sc old

b oll

r oll

t oll

dr oll

scr oll

str oll

tr oll

w ad

w aft

w ater

w ant

w alk

w atch

w ash

w all

sw amp

sw an

sw ap

sw at

sw atch

w ant

w all

b ow	sc ow	cl own	b ound
c ow	c owl	cr own	f ound
h ow		dr own	h ound
n ow	f owl	fr own	m ound
p ow	h owl	b out	p ound
r ow	j owl	l out	s ound
s ow	gr owl	out	w ound
v ow	pr owl	p out	gr ound
w ow	sc owl	r out	d ouse
br ow	d own	t out	h ouse
ch ow	g own	cl out	l ouse
pl ow	t own	gr out	m ouse
pr ow	br own	sc out	bl ouse

b ow

l ow

m ow

r ow

s ow

t ow

bl ow

cr ow

fl ow

gl ow

gr ow

kn ow

sh ow

sl ow

sn ow

st ow

b owl

bl own

m own

s own

fl own

sh own

d ew

f ew

h ew

J ew

n ew

p ew

m ew

y ew

bl ew

br ew

ch ew

cr ew

dr ew

fl ew

gr ew

kn ew

sk ew

sl ew

sp ew

st ew

str ew

h igh

fl ight

l ien

w eigh

n igh

fr ight

ch ief

eight

s igh

kn ight

gr ief

fr eight

th igh

pl ight

th ief

w eight

b ight

sl ight

p ier

eighth

f ight

t ier

l ight

p iece

m ight

n iece

n ight

r ight

s ight

t ight

bl ight

br ight

d ough

th ough

b ough

c ough

tr ough

b ought

br ought

f ought

s ought

th ought

r ough

t ough

thr ough

dr ought

kn ow

wr ap

Th ey

kn it

wr it

wh ey

kn ew

wr en

gr ey

kn ot

wr ite

pr ey

kn ee

wr ist

tr ey

kn ob

wr eak

h ey

kn ave

wr ung

ob ey

kn ead

wr ong

gn at

kn ife

wr eck

gn aw

kn ight

wr ing

gn ome

kn oll

wr ack

gn ash

kn ell

wr ote

sc ene

gh ost

wr est

Sc ience

pn eumonia

wr ench

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

Ned's cap	Ben's cup
Kate's rose	Sam's bat
Tom's cane	Ted's dime
Jane's cake	mule's rope
Dan's fox	Cat's bed
Dave's home	hen's leg
Nat's box	man's gun
Bob's top	pig's pen

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

y es	p upp y	y = long i
y et	c arr y	by
y ell	emp ty	my
y elp	d ust y	cr y
Y ale	tw en ty	dr y
y oke	f if ty	fl y
	s ix ty	fr y
y = short I	n ine ty	pr y
myth	c op y	sl y
hymn	fl uff y	sp y
y = Long E	f un ny	th y
m err y	j ol ly	tr y
w ind y	f og gy	wh y
k itt y	B et ty	r ye
p enn y	H en ry	sh y
ch ill y	B un ny	sk y
s orr y	P ol ly	st yle

Four sounds of y.

ing ings

k ing

k ings

r ing

r ings

s ing

s ings

string

sling

wing

wings

swing

spring

springs

bring

cling

thing

things

matting

running

boxing

rubbing

mixing

packing

filling

puffing

buzzing

bending

hunting

resting

jumping

helping

adding

wishing

spending

throwing

singing

bringing

fretting

trying

braiding

playing

reading

meeting

loaning

lighting

folding

rolling

plowing

counting

flowing

pouring

minding

steering

er ers

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

skipper
creek
grain
might
mint
soak
mine
cream
roaring
chase
owe
fright
bunch
snail
spring
flyer
speak
strike

lye
please
leaf
swell
perch
bill
sling
beet
foggy
gaze
ore
power
howl
told
fear
meaning
ground
lost

sketch
snow
grape
roller
slush
night
totter
failing
gray
prize
woe
laid
saying
rose
board
rain
waste
thrown

General review.

flesh
bone
shift
supper
trust
sorrow
perch
off
four
suppose
clings
greedy
cloth
follow
jail
spins
coal
rise

blade
socks
drugs
mopping
stretch
sand
peach
patter
glad
clinch
bench
weaker
offer
scolding
west
flock
shaggy
still

Jacks
leader
snake
froth
post
whiz
cores
thrush
stand
plump
twine
blister
June
shelf
wetter
sweep
wades
throat

slope
feeds
stake
cheese
tinner
times
swept
cheek
trench
ever
fish
shells
bluff
sniffs
tried
teeth
wing
hack
cost

smile
toss
study
splash
street
shadow
snatch
trout
crust
vote
stitch
kind
twig
clerk
sweets
pepper
brain
close
mouse

twelfth
dray
oaks
frills
coats
cherry
saves
frosty
feelers
lamp
preach
sleeve
toast
May's
crown
style
teams
pillow
breeze

making
grading
skating
waving
hiding
riding
smiling
 chiming
shining
stoning
driving
smoking
hoping
curing
wading
piling
raking
draping

raising
spading
sloping
closing
blazing
taking
mining
storing
lining
breezing
squeezing
pleasing
leaving
weaving
praising
wasting
toasting
pasting

trading
striking
stroking
framing
blaming
flaming
scraping
whining
bathing
thriving
shaving
choking
chasing
taming
siding
filing
snoring
hiring

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

gu = g

guess

guesses

Guy

guide

guides

guiding

plague

league

leagues

bu = b

build

builds

builder

buy

buys

buyer

buying

bt = t

doubt

doubts

debts

wrist

comb

guess

build

debts

buy

wreath

wrench

gnat

writes

know

guide

kneel

limb

doubt

guest

wrong

knock

gnash

dumb

knot

The second exercise is a review.

matting
mating

pinning
pinning

holly
holy

lopping
loping

dinner
diner

latter
later

filling
filing

mopping
moping

hopping
hoping

slopping
sloping

slamming
shaming

batting
bating

happy
ladder
bonnet
motto
summer

planning
supper
yellow
begging
shabby

blotter
cracker
rabbit
carry
hammer

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

napkin
silver
pilgrim
candy
dustpan
number
window
camping

velvet
lifting
pumpkin
sister
renting
trumpet
slender
crusty

public
mending
pitcher
dentist
picnic
melting
empty
thunder

story
closing
baker
duty
navy
solo
fever
music

smiling
pupil
pony
sober
tulip
lady
clover
shady

zero
cozy
hero
tiger
tiny
gravy
paper
hazy

A vowel is short when there are two or more different consonants between it and the next vowel, and long when there is but one consonant between it and the next vowel. There are frequent exceptions to this rule, yet it is helpful.

ed

petted

landed

faded

tested

needed

twisted

wicked

tinted

crowded

sifted

folded

clouded

boasted

tended

rented

jolted

graded

waded

seated

pouted

roasted

handed

doubted

coasted

mended

weeded

ed = d

sailed

played

keeled

mired

plowed

aimed

loaned

growled

peeled

frowned

foamed

crowed

breathed

pinned

prayed

climbed

sealed

soured

buttered

roared

wheeled

scattered

shivered

cleaned

snowed

canned

ed = t

reached

puffed

baked

clapped

ticked

brushed

patched

choked

wrecked

liked

wrapped

stamped

leaped

dressed

knocked

wrenched

packed

kissed

guessed

dropped

coaxed

checked

shipped

scraped

dashed

milked

mounted

battered

rusted

cried

floated

 painted

strayed

cracked

skated

grunted

wretched

begged

ailed

mixed

tacked

missed

sighed

painted

lacked

mailed

kicked

rained

heaped

lighted

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

ie, y = long e

Annie	kitties	sixties
Jimmie	daisies	carries
Bessie	stories	berries
Hattie	candies	copies
Jessie	ponies	pansies
Lizzie	ladies	bunnies
Nellie	pennies	donkey
Willie	empties	chimney
	fifties	alley
	puppies	valley

ei }
eigh } = long a
ey }

skein	reign	weight
reins	eight	sleigh
reindeer	eighteen	neigh
veil	eighty	freight
vein	eighty-five	they
	eighty-six	greyhound
	eighty-eight	whey
	weigh	prey

ful

cheerful

thankful

dreadful

powerful

tearful

spiteful

helpful

truthful

painful

fretful

frightful

fearful

bashful

hateful

grateful

playful

plentiful

healthful

restful

useful

hopeful

shameful

doubtful

boy



oi }
oy } like oy in boy

oil

toil

soil

boil

spoil

coin

join

joint

point

moist

noise

noisy

toy

Roy

joy

enjoy

joyful

oyster

boyhood

apple
cattle
saddle
tumble
candle
thimble
steeple
cuddle
puddle
tingle
pickle
tangle
kettle
maple
bottle
beetle
cradle
wiggle

handle
eagle
tremble
bundle
brittle
middle
people
table
ruffle
crackle
stumble
wrinkle
single
dimple
bugle
needle
stable
riddle

battle
buckle
paddle
twinkle
pebble
rumble
settle
crumble
single

tle = l
thistle
wrestle
whistle
bristle
nestle
rustle
trestle

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

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

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

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

$g = j$ before $\begin{cases} e \\ i \\ y \end{cases}$

dg = j
badge
Madge

gem
age
gage
sage
rage
stage
cage
page
range
change
strange
stranger
danger
manger
hinge

fringe
plunge
Roger
gentle
huge
college
gill
engine
ginger
gingerbread
magic
Gyp
Egypt
gypsy
dingy

edge
ledge
hedge
wedge
sledge
pledge
dredge
ridge
bridge
dodge
lodge
budge
nudge
judge

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

ly
safely
gaily
sadly
gladly
lightly
slowly
poorly
loudly

slyly
nicely
softly
daily
badly
freely
swiftly
quickly
mostly

gently
kindly
lately
bravely
neatly
nearly
wholly
closely
boldly

less
blameless
aimless
wireless
useless
homeless
fearless

tasteless
tireless
lifeless
painless
hopeless
boundless
matchless

shameless
priceless
endless
senseless
thankless
restless
speechless

ness
sweetness
meanness
kindness
illness

stillness
lameness
thickness
weakness
loneliness

soreness
sadness
sickness
goodness
happiness

est
coldest
nicest
loudest
lightest
slowest
kindest
tamest
safest
tightest
ripest
wildest
sweetest

lamest
dampest
sorest
stiffest
wisest
latest
finest
lowest
oldest
widest
dearest
brightest
roudest

reddest
softest
crossed
gladdest
grandest
biggest
nearest
blackest
newest
stillest
thickest
freshest
happiest

study
urge
curl
curly
hurl
purse

nurse
churn
burn
turn
hurt
curve

burst
purple
church
turtle
further
nursery

ish
dish
wish
fish
rubbish

foolish
finish
polish
selfish
punish

stylish
Irish
Spanish
British
furnish

butterfly
grapevine
raindrops
rainbow
dewdrops
sunshine

sunbeams
sunset
sunrise
cobweb
forget
blackboard

himself
firefly
fireside
midnight
windmill
daylight

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

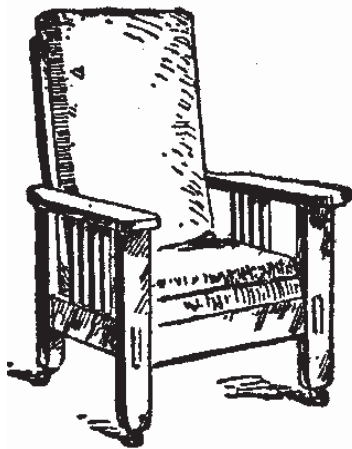
dart
part
party
chart
start
startle
large
charge
sharp
harvest

grandpa
grandma
father
grandfather
aunt
jaunt
launch
craunch
laundry

lf = f
calf
calves
half
halves

lm = m
calm
calmly
palm

chair



ar
air
ear
eir
ere

} like air in chair

care
careful

careful
careless

carelessly
carelessness

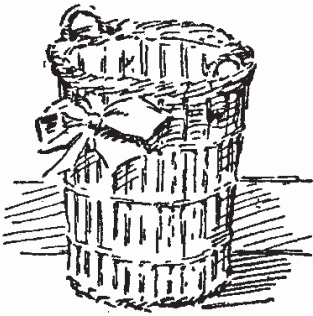
careworn	flare	staircase
dare	snare	stairway
daring	stare	bear
fare	share	grizzly bear
farewell	shared	polar bear
bare	scare	pear
barefoot	scarecrow	tear
threadbare	scarce	tearing
hare	scarcely	wear
spare	sir	wears
square	airy	their
squarely	fair	theirs
rare	fairy	ere
rarely	fairest	there
rarest	hair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

ough = long o
though

although
dough

doughnut
borough

basket



a as in basket

ant
grant
slant
chance
dance
France
raft
draft
craft

after	master
afterwards	past
rafter	path
ask	bath
task	branch
mask	brass
clasp	class
gasp	glass
fast	mass
last	pass
blast	chaff
mast	giraffe

a = short o

was

swan

wand

wander

wandered

wandering

wasp

wasps

watch

watchman

watchful

what

wash

washing

washboard

washtub

whitewash

squash

wad

wads

waffle

waffles

wallow

swallow

swallows

swamp

swamps

swampy

quality

quantity

o
ou
oo

} = short u

son

grandson

ton

won

wonder

wonderful

wonderfully

none

done

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

half-long o	protect	factory
oblige	provide	memory
obey	propel	daffodil
disobey	profess	evaporate
polite	produce	tobacco
provide	ivory	November

half-long u	capture	gesture
unite	lecture	venture
united	furniture	pasture
future	moisture	century
picture	mixture	failure

obscure a	amid	around
ago	alone	away
awoke	asleep	astray
adrift	alike	about
afloat	afraid	aloud

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

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

dismiss
disgust
dislike
dispute
display
distress
divide
direct
impure
inclose
include
include
increase
indeed
injure
injury
inside
inquire
incline
intend

invent
invite
interrupt
engage
enemy
entire
entirely
enter
unload
unlike
unwise
unwise
uneasy
untwist
unjust
untie
unknown
until
uproar
upset

excite
excel
exercise
except
excuse
explode
explain
extreme
express
expect
except
exchange

ex – egz
exact
exactly
examine
example
exist
exert

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

Review of phonograms. The words are new.

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

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

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

mn = m	autumn	solemn
hymn	column	condemn

ch = k

ache

echo

Christmas

chorus

school

scholar

scheme

schooner

anchor

orchestra

stomach

ch = sh

Chicago

chute

Charlotte

Champlain

ruching

sc = s

scent

scene

scenery

scissors

scythe

i = y

onion

union

million

brilliant

opinion

companion

Italian

Spaniard

Daniel

warrior

familiar

i = long e

trio

marine

magazine

machine

ravine

police

valise

qu = k

conquer

mosquito

di – j
soldier

ti = ch
question
suggestion
digestion

silent h

John
heir
hour
honor
honest
ghost

Rhine
exhaust

et = long a
bouquet
croquet
crochet

ce }
ci } = sh
si }
ti }

ocean
musician
physician
precious
delicious
special

excursion
permission
action
collection
correction
objection
station
nation
combination
relation
recitation

invitation
vacation
notion
motion
promotion
mention
attention
intention
position
condition
addition

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

Review of phonograms. The words are new.

SUGGESTIONS TO TEACHERS

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

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

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

The teaching of phonics includes

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

Ear training may begin on the first day the child enters school. Say to the pupils, "We shall play a little game. You may do what I tell you, but do not speak a word." Then say to one, "Bring me a b-o-x," speaking the last word very slowly (phonetically); to others, "Show me something r-e-d," "Tap on your d-e-s-k," "Touch something made of t-i-n," "Cl-a-p your h-and-s," "R-u-n to the d-oo-r," "H-o-p to the w-i-n-d-ow," etc. Sufficient interest will soon be aroused to permit the teacher to leave off the play and say words phonetically, one after another, asking pupils to tell what each word is. In a few days they will be able to recognize almost any word that may be sounded. Occasionally tell a little story, saying a word phonetically here and there, and allowing pupils to pronounce the word. This form of training may be profitably continued throughout the first half-year.

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

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

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

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

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

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

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

Never tell the pupil a word in his phonic lesson, since only one new sound is introduced at a time, and the new step offers no difficulty if each foregoing page has been thoroughly learned.

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

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

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

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

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

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

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

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

Constantly require pupils to apply their knowledge of phonics to their reading lesson; that is, do not tell the pupil a word in his reading lesson which he is able to get for himself. The habit of "making the sounds tell the word" must be thoroughly fixed. Thus the pupil will daily become more self-helpful, and after a few months his general knowledge of phonics will enable him to recognize many words containing sounds beyond his phonic training.

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

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

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

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

When pupils have had a few weeks' practice in writing, begin conducting phonic spelling lessons, in order to reinforce the power to recognize compound phonograms. Write a family name on the blackboard, as, at; write it several times, one under another, making a column; now pronounce this family of words,— *cat, bat, fat, hat, mat, rat, pat, sat*, requiring different pupils to go to the blackboard and prefix the sound which makes the word. Or write on the blackboard the compound phonogram which is to be the common element of the series, then have the pupils copy it on their paper. Now pronounce the words, having children write as the words are pronounced. The ability to recognize compound phonograms as wholes, without separating them into their elementary sounds, greatly shortens the process of word recognition. This also serves to impress phonic principles upon the minds of the pupils and teaches them to apply those principles to all spelling, thus making spelling a matter of reasoning. Pupils should be taught to look over a spelling lesson, when one has been assigned that is made up of words of different families, and to determine the “dangerous places” in the words. For instance, in a spelling lesson of ten words, seven of those words may be strictly phonetic; that is, they may be governed by phonic principles and be spelled as they sound. The pupil does not need to waste time on these. But in the remaining three he finds unphonetic elements, so he studies only those three “exceptions.” It is a good plan, in teaching children how to do this, to write the spelling lesson on the blackboard, making in red chalk the letters on which pupils are likely to trip. Some teachers have aptly called the “red danger signals.”

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

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

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

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

Notes from the Internet Publisher: Donald L. Potter

December 20, 2004

I first learned of Akin's *Word Mastery* in 1997 from Charles Walcutt's recommendation in his 1961 prophetic book of essays, *Tomorrow's Illiterates*. Walcutt writes:

This little book of 124 pages is as good today as it was forty-seven years ago, before the locust of look-and-say swarmed in upon us. It contains a beautifully organized, graded approach, beginning with letters and working up to the most irregular phonograms. With each new step, it introduces pages of words illustrating the element being taught, and the fact that it has already had a steady sale over all these years proves the existence of a considerable underworld of sober citizens. It seems obvious that this little book was used in conjunction with reading materials and that children in the first three grades were, in 1913, reading fluently even while their grasp of the niceties of English phonics was being strengthened.

I was unable to obtain a copy through the Interlibrary Loan or searches on the Internet. Eventually, Geraldine Rodgers sent me a mint copy from her personal library. She reviewed *Word Mastery* in her magnum opus: *The History of Beginning Reading: From Teaching by "Sounds" to Teaching by "Meaning"*. By Geraldine E. Rodgers, B.S., M.A., Educational Researcher with 23 years experience teaching primary grades. www.authorhouse.com, 1995, 2001. Here are her instructive comments:

Mrs. Kathryn Diehl of Cincinnati, Ohio, who has done so much work for so many years for a reform in reading instruction, and who wrote her own phonics materials which are reviewed in this appendix, sent me her copy of Florence Akin's 1913 *Word Mastery, A Course in Phonics for the First Three Grades*. That copy had obviously been published sometime after its second copyright date of 1941. It is a straight Code 10 Phonics, and so, presumably was the 1908 material, *First Book in Phonics*, probably written by the same "F. Akin" but published by M. & G. Atkinson, not Riverside Press. The 1913-1941 material, however, is a child's textbook listed under "Readers" in the 1928 United States Catalog, while the 1908 material was listed under "Reading" (guides) instead of "Readers," (children's textbooks) in the 1912 United States Catalog. Since the original *Word Mastery* was published by Riverside in 1913, the same year that they published the new Riverside reading series, it seems possible that *Word Mastery* was obtained from Florence Akin for use as a supplement to Riverside's new 1913 series. Akin by that time already had a presumably successful 1908 phonics book and so would have been possible candidate for consideration (1395).

Akin's "Suggestions to Teachers," pages. 112 to 117, followed by "List of Phonograms Studied" is an excellent guide to teaching Code 10 phonics. While some of her "Phonograms" are actually word parts instead of isolated phonemes, her guide suggests teaching them solely by the "sounds" and not by "meaning," so the material does rate Code 10. She organized this material in the early twentieth century, when supplementary phonics became the norm in American first grades, and she apparently had it on the market by 1908. Yet she obviously still expected the material to be solely "supplementary," as she

referred to two ten-minute daily drills in phonics, to be done apart from the “reading” lessons. That Akin’s excellent supplementary phonics materials was still being published by Houghton Mifflin as late as 1941, and very probably later, is very surprising, considering the Dick and Jane Readers. The Dick and Jane so-called “intrinsic” phonics of 1930 was intended to do away with the supplementary phonics drills, as Akin’s, which had been around since shortly after 1900. However, apart from its listing in the United States Catalog of 1912 and 1928, I never saw any reference to Florence Akin’s material until Mrs. Diehl sent the book to me from her collection of reading materials. It does not seem probable that the Akin’s materials had any wide use after 1928, at which time it was listed in the United States Catalog as in print. Akin’s 1913 material is STRAIGHT CODE 10 PHONICS. (1396)

The book that Miss Rodgers sent me (Don Potter) is the same one Mrs. Diehl sent to her. We all owe Mrs. Diehl a debt of gratitude for preserving this invaluable phonics method.

The book must have been in print as late as 1961 for Walcutt to have recommended it in his book of essays published that year.

Let me explain what Miss Rodgers means by STRAIGHT CODE 10 PHONICS. In her *History of Reading*, she developed a system for classifying reading programs according to the percentage of phonics compared to the percentage of sight-words taught as meaningful configurational wholes accompanied by contextual guessing. According to Miss. Rodgers, there are **only two ways** (or mixtures of those two ways) to teach beginning reading: from the “sounds” or from the “meanings.” These two methods develop two distinctive and contrary types of readers: those who read accurately from the “sounds,” and those who read (guess) inaccurately from the “meaning.” On opposite ends of the spectrum: Code 1 programs are entirely “meaning” based, whereas Code 10 programs are entirely “sound” based. Codes in between are mixtures of the two. CODE 10 PHONICS programs are considered the purest and best. More information on theoretical aspects of reading can be found in Miss Rodgers’ articles published on the www.donpotter.net web site.

I consider the publication of Akin’s *Word Mastery* on the www.donpotter.net web site of more than historic interest. The labor of typing and editing this book was motivated by the firm belief that all children can learn to read well if they are taught by methods and materials like those in this book.

It is my earnest hope that curriculum developers will use Akin’s phonics system to guide them in the development of the reading methods American children will be using in the future. I have also published a study analyzing all the words in *Word Mastery* which is available on the www.donpotter.net web site. By the way, Akin’s 1908 *First Book in Phonics* is cute, but considerably different from *Word Mastery*, and not nearly as complete or useful.

I received a letter concerning *Word Mastery* from Marcia K. Henry (former President of the *Orton Dyslexia Society*) on February 2, 2007. She comments, “Re: Florence Akin’s 1913 *Word Mastery*, I first started tutoring in Rochester, MN in 1959...almost 50 years ago! The director of the Reading Center was Paula Rome, whose uncle Paul Dozier was a neurologist with Dr. Samuel Orton. Paula gave me a copy of *Word Mastery* and said that was the only resource I would need to begin tutoring. I still have two extremely well-used copies!!”

Donald L. Potter, 12/21/04 (Corrected 1/25/06), more corrections 8/19/08. Odessa, TX. USA

WORD MASTERY

A Course in Phonics for the First Three Grades

Prepared by

FLORENCE AKIN

Formerly a Teacher in Primary Grades, Portland, Oregon

1. It offers a system of effective and economical practice based on the latest and best theory of phonic analysis and word building.
2. It will give excellent results even in the hands of the teacher who lacks training in phonics.
3. It saves the teacher the labor and the time otherwise needed to plan a phonic course to be taught by means of blackboard and card devices.
4. It saves expense of charts and cards ordinarily required to supplement the reading lessons.
5. It gives the children greater independence in their study because they have the books in their own hands. It provides opportunity to the pupils to make up their individual deficiencies, without holding back the rest of the class.
6. It does away with the mechanical reading lesson – the reading of word repetitions without literary interest for the sake of phonic drill. The pupil becomes quick at word recognition, and the reading lesson can be devoted entirely to reading the best literature.
7. It is thorough and simple. Each lesson teaches one new phonic element and only one. There are thus no difficulties on the way, and the pupil steadily gains confidence in himself.

HOUGHTON MIFFLIN COMPANY
BOSTON NEW YORK CHICAGO

This page is an advertisement published in 1919 in the *Teachers' Manual of Silent and Oral Reading* by Emma Miller Bolenius, published by Houghton and Mifflin. The *Teacher's Manual* accompanied *The Boys' and Girls' Readers*.