

Blend Phonics Syllables

Pre-Unit 1: Teach all consonant sounds. For each letter, first go through them 1 time each, saying “B says /b/” (buh, try to say as little of the uh part as possible) Then, go through them again, but have the students say each letter’s sound. Teach the hard sounds of c and g at this point (c ask k and g as /g/ as in go.)

U1. “The vowels are a, e, i, o, u, and sometimes y. When vowels are followed by a consonant, they have their short sound. All the words in this lesson are followed by a consonant, so they have their short sound. The vowel for this lesson is a. Its short sound is /a./ Say “/a/.”

“Now, we’re going to sound out some syllables. The first few syllables are also words. A syllable has one vowel. I’ll tell you the names of the letters as I write each syllable, then we’ll sound out each letter of each syllable, then say the whole syllable.”

AT AM AN AX [write on board, then sound out letter by letter than the whole word.]

“These next syllables are not words. They are parts of words, however.”

AB [write on board, sound out, then say syllable.] Then, say, “This is a part of the words abstract. Syllables make up words. By learning how to break up words into syllables and learning how to sound out syllables, we’ll learn how to easily sound out some really long words. Now, try the rest of these syllables:”

AP ACK [write on board, sound out, then say syllable.] “Most short one-syllable words ending with the k sound are spelled with a ck. This next syllable has a slightly changed sound of short a. That’s another reason for learning syllables. Syllable sounds are the true unbroken sounds that build words. The letter sounds we’ve been learning are just approximations. They change slightly when they are put together to make syllables, but syllable sounds do not change when they are put together to make words.”

AG [write on board, sound out, then say syllable.] “Notice how this has a slightly different sound than the short a sound in the words “at” or “an.”

“Now, we’re going to sound out some 3 letter words. These all have a with its short sound of /a/ because they all end in a consonant. When a syllable or word ends in a consonant, the vowel will have its short sound.”

BAT GAS NAP SAM [write on board, sound out, then say syllable. Say each letter name as you write it. Do one or two words at a time.]

“OK, it’s time to try to spell some words. First, we’ll try one we just wrote. Wait until I say ‘go’ to spell the word. We’ll say the letters all together out loud. The first word is “NAP.” If you’re tired, take a nap. [Wait a few more seconds, then say...] “N A P NAP” “Now, we’ll try two we haven’t seen yet, but you should be able to figure them out by their sounds. Spell ‘AX,’ he cut

the tree with an ax.” [Wait a few more seconds, then say...] “A X AX” “The last word is SAM. The boy’s name is Sam.” [Wait a few more seconds, then say...] “S A M SAM.”

“Now, we’re going to work in our small groups. Each student will take turns reading a line in Unit 1. Start at line 2, we did line 1 on the board. Have each student sound out each sound of each word before they read the whole word, for example, /b/ /a/ /t/ bat. We’ll go for 2 or 3 minutes. Write down the students’ first letter of their first name next to the lines they read. If you get to the end of unit 1, start back at the top, having the students read lines they have not yet read.”

U2. “Our next vowel is i. I says /i/ when it is short and followed by a consonant. All of these i’s have the short sound because they are all followed by a consonant. Now, we’re going to sound out some syllables. The first few syllables are also words. We’ll sound out each letter of each syllable, then say the whole syllable.”

IT IF IN ID “Id is a word that means part of your unconscious mind.”

“These next syllables are not words. The are parts of words, however.”

ICK IB IP ISS IM IX IG [Say each letter name as writing them, write 2 or 3 at once.]

“Most short one-syllable words ending with the k sound are spelled with a ck. Most short one-syllable words ending in an S, F, or L have doubled letters.”

ILL “L changes the sound of the vowel slightly. It is also doubled because S, F, and L usually double at the end of short one-syllable words.

“Sound out each sound and then say each word” [Point at each letter, then the whole word. Say each letter name as writing them] BIB HILL IN VIM “Vim means energy, it’s often used in the phrase ‘vim and vigor.’”

Remember, S, F, and L will usually double at the end of short words. Keep that in mind as we spell some words. Spell “WILL.” I will go to the store. [wait a bit, then W I L L WILL] Follow the same format for the rest, SIT (sit down) KISS (kiss a frog) TIFF (argument)

“It’s small group time again. Start at line 2 of unit 2. We’ll go for 2 minutes.” [After 2 minutes] “Now, we’re going to work on a new book in our small groups. This book is designed to show words of similar shape together. We’ll just read them, you don’t have to say each letter sound first, but be careful! The words are similar, and you still have to sound them out from left to right. Go to the Blend Phonics Reader, page 1, we’re going to work on the Mixed Short Sounds of a & i. If you finish, go back to the top, having each student read lines they haven’t done yet. We’ll go for 2 minutes.”

U3. Now, we’re going to do short o. Short o says “ah.” Sound out these syllables:

ON OFF OX OSS OT OP OCK OB OG OLL “Again, l changes the sound of the o a bit. Also, we normally double F, S, and L, and the k sound at the end of short words is normally spelled with a ck.” [point at letters as you talk about them]

Now, we’ll sound out a few short o “ah” words.” [Write 2 at a time, say letter names as you write them, sound out each then the whole word.]

BOB GOT NOD SOB

“Spelling time. Spell HOG (pig) NOD (nod yes)” [wait a bit, then spell them aloud together]

“Now, we’ll sound out the rest of the unit 3 words starting at line 2. If you finish, go back to the top, choosing new rows for each student.” [2 minutes]

“OK, it’s time to switch to the Blend Phonics Reader. Have each student take turns reading the lines. Do the Mixed Short Sounds of a, i, and o at the top of page 2. [two minutes]

U4. “The short sound of u is “uh.” We’ll now sound out some short u “uh” syllables.”

UP UB UN UM USS UCK UFF ULL “Again, l changes the sound of the u a bit. Also, we normally double F, S, and L, and the k sound at the end of short words is normally spelled with a ck.”

Now, let’s try these short u “uh” words: BUT DUG HUG RUB.

And, some spelling. Remember our doubled letters F, S, and L, and the K sound as CK in short words. Spell MUFF (old fashioned fur hand warmer) FUSS (baby crying) TUG (pull) DUCK (type of bird)

Now, sound out the rest of Unit 5. [2 minutes]

And, the Blend Phonics Reader, page 2, Mixed Short Sounds of a, i, o, u, the middle of page 2.

U5. ED EN EB ET ECK ESS EG ELL “If you look at the last two, you’ll see that both the g in eg and the l in ell change the sound of the vowel. L does this a bit for every vowel, g mainly in eg and ag. Now, we’re going to review all the short vowel sounds:

A E I O U

Now, we’ll review them in some syllables:

AB EB IB OB UB

AT ET IT OT UT

AN EN IN ON UN [write in rows, do one row across at a time, sounding out letter than saying each syllable, at the end read across the whole row “ab, eb, ib, ob, ub”]

We'll try sounding out some short e "eh" words: BELL GET NET TELL "Note again how L changes the sound of the vowel. Keep this in mind as you take turns sounding out the rest of Unit 5. [2 minutes]

"Now, Spelling. Remember that F, S, and L double and that the K sound at the end of short words is usually spelled CK." Spell PET (animal) SELL (for \$) MESS (don't make one!) BECK (beck and call)

Blend Phonics Reader time again, page 3, the Mixed Short Sound of a, i, o, u, and e. [3 minutes]

Syllable division rule: divide between two consonants. BEDROCK NAPKIN [write words, tell them to look at them for a while and figure out where to divide them, after you divide them, you now have 2 simple syllables and just sound each of them out. Draw lines between d and r in bedrock and p and k in napkin, then sound out each syllable, (/b/ /e/ /d/ bed /r/ /o/ /k/ rock "makes bedrock.")

"You get to try some now. Get out your syllable division sheet, Exercise #1. Divide each word on your own. When everyone's done, we'll start taking turns reading the words, each student taking turns on lines."

Bible Reading "You can probably read more words than the words that are on your version, but I have only listed the words that we have learned to sound out correctly from left to right so far. As we go through the lessons, there will be more and more words that you will have learned to sound out."

U6. “We’re going to review the short sounds of the vowels.”

A E I O U. Now, we’ll review them in some syllables.

AB EB IB OB UB

ACK ECK ICK OCK UCK “Short one-syllable words ending in the k sound usually end in ck.”

AN EN IN ON UN

“Consonants that are together are called blends. They keep their sounds, they just blend together. We’ll sound out some syllables, then some words, with consonant blends at the end.”

AND END IND OND UND

ANT ENT INT ONT UNT

AMP EMP IMP OMP UMP

DESK FELT FOND NEXT “Note how L changes the sound of the vowel.”

“Some spelling, spell SEND (send a package), spell QUEST” (journey)

Time for Small Group Work. We’ll work for 3 minutes on Unit 6, start at line 1, sound out each word before reading it. [3 min.]

Now, we’ll try the Blend Phonics Reader for 2 minutes. Turn to page 4, unit 6. We’ll work for 2 or 3 minutes.

Unit 7 – 10. “Now, we’re going to go over some letter teams. When S and H are together, they say ‘sh.’ Let’s try a few S H /sh/ syllables now:”

ASH ESH ISH OSH USH

When T and H are together, they can make two different sounds, but they are very similar. The first (voiced) sound is the sound it makes in than, /th/. The second sound (unvoiced) is the sound it makes is thick, /th/. Your mouth is in the same position for both, for the voiced sound the voice is used, the unvoice sound, only the breath is used, not the voice.)”

“C and H together say /ch./ At the end of a word, the /ch/ sound is usually spelled T C H. The T is silent. We’ll try some C H /ch/ syllables now:

ATCH ETCH ITCH OTCH UTCH

“Now, we’ll do some small group work, page 13, Units 7, 8, and 9. Do one line each from unit 7 and 9, but one word each from unit 8 or there won’t be enough words of each type to go around.” [3 or 4 minutes]

U10. “In words that start with w, the letter A normally sounds like “ah” as in ma or pa instead of the short vowel sound that would be expected. We’ll go over these words in small groups. First,

another letter team: WH. W and H together sound like w. Some people say it slightly differently, as the unvoiced version of W.” “What do you say when you’re giving a speech and you can’t think of what to say?” “Right, uh.” “Your mouth is relaxed when you say ‘uh,’ it’s the easiest sound to make. Some common short words and unaccented syllables in long words will “mush” to the sound of uh. The dictionary calls this a schwa and shows it with an upside-down letter e.” The words what and was [write on board] have vowels that are mushed to the sound of uh. The letters a and o often mush to the sound of uh. The word was is tricky. It also has a s with a z sound. S and Z are very close sounds, they are made with the mouth in the same position. Say /s/. Now, say /z./ Notice how your mouth was in the same position. S is unvoiced, Z is voiced. Voiced uses the voice, unvoiced just uses the breath. In these w and wh words we’re going to look at, w is voiced and wh is unvoiced, although many people pronounce w and wh the same, pronouncing them both voiced.”

“We’ll work on them in our small groups, do unit 10 from Blend Phonics and Unit 10 from the BP Reader. Take turns every few words to make sure everyone has a chance to do some of each type of word.” [2 to 3 minutes]

U11 & 12. “The n in ng and nk has a funny sound, a bit nasally, it sounds like /ng./ It slightly changes the sound of the vowel before it. We’ll try some syllables now to show how this works.” [write ANG ENG ING ONG UNG; ANK ENK INK ONK UNK, sound them out] “ng and nk will also stay together when dividing words, they do not separate.”

Now, we’ll go over them in the BPR. [3 to 4 minutes]

U13. “Consonants that are together are called blends. They keep their sounds, they just blend together. We’ll sound out some words with consonant blends at the beginning.”

SMASH SLAP FROG BRASH STRAP SHRECK PLOP

“Now, we’ll try to spell a few. Spell SLIP (to fall) SWIM (in water), and now a tough one: SHRIMP (seafood)”

“We’ll read a few of these from Unit 13 of Blend Phonics, p. 14” [3 minutes]

“Now, try a few from the blend phonics reader, p. 5” [3 minutes]

“Now, we’ll do the Syllable Division Exercise #2. Divide each word on your own. When everyone’s done, we’ll start taking turns reading the words, each student taking turns on lines.” [5 to 8 minutes]

Bible Reading “As you can see, we’ve learned to sound out a few more words now.”

U14. “Today we’re going to look at long vowels. First, we’ll start with silent e. When a word has an e at the end, it makes the vowel long. The long vowel sound is the same as its name. We’ll try one of each vowel type, then work in small groups for a while.”

MAKE PETE LIME HOPE

CUTE “U is a bit different. It can either say its name, yoo, or after some letters, like L, R, or D (there are also a few others), it will drop its y sound and just say oo. It should just come naturally, the reason the y is dropped is because it’s hard to say after those letters. We’ll try some that have U as oo now:

DUDE LUTE RUBE “Let’s try to say these with a yoo sound to see why it comes naturally which sound to say: “dyood, lyoot, ryooob,” see how hard that was? You’ll naturally say the right sound.”

“Now, we’ll work in our small groups on these long long vowel silent e words, Unit 14 in the Blend Phonics Reader.” If you finish early any time today, you can work on the paired short and long vowels, page 8 in the BPR.

U15. “Look at the words in Unit 15 of Blend Phonics. Most of these words used to have a silent e at the end a long time ago. The silent e was dropped, but their long sound remained. Do you notice any letters that appear often? [wait for reply] All of these words have an O or an I, and most of the have an L or a D. A few of them have T’s.” We’ll sound them out in our small groups, out of the Blend Phonics Reader. It’s easiest to see their pattern in the one we just looked at, but they’re easier to read in the larger font BPR.”

U16. Words and syllables ending in a vowel are also long. We’ll try a few words first, then some syllables.

BE HE NO SHE GO ME SO WE I

“Now, we’re going to learn about some rules for the words a and the. They are both long, but mashed to the schwa sound of uh. The word a is normally mashed to the sound of uh, but will have it’s long sound of A when used for emphasis. A is used before words starting with a consonant, an is used before words starting with a vowel. The is long before words starting with a vowel “THE END,” but mashed to the schwa uh before words starting with a consonant, “THE BAT.”

Now, we’ll do a few syllables:

BA BE BI BO BU

MA ME MI MO MU (In words, MA is pronounced ah as in ma, but in syllables, it’s pronounced ma as in ma-ker.)

Now, a few tougher ones:

SHA SHE SHI SHO SHU
TRA TRE TRI TRO TRU
PLA PLE PLI PLO PLU

U17. Now, we'll do a bit of review. We'll do the paired short and long vowels in the BPR on page 8 for a few minutes, then the Enrichment Review and the Mixed Consonant Blends and Non-Blends on page 9 of the BPR."

U18 – 19. "ar normally says ar. or normally says or. We'll work on these sounds in our small groups, BPR Units 18 & 19."

U20. "er, ir, and ur normally say er. or usually says er after words that start with a w and at the end of words:

WORD DOCTOR

"We'll word on these out of the uppercase, smaller print Blend Phonics, it's easier to see the pattern of how this words in that layout. Do U20 in the BPR, making sure each student gets to do at least a few words of each type."

Review: Long vowel syllables:

"Now, we're going to review some long vowel syllables before we do our syllable division exercise."

DA DE DI DO DU
FA FE FI FO FU
BRA BRE BRI BRO BRU
FLA FLE FLI FLO FLU

Here's our next syllable division rule: words will divide before one consonant, making the vowel long. We'll try a few now to see how it works:

BAKER
MAKER
TIGER
OPEN
ELATE

Now, we get to do our next syllable division exercise, #3. Don't do #4 yet! Just do the top one. Divide them up on your own first, then take turns reading the lines.

OK, soon you get to try #4. First, I'll show you how it works, two ways of looking at this rule:

BATTER BATER [draw lines] "Divide between 2 consonants, divide before 1 consonant."
Another way of looking at this is: 2 consonants, short vowel, 1 consonant, long vowel. I'll divide up another to show you that it also works when the two consonants are different:

LANTERN LATER

Now, do syllable division exercise #4. Divide them up on your own first, then take turns reading them.

U21. “First, we’re going to do a quick review of how to figure out if a word has a short or long vowel.” COTTON MOTOR DENTIST DEFER. 2 ways—divide between 2 consonants, if 1 consonant, divide before consonant. Also, another way of looking at this rule is: 2 consonants, short sound, 1 consonant, long sound. This 2nd way of looking at this rule is helpful for spelling. If I want a short sound, I need 2 consonants. How many consonants for matter? Right, 2. How many consonants for Mater? Right, 1. Now, you try spelling a word. Spell DINNER. Right, 2 consonants, short sound. Now, try DINER. Good, 1 consonant, long sound.”

Now, we’re going to move on to some other ways to spell the long vowel sounds. We’ll start with long a. Look at Unit 21 in your small print uppercase BP. How is long a spelled within the word? Right, it’s spelled ai. How about at the end of the word? Right, ay. We’ll sound out a few up here and then spell one of each kind.

SAIL MAIN SAY PRAY “ai within the word, ay at the end.”

Spell: WAIT (wait a minute) PLAY (play games)

Now, we’ll take turns reading them from the BPR, Unit 21.

U22. “Long e is normally spelled with 2 e’s, ee. Only a few words, such as Pete and mete, have a silent e. We’ll read a few and then do U22 from the BPR.”

SEE BEET

“Now, we’re going to do the c syllables. They’re tough, so we’re going to get a head start before we learn about c as s in unit 37. Remember, syllables ending in a vowel will have a long sound. The rule for c is that it is pronounced as an s “sss” before e, i, and y, and as a k “kuh” before all other letters. First, I’ll write the c syllables with a hint above the letters, then we’ll try them without the hints. [they should be pronounced kay, see, sigh, koe, coo, sigh; skay, see, sigh, skoe, skoo, sigh.] Write them on the board like this:

^KCA ^SCE ^SCI ^KCO ^KCU ^SCY

^KSCA ^SSCE ^SSCI ^KSCO ^KSCU ^SSCY

[First, have them sound out each letter, then the whole syllable. Then, have them read each line across. Then, erase the hints from the top and have them try each line across again.]

U23. “Long e can also be spelled ea. We’re going to look at ea in this unit. Most of the time (67%), it says long e. However, it can also say short e (32%) and a few words, like steak, it says long a. Let’s work on these sound of ea in our small groups now, U23 in the BPR.”

U24. “The letters ie in a short word say long i. The letters ie in a long word usually say long e. If you look at those words, you might say, wait, some of them are the same length! Well, any on the first list that are more than 3 letters came from a 3 letter word—for example, cried comes from the 3 letter word cry. All the words on the first list are either short or come from a short word. We’ll work on ie in our small groups now, U24 in the BPR.”

U25. “Y when it is a vowel acts as an I. At the end of a syllable, it will have the long i sound, just like i at the end of a word or a syllable. However, when it is at the end of a long word and the y is not accented, it will have a long e sound. We’ll try these y words now, U25 in the BPR.”

U26. “Long o is normally spelled with an oa within the word and an oe at the end.

COAT TOE

Now, we’ll spell a few, remember, oa within the word, oe at the end.
Spell LOAD (carry a load) FOE (enemy)

Great! Now, we’ll sound out these long o words, U26 in the BPR.”

U27. “The letters ow can also make the long o sound. However, they sometimes say ou as in owl. There is not a great way to tell the difference, normally, but here the first group is sounded as long o and the second group makes the sound of ou. If you come across an ow word in real life, try ou first and if that doesn’t work, try long o. Let’s sound out these nicely arranged ones here now, U27 in the BPR.”

Now, we’re going to do syllable division exercise #5. Don’t do #6, we’ll do that later, just do the top one, exercise #5. Divide them up on your own first, then take turns reading them.

U28. “We looked at ow last time, it also says ou. This time we’re going to look at ou as ou. ou says ou within the word, and ow says ou within the word or at the end of the word. ou cannot be used at the end of the word. We’ll try a few now.

OUT FOUL DOWN HOW [ow can be within the word or at the end, ou cannot be at the end.]

Now, spell a few, remembering that the ou sound at the end of a word will be spelled ow.

Spell SOUND PLOW

ou normally (81% of the time) says ou, but there are a few exceptions. It says long o as in soul 11% of the time and long oo as in you or soup 8% of the time. It also says short oo in a few words like could and should and would. While this happens only 1% of the time, these are very common words that you see often when you’re reading.

So, now you can work from the blend phonics reader, do U28.

U29. “oi and oy say oi. oi says oi within the word, oy at the end of a word”

BOIL COIN PLOY ROY

Now, we’ll spell one of each type. Remember, oi within the word, oy at the end.

Spell FOIL TROY

Time to work out of the BPR. Do U29.

“Now, we’re going to do the c syllables. They’re tough, so we’re going to do them every time until the end. Remember, syllables ending in a vowel will have a long sound. The rule for c is that it is pronounced as an s “sss” before e, i, and y, and as a k “kuh” before all other letters. First, I’ll write the c syllables with a hint above the letters, then we’ll try them without the hints. [they should be pronounced kay, see, sigh, koe, coo, sigh; skay, see, sigh, skoe, skoo, sigh.] Write them on the board like this:

^KCA ^SCE ^SCI ^KCO ^KCU ^SCY
^KSCA ^SSCE ^SSCI ^KSCO ^KSCU ^SSCY

[First, have them sound out each letter, then the whole syllable. Then, have them read each line across. Then, erase the hints from the top and have them try each line across again.]

U30. oo can have a long or short sound. It has its long sound more often. We’ll look at a few here and then work on the out of the BPR.

SOON POOL

Now, do U30 in the BPR.

U31. oo also can have a short sound, but this happens less often and usually before just a few letters. Look at U31. Do you see any letters that follow short oo often? Right, the most common are k, t, and d. We’ll sound out a few and then work on the in our small groups.

HOOD SHOOK

Time for the BPR, U31.

U32. The sound of au is spelled with au within the word. At the end of a word, it will be spelled with an aw. However, aw can also be used within a word.

We’ll try a few and spell a few then work out of the BPR in our small groups.

AUTUMN HAWK CLAW

Spell FAUN SAW

Now, do the au sounds in the BPR, unit 32.

U33. “This unit, we’re going to look at the sound a makes in all. This sound is usually spelled with two L’s, but it can sometimes be spelled with one L. An a before one L usually say short a, but a bit modified by the L, saying al as in pal. These al words we’ll be looking at now say all.”

Let’s try a few all and al words as all:

ALL BALL ALSO

Now, try to spell CALL.

Good! Let’s work on these out of the BPR.

U34. This unit, we’re going to look at long u spelled with ew or ue. We’ll read a few now:

BLEW BLUE

Now, we’ll read some, Unit 34 in the BPR.

U35. Unaccented syllables are often mushed to the schwa sound of uh. You may have seen this sound shown in the dictionary as an upside-down e. Unaccented syllables are especially likely to schwa to u with words beginning with an a.

Let’s try a few, then we’ll read them in our groups.

ALIKE APART

Now, we’ll read them in our groups, BPR U35.

U36. The vowel u slightly changes its sound when it is before a l. It says ull. It can also be spelled ul. The letter u also occasionally says short oo in a few words like put and push. Let’s try these ull words and a few words with u sounding as short oo now, BPR unit 36.

U37. C sounds like S “sss” before e, i, and y. Before all other letters (that’s basically a, o, u, l, and r), it will sound like a K “kuh.” We’ll go over our C syllables again, then a few words, then work from the BPR on words with c as a s sound in BPR U37. This sound is sometimes called the “soft” sound of c.

^KCA ^SCE ^SCI ^KCO ^KCU ^SCY

^KSCA ^SSCE ^SSCI ^KSCO ^KSCU ^SSCY

[Have them read each line across. Then, erase the hints from the top and have them try each line across again.]

Now, we'll try a few words with C.

CAT CINCH COB CELL CRAB NICE

Now, let's try U37 in the BPR.

Now, we'll do syllable division exercise #6. Divide them up on your own first, then take turns reading them.

U38. Now, we'll try the G syllables. They work just like the S syllables. The G says j /j/ before i, e, or y.

^GGA ^JGE ^JGI ^GGO ^GGU ^JGY

[First, have them sound out each letter, then the whole syllable. Then, have them read each line across. Then, erase the hints from the top and have them try each line across again.]

English words will not end in a j. Therefore, a g is used, followed by an e to keep the g soft with its j sound. Long vowel words will end in ge. For words with a short vowel, a d is added before the g to keep the vowel short. (2 consonants, short vowel: 1 consonant, long vowel.)

We'll try some words with a g as j now, do U38 in the BPR.

U39. The letters gh in igh are not actually silent. They are a group of letters working together to make the long i sound. We'll try some words with igh as long i. Also, some words have gh at the end of the word as f /f/. Only a few words have gh as f /f/, and this only happens at the end of a word.

U40. The letter team kn is pronounced with the k silent, the letter team wr is pronounced with the w silent, and the letter team mb is pronounced with the b silent. The letters b and t are sometimes silent. The letter L is not exactly silent, it changes the sound of the vowel. We'll try some of these words in our groups now, U40 in the BPR.

U41 – 42. The letters s and z are consonant pairs. They are pronounced with the mouth in the same position. The letter s often has its z sound, especially at the end of a word. When the letters p and h are together, they make the sound of f /f/. We'll try some s as z words and ph as f words now, do Units 41 and 42 in the BPR.

U43. Both le and el are pronounced “ul.” Words ending in le divide 1 letter before le, words ending in el divide directly before el. The endings tion and sion are pronounced “shun.” The i in tion and sion is pronounced as a y, and the o is mashed to a schwa u. Try saying tyun and syun fast. [Write tyun and syun on the board.] What do they sound like? Right, shun. Now, we’ll try some words with le, tion, and sion endings, do U43 in the BPR.

We’re going to review the C syllables and some C words.

^KCA ^SCE ^SCI ^KCO ^KCU ^SCY

^KSCA ^SSCE ^SSCI ^KSCO ^KSCU ^SSCY

[Have them read each line across. Then, erase the hints from the top and have them try each line across again.]

Now, we’ll try a few words with C.

CEASE CREASE
CAST CYST
CITY CELL KELL
CRIB CLASS
CITE COAT

These we have to divide into syllables and figure out which c sound to use:

CANCER CIRCA CIRCLE CIRCLET CIRCUS CISCO CYCLE CYCLIC CYCLONE

Great Job! Now that you did those, we’re going to do some syllable division exercises on our own, some c words, and also el and le. Do syllable division exercises 7 and 8. Divide them up on your own first before taking turns reading them.

U44. This is our last unit in Blend Phonics! This completes basic phonics. We’ll move on to advanced phonics, then the PhD level—Webster’s Speller. Don’t worry, though, it’s easy once you get used to it and will teach you how to sound out any word you see—Webster makes it easy to sound out even 5 and 6 syllable words.

The letters ed at the end will be pronounced like the name “Ed” after a d or a t. Otherwise, ed will be pronounced “d” or “t” with no vowel sound for the e. (d and t are also consonant pairs.) We’ll do some ed words now. They are grouped by type, do U44 in the BPR.

Extra Rules

Vowel teams that don’t make a sound on their own divide between vowels. Also, some Latin words divide between 2 vowels that normally make another sound. Look at the syllable division

chart. (The chart is at the bottom of the sheet titled “Syllable Division Rules.”) The vowels that normally don’t make a sound and will divide between them are in lowercase and underlined. We’ll do a syllable division exercise with vowels that divide, divide them up on your own before reading them, do syllable division exercise # 9.

The letters wh normally are a letter team that makes the sound of w (or, in some regions, its unvoiced consonant pair sound of wh) However, before o, it often makes the sound of h. We’ll try a few on the board now.

WHAT WHEN WHITE WHOSE
WHICH WHERE WHY WHOLE

For these next few rules, follow along on your card that says “Extra rules 2.” We’ll read the words at the end aloud together [bolded words.] We’re starting with the second line, we already did wh.

The letter team gh usually says g, and the letter team gn usually says n:
ghost, spaghetti; gnat sign

The letter h is often silent at the beginning of words: **honor, herb**

Longer words ending in a k sound are usually spelled with a single c: **music, celiac, republic**
(review: short words ending in a k sound are usually spelled with a ck: **duck, pick, lack**
and with another consonant sound before the k sound, spelled with a k: **dark, think, perk**

Now, we’ll go prefixes and suffixes. Pre means before. A prefix is something before a root word. A suffix is something after a root word. Words will divide before prefixes and after suffixes. Some of the most common prefixes and suffixes are written on the card. Now, we’ll do a syllable division exercise with words that divide after prefixes and before suffixes, do syllable division exercise #10. Divide them up on your own before reading them.

Now, take out your Extra rules #3 card. We’ll read over it together and try the bolded words together.

The letters ei normally say long a as in rein. After a c, they say long e as in receipt. They also sometimes just say long e as in neither. It sometimes says short i as in forfeit or long i as in feisty.

long a (66%) **rein** After c: long e **receipt** long e (9%) **neither**
short i (13%) **forfeit** long i (12%) **feisty**

ear followed by a consonant usually (61% of the time) says “er” as in earl but sometimes says “ar” as

in heart (39% of the time): er (61%) **earth earn** ar (39%) **heart hearth**

ear at the end of a word or syllable usually says “eer” as in fear (79% of the time) but sometimes says

“air” as in bear (21% of the time): eer (79%) **fear appear** air (21%) **bear swear**

ere usually (93% of the time) says eer as in here, but sometimes (7% of the time) says air as in there:

eer (93%) **here mere** air (7%) **there where**

Words in English will not end in v, so words with ve at the end may be either short or long:
give, live, have (Live can be pronounced either long or short depending on its usage.)

That's enough rules for a while! Let's do some work, we'll review some syllables on the board and then do syllable division exercise #11.

^KCA ^SCE ^SCI ^KCO ^KCU ^SCY

^KSCA ^SSCE ^SSCI ^KSCO ^KSCU ^SSCY

MA ME MI MO MU MY
AB EB IB OB UB
SLA SLE SLI SLO SLU SLY
AST EST IST OST UST

Syllable division exercise #11 is a review of all the syllable division rules we have learned so far, so be careful and take your time. It's more important to do it right than to do it fast. Do Syllable Division Exercise #11, dividing them up on your own first before reading them.

Important Exceptions

Now, we're going to look at some exceptions. While English doesn't have as many exceptions as its critics would lead you to believe, there are a few. However, they generally fall into a few simple patterns and most of them have a reason. We'll read over your "Important exceptions" card together, saying the bolded words aloud together.

A few words with a u after the s are pronounced with s as sh: **sugar, sure**

Words with one vowel mashed to the schwa sound of uh (occurs especially often in words that begin with a or with the letter o followed by m, n, or v):

again, about, around, away, what, from, come, some, done, love

[If you wish, you can draw a messy cursive or italic frum, cume, dume, and luv to show why they are now spelled with an o but pronounced with a short u sound. According to Hanna, in *Spelling, Structure and Strategies*, "During the Middle English period, a certain type of angular writing was in vogue which resulted in some ambiguity for the reader when *u* was followed by an *m, n, or u* (sometimes written *v* or *w*.) Consequently, scribes replaced the *u* with *o*, and that spelling is retained in some words used today"]

Words with consonant pair substitutions (z sound for s, v sound for f).

as, has, is, his, was, use, does, of (does & was also have the vowel sound mushed to uh)

These words have 1 vowel sound off from their expected sound, oo as in moo instead of long o:

to, do, who More words vowel one sound off:

because, been, could, pretty, said, shall, you; never, seven, upon, only

The or in wor is normally pronounced er as in her, the a in words starting with wa is pronounced ah as in saw, and the ar sound in words like warm is pronounced like or in for.

word, work, worth; want, wash; warm, ward, war

Great Job! You've now learned advanced phonics. Now, we're off to the Ph.D Level, Webster's Speller.

Get out your Webster's Speller Rules card. We'll read over it together, saying the bolded words aloud in unison. Then, we'll do our Webster's Speller page together before we work on Webster's Speller in our groups.

Webster's Speller Rules

Unaccented syllables are often mushed to the schwa sound of uh. This is especially common at the end of words. However, e's often mush to short i: **rur-al fill-et** (pronounced rurul and fillit)

When the last syllable is accented, the sounds will not schwa: **com-pel, la-ment**
(accented syllables underlined)

The letter u is already a relaxed sound, so it is already mushed! The letter i usually holds its sound, or at least some of its sound. The letters o and a are most likely to "mush" to a schwa uh sound.

(as noted above, e's will generally mush to a short i if they schwa, especially at the end)

At the end of a word, the letter y will have its normal long i sound when it is accented, but will have a long e sound in an unaccented syllable (accented syllables underlined):

de-ny, mis-ap-ply; cru-el-ty

Great! Now, we're ready to tackle some more multi-syllable words, get out your paper titled "Webster Excerpts." We'll review some syllables before we do words with syllables.

^K ^S ^S ^K ^K ^S
CA CE CI CO CU CY

^K ^S ^S ^K ^K ^S
SCA SCE SCI SCO SCU SCY

BLA BLE BLI BLO BLU BLY
AM EM IM OM UM

We'll start with 2 syllable words, but we'll do 5 syllable words by the end! It'll take a while to get there working through the speller in your groups, so we want to see what it's like to be able to read such tough words on your own with the help of Webster's syllable divisions. The bolded syllables are accented. The unaccented syllables are likely to mush to a schwa u, especially at the end in in unaccented syllables ending in o and a.

Read over line 1 on your own, then we'll read it together. Look up when you're finished so we'll know when most of you are ready. [Remind them to be quiet if need be. Wait about 30 seconds or until most of the students have finished.] OK, Line 1, "baker, glory..."

Now, read over line 2 on your own, then we'll read it together. Look up when you're finished so we'll know when most of you are ready. [Remind them to be quiet if need be. Wait about 30 seconds or until most of the students have finished.] OK, Line 2, "dial, pliant..."

[Repeat until finished. If the class has many young or struggling students, remind them before the 3, 4, and 5 syllable words that it may take a while to figure them out, but they will eventually get it with more one-on-one and small group work and repetition.]

[If a student struggles with a syllable that is in the syllabary, take out the one page syllabary and have them read that whole line, then the syllable they are having trouble with in the syllabary, then they same syllable in the word again. For example, if a student had trouble with glo in glory, have them read "gla gle gli glo glu gly, then point at glo and have them say glo again, then point at glo in glo-ry.]

Now, we'll work on Webster's Speller on our own in small groups.

[At first, have all students try a few lines from 2 syllable words and then a few lines from 3 syllable words. Students not capable of moving to 3 syllable words can keep working with 2 syllable words, after tables full of them, they should be ready to move on. Students capable of doing longer words benefit from doing a bit of both each lesson. Also, when students that were not originally capable of doing 3 syllable words move on to 3 syllable words, they may need to alternate with a bit of blend phonics and/or 2 syllable word review so that they do not get too fatigued.]