

Syllables Spell Success

Lesson 1

Welcome to Syllables Spell Success. These lessons are provided by 40L as part of our mission to transform lives by improving educational foundations.

Learning to read with phonics is better for your brain according to recent brain research, which showed that the brains of good readers sounded out words by sound, not by sight, very fast in parallel. If you learned more than a dozen sight words or have more than a 10% slowdown on the MWIA¹, use the nonsense word documents instead of documents with regular words to help re-train your brain. See 40L's sight word page for more information about how and why to learn sight words with phonics.²

This lesson, we're going to start retraining our brain with the short vowels.

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 first vowel we'll look at 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. To help re-train our brain, we're going to concentration on sounding out every sound, one sound at a time, from left to right.

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

We're going to move fast in this series—you can use these charts to help if you forget some of the sounds while you're learning to re-train your brain. There are color and black and white versions available, and cards for younger students to help build words as they learn. There is also a version for older students with clip art and boring pictures. They are arranged in sound order, not alphabetical order.³

"These next syllables are not words. The 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, a few more syllables:"

¹ Link to the MWIA and other reading grade level and diagnostic tests:

<http://www.thephonicspage.org/On%20Reading/readinggradeleve.html>

² Link to 40L's sight word page: <http://www.thephonicspage.org/On%20Reading/sightwords.html>

³ Link to 40L's vowel and consonant charts and cards:

<http://www.thephonicspage.org/On%20Reading/Resources/40LChartsCombined.pdf>

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 true atoms of building 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.”⁴

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 have the letter vowel 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.”

NAP SAM [write on board, sound out, then say syllable. Say each letter name as you write it.]

“OK, it’s time to try to spell some words. You spell with letter names and read with letter sounds. 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 one 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”

“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. They are parts of words, however.”

ICK ISS IM IX ILL [Say each letter name as writing them.]

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

“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.’”

⁴ For more help with blending, see 40L’s blending page:
<http://www.thephonicspage.org/On%20Reading/blendingwords.html>

Now we're going to work in small groups. Get out Blend Phonics, we're going to work on the Mixed Short Sounds of a & i. Keep your Blend Phonics open and ready to go throughout this lesson. We'll go for 1 minute.

---Blend Phonics Reader, page 1, unit 2 pt 2, short sound a & i, small group work, 1 min---
(Alternate Blend Phonics Nonsense Words, BPN, unit 2 page 1)

Now, we're going to do more short vowel sounds. Sound out these syllables and words:

ON OFF OX TOP [short o says o]

HUG RUB UP UN [short u says u]

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

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"]

"Now, Spelling. Remember that F, S, and L double and that the K sound at the end of short words is usually spelled CK." Listen and think about which of these words will double the final consonant and how to spell the final K sound. **PET** (animal) **MUFF** (old fashioned fur hand warmer) **SELL** (for \$) **MESS** (don't make one!) **TUG** (pull) **DUCK** (type of bird)

Next, a Syllable division rule: divide between two consonants. If you have trouble figuring out where to divide the word, mark the vowels with an X. Then, the two consonants in the middle will stand out better, draw a line between them. **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.") Syllables that end in a consonant have a short vowel sound.

"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." Keep your Syllable Division Exercises open and ready to go after this exercise.

---Syllable Division Exercise #1, page 1A, small group work, 2 min---
(Alternate Syllable Division with some Nonsense Words, SDN, page 1)

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

“These consonant groups 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

AMP EMP IMP OMP UMP

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

Now, we’ll try Blend Phonics for a bit.

---Blend Phonics Reader, page 4, unit 6 (BPN pg. 1) small group work, 2 min---

“Next, we’re going to go over some letter teams. The first is SH. 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 unvoiced sound, only the breath is used, not the voice.)” [show voiced and unvoiced TH on 40L’s vowel and consonant charts.]

“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, Blend Phonics Reader page 4, Units 7, 8, and 9. Do one word each from unit 8 or there won’t be enough words of each type to go around.”

---Blend Phonics Reader, page 4, units 7 – 9 (BPN pg. 1) small group work, 2 min---

“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. “What do you say when 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. [write a schwa or short u above the vowels in what and was.] The word “was” is tricky. It also has a s with a z sound. S and Z are very close sounds, they are voiced and unvoiced pairs.

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.”

“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.”

“These consonants are called blends. They keep their sounds, they just blend together. We’ll sound out some words with consonant blends at the beginning. Sound out every sound from left to right”

SMASH SLIP STRAP SHRECK FROG PLOP

“Now, try a few word types from the Blend Phonics.”

---Blend Phonics Reader, pg. 5 - 6, units 10 – 13 (BPN pg. 1 – 2) small group work, 2 min---

You divide between blends. This means that consonants that blend will stay together and you will divide between the blended letters and another letter. Again, marking the vowels with an x may help you see where the consonants in the middle are. In this first word, LIPSTICK, the letters S and T blend together, and you divide between the P and the blend ST. In this next word, LANDFILL, the letters N and D blend together and you divide between the D and the F, the D is part of the blend ND.

“Now, we’ll do the Syllable Division Exercise #2. Divide each word on your own. Words will divide between blends like the blends in the words we just read. When everyone’s divided a few, we’ll start taking turns reading the words, with each student taking turns.”

---Syllable Division Exercise #2, page 1A (SDN pg. 1) small group work, 3 min---

Games or short break.

--Phonics concentration game with all consonants and short vowels, BP cards up to lesson 13.

--Finish with magnetic letter game.

Thanks for watching. For more phonics information in between lessons, go to thephonicspage.org, 40L also has a YouTube page with more fun phonics videos, it’s linked from thephonicspage.org.

Lesson 2

Welcome back to Syllables Spell Success. These lessons are provided by 40L as part of our mission to transform lives by improving educational foundations.

“This lesson we’re going to focus on long vowels. 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.

MAKE PETE LIME HOPE

CUTE MULE “U is a bit different. It can either say its name, yoo, or after some letters, like L, R, or D, 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. The first two say yoo. We’ll try some that have U as oo now:

DUDE LUTE RULE “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, if you need extra help learning when to say each type of sound, you can look at the last page of the spelling rules for help, page 7B”

“Now, we’ll work in our small groups on these long vowel silent e words, Unit 14 in the Blend Phonics. Make sure to do at least 2 different vowel sounds from page 7 and one line of the mixed vowel sounds from page 8 with each student.”

---Blend Phonics Reader, pages 7 - 8, unit 14 (BPN p. 2) small group work, 3 min---

“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.”

Words and syllables ending in a vowel are also long.

BE HE SHE NO GO SO WE ME 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, they end in a vowel so they are long.

BA BE BI BO BU

MA ME MI MO MU (In short words, A is pronounced ah as in ma or pa, but in syllables, it's pronounced A as in ma-ker or ba-ker.)

Now, a few tougher ones:

SHA SHE SHI SHO SHU
TRA TRE TRI TRO TRU

Now, we'll do a bit of Blend Phonics, do a few words of each type with each student.

---Blend Phonics, page 9, units 15 – 17 (BPN page 2) small group work, 2 min---

It is time to try to spell a pair of words. Spell hop, then hope. [HOP HOPE]

“ar normally says ar. or normally says or.

“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

“Time for Blend Phonics, making sure each student gets to do at least a few words of each type.”

---Blend Phonics, page 11, units 18 – 20 (BPN p. 2-3) small group work, 2 min---

Review: Long vowel syllables:

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

FA FE FI FO FU
BRA BRE BRI BRO BRU

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 [works the same even when there is just a vowel before the consonant]

Now, we get to do our next syllable division exercise, #3. Don't do #4 yet, but keep them ready for later! Divide a few of them up on your own first, then take turns reading the words.

---Syllable Division Exercise #3, page 1B (SDN page 1) small group work, 3 min---

“See how the syllables compare and contrast, ending in consonant, short vowel, ending in vowel, long vowel sound:”

AM EM IM OM UM
MA ME MI MO MU

Now, I'll show you how it works in longer words divided into syllables, 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.

---Syllable Division Exercise #4, page 1B (SDN page 1) small group work, 4 min---

Now that we have learned the difference between the two for reading, we're going to work on how these 2 syllable division rules work for spelling. First, we will try to spell dinner and diner together. First, we write din. [DIN] What do we need to do to keep the vowel short when we add the er sound? We need to add another consonant so that we can divide between the consonants, so we add [NER] [DIN-NER]. To make DINER, we need to keep the vowel long, so we divide before a single vowel, we need one N to keep the vowel long. [DI-NER] It may look like the e in dine is keeping the I long, but remember, this rule also works for words like [MOTOR]. Now, you try spelling a pair, first spell hopping, then spell hoping. [HOPPING, HOPING.] Hopping, 2 consonants, short vowel, divide between. Hoping, 1 consonant, long vowel, divide before.

Games or short break.

--Phonics concentration game with Blend Phonics cards up to lesson 20.

--Finish with magnetic letter game

Thanks for watching. For more phonics information in between lessons, go to www.thephonicspage.org.

Lesson 3

Welcome back to Syllables Spell Success. These lessons are provided by 40L as part of our mission to transform lives by improving educational foundations.

This lesson, we're going to cover vowel teams and ending Y.

"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 BPR. 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) "Good job, ai within the word, ay at the end."

Long e is normally spelled with 2 e's, ee. Only a few words, such as Pete and mete, have a silent e.

[Read from board] SEE BEET

Time for Blend Phonics. HAVE STUDENTS KEEP BLEND PHONICS OPEN AND READY TO GO!!

---Blend Phonics Reader, page 12, units 21 & 22 (BPN p. 3) small group work, 2 min---

"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, with Y stealing the sound of I. 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

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

[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.]

“Long e can also be spelled ea. We’re going to look at ea in this unit. Here is a spelling rules card page 2B, the rules are for reference, not to memorize. Most of the time (67%), it says long e as in seat. However, it can also say short e as in bread (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 Blend Phonics”

---Blend Phonics Reader, page 12, unit 23 (BPN p. 3) small group work, 1 min---

“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, Blend Phonics.” [same spelling rules card]

---Blend Phonics Reader, page 12, unit 24 (BPN p. 3) small group work, 1 min---

“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. Now, we will sound some syllables.

BA BE BI BO BU BY
RA RE RI RO RU RY

However, when it is at the end of a long word and the y is not accented, it will have a long e sound as in shady. We’ll try some y words now, from Blend Phonics.

---Blend Phonics Reader, page 13, unit 25 (BPN p. 3) small group work, 2 min---

“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)

“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 as in NOW or COW and if that doesn’t work, try long o as in ROW or SNOW. Let’s do U26 and U27 in Blend Phonics”

---Blend Phonics Reader, pages 13-14 unit 26 & 27 (BPN p. 3-4) small group work, 2 min---

Now, we're going to do syllable division exercise #5. It is syllable division between words. This is the easiest syllable division to figure out, you just look for words and divide before and after words. You can see how it works with these words: RAILWAY, RAIL-WAY; OUTSIDE, OUT-SIDE. Divide a few up on your own first, then take turns reading them.

---Syllable Division Exercise #5, page 2A (SDN page 1) small group work, 3 min---

“We looked at ow before, 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.

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

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 Blend Phonics.

---Blend Phonics Reader, page 14 units 28 & 29 (BPN p. 4) small group work, 2 min---

Games or short break.

--Phonics concentration game with Blend Phonics cards up to lesson 29.

--Finish with magnetic letter game

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Lesson 4

Welcome back to Syllables Spell Success. These lessons are provided by 40L as part of our mission to transform lives by improving educational foundations.

This lesson, we're going to cover some additional phonics sounds, mainly two letter vowels and g as soft j.

“Now, we're going to review 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.]

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

oo also can have a short sound, but this happens less often and usually before just a few letters. Look at U31 on page 15. Do you see any letters that follow short oo often? [Give them a bit to look] Right, the most common are k, d, and t. We'll sound out a few and then work on the in our small groups.

HOOD SHOOK

Time for Blend Phonics.

---Blend Phonics Reader, pages 14 -15, units 30 – 31 (BPN p. 4) small group work, 2 min---

The sound of au is spelled with au or aw, au can only be used within the word, native English words don't end in a u. At the end of a word, it will be spelled with an aw. However, aw can also be used within a word.

AUTUMN HAWK CLAW

Spell FAUN SAW

“Now, 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. Did you remember that F, L, and S often double in short, 1-syllable words?

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

BLEW BLUE

Now, we’ll hit the books, Units 31 - 34 in Blend Phonics.

---Blend Phonics Reader, page 15 units 32 – 34 (BPN p. 4) small group work, 2 min---

Unaccented syllables are often mashed 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 in words beginning with an a.

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

ALIKE APART

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. We’ll read from Blend Phonics now.

---Blend Phonics Reader, page 16 units 35 – 36 (BPN p. 4) small group work, 2 min---

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, Blend Phonics.

---Blend Phonics Reader, page 16 unit 37 (BPN p. 5) small group work, 2 min---

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

---Syllable Division Exercise #6, page 2A (SDN p. 1) small group work, 3 min---

Now, we'll try the G syllables. They work just like the C syllables. The G says j /j/ before i, e, or y and hard g, /g/ before the rest.

^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.)

Unlike C, G has a few exceptions in some common words with g as j before an E, I, or Y as in girl or get. We'll try some words with a g as j now from Blend Phonics.

---Blend Phonics Reader, page 16 unit 38 (BPN p. 5) small group work, 2 min---

Games or short break.

--Phonics concentration game with Blend Phonics cards up to lesson 38.

--Finish with magnetic letter game

Thanks for watching. For more phonics information in between lessons, go to www.thephonicspage.org.

Lesson 5

Welcome back to Syllables Spell Success. These lessons are provided by 40L as part of our mission to transform lives by improving educational foundations.

This lesson, we're going to cover a few more sounds.

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.

HIGH LIGHT

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.

We will now do some igh as long i words and also a few words with gh at the end as f, but they are common words, so you need to learn it.

---Blend Phonics Reader, page 17 unit 39 (BPN p. 5) small group work, 2 min---

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.

---Blend Phonics Reader, page 17 unit 40 (BPN p. 5) small group work, 2 min---

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.

---Blend Phonics Reader, page 17 units 41 – 42 (BPN p. 5) small group work, 2 min---

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
CRIB CLASS; CITE COAT

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

Great Job! Now that we did those, we're going to do some syllable division exercises on our own, some c words, do syllable division exercises 7.

---Syllable Division Exercise #7, page 2B (SDN p. 2) small group work, 3 min---

Both le and el are pronounced "ul." 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 above tion and sion on the board.] What do they sound like? Right, shun.

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 from Blend Phonics. They are grouped by type, make sure each student does at least one word of each type.

---Blend Phonics Reader, page 18 units 43 - 44 (BPN p. 5-6) small group work, 3 min---

The endings el and le both make the same sound, "ul," but they divide differently. Words ending in le divide 1 letter before le, but words ending in el will divide directly before the el. We'll try a few and then you will divide them on your own.

BATTLE CABLE GRAVEL MODEL

Make sure you divide them before trying to sound them out, they are trickier than they look! Do syllable division exercise 8 now. Make sure each student does at least one of each type.

---Syllable Division Exercise #8, page 2B (SDN p. 2) small group work, 2 min---

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. Here is a quick preview from 40L's YouTube video "Webster: The Secret Power of Schwa."

Games or short break.

--Phonics concentration game with all cards.

--Finish with magnetic letter game

Thanks for watching. For more phonics information in between lessons, go to thephonicspage.org. 40L's YouTube videos are linked from there, too.

Lesson 6

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 red 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.

---Syllable Division Exercise #9, page 3A (SDN page 2) small group work, 3 min---

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

WHAT WHEN WHERE WHY WHICH
WHO 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 after prefixes and before 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.

---Syllable Division Exercise #10, page 3A (SDN p. 2) small group work, 2 min---

Now, take out your Extra rules #3 card. We'll read over it together and try the bolded words together. These rules are not to be memorized, just to help you be aware of some spelling patterns and percentages, percentages are listed on the cards.

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.

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

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

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.

---Syllable Division Exercise #11, page 3B (SDN page 2) small group work, 3 min---

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 luvu to show why they are now spelled with an o but pronounced with a short u sound. Students like to be told mby a teacher to try to write messy on purpose! 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, of also have the vowel schwa to uh)

The consonants are pretty constant, but vowels sometimes schwa or have a different sound than expected.

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

Often, the vowel change is a slight relaxation of the vowel, not quite a schwa but in the general direction of easier and faster to say, for example, SAY-D, SAID; BEE-N; BEEN

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.

BLA BLE BLI BLO BLU BLY
AM EM IM OM UM

We'll start with 2 syllable words this lesson, but we'll all do at least a few 5 syllable words by the end! The bolded syllables are accented. The unaccented syllables are likely to mush to a schwa sound, usually uh, especially at the end in unaccented syllables ending in o and a. Unaccented y at the end is pronounced long E. Since this entire table is accented on the first syllable, all the ending y's will be unaccented and will say long E, and many of the ending vowels will schwa, especially ending –AL as in **tri**-al. I'll show you a few now.

[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.

---Webster's Speller Excerpts, Table 26, page 10, 5 min---

Games or short break.

--Phonics concentration game with all cards.

--Finish with magnetic letter game

Thanks for watching. For more phonics information in between lessons, go to thephonicspage.

Lesson 7

Now, we are going to work on learning English words of Greek origin. Does that sound scary and difficult? [greek letters and long greek words marching around or falling down, table in document] Don't worry, by the end of this lesson you'll see that, after you learn a few basics, most English words of Greek origin are actually very easy to read and spell.

This symbol, which can be shown as Φ or Φ is the Greek letter for the sound of f, it is called Phi. Since Greek does not have a letter f but instead this letter Phi, when Greek words and roots came into English, they used the letters ph to represent the /f/ sound to preserve their Greek heritage. Here are a few Greek words with the /f/ sound, showing this spelling of ph as f:

PHONE, PHOTO, PHONICS, MORPH, GRAPH

Words with Greek origin also use a lot of y's as vowels. These y's have the sound of I when they are within the word and the sound of long e when they are at the end of a word or word root. Here are a few examples:

HYDROGEN, SYNTHETIC, BIOLOGY, POLYGON

Words of Greek origin can also have the sound of k spelled with the letter team ch, although they also sometimes use c or k. Here are some examples:

ARCHEOLOGY, CHRONIC

Words of Greek origin also have some unique silent letter teams:

silent H in RH as in RHYME, RHETORIC

silent M in MN as in MNEUMONIC

silent P in PT, PS, and PN as in PTERADACTYL, PSYCHOLOGY, PNEUMONIC

Now, we will learn how Greek words are built and then build some Greek words of our own! Many English words of Greek origin are simple compound words that are made by putting together two basic root forms. They are built just like simple compound words in English, two words put together to make a new word from the combination:

SHIPMATE, HOUSEHOLD, FARMHAND.

In a similar manner, two Greek roots were put together to form the following words:

TELEPHONE, MICROSCOPE

Tele means far or distant, and phone means sound, put together to mean sound from a distance. Micro means small, scope means see, put together to mean seeing small things. There were not words for telephone or microscope before their invention, and 2 Greek roots were combined to

describe their inventions. Many Greek words were formed this way by scientists and inventors, now we can use our knowledge of Greek roots to make our own, make at least 2 real words, the rest can be invented words or real words.

---Greek Worksheet, Language Worksheets page 1, 4 min---

We're going to look at a few words from the next few Webster's Speller tables.

Table 32: These words are accented on the 2nd syllable so the first syllable will sometimes schwa: **a-base**, **de-bate**, **se-date**, **cre-ate**, **trans-late**, **com-plete**.

Table 66: These are 6th grade level words! They are accented on the first syllable: **stag-nate**, **frus-trate**, **dic-tate**, **tri-umph**.

Not all students will get to these tables this lesson. You can keep working on Table 26 for several lessons if need be. Students who do very well with each table can move on. Also, students without a sound phonics base may need to work a bit on Webster alternated with review of Blend Phonics and the Syllable Division exercises.

---Webster Speller, Tables 26, 32, or 66, 10 min---

Games: Greek word bingo. First, game with Greek List 1, then game with Greek List 2, then both combined for a giant Greek bingo game!!

Thanks for watching. For more phonics information in between lessons, go to www.thephonicspage.org.

Lesson 8

Welcome back to Syllables Spell Success. These lessons are provided by 40L as part of our mission to transform lives by improving educational foundations.

Now that we've tackled Greek, we are ready to move on to Latin. When you think of Latin, you might think of an ancient language carved in stone, or famous mottos. But, pieces of Latin are living on in English today. English has borrowed even more words from Latin than from Greek. There are a few more things to learn, Latin word formation is a bit more complex, but when you're done, you'll be able to sound out words of Latin origin with ease.

First, we'll look at some simple sounds that occur in words of Latin origin. Latin is a romance language—its sound is melodic, and in has mainly single vowels or division between vowels and few double consonants. Like Spanish, it has the romance language sound of I, I as long E. In Spanish, you say *mi casa* for my house, with the I as a long e. Here are a few English words of Latin origin with an I as long E; however, words of Latin origin can also have I with its normal long or short I sound:

AUDIO [this also divides between vowels]

AQUARIUM [again, dividing between vowels]

MOSQUITO [this also has a qu a k, which is common in French, another Romance language. In words of Latin origin, the qu can say either k or kw.]

Now, we're going to look at some word endings that have some tricky sounds in Latin words. But, endings also give a clue to what part of speech a word might be, so we'll talk a bit about that while we're learning how to sound them out. The first ending is *-ive*. Since native English words don't end in *v*, *ive* words can be either short or long I as in native. At the end of longer words, *ive* is usually short I as in NATIVE.

The next sound we'll look at is *tion* and *sion*. If you say I as a y and say them fast, schwa-ing the vowel, you get *tyun* and *syun*, which is close to their sound of *shun*. NATION.

The endings *-tial* and *ture* follow from this. The ending *-tial* has I as e, and is similar to the *ti* in *tion*, if you say *tyal* fast, and schwa the o, you get "shul," PARTIAL. Also, with *ture* you say *yoo* for u fast and end up with "sure," CULTURE. With the ending *-cial*, the c interacts with the I to make a sh sound, as in COMMERCIAL.

Read a few words from sections 1 - 4 in your Latin Worksheets aloud, focusing on the ending sounds. We'll figure out their parts of speech the next time we work on this worksheet.

---Language Worksheet, Latin, page 2, endings 1 – 4, 1 min---

Our last 2 endings divide between vowels but also have a silent o. The *ious* ending has I as E, then a silent o, then us with a short u because it ends in a consonant. DELICIOUS. The ending *uous* has long u, silent o, then us. CONTINUOUS.

Word endings can help us figure out parts of speech. For example, many *ly* words are adverbs. A verb is an action, occurrence, or state of being. The verb *run* can be modified by the adverb *quickly*, he ran quickly. The verb *talk* can be modified by the adverb *loudly*, he talked loudly.

A short definition of each of the 4 parts of speech that are possible choices for words in the worksheet are listed on the sheet. A noun is a person, place, thing, or idea. Example nouns are a cat or, an idea noun, freedom. Adjectives modify nouns. For example, green and clever. The little green man, the clever chipmunk.

Now, we'll read a few words from sections 5 & 6, then work together in small groups to figure out the part of speech for each section. [move at own pace, back for review for break]

---Language Worksheet, page 2, endings 5 – 6, parts of speech for 1 – 6, 3 min---

We're going to look at a few words from the next few Webster's Speller tables.

Table 68: These words are accented on the 2nd syllable so the unaccented syllables will sometimes schwa: ma-**ter**-nal, pa-**ter**-nal, de-**ter**-mine. The first and last syllables schwa in maternal and paternal, but the first syllable retains its long sound in determine, remember, syllables that end in a vowel will be long. You can turn back to the syllabary if the student forgets, for example, if the student tries to say short e det-er-mine, have the student read the d syllables: da, de, di, do, du, dy, then de in the syllabary, then de in the word determine.

Table 81: Also accented on the 2nd syllable: suc-**cess**-ful, at-**ten**-tive, de-**ci**-sive.

Table 90: Four syllable words accented on the 2nd syllable, we're up to 9th grade level words with this table! mil-**len**-ni-al, quad-**ren**-ni-al, de-**fin**-i-tive, in-**fin**-i-tive.

Not all students will get to these tables this lesson. You can keep working on Table 26 or other earlier tables for several lessons if need be. Students who do very well with each table can move on. Also, students without a sound phonics base may need to work a bit on Webster alternated with review of Blend Phonics and the Syllable Division exercises.

---Webster Speller, Tables 68, 81, 90, 10 min---

Games: Latin word bingo. First, game with Latin List 1, then game with Latin List 2, then both combined for a giant Latin bingo game!!

Thanks for watching. For more phonics information in between lessons, go to www.thephonicspage.org.

Lesson 9

We've looked at Greek and Latin, now we're going to look at a few of the other languages that have combined to make English. [Show language or origin chart with languages in colored circles, page 1 of language of origin slides.⁵]

This is a representation of the words that have entered English. On the bottom level we have Old English, which includes words of Old Norse origin; a Germanic base, strong words that are usually short. They are the most common words in the English language. However, they are not the majority percentage wise of the words that make up English, they are most frequently used, they get re-used. For example, bird, said, write, that, and like.

At the next level up we have our romance languages. Latin, a mixture of Latin or French, and French. These have a more romantic, melodic sound. They are also usually at least 2 syllables long. The mix of Latin and French is shown because for many words, it's hard to determine which language they came into English from because the Latin and French roots are often similar. For example, the word confess has a Latin root of confessare and a French root of confesser. French was spoken in England by the nobility for around 300 years starting in 1066, so there are a fair number of words with French origins in English. For example, ballet, chef, soup, and chateau.

Now, we're going to look at the phonics and spelling patterns of the different languages of origin. First, we'll look at some vowel differences. In words of Old English (OE) origin, 2 vowels often work together to make one sound. We'll do some spelling as we look at some of these 2 letter vowel teams. The red shows vowel changes from I to Y as words from OE do not end in an I.⁶ AI within the word, AY at the end; OI within the word, OY at the end. [MAIL SAY BOIL TOY] Let's try to spell a few and see how you do! Spell PAIN and PAY. Pain, ouch, pay, give money. Spell COIN and PLOY, coin like money and I have a ploy to make you work. Great, I changing to Y in AI/AY and OI/OY. This pattern also works for ei/ey as in vein and they, another way to spell long A.

Now, let's go green. Words of OE origin don't end in U, so U changes to a W in EU/EW, OU/OW, and AU/AW. W is actually working as a vowel, you can check out 40L's "W Can be a Vowel" YouTube video for a complete explanation. Let's look at a few [show few on slide] EU within the word and EW at the end as in EUROPE and FLEW, OU within the word and OW at the end as in OUT and BROWN, and AU within the word and AW at the end as in PAUSE and LAWN. OW and AW can also be used within a word.

Don't get blue, blue is the last group of vowels we'll do. Words of OE origin also don't end in A or I. OA will change to OE as in BOAT or TOE and UI changes to UE as in FRUIT and BLUE.

⁵ Language of origin slides are available at <http://www.thephonicspage.org/On%20Reading/Resources/OriginSlides.pdf> and more information about language of origin is in the online phonics lesson 27.

⁶ These vowel changes are shown in vowel charts available at <http://www.thephonicspage.org/On%20Reading/Resources/PL26VowelChart.pdf> and more information about the vowel changes and organization is in the online phonics lesson 26.

So, in review, Old English (OE) words often have 2 letter vowel teams. In Latin, usually there is only a single vowel. But, when 2 vowels are together in words of Latin origin, they will often divide between vowels with each vowel making a sound as in audio. The word audio also has the romance language sound of I, in Spanish words and some words of Latin origin, I says long E. In words of French origin, you will sometimes have a 3 letter vowel team as in BUREAU. In words of Greek origin, there are a few 2 letter vowel teams but usually single vowels, and the vowels will sometimes divide as in BIOLOGY. Greek also overuses Y as a vowel compared to the other languages of origin that make up English.

Let's take a quick break with a hint for today's first exercise. Look for a 3 letter vowel team word. Do you remember which Language has 3 letter vowel teams? Do this and a few more, we'll work on this 2 minutes now and 2 minutes after a bit more video work.

---Language Worksheet, page 3, 2 min---

Now, we'll look at some silent letters. There are often teams of 2 letters that always work together to make one sound in OE or Greek. In OE, KN or WR at the beginning, MB at the end, and GN anywhere in the word work together to make one sound. In Greek, it often happens with teams of letters starting with a P. French often has single silent letters, a silent H at the beginning or a silent S at the end. While GN is silent in words of OE origin, it will be pronounced in Latin or French. It will have the normal sounds of G and N in Latin like in signal but sounds like /ny/ in French as in vignette or poignant.

Here are some long vowel ending differences. Long E at the end of a word is usually spelled with a Y in English or Greek but can be spelled with an ie at the end of French words like caddie or calorie. The long O sound is usually spelled with a single O at the end in the romance languages and Greek, like radio in Latin, taco in Spanish, and telephoto in Greek. But, it is normally spelled with an ow in OE origin as in yellow.

Let's look a bit more at the phonics of words of French origin. The vowel ou in words of OE origin is ou, and ou usually says ou but in words of French origin, ou will say oo as in soup. Also, ch says ch in words of OU origin, k in words of Greek origin, but will say sh in words of french origin. Also, words from French ge as a zh sound as in garage. French also has some unusual ending sound spelling patterns, a double consonant followed by an e, et as long a as in ballet, ot as long O, and the endings -que, -gue, and -eur.

We have now learned enough to finish up our language of origin worksheet, see you back in 2 minutes!

---Language Worksheet, page 3, 2 min---

We're going to look at the difference between stress and accent pattern in words of Old English and Latin origin. The stress is different between languages, but each language of origin has a consistent pattern of stress for words that come from that language. In OE, the main part of the word is accented as in BE-LIEVE, BE-LIEV-ABLE, UN-BE-LIEV-ABLE. Latin words are either accented on the 2nd or 3rd to last syllable. 2-syllable Latin words are always accented on

the first syllable. DE-**MOC**-RA-CY, IM-**PED**-IM-ENT, MIL-**LEN**-I-UM; **PEN**-CIL, CON-**TA**-GIOUS, PRO-**DUC**-TIVE. This is explained in more detail in Phonics Lesson 27.

The phonics, word length, and syllable stress of the language of origin all come together to make a different sound and feel for each language of origin. The last slide of the language of origin slides show all the changes together on one slide. (Link to slides in footnote 5 on page 25.)

You can use all of this knowledge to become a more powerful writer. A fiction book set in medieval England would be more powerful with an overuse of words of OE origin. A hard science fiction novel would be more powerful with less OE words and more words of science from Latin and Greek. Hemmingway wrote powerfully by choosing vivid words of mainly OE origin. Shakespeare used the power of all the languages, comparing and contrasting the short powerful OE words with longer French, Latin, and Greek words. This next exercise won't turn you into Shakespeare or Hemmingway overnight, but it will give you some ideas for improving your writing.

Your assignment is to write 3 similar sentences using first primarily words of OE origin, then mainly Latin words, then with Greek. Does that sound hard? There is a word origin choice grid to help. Look at the OE column of words on the left and pick 3 or 4 words you want to write about, then circle that row all the way across. We'll zoom in to show just those 3 rows.

| Old English | Latin | Greek |
|----------------------|--|--|
| tale, story | story , legend, parable , history | parable , history , myth |
| ship, boat, sailboat | maritime | nautical |
| old | ancient | archaic, geriatric |

That makes it easier to make the sentences. The bolded words are from roots of several languages, for example, story from OE and Latin and history from Latin and Greek. If we pick the OE words tale, boat, and old, we can make the sentence "This is a tale of an old boat." Latin, we can make "An ancient maritime legend exists," and Greek, "The archaic myth is nautical." Time to make our own sentences.

--- **Language Worksheet, page 4 - 5, 5 min---**

We're going to look at a few words from the today's Webster's table 100. These words are accented on the 2nd syllable so the unaccented syllables will sometimes schwa, ū-**nan**-i-mous, as-**pār**-a-gus, pre-**çip**-i-toūs: Remember, you can turn back to the syllabary for help and review. Work at each student's pace, reviewing earlier phonics material for students that need phonics review, but make sure that each student does at least a bit of work from Webster's Speller because it's very powerful.

---**Webster Speller Excerpts, Table 100, 5 min----**

Games: Combined bingo with all 4 cards and all 4 word lists for a giant Greek and Latin bingo game.

Lesson 10

This lesson we'll do a bit of review, reflect on what we've learned, and rejoice in our progress. So, where do we go from here? You can repeat this series, and here are some other recommendations for further spelling and phonics practice.

For spelling, for anyone struggling with spelling I recommend Spelling Plus.⁷ It focuses on the most common 1,000 words arranged by rule and pattern. My online spelling lessons are a quick review of spelling rules for an older child or adult. For a comprehensive spelling and phonics resource that focuses on multi-syllable words, I like the Megawords series.⁸ It is expensive but extensive. A cheaper multi-syllable word spelling alternative that is a great resource for combining spelling with word root study is Marcia Henry's Words. It is non-consumable and you can print out as many worksheets as you like, so it is an especially good resource for large families or for a classroom or co-op setting. But, it is also useful for a single student or a small family.

There are a lot of phonics resources out there, but many include sight words or are designed in a way that promotes guessing. I would recommend that you choose something recommended on my website, theponicspage.org, Don Potter's website, donpotter.net, or the National Right to Read Foundation, <http://www.nrrf.org>, to be sure that you are choosing a well designed program. I will go over a few of my favorites here. You can continue work with Blend Phonics with Don Potter's Blend Phonics fluency drills. For anyone with guessing problems, my nonsense word lists are a good way to practice phonics while reducing guessing. You can also watch my online phonics lessons, they are an expanded version of the things taught here with more spelling rules and more extensive explanations of the sound spelling patterns of English. Word Mastery is a free online program that teaches phonics to the 3rd grade level, most phonics programs teach to a 1st grade level. Phonics Pathways⁹ is an inexpensive phonics program that teaches to a 4th grade level, and it is available in many libraries. The complete Webster's Spelling Book typed and formatted for modern use is free to print from Don Potter, and can be purchased in book form at Amazon, titled "Noah Webster's Spelling Book Method for Teaching Reading and Spelling" by Donald L. Potter.

Many of my students have also needed some help with writing, grammar, vocabulary, and building up reading comprehension and reading skill. For writing, a good resource that has been helpful for many of my students is Susan Wise Bauer's Writing With Ease, it breaks up writing into manageable parts and works on building skills for each part, then integrating them. First Language Lessons is good for building grammar knowledge that will help with your writing, there are various levels, see the samples to figure out where to place your student. For gradually building up vocabulary and reading skill I like the 1879 McGuffey Readers. Some of the later readers also have comprehension questions. You want the 1879 Blue and Orange version, not any of the brown covered versions. The Blue and Orange version is the best for phonics and gradual improvement, the earlier versions were based on a type of whole word reading and are

⁷ Website at <http://www.susancanthy.com/bk/sp.html>, you can also order from Amazon.

⁸ Megawords is from EPS, website at <http://eps.schoolspecialty.com/products/literacy/phonics-word-study/megawords-2nd-edition/about-the-program>, but is also available from Amazon and CBD.

⁹ <http://www.dorbooks.com/phonics.html>

not as helpful for reading improvement. The 1879 version is free online from Gutenberg Press, and has been reprinted, so it is available from various booksellers. Many libraries also have copies of these reprints.

If a student seems to be progressing very slowly, there may be some type of underlying vision or phonemic awareness problem that needs to be addressed before phonics can work. This chart shows how to check for and remediate problems. Basic phonemic awareness testing is free, although some phonemic awareness problems may need a specialist to diagnose. There are specialized vision problems that cause problems with reading. Someone with 20/20 vision can have eye tracking or other vision problems that make reading difficult. The COVD website has a checklist of symptoms and a developmental optometrist locator that can help you identify and correct specialized vision problems. A student with dyslexia may require an Orton Gillingham (OG) program to be successful. The manual for Recipe for Reading is inexpensive and can be used to create your own OG program by using their word lists and suggestions with a white board. You can see my dyslexia page¹⁰ for more ideas and resources.

We're going to look at a few words from the today's Webster's tables. Table 102: These words are accented on the 2nd syllable so the unaccented syllables will sometimes schwa, ex-**clam**-a-to-ry, in-**flam**-a-to-ry, ex-**plan**-a-to-ry. These are 11th grade level words. And, finally, from Table 121, words of 7 syllables, accented on the 5th syllable, in-de-fen-si-**bil**-i-ty, val-e-tu-di-**nā**-ri-an. These are 12th grade level words. If you can sound these out, you can read almost anything!!

---Webster Speller Excerpts, Table 102 & 121, 5 min---

Games: teacher choice, combined bingo with all 4 cards and all 4 word lists for a giant Greek and Latin bingo game, other word games, any fun games to celebrate class completion.

Thanks for watching. For more phonics information go to thephonicspage.org. I wish you the best of luck as you continue your reading journey.

¹⁰ Direct link to 40L's dyslexia page: <http://www.thephonicspage.org/On%20Reading/dyslexia.html>