

Basic Speller: Contents — Book One

- 1 Always Vowels: <a>, <e>, <i>, and <o>
- 2 Sometimes a Vowel, Sometimes a Consonant: <y>
- 3 Sometimes a Vowel, Sometimes a Consonant: <w>
- 4 Sometimes a Vowel, Sometimes a Consonant: <u>
- 5 Practice with Vowel and Consonant Letters
- 6 V's and C's
- 7 Test One
- 8 Letters and Sounds
- 9 Writing Letters and Sounds
- 10 Practice with Vowel and Consonant Letters and Sounds
- 11 Some Consonant Sounds and Spellings: [p], [b], [t], [d], [k], and [g]
- 12 The Consonant Sound [p]
- 13 The Consonant Sound [b]
- 14 The Consonant Sound [t]
- 15 The Consonant Sound [d]
- 16 Test Two
- 17 Matrixes
- 18 Using a Matrix
- 19 Practice with Matrixes
- 20 Long and Short <a> and <e>
- 21 Practice with Long and Short <a> and <e>
- 22 Long and Short <i> and <o>
- 23 The Four Long and Short <u> Sounds
- 24 Long and Short Vowel Patterns: VCV and VCC
- 25 Another Matrix with VCV and VCC
- 26 The Pattern CVC#
- 27 Test Three
- 28 The Suffixes *-er* and *-est*
- 29 Another Suffix Spelled <er>
- 30 The Rule of Simple Addition
- 31 Compound Words
- 32 One Kind of Change: Adding Letters
- 33 Review of Long and Short Vowel Patterns
- 34 Twinning Final Consonants
- 35 Twinning Depends on the Suffix
- 36 Twinning Depends on the Pattern, Too
- 37 A First Twinning Rule
- 38 Practice with Twinning
- 39 Test Four
- 40 Why We Twin: VCC Again
- 41 More About Why We Twin: VCC vs. VCV
- 42 The Consonant Sounds [k] and [g]
- 43 The Consonant Sound [j]
- 44 The Consonant Sound [ch]
- 45 The Consonant Sound [sh]
- 46 Review of Consonants
- 47 Review of Long and Short Vowels
- 48 Test Five

Lesson One
Always Vowels: <a>, <e>, <i>, <o>

1 Our alphabet has twenty-six letters. Some are **VOWELS** and some are **CONSONANTS**.

The four letters that are **always** vowels are <a>, <e>, <i>, and <o>.

2 Underline the vowel letters in each word:

itself✓ magic✓ rabiti✓ favor✓
 join✓ bridge✓ asking✓ their✓
 better✓ knee✓ village✓ often✓

3 Now sort the words into these four groups and check them off the list as we have done with *itself* and *join*. Be careful: Most words go into more than one group:

Words with the . . .

vowel <a>	vowel <e>	vowel <i>	vowel <o>
<i>magic</i>	<i>itself</i>	<i>itself</i>	<i>join</i>
<i>rabbit</i>	<i>better</i>	<i>join</i>	<i>favor</i>
<i>asking</i>	<i>bridge</i>	<i>magic</i>	<i>often</i>
<i>village</i>	<i>knee</i>	<i>bridge</i>	
<i>favor</i>	<i>village</i>	<i>rabbit</i>	
	<i>their</i>	<i>asking</i>	
	<i>often</i>	<i>village</i>	
		<i>their</i>	

4 When we talk about letters, we put pointed brackets around them, like this:

<a> <e> <i> <o>

5 Fill in the blanks. (Don't forget the pointed brackets!) Four letters that are always vowels are <a>, <e>, <i>, and <o>.

6 Underline each vowel letter:

above chance height behind

board whose believe phone

voted region important government

7 Now sort the words into these groups and check them off the list:

Words with the . . .

vowel <a>	vowel <e>	vowel <i>	vowel <o>
<i>above</i>	<i>above</i>	<i>region</i>	<i>above</i>
<i>board</i>	<i>voted</i>	<i>height</i>	<i>board</i>
<i>chance</i>	<i>chance</i>	<i>believe</i>	<i>voted</i>
<i>important</i>	<i>whose</i>	<i>important</i>	<i>whose</i>
	<i>region</i>	<i>behind</i>	<i>region</i>
	<i>height</i>		<i>important</i>
	<i>believe</i>		<i>phone</i>
	<i>behind</i>		<i>government</i>
	<i>phone</i>		
	<i>government</i>		

8 Four letters that are always vowels are <a>, <e>, <i>, and <o>.

Did you remember the pointed brackets?

Teaching Notes.

1. You may find the analysis of vowels and consonants here somewhat different from what you are used to. You may find some parents surprised, perhaps even concerned, by it. Generally, we treat a letter as a vowel when it spells a vowel sound and as a consonant when it spells a consonant sound. It is important to make the distinction as we do, also, because it helps make more rational some of the spelling rules. For instance, students will soon learn that when we add a suffix that starts with a vowel to a

word that ends with a final single consonant letter preceded by a single vowel letter, the final consonant letter must be twinned: *hop + p + ing = hopping*. If we don't recognize that, for instance, <u> and <w> can sometimes be consonants and sometimes vowels (as discussed in Lesson Three), then we have trouble with this twinning rule. For instance, if <w> is treated as always a consonant, then it should be twinned in a word like *towing*, which, of course, it is not. And if <u> is treated as always a vowel, then a word like *quiz* wouldn't fill the requirements for the twinning rule (since it would have two vowels preceding the final <z>), and the <z> wouldn't be twinned, which, of course, it is. Perhaps the handiest source for more information about how over the centuries some of our letters have come to serve double duty as both vowels and consonants is the series of entries in the *Oxford English Dictionary* at each letter. See also *AES*, pp. 207-212.

The following historical notes may help clarify the consonant-vowel distinctions offered here:

The letters <u, w, y> have a common ancestry: They all derive from a primitive pre-Greek <V>, which also produced the modern consonant <v>. The late-arising <w> began as the doublet <vv>, which in time became the ligature we call "double-<u>".

The letter <u> developed as a variant form of <v> and was used in Latin to spell both vowel and consonant sounds. In Latin <qv> was used to spell [kw]. In French and then English this became <qu>. In some words that have come into English the [kw] has simplified to [k], especially words that came in through French, but the spelling with <u> remains. In English up into the 17th century <u> and <v> continued to be used as two forms of the same letter, each spelling both vowel and consonant sounds. As late as the 1580's the Elizabethan language arts teacher Richard Mulcaster in his spelling text, *The Elementarie*, illustrates this double usage when he says that in addition to spelling vowel sounds, <v> "is vused consonantlike also . . . when it leadeth a sounding vowel in the same syllab[le], as *vantage*, *reuiue* [*revive*], *deliuer* [*deliver*], or the silent e in the end, as *beleue*, *reproue* [*believe*, *reprove*]" (116). By the late 17th century the distinction between <u> as vowel and <v> as consonant had been firmly established, though the <u> spelling of the consonant [w] persists in a few words.

The letter <w> was originally a consonant. The use of <w> as a vowel in <aw>, <ew>, <ow> derives from an Old English consonant [w], which over time became vocalized, or pronounced as a vowel rather than a consonant. Notice the parallel with <au>, <eu>, and <ou>.

Originally in Old English, <y> was used strictly to spell vowel sounds though not the [i] and [ɪ] it spells today. Later it came to be used as a variant of <i>, or actually as a substitute for the doublet <ii>, which does not occur in native English words. In the 13th century, scribes began to use <y> in place of the Middle English consonant yogh (<ȝ>), which spelled a sound much like our modern [y] and whose shape resembles <y>. This was the beginning of the use of <y> as a consonant.

Perhaps even Mulcaster felt a bit uneasy about this double usage of letters, for he concludes his discussion of <v> with the following: “This duple force of . . . v is set from the latin, and therefor it is neither the vncertaintie of our writing, nor the vnstedfastnesse of our tung, for to vse anie letter to a duple use” (116).

2. Item 3: It is important that the youngsters copy the words into the blanks correctly spelled. It is also important that the youngsters develop work habits that help them keep track of their data and where they are in the work process. Thus, the seemingly trivial issue of checking off the words from the list as they sort them into the table is in fact not trivial at all.

3. Items 2 and 3. Some youngsters may need some help with the concept that a single word can go into more than one group. Remind them that a word goes into a group in this lesson if it has just one certain characteristic. And since a word can have several characteristics, it can go into several different groups. It all depends on what characteristics we use to define the various groups. You might point out to the youngsters that each of them can go into different groups: one group might be of people in this grade, another might be of people in this school, another might be of people born in a certain month, another might be of people from the state of North Dakota, and so on. The way that groups and categories depend on selected characteristics is important beyond the realm of spelling and even beyond the larger realm of inductive reasoning.

The following optional page provides a quick rationale for making the distinctions that we do in the next three lessons between the vowel and consonant functions of <u>, <w>, and <y>. If you think the students would benefit from this kind of rationale for the distinction-making, you can distribute copies of it to them.

Why Sometimes a Vowel, Sometimes a Consonant?

Realizing that <y>, <u>, and <w> are sometimes vowels, sometimes consonants helps us make sense of spelling.

You will soon learn that when we add a suffix like *-ing* to a word that ends with a single consonant with a single vowel right in front of it, we must add a twin consonant letter: So if we start with the word *hop* and add *-ing* to it, we get the following:

single vowel
|
hop + ing
|
single consonant

which becomes

added twin consonant
|
hop + p + ing

Thus, we get *hopping*, with twin <p>'s.

If <w> and <y> were always consonants, we would have to twin them when we add *-ing* to words like *crow* and *toy*, which would lead to the incorrect spellings <crowwing> and <toyying> rather than the correct *crowing* and *toying*. In such cases, <w> and <y> are vowels, so we do not twin them.

And if <u> were always a vowel, words like *quit* and *quiz* would have two vowel letters in front of the <t> and <z> rather than just one, which means that when we added *-ing* to them, we would not twin the <t> and <z>. That would give us the incorrect spellings <quiting> and <quizing> rather than the correct spellings *quitting* and *quizzing*. In such cases, <u> is a consonant and so we do twin the <t> and <z>.

Lesson Two
Sometimes a Vowel, Sometimes a Consonant: <y>

1 Fill in the blanks. Don't forget the pointed brackets: The letters <a>, <e>, <i>, and <o> are **always** vowels.

2 We can use the same word in different ways. For example, the word *blue* sometimes means a color, and sometimes it means "sad." We can also use the same letter in different ways. For example, three letters are sometimes used as vowels and sometimes as consonants. One of them is the letter <y>.

The letter <y> is a consonant when it spells the sound it spells in the word *yes*. When it spells any other sound, it is a vowel.

3 Listen to the sound the <y> is spelling or helping to spell in these words. Then sort the words into the two groups below:

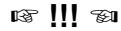
gym yard years every
 type you they why
 beyond someday puppy yellow

Words in which the <y> is . . .

a consonant	a vowel
<i>beyond</i>	<i>gym</i>
<i>yard</i>	<i>type</i>
<i>you</i>	<i>someday</i>
<i>years</i>	<i>they</i>
<i>yellow</i>	<i>puppy</i>
	<i>every</i>
	<i>why</i>

4 Fill in the blanks: The four letters that are always vowels are <a>, <e>, <i>, and <o>.

5 One letter that is sometimes a vowel and sometimes a consonant is <y>.



Watch the Middles! Fill in the blanks the way we have with *beyond*. As you read and write the word parts, spell them out to yourself, letter by letter.

beyond	
be	<i>yond</i>
<i>be</i>	yond
<i>be</i>	<i>yond</i>
<i>beyond</i>	

years	
year	<i>s</i>
<i>year</i>	s
<i>year</i>	<i>s</i>
<i>years</i>	

seventy	
seven	<i>ty</i>
<i>seven</i>	ty
<i>seven</i>	<i>ty</i>
<i>seventy</i>	

away	
a	<i>way</i>
<i>a</i>	way
<i>a</i>	<i>way</i>
<i>away</i>	

holiday	
holi	<i>day</i>
<i>holi</i>	day
<i>holi</i>	<i>day</i>
<i>holiday</i>	

anyone	
any	<i>one</i>
<i>any</i>	one
<i>any</i>	<i>one</i>
<i>anyone</i>	

Teaching Notes

1. The basic pattern underlying the vowel and consonant uses of <y> is that <y> is a consonant at the beginning of a word, a vowel at the end. In the middle of words it is a consonant only if it is the first letter of a base element and is spelling the first sound of a syllable, as in *beyond*; otherwise it is a vowel.

2. You will notice that the text pesters the youngsters to remember the pointed brackets that are used to indicate spelled-out letters as opposed to the square brackets that they will later learn to use to indicate spelled-out sounds. This pestering is part of the attempt to keep clear the distinction between sounds and letters.

3. This "Watch the Middles!" is the first of the **reinforcers** that occur at the end of many of the lessons. Reinforcers are game-like activities that are designed to reinforce some of the concepts or information that are important to the lesson. The immediate tie-in here is that all six of the words contain the letter <y>, sometimes as vowel, sometimes as consonant. But "Watch the Middles!" has more general objectives, as well: (i) It is intended as a rather passive exercise that gives the students practice with hard words in the hope that the repetition will enhance their remembering. (ii) It calls attention to the middle of words, where research indicates most spelling errors occur. (iii) It introduces the students, without calling attention to doing so, to the analysis of words into their elements, something that is very important later in this spelling program.

This Middles contains some word parts about which students may well ask. In the Teaching Notes we will refer to these parts as prefixes, bases, or suffixes. But since the discussion of prefixes, suffixes, and bases comes later in the program, for now it is probably best simply to speak of these with the students as word parts that are important because they appear in other words. The *yond* in *beyond* is the same word-part that is in *yonder* and is related to *yon*. *Be-* is a prefix that shows location at or near. The *-ty* in *seventy* is a suffix that means "times ten," as in *thirty*, *forty*, *sixty*, etc. It is related to *teen*, which means "plus ten" as in *fourteen*, *sixteen*, etc. The *holi* in *holiday* is a form of the word *holy*. A holiday was, originally, a holy-day. In *away* the prefix *a-* is a reduced form of the Old English preposition *on*, so the original meaning of *away* was "on (one's) way."

Lesson Three
Sometimes a Vowel, Sometimes a Consonant: <w>

1 Fill in the blank: One letter that is sometimes a vowel and sometimes a consonant is <y>. (Did you remember the pointed brackets?)

2 Two other letters that are sometimes vowels and sometimes consonants are <w> and <u>. The letter <w> is usually a consonant. It is a vowel only when it teams up with an <a>, <e>, or <o> to spell a single vowel sound — as in the words *draw*, *few*, and *low*. So the letter <w> is a vowel only in the two-letter teams <aw>, <ew>, and <ow>.

Everywhere else <w> is a consonant: It is a consonant when it spells the sound it does at the front of *way*. And it is a consonant when it teams up with <r> and <h> — as in *write* and *who*.

3 Listen to the sound the <w> is spelling or helping spell in each of these words. Then sort the words into the two groups below:

away	what	below	went
saw	write	would	now
yellow	women	few	white

Words in which the <w> is . . .

a vowel	a consonant
<i>saw</i>	<i>away</i>
<i>yellow</i>	<i>what</i>
<i>below</i>	<i>write</i>
<i>few</i>	<i>women</i>
<i>now</i>	<i>would</i>
	<i>went</i>
	<i>white</i>

4 Each word in Column 1 below contains a <w> or a <y>. Sometimes the <w> or <y> is a consonant, sometimes a vowel. Spell each word in Column 1 backwards and you will get a new word. Write these new words in Column 2. Then put a check mark after each word that contains a <w> or <y> that is a vowel. We've given you a start:

Column 1	Column 2
was	saw✓
dray✓	yard
flow✓	wolf
wets	stew✓
straw✓	warts

Column 1	Column 2
pay✓	yap
war	raw✓
yaws✓	sway✓
draw✓	ward
wonk	know✓

Teaching Notes.

1. In Item 6: If *wonk* is not in your dictionary, the *Random House Unabridged* defines it as "(1) a student who spends much time studying and has little or no social life; grind; (2) a stupid, boring, or unattractive person." Newspaper columnists also use it to refer to cerebral bureaucrats and political consultants. The students may be interested in seeing that in all ten pairs of words, when the word is reversed, the <w> or <y> shifts from being a vowel to a consonant or vice versa. The *yaws-sway* pair is noteworthy for containing both a <w> and a <y>, both of which do the consonant-vowel shift.

Lesson Four
Sometimes a Vowel, Sometimes a Consonant: <u>

1 The letter <u> is usually a vowel, but it is a consonant when it comes right after the letter <q>, as in *queen*, *quick*, or *unique*. Look carefully at the letter in front of the <u> in each of the following words and then sort the words into the two groups:

queen quick should study around
 unique you duck funny question
 quiet full blue earthquake squirrel

Words in which the <u> . . .

comes right after the letter <q>		does not come right after the letter <q>	
<i>queen</i>	<i>earthquake</i>	<i>you</i>	<i>blue</i>
<i>unique</i>	<i>question</i>	<i>full</i>	<i>study</i>
<i>quiet</i>	<i>squirrel</i>	<i>should</i>	<i>funny</i>
<i>quick</i>		<i>duck</i>	<i>around</i>

2 Fill in the blanks: The letter <u> is usually a vowel, but it is a consonant when it comes right after the letter <q>.

3 The letter <u> is also consonant anytime it spells the sound that is usually spelled with a <w>, the sound you hear at the beginning of *will* and *won't*. When <u> comes right after <q>, it often spells that [w] sound. Here are the seven words you just found in which <u> comes right after <q>:

queen unique quiet quick
 earthquake question squirrel

The letter <u> spells the [w] sound in six of these words. Find those six words and write them into the following table:

<i>queen</i>	<i>earthquake</i>
<i>quiet</i>	<i>question</i>
<i>quick</i>	<i>squirrel</i>

4 In a few words <u> spells the [w] sound right after the letter <g>. Listen carefully to the sound spelled by the <u> in each of the following words and then sort the words into the two groups:

language gum iguana penguin
 gun begun gull argue

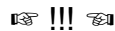
Words in which the letter <u> . . .

spells the [w] sound	does not spell the [w] sound	
<i>language</i>	<i>gun</i>	<i>gull</i>
<i>iguana</i>	<i>gum</i>	<i>argue</i>
<i>penguin</i>	<i>begun</i>	

5 Fill in the blanks: The letter <u> is usually a vowel, but it is a consonant whenever it comes right after the letter <q>. It is also a consonant whenever it spells the [w] sound as it does in the word Answers will vary.

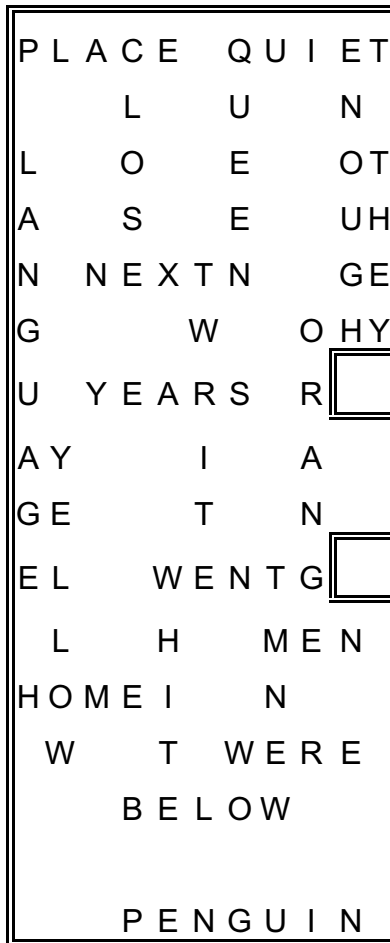
6 The four letters that are always vowels are <a>, <e>, <i> and <o>

7 The three letters that are sometimes vowels and sometimes consonants are <u>, <w>, and <y>. Did you remember the pointed brackets?



Word Find. Find the twenty words in the puzzle. Each word contains the letter <e>. As you find them, draw a circle around each one and check it off the list, as we have done with *place*:

place✓ close✓ next✓ write✓ queen✓
 below✓ new✓ quiet✓ yellow✓ years✓
 language✓ men✓ went✓ white✓ they✓
 penguin✓ enough✓ orange✓ home✓ were✓



Teaching Notes.

Items 1-5 Notice that in our analysis <u> is a consonant whenever it follows the letter <q>, whether it spells the sound [w] (as in *quit*) or not (as in *mosquito*).

Items 6-7 A case can be made for treating <h> as a vowel in words like *John*, *ohm*, and *dahlia* (and in interjections like *eh*, *oh*, and *ah*) where it is clearly involved in the spelling of the vowel sound. But this use of <h> is very rare and never complicates spelling rules, so it seems better not to make more complex an already fairly complex analysis.

Word Find. Word Finds are perhaps the most passive of the different reinforcers. Again they are designed to give the students some additional work with words and concepts from the current lessons. They can also help students come to recognize that certain strings of letters are common and others are not. Besides, students seem to

enjoy Word Finds a great deal.

You might warn the students that words only run left-to-right and top-to-bottom. There are no (intentionally) hidden words that run from right-to-left or bottom-to-top or diagonally. It seems better to use only the two directions in which we normally read written English text. There are usually some other acceptable words that are not on the list. Students who find any might well be congratulated for their sharp eyes. This Find, for instance, contains unlisted *we* and *sew* with <e>'s. And there are a number of unlisted shorter words contained within the listed words: *lace* and *ace* in *place*, for instance, and *me* in *home* and *men*.

Lesson Five
Practice with Vowel and Consonant Letters

1 Here are the letters in the English alphabet:

<a>, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z>

2 In the alphabet above cross off the four letters that are always vowels. [*That would be <a, e, i, o>.*]

3 Now cross off the three letters that are sometimes vowels and sometimes consonants. [*That would be <u, w, y>.*]

4 So the nineteen letters that remain are **always** consonants. Write them in the blanks below:

	<c>	<d>	<f>	<g>	<h>	<j>	<k>	<l>	<m>
<n>	<p>	<q>	<r>	<s>	<t>	<v>	<x>	<z>	

5 Read these words carefully. Listen and look for the <y>'s, <u>'s, and <w>'s:

yours	wonderful	women	below
true	lunch	language	quiet
yellow	away	brown	would
they	holiday	year	penguin

6 Sort the words into these groups:

Words with the consonant . . .

<u>	<w>		<y>
<i>language</i>	<i>wonderful</i>	<i>women</i>	<i>yours</i>
<i>quiet</i>	<i>away</i>	<i>would</i>	<i>yellow</i>
<i>penguin</i>			<i>year</i>

7

Words with the vowel . . .

<u>		<w>	<y>
<i>yours</i>	<i>lunch</i>	<i>yellow</i>	<i>they</i>
<i>true</i>	<i>would</i>	<i>brown</i>	<i>away</i>
<i>wonderful</i>		<i>below</i>	<i>holiday</i>



Word Squares. Fit the words into the squares. Count letters very carefully. As you use each word, check it off the list. Hint: Only one word has six letters, so start with it:

Three-letter word: six✓

Four-letter words: fast✓, loud✓, next✓

Five-letter words: funny✓, quiet✓, women✓

Six-letter word: yellow✓

f	a	s	t		
u		i			
n	e	x	t		
n				w	
y	e	l	l	o	w
		o		m	
	q	u	i	e	t
		d		n	

Teaching Notes.

1. Item 1: Notice that we give only the lowercase versions of the 26 letters. You might want to point out that the uppercase versions are sometimes quite different in shape from their lowercase counterparts. Especially for students who may still be having problems recognizing letters of the alphabet, you might ask them to sort the uppercase and lowercase versions of the 26 letters into the following table:

Lowercase letters are smaller than uppercase letters. Also, sometimes their shapes are very different, sometimes only slightly different, sometimes not different at all. Sort the 26 letters of the alphabet into the following table. There are extra squares, so don't worry when you don't fill them all. We've given you a bit of a start:

Letters in which the shape of the lowercase and uppercase versions are . . .

very different		slightly different		the same except for size	
a, A		b, B		c, C	

Be prepared for differences of opinion when the students finish their sorting. It could be worthwhile to spend some time discussing a question like "What does 'very different' mean as compared with 'slightly different'?" My personal feeling is that any answer to such a question that a student is capable of articulating is a good answer. Notice that some letters (like <w> and <W>) can be the same shape in print but different in hand printing and cursive. The uppercase and lowercase versions of some (like <j>, <p>, and <y>) are quite similar in shape but located differently on the baseline. One question this sorting raises is, What constitutes a difference? And one point that it makes is that in answering questions about degrees of difference, we can and do disagree (which is why the table has extra squares).

A historical note: The terms *uppercase* and *lowercase* go back to the early days of printing, when the individual letters were selected and set by hand. The case that contained capital letters was set above the case that contained the small letters.

2. Word Squares are designed to give the students an opportunity to look very closely at words, counting their letters. But they also introduce the students to a potentially sophisticated logic of implication: For instance, if one were to start this puzzle by putting *loud* into the top row, that would create the need for a five-letter word that starts with <l> for the overlapping lefthand column and a three-letter word that starts with <u> for the overlapping third column. But there are no words on the list that start with <l> and have five letters, nor are there any that start with <u>. So the implication is that *loud* cannot

go into the top row. This logic of implication can get very complex in larger Word Squares. The hint to start this particular Squares with the only six-letter word on the list is a powerful hint: In more general terms, (and borrowing from the 17th century philosopher Rene Descartes) the students should learn to start with what they can be absolutely certain of and then build off of that. In cases where they do not have any singletons of a given length, they should learn to find the word-length that has the fewest instances in the list and to try the words of that length one by one, watching that logic of implication very carefully.

Here is an exercise for additional practice with the vowel-consonant distinction:

More Work with Vowel and Consonant Letters

1 Say each of these words. Listen and look carefully:

magic	language	might	government
enough	type	women	new
yellow	away	your	why
seventy	quick	holiday	below

2 Sort the words into these groups. Some words go into more than one group:

Words with the vowel . . .

<a>	<e>	<i>	<o>

Words with the vowel . . .

<u>	<w>	<y>	

Words with the consonant . . .

<u>	<w>		<y>

More Work with Vowel and Consonant Letters

1 Say each of these words. Listen and look carefully:

magic	language	might	government
enough	type	women	new
yellow	away	your	why
seventy	quick	holiday	below

2 Sort the words into these groups. Some words go into more than one group:

Words with the vowel . . .

<a>	<e>	<i>	<o>
<i>magic</i>	<i>enough</i>	<i>magic</i>	<i>enough</i>
<i>language</i>	<i>yellow</i>	<i>quick</i>	<i>yellow</i>
<i>away</i>	<i>seventy</i>	<i>might</i>	<i>women</i>
<i>holiday</i>	<i>language</i>	<i>holiday</i>	<i>your</i>
	<i>type</i>		<i>holiday</i>
	<i>women</i>		<i>government</i>
	<i>government</i>		<i>below</i>
	<i>new</i>		
	<i>below</i>		

Words with the vowel . . .

<u>	<w>	<y>	
<i>enough</i>	<i>yellow</i>	<i>seventy</i>	<i>holiday</i>
<i>your</i>	<i>new</i>	<i>type</i>	<i>why</i>
	<i>below</i>	<i>away</i>	

Words with the consonant . . .

<u>	<w>		<y>
<i>language</i>	<i>away</i>	<i>why</i>	<i>yellow</i>
<i>quick</i>	<i>women</i>		<i>your</i>

Lesson Six V's and C's

1 We use 'v' to mark vowel letters, and we use 'c' to mark consonant letters — like this:

agree
vccv

2 Mark the vowel and consonant letters in these words:

apple vccc	magic cvc	knee ccv	government cvcvccc
write ccvc	their ccvc	often vccvc	stop ccvc
lunch cvcc	women cvc	phone ccvc	quiet ccvc

3 Mark the vowel and consonant letters in these words:

next cvcc	penguin cvccc	itself vccvc	purple cvccc
always vccvc	queen ccvc	enough vcvcc	dinner cvccc
wonderful cvccvcc	fuel cvcc	might cvccc	true ccv
walk cvcc	white ccvc	would cvcc	every vcvc

4 What do we mark with 'v', vowel letters or consonant letters?

Vowel letters

5 What do we mark with 'c', vowel letters or consonant letters?

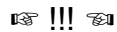
Consonant letters

6 What four letters are always vowels? <a, e, i, o>

7 What three letters are sometimes vowels, sometimes consonants? <u, w, y>

8 Write a word in which <y> is a consonant: ANSWERS WILL VARY.

- 9 Write a word in which <u> is a consonant: ANSWERS WILL VARY.
- 10 Write a word in which <w> is a consonant: ANSWERS WILL VARY.
- 11 Write a word in which <y> is a vowel: ANSWERS WILL VARY.
- 12 Write a word in which <u> is a vowel: ANSWERS WILL VARY.
- 13 Write a word in which <w> is a vowel: ANSWERS WILL VARY.



Word Scrambles. Unscramble the letters and you will spell some of the words in recent lessons:

klaw	<u>walk</u>	thiew	<u>white</u>
tenx	<u>next</u>	ruet	<u>true</u>
ptso	<u>stop *</u>	tique	<u>quite**</u>
ehongu	<u>enough</u>	yeerv	<u>every</u>
enequ	<u>queen</u>	sawaly	<u>always</u>
enmow	<u>women</u>	dulow	<u>would</u>
gungaela	<u>language</u>	witer	<u>write</u>

* Or *pots, post, opts, tops, spot*

** Or *quiet*

Teaching Notes.

1. Word Scrambles again get students looking carefully for and at words from the current lessons. They can also help students develop a better sense of the normal patterns of consonants and vowels in English words. For instance, in this Scrambles they could recognize that <lk>, <kw>, <wk> and the like are not likely opening strings in the word they are trying to unscramble. In *enough* they can begin to see that <gh> is a common combination. In time, working Scrambles can help them see such things as the fact that many words end in silent final <e> and that <y> tends to be either at the beginning or the end. All such things are part of the wide realm of tactical information that good spellers should have.

**Lesson Seven
Test One**

Words	Fill in the blanks
0. <i>make</i>	Vowel letters = <u><a></u> and <u><e></u>
1. <i>fast</i>	Vowel letter = <u><a></u>
2. <i>funny</i>	Vowel letters = <u><u></u> and <u><y></u>
3. <i>its</i>	Vowel letter = <u><i></u>
4. <i>next</i>	Consonant letters = <u><n></u> , <u><x></u> , and <u><t></u>
5. <i>white</i>	Consonant letters = <u><w></u> , <u><h></u> , and <u><t></u>
6. <i>they</i>	Vowel letters = <u><e></u> and <u><y></u>
7. <i>women</i>	Consonant letters = <u><w></u> , <u><m></u> , and <u><n></u>
8. <i>yellow</i>	Consonant letters = <u><y></u> , <u><l></u> , and <u><l></u>
9. <i>away</i>	Vowel letters = <u><a></u> , <u><a></u> , and <u><y></u>
10. <i>quiet</i>	Consonant letters = <u><q></u> , <u><u></u> , and <u><t></u>

Teaching Notes.

1. In tests like the ones in the *Basic Speller* the analysis in the right-hand column is usually of more interest and importance than are the ten spellings in the left-hand column. Students should be encouraged to spell the words as best they can when they are called. After all ten words have been called, the students should be given time to do the analysis asked for in the right-hand column. They should be told that if in the course of doing that analysis they should change their mind about how to spell the word, they should cross it out and respell it in the left-hand column. They may occasionally need to have one or more words re-called for them if they do change their minds during the analysis. When words are called, they should be pronounced, then used in a sentence, then pronounced again. It is best to avoid any artificial, "spelling list" pronunciation: Call the word clearly, but as it would be pronounced in normal conversation. This causes many of the unstressed vowels to reduce to a sound like "uh" (the schwa sound). Students may try to get you to repronounce the word less naturally with the vowel more clearly distinguished. Resist their entreaties. It is important that they learn to spell the words as they normally hear them. When coming up with sentences for the words, it is sometimes fun to try to come up with ten sentences that tie together to tell a kind of story.

2. The spelling of *women* is odd in that the <o> spells a short <i> sound. The history

and rationale of the *woman, women* pair is discussed in *AES*, section 14.4.2, on page 228.

3. The spelling of *its* can be confused with that of *it's*. These two words are discussed in Lesson 20 of Book 6 of the *Basic Speller*. But the main point is simple: *Its* belongs to the group of possessives that includes *his*: "The dog ate its dinner" vs. "The boy ate his dinner." There is no apostrophe in *his*, and there is no apostrophe in this *its*. On the other hand, *it's* belongs to the group of contractions that includes *she's*: "It's a clown" vs. "She's a clown." In *it's* and *she's* the apostrophes show that there is something left out of each one, namely the <i> in *is*. There is an apostrophe in *she's*, and there is one in this *it's*.

Lesson Eight Letters and Sounds

1 Letters and sounds are two different things: Letters are things you **see**. Sounds are things you **hear**.

2 Say the word *e/se*. You should hear three sounds in it:

The first sound is spelled by the letter <e> at the front of the word.

The second sound is spelled by the letter <l>.

The third sound is spelled by the letter <s>.

The letter <e> at the end of *e/se* does not spell a sound.

So you can see four letters, but you can hear only three sounds.

3 First count the letters in each of the words below. Then count the sounds you hear in each one. Be careful: Sometimes two letters work together to spell just one sound. And sometimes a letter may not spell any sound at all, like the final <e> in *e/se*. Fill in the blanks:

	How many letters?	How many sounds?
above	5	4
below	5	4
always	6	5
know	4	2
seventy	7	7
queen	5	4
because	7	5
before	6	5
bridge	6	4
knee	4	2
would	5	3
through	6	4

Watch the Middles!

writes	
write	s
<i>write</i>	s
<i>write</i>	s
<i>writes</i>	

whoever	
who	ever
<i>who</i>	ever
<i>who</i>	ever
<i>whoever</i>	

because	
be	cause
<i>be</i>	cause
<i>be</i>	cause
<i>because</i>	

before	
be	fore
<i>be</i>	fore
<i>be</i>	fore
<i>before</i>	

government	
govern	ment
<i>govern</i>	ment
<i>govern</i>	ment
<i>government</i>	

wouldn't	
would	n't
<i>would</i>	n't
<i>would</i>	n't
<i>wouldn't</i>	

Teaching Notes.

1. Hearing the individual sounds in words can be difficult for some students. In cases of great bafflement it may be necessary for you at first to sound out the words, sound by sound. Some students would probably benefit from a bit more practice than this lesson entails. With just a little practice even students who start out baffled usually get quite adept at counting sounds. On the other hand, it is probably not necessary to fret too much. The point of this sound-counting exercise is simply to underline the difference between sounds and letters. And after Lesson 10 the ability to count sounds is not assumed in any later work in the *Basic Speller*.

2. There are nearly always more letters than there are sounds in English words. *Seventy*, with an equal number of each, is somewhat unusual. The only case where you

would have more sounds than letters would be in words with the letter <x>, which when it comes in the middle or at the end of words, spells either of two composite sounds [ks] or [gz]. Thus *fix* has three letters but four sounds: [fiks].

There are two main reasons that there are nearly always more letters than sounds: (i) English contains many vowel and consonant digraphs, or two-letter combinations that spell a single sound, like the vowel digraph <ea> and the consonant digraph <th> in a word like *breath*. (English even contains some trigraphs, like the <iou> in *gracious* or the <sch> in *schlemiel*.) (ii) For various reasons many words contain letters that are not pronounced. Most of these were pronounced in the past but are now not; some apparently never were pronounced. The most common of these silent letters is the silent final <e> in words like *above* and *because*. For more on digraphs and English sounds, see *AES*, pp. 201-212.

3. Watch the Middles. The *be* in *because* was originally *by* in the phrase *by cause*. The spelling may have changed because people assumed it should be one of the prefixes spelled <be>, which are common in verbs like *become*, *besiege*, *befriend* and in adverbs and prepositions like *behind*, *between* — and *before*.

The *-ment* in *government* is a very common suffix for making nouns, as in *refreshment*, *ornament*, *fragment*, etc. Students will study *-ment* in Book Five. The *n't* in *wouldn't* is the contraction of *not*. Students will study such contractions in Book 5, Lesson 36.

Lesson Nine Writing Letters and Sounds

1 When we talk about **letters**, we put pointed brackets around them, like this: <e>, <l>, <s>. And we call letters by their alphabet names: "ee," "ell," "ess."

But when we talk about **sounds**, we put them inside square brackets, like this: [e], [l], [s]. And we call sounds by names that sound just like the sounds themselves:

The sound [e] is "eh."

The sound [l] is "ll."

The sound [s] is "ss."

2 Draw a single line under each sound. Draw a double line under each letter:

[e] <e> <p> [t] [r] <m> [i] <q> [k] [j] <j>

3 In the word *enough* you see the letters <e>, <n>, <o>, <u>, <g>, and <h>.

4 In the word *thought* you see the letters <t>, <h>, <o>, <u>, <g>, <h>, and <t>.

5 Which is the first sound you hear in *surprise* – <s> or [s]? [s].

6 Which is the last sound you hear in *could* – <d> or [d]? [d].

7 Is [l] called "ell" or "ll"? "ll".

8 Is <m> called "em" or "mm"? "em".

9 In the word *else* are the sounds you hear <e>, <l>, and <s>, or [e], [l], [s]? [e], [l], and [s]

10 In the word *sell* you hear the sounds [s], [e], and [l].

11 In the word *less* you hear the sounds [l], [e], and [s].



Word Changes. Follow the directions very carefully! Each time you make the changes you are told to, you will spell a new word. Write the new words in the blanks on the right. When you get done, you should be able to fill in the blanks and answer the riddle. We've given you a little bit of a start:

1. Write the word *queen* in the blank: *queen*

2. Take away the last three letters and put
<ick> in their place: *quick*

3. Change the first consonant to a <d> and
take away the vowel in front of the <c>: *duck*

4. Change the first consonant to a <t> and
put an <r> in front of the <u>: *truck*

5. Change the vowel to the ninth letter in the
alphabet: *trick*

Riddle: If you fool somebody fast, it's called a *quick* *trick* .
Word #2 Word #5

Teaching Notes.

1. It's important that the students understand the two main points of this lesson: The first point is that when we **write** about letters, we mark them with pointed brackets, but when we write about sounds, we mark them with square brackets. The second point is that when we **talk** about letters, we refer to them by their alphabet names but, when we talk about sounds, we refer to them by their actual sounds. This is an important distinction: For one thing it is part of keeping straight the difference between sounds and their letter spellings. For another, later on, when we study more of the speech sounds, we need to be able to talk easily and clearly about, say, that short <e> sound, [e] (pronounced "eh") in a word like *bet* and the long <e> sound, [ē] (pronounced "ee") in a word like *beat*.

Apparently not all letters' alphabet names have conventionalized spellings. *Webster's Third Unabridged* lists the following for the consonants, the letters in parentheses being optional: *be(e), ce(e), de(e), ef(f), ge(e)* pronounced [jē], *aitch, jay, ka(y), el, em, en, pe(e), cue, ar, es(s), tee, ve(e), double-u, ex, wy(e), zee*. The four letters that are always vowels — <a>, <e>, <i> and <o> — and <u> apparently have no regular spelled-out names. (Oddly, *oh* is listed with the meaning "zero," due to the similarity between zero and the letter <o>, but *oh* is not defined as meaning the letter <o> itself.)

2. You may also want to point out to the students that we use the square brackets when we write out the sounds of an entire word, so we would write out the spoken form of the word *else* this way: [els].

3. This is the youngsters' first Word Changes. The objectives of this reinforcer are (i) as

usual, to give the students more and varied work with words and concepts from their current lessons and (ii) to give them some practice in following detailed instructions carefully and in keeping track of precise information, as in phrases like "the ninth letter in the alphabet." If there is no copy of the alphabet up in the room, it may be useful for the students to have one when they are counting letters for Word Changes.

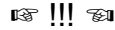
You may want to point out to them that in the change from *quick* to *duck*, the letter <u> changes from a consonant to a vowel.

Lesson Ten
Practice with Vowel and Consonant Letters and Sounds

1 Count the letters and sounds and fill in the blanks:

	How many letters?	How many vowel letters?	How many consonant letters?	How many sounds?
penguin	7	2	5	7
village	7	3	4	5
might	5	1	4	3
those	5	2	3	3
would	5	2	3	3
write	5	2	3	3
knows	5	2	3	3
chance	6	2	4	4
always	6	3	3	5
height	6	2	4	3
voted	5	2	3	5
quick	5	1	4	4
enough	6	3	3	4
whose	5	2	3	3
phone	5	2	3	3

- 2 What do we mark with the letter <v>? Vowel letters
- 3 What do we mark with the letter <c>? Consonant letters
- 4 What four letters are always vowels? <a>, <e>, <i>, and <o>.
- 5 What three letters are sometimes vowels, sometimes consonants? <u>, <w>, and <y>
- 6 Which one of these is a sound — [n] or <n>? [n]
- 7 Which one of these is a letter — [k] or <k>? <k>



Word Find. This Word Find is shaped like a C because it contains the following twelve words that all start with a **consonant**. As you find them, circle them, and check them off of the list:

below	people	page	quick
penguin	yellow	brothers	sisters
surprise	happy	hop	gets

```

          S
        B E L O W      U
          P           H A P P Y
    Y   E L L O W   R
        O           I
          P A G E     S
        L           E
    B   E           Q
    R           U
    O           I
    T           C
    H       H O P K
    E       P E N G U I N
    R
    S I S T E R S
  
```

After you find the twelve and have circled them, write them in alphabetical order in the blanks below:

- 1 below 4 happy 7 penguin 10 sisters
- 2 brothers 5 hop 8 people 11 surprise
- 3 gets 6 page 9 quick 12 yellow

Teaching Notes.

1. The alphabetizing exercise in the Word Find is simply to give the students some work with their alphabetizing skills, which will be important to future dictionary work. It is also part of the general effort to get them used to keeping track of information and displaying it in an orderly way, alphabetized lists often providing surprisingly useful organizations and displays.

This Find contains a number of words that start with consonants but are not on the list, enough for a bit of competition among the early-finishers.

Lesson Eleven
Some Consonant Sounds and Spellings:
[p], [b], [t], [d], [k], and [g]

- 1 At the beginning and end of *pop* you can hear the sound [p].
At the beginning and end of *bob* you can hear the sound [b].
At the beginning and end of *toot* you can hear the sound [t].
At the beginning and end of *dude* you can hear the sound [d].
At the beginning and end of *kick* you can hear the sound [k].
At the beginning and end of *gag* you can hear the sound [g].
- 2 Read the following six words. Look and listen carefully. Then fill in the blanks:
pop bob toot dude kick gag
- 3 In *bob* the sound [b] is spelled with the letter
- 4 In *pop* the sound [p] is spelled <p>
- 5 In *toot* the letter <t> spells the sound [t]
- 6 In *kick* the letter <k> at the front of the word spells the sound [k]
- 7 In *kick* the letters <ck> at the end of the word spell the sound [k]

Now try these:

- 8 The word *favor* contains two vowel letters: <a> and <o>
- 9 *Join* contains two consonant letters: <j>.or <J> and <n>
- 10 *Write* contains three consonant letters: <w> or <W>, <r>, and <t>
- 11 The word *what* contains three consonant letters: <w> or <W>, <h>, and <t>
- 12 Which do we put inside square brackets, letters or sounds? Sounds



Word Changes. Remember to follow the directions carefully. Each time you make the changes, you should spell a new word to put into the blank at the right:

1. Write the word *toot*: toot
2. Take away the second vowel and change the second consonant to a <p>: top
3. Change the first consonant in the word to the second consonant in the alphabet: cop

4. Move the <p> to the front of the word; change the <o> to an <i> and put it between the <p> and <c>; add a <k> to the end of the word: pick

5. Change the first consonant in the word to the eleventh letter in the alphabet: kick

6. Change the first <k> to the letter that comes right after it in the alphabet: lick

7. Take away the second consonant in the word and change the <k> to the letter that comes five places after it in the alphabet: lip

8. Change the first consonant in the word to the letter that comes four places after it in the alphabet: pip

9. Change the middle letter in the word to an <o>: pop

Riddle. A father who gets mad a lot might be called a

pop top
Word #9 Word #2

Teaching Notes.

1. The most important — and probably difficult — thing in this lesson is continuing to keep the calling of sounds distinct from the calling of letters. Remember that sounds in square brackets are called by the sounds themselves. Thus, the symbol “[p]” is pronounced just like the sound itself, [p], though you will probably find that when you say it, a little puff comes out at the end so that you end up saying something more like “puh.” That soft “uh”-like sound is usually described as a schwa, written phonetically as [ə]. That same puff, or schwa sound, is hard to avoid in all of the sounds in this lesson: [p], [b], [t], [d], [k], and [g]. Don’t worry about it too much. It is quite all right to pronounce [p] as “puh”, or [pə]; just don’t pronounce it as [pē], which is the pronunciation of the name of the alphabet letter, not the sound. The same holds for the sound [b], pronounced [bə], versus the letter , pronounced [bē], and [tə] versus [tē], [də] versus [dē], [kə] versus [kā], and [gə] versus [jē].

These six sounds are all called **stops**, because when we pronounce them, we stop the flow of air through our mouths momentarily and then release it quickly. (That release is what causes the puff at the end.) The treatment of consonant sounds and their spellings starts with these stops because the front stops, which are pronounced toward the front of the mouth — [p], [b], [t], and [d] — have quite simple and highly predictable spellings. The spellings of the velar, or back, stop [g] are a bit more complicated, and those of the other back stop, [k], are perhaps the most complex of all English consonants. In these opening lessons we introduce the students to just the two or three major spellings of each sound. Later lessons deal in more detail with major and minor spellings of each sound and with the patterns that determine how to select the proper spelling: For the spellings of [p] see Book Four, lessons 39-40, 42-43; for the spellings of [b], see Book Five, lessons 17-19; for [t], see Book Four, lessons 21-24, 26-31; for [d], see Book 5, lessons 23-27; for [g], see Book Six, lessons 35-39; and for the complicated [k], see Book Seven, lessons 9-16 and 18-22. For even more on the stops and their spellings, see *AES*: pp. 327-49 for the front stops and pp. 350-72 for the back, or velar, stops.

Lesson Twelve
The Consonant Sound [p]

- 1 Underline the letter that spells [p] in the word *perfect*.
- 2 Underline the letter that spells [b] in the word *behind*.
- 3 Underline the letter that spells [t] in *itself*.
- 4 Underline the letter that spells [d] in *wonderful*.
- 5 Underline the letter that spells [k] in *quiet*.
- 6 Underline the letter that spells [g] in *government*.
- 7 In *perfect* and *pop* the sound [p] is spelled <p>. But in many words [p] is spelled <pp>. Underline the letters that spell [p] in the following words:

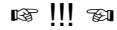
open appear spaghetti purple
 puppies picture _____ perfect apple
 helicopter people stopped important
 prevent places upon zipper

- 8 Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with [p] spelled . . .

<p>		<pp>
<i>open</i>	<i>places</i>	<i>puppies</i>
<i>puppies</i>	<i>spaghetti</i>	<i>appear</i>
<i>helicopter</i>	<i>perfect</i>	<i>stopped</i>
<i>prevent</i>	<i>upon</i>	<i>apple</i>
<i>picture</i>	<i>purple</i>	<i>zipper</i>
<i>people</i>	<i>important</i>	

- 9 Two ways of spelling [p] are <p> and <pp>.



Watch the Middles! Fill in the blanks. Remember that as you read and write the word parts, you should spell them out to yourself, letter by letter.

prevent	
pre	vent
<i>pre</i>	vent
<i>pre</i>	<i>vent</i>
<i>prevent</i>	

perfect	
per	fect
<i>per</i>	fect
<i>per</i>	<i>fect</i>
<i>perfect</i>	

appear	
ap	pear
<i>ap</i>	pear
<i>ap</i>	<i>pear</i>
<i>appear</i>	

surprise	
sur	prise
<i>sur</i>	prise
<i>sur</i>	<i>prise</i>
<i>surprise</i>	

purples	
purple	s
<i>purple</i>	s
<i>purple</i>	<i>s</i>
<i>purples</i>	

picture	
pict	ure
<i>pict</i>	ure
<i>pict</i>	<i>ure</i>
<i>picture</i>	

Teaching Notes.

1. In Item 5 if the question comes up as to whether [k] is being spelled <q> or <qu>, point out that *quiet* is pronounced [kwīət], so that the <u> is spelling [w], which leaves only the <q> to spell [k]. In some words with <qu> the <u> does not spell [w]: In *mosquito*, for instance, the pronunciation is [məskētō], with no [w]. So in *mosquito* we would say that [k] is spelled <qu>, but in *quiet*, with the <u> spelling [w], we have only the <q> to spell [k].

2. The two spellings <p> and <pp> account for more than 99% of the occurrences of [p]. And Lessons 39-40 of Book Four show how we can predict with certainty when to use <p> and when to use <pp>. The other less than 1% of the occurrences of [p] are in some pronunciations of *diphtheria*, *diphthong*, and *naphtha*, in all of which [p] is spelled <ph>; in *subpoena*, in which [p] is spelled <bp>; and in *hiccough*, in which we apparently must say that [p] is spelled <gh>, though *hiccough* has the more regular spelling *hiccup*. For more on these very minor spellings of [p], see section 26.3.2, pp. 334-35, of *AES*.

3. Watch the Middles. Notice that sometimes the meaning you get by adding up the meanings of the word parts is different from the current meaning of the word as a whole. Usually, however, there is a logical enough connection. In *prevent*, for instance, *pre-* is a prefix that means “before, early” and occurs in dozens of words, including *preschool*, *prehistoric*, *premature*, *prepaid*, etc. The root meaning of the base *vent* is “come.” The parts of *prevent*, then, add up to “to come before” or “to come early.” It is not too far from that root meaning to the word’s current meaning of “to hinder, stop, avert.”

In *appear* *ap-* is a form of the prefix *ad-*, meaning “to, toward,” with which students will work in Book Four. The base *pear* “show” occurs only in *appear*. It is related to the base *par* in *apparent* and *apparition*; it is not related to the word *pear* meaning a kind of fruit.

In *perfect* the prefix *per-* means “thorough, thoroughly”; the base *fect* “make, do” occurs in words like *affect*, *confection*, *defect*, *effective*, *infected*.

In *surprise* *sur-* is a prefix meaning “over, above, in addition.” It occurs in words like *surmount*, *surplus*, *surtax*, *survive*. The base *prise* means “take” and occurs in words like *apprise*, *comprise*, *enterprise*, *reprisal*.

In *picture* *pict* means “paint” and occurs in words like *depict* and *pictorial*. The suffix *-ure* forms nouns and occurs in words like *pressure*, *culture*, *pleasure*.

Lesson Thirteen The Consonant Sound [b]

1 Underline the letters that spell the sound [b] in the following words:

blue below bridge about
above because rabbit number
between bubble before brother
better cabbage robber behind
hobby books bottom crabby

2 Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with [b] spelled . . .

		<bb>
<i>blue</i>	<i>bridge</i>	<i>hobby</i>
<i>above</i>	<i>before</i>	<i>bubble</i>
<i>between</i>	<i>bottom</i>	<i>cabbage</i>
<i>better</i>	<i>about</i>	<i>rabbit</i>
<i>below</i>	<i>number</i>	<i>robber</i>
<i>because</i>	<i>brother</i>	<i>crabby</i>
<i>bubble</i>	<i>behind</i>	
<i>books</i>		

3 Two ways of spelling the sound [b] are and <bb> .

4 Two ways of spelling the sound [p] are <p> and <pp>
Did you remember the pointed brackets?



Word Squares. All of the seventeen words below contain the sounds [p] or [b]. Fit the words into the squares. Count letters carefully and try to think ahead about your choices. Start with those words about which you can be absolutely sure:

- Two-letter word: be
- Three-letter words: pop, apt, lap, pit
- Four-letter words: upon, stop, herb, rubs, nob
- Five-letter words: below, happy
- Six-letter words: before, crabby, people
- Seven-letter word: bubbles
- Ten-letter word: helicopter

h	e	l	i	c	o	p	t	e	r
a		a		r		i			u
p	o	p		a	p	t			b
p				b			p		s
y		b	u	b	b	l	e	s	
	b	e		y			o		
		f				u	p	o	n
s	t	o	p			l			o
		r				h	e	r	b
	b	e	l	o	w				s

Teaching Notes.

1. About 95% of the time [b] is spelled , and more than 99% of the time it is spelled either or <bb>. Lessons 17-19 of Book Five show how we can predict with certainty when to choose and when to choose <bb>. The only other known spelling of [b] is <pb> in the words *cupboard*, *clapboard*, *raspberry*, and *Campbell*. This <pb> spelling of [b] is the mirror image of the <bp> spelling of [p] in *subpoena*, and it is produced by the same phenomenon: When two stop sounds that are produced at the same point in the

mouth come right next to one another in a word, the first sound gets dropped, though the letter often stays in the spelling. (The stops [p] and [b], called **bilabial stops**, are both pronounced at the two lips.)

2. In this Word Squares the two words *stop* and *upon* can involve the students in that logic of implication that was discussed earlier: If they try to fill in the *stop* row before the *upon* row, they will not have enough information to choose with certainty between *stop* and *upon*, since the only thing they can know about the word is that it is a four-letter word with the next-to-last letter an <o>, and both *stop* and *upon* fit that description. They can, however, get enough information about the *upon* row to choose *upon* with certainty, leaving only *stop* for the *stop* row.

Lesson Fourteen The Consonant Sound [t]

- 1 You can hear the sound [t] at the front and end of the word *toot*. Underline the letters that spell [t]:

about <u> </u>	after <u> </u>	bet <u> </u> ter	accou <u> </u> nt
coun <u> </u> try	perfec <u> </u> t	d <u> </u> idn't	differen <u> </u> t
it <u> </u> self	grea <u> </u> t	k <u> </u> itten	bot <u> </u> tle
star <u> </u> ter	l <u> </u> ittle	rabb <u> </u> it	sist <u> </u> er
vo <u> </u> te	to <u> </u> day	fru <u> </u> it	sett <u> </u> ing
hot <u> </u> ter	bot <u> </u> tom	un <u> </u> til	cann <u> </u> ot

- 2 Now sort the words into these two groups:

Words with [t] spelled . . .

<t>		<tt>
<i>about</i>	<i>didn't</i>	<i>hotter</i>
<i>country</i>	<i>rabbit</i>	<i>little</i>
<i>itself</i>	<i>fruit</i>	<i>bottom</i>
<i>starter</i>	<i>until</i>	<i>better</i>
<i>vote</i>	<i>account</i>	<i>kitten</i>
<i>after</i>	<i>different</i>	<i>bottle</i>
<i>perfect</i>	<i>sister</i>	<i>setting</i>
<i>great</i>	<i>cannot</i>	
<i>today</i>		

- 3 Two ways of spelling the sound [t] are <t> and <tt>

4 Underline the letters that spell [t], [p], and [b]:

surprise important hep appear
about hobby because bridge
prevent between bottle ribbon

5 Sort the words into these three groups:

The words with . . .

[p] spelled <p>	[b] spelled 	[t] spelled <t>
<i>surprise</i>	<i>about</i>	<i>important</i>
<i>important</i>	<i>because</i>	<i>about</i>
<i>help</i>	<i>bridge</i>	<i>prevent</i>
<i>prevent</i>	<i>between</i>	<i>between</i>
	<i>bottle</i>	

6 The word with [p] spelled <pp> . . .

appear

7 The word with [t] spelled <tt> . . .

bottle

8 The two words with [b] spelled <bb> . . .

hobby *ribbon*

9 Two ways of spelling [p] are <p> and <pp>

10 Two ways of spelling [b] are and <bb>

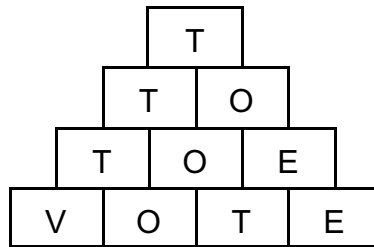
11 Two ways of spelling [t] are <t> and <tt>



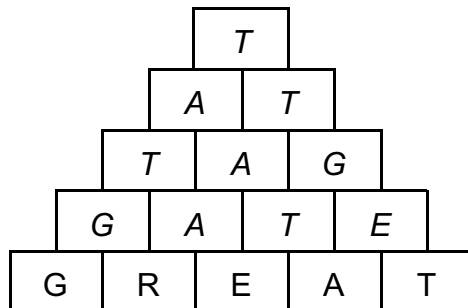
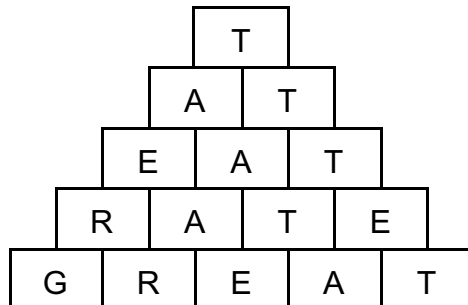
Word Pyramids. In a Word Pyramid you pile shorter words on top of longer ones to form a pyramid. We give you the bottom and longest word. Your job is to take one

letter away from that word and rearrange the letters to form a new word that is one letter shorter than the one below it. You keep doing that until you get to the top.

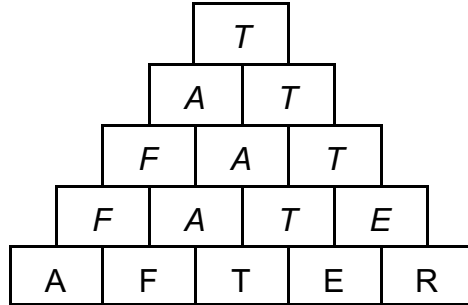
In the Word Pyramid below, each word must contain the sound [t] spelled <t>. The only three-letter word you can make out of *vote* is *toe*, which does contain <t> and goes right above *vote*. The only two-letter word you can make from *toe* is *to*. The only one-letter word with <t>, is *T*, which is short for “tee shirt” and is also used in the phrase, “My new bicycle suits me to a T.” Thus, the filled-out Pyramid would look like the following:



In the Pyramid below, you can make more than one four-letter word that contains [t] spelled <t>: *rate*, *tear*, and *gate*. Either one of them could go right above *great* in the Pyramid. Here is one solution. What other solution can you think of? Remember that each word must contain the sound [t] spelled <t>:



Here is another Pyramid with words that contain [t] spelled <t>:



Teaching Notes.

1. About 95% of the time [t] is spelled <t>, and nearly 99% of the time it is either <t> or <tt>. But after that fine start things get rather complicated, as lessons 21-24 and 26-31 of Book Four spell out. As a quick preview, consider the different spellings of [t] in, say, *kissed*, *Thomas*, *thyme*, *doubt*, *debt*, *pterosaur*, *receipt*, *indict*, *veldt*, *fought*, *yacht*, and *two*!

2. If you listen carefully to your students', or perhaps your own, pronunciation of the words in Item 1 of the lesson that contain <t> or <tt>, you may detect a sound in some of them more like [d] than [t]. This pronunciation is most common in words like *hotter*, *little*, *gotten*, *better*, *bottle*, and *setting* or like *later* and *plating*. The pattern here is that if the <t> or <tt> has a stressed vowel right in front of it and an unstressed vowel right after it, it tends to become something in between [d] and [t] that linguists call a flap-[d]. The word *flap* is meant to indicate that it is a sound somewhat quicker than a full [d]. Technically, what is happening is that the [t], which is normally a voiceless sound (that is, pronounced with no vibration of the vocal cords), picks up some voicing (or vibration of the vocal cords) from the surrounding vowels, which are voiced. (In less technical terms, we tend to start the cords buzzing with the preceding vowel and just keep them buzzing through the following vowel, rather than turning them on, then off for the [t], then on again.) Since [d] is the voiced counterpart of the voiceless [t], the result is a pronunciation of [t] that sounds like [d]. Most desk dictionaries show the sound spelled <t> and <tt> in such words as [t], ignoring the flap-[d] pronunciation. But *Webster's Third International Unabridged* gives both [d] and [t] as pronunciations for them.

This technical point is obviously not something to inflict on youngsters. It is mentioned here simply to encourage you to resist any temptation you may have to correct the pronunciation of students who seem to have more of a [d] than a [t] in their pronunciation of such words. They have *Webster's Third* and professional linguists on their side! Also, it is remotely possible that a student may notice the variation and ask about it. In case of such an astonishing event, I recommend that you praise the student for having a good ear, indeed, and explain that it is true that in such words as *hotter* and the others the [t] can begin to sound more like a [d], but that since the spelling is

<t> or <tt>, we (and most dictionaries) choose to treat the pronunciation as a [t]. For more on the flap-[d], see *AES*, pp. 338-39, and for the related flap-[t], see *AES*, pp. 342-43. (The flap-[t] is the thing that can sneak in between the [n] and the [s] of, say, *sense*, causing it to rhyme with *cents*.)

Word Pyramids. There are different legitimate solutions to most Word Pyramids. The minimum requirements are that each word used must be listed in a reputable dictionary and must contain the target spelling feature. For instance, in the last Pyramid above, the following four-letter words with <t> can be spelled from the letters in *after*: *fate*, *feat*, *feta*, *frat*, *raft*, *rate*, *tare*, *tear*. (You can decide how to handle the unfortunate possibility *fart*.) All of these four-letter words contain three-letter words that in turn contain two-letter words—*fat*, *rat*, and *aft*, for instance. So all eight can lead to legitimate solutions. But *after* also contains the less-common four-letter <t> words *fret*, *reft*, and *tref*, each of which contains only the three-letter <t> words *eft* and *ret*. Neither *eft* nor *ret* contains any two-letter words that contain <t>. So *fret*, *reft*, and *tref* cannot lead to a solution.

Notice that in those Pyramids that require each word to contain a specific letter, the top space must always be that specific letter. Dictionaries treat all letters as if they were words, giving their pronunciations, plural forms, and parts of speech.

Lesson Fifteen The Consonant Sound [d]

- 1 You can hear the sound [d] at the beginning and end of the word *dude*. Underline the letters that spell [d]:

ducks holiday differing muddy
 around children didn't voted
add middle sudden board
 good found behind said
 beyond study danger under
 world daddy hidden reddest

- 2 Now sort the words into these two groups. Be careful! One word goes into both groups:

Words with the [d] spelled . . .

<d>		<dd>
<i>ducks</i>	<i>daddy</i>	<i>add</i>
<i>around</i>	<i>differing</i>	<i>middle</i>
<i>good</i>	<i>didn't</i>	<i>daddy</i>
<i>beyond</i>	<i>behind</i>	<i>sudden</i>
<i>world</i>	<i>danger</i>	<i>hidden</i>
<i>holiday</i>	<i>voted</i>	<i>muddy</i>
<i>children</i>	<i>board</i>	<i>reddest</i>
<i>found</i>	<i>said</i>	
<i>study</i>	<i>under</i>	

- 3 Two ways of spelling the sound [d] are <d> and <dd>



Word Find. Find and circle the fifteen words that contain the sound [d]. Write the ones you find in alphabetical order at the bottom of the page:

children	different	found	said	muddy
under	today	study	daddy	do
hidden	sudden	middle	add	had

```

          D                M
C H I L D R E N U
          F    A          D
          F    D          D
          E    D          Y
          R    Y                T
          E                O    U
          N                D H N
          T                S A I D
                Y D E
          H A D                D R
                E
          S D F O U N D M N
          T O                I
          S U D D E N          D
          D                D
          Y                L
                E
    
```

Words in alphabetical order:

- | | | |
|--------------------|-----------------|------------------|
| 1 <u>add</u> | 6 <u>found</u> | 11 <u>said</u> |
| 2 <u>children</u> | 7 <u>had</u> | 12 <u>study</u> |
| 3 <u>daddy</u> | 8 <u>hidden</u> | 13 <u>sudden</u> |
| 4 <u>different</u> | 9 <u>middle</u> | 14 <u>today</u> |
| 5 <u>do</u> | 10 <u>muddy</u> | 15 <u>under</u> |

Teaching Notes.

1. More than 99% of the time [d] is spelled <d> or <dd>. Two important minor spellings of [d] are <ed> in the past tense suffix *-ed* (as in *spelled* and *rubbed*) and <ld> in the four words *could*, *should*, *would*, *solder*. It is worth noticing that in certain strings of consonants, with an [n] or [l] right in front of it and especially with a fricative like [z] or [f] right after it, [d] can easily get lost in the pronunciation, as in words like *lends*, *fields*, *grandfather* — and *handkerchief*. Students who routinely leave out the [d] when they pronounce such words (or hear the [d] routinely left out) may have extra trouble remembering to put in the <d> when they spell them.

Lesson Sixteen
Test Two

Words:	Fill in the blanks:
0. <i>brother</i>	[b] = <u></u>
1. blue	[b] = <u></u>
2. page	[p] = <u>_p></u>
3. below	<w> = v or c? <u>v</u>
4. year	<y> = v or c? <u>c</u>
5. would	<u> = v or c? <u>v</u>
6. quick	<u> = v or c? <u>c</u>
7. always	<w> = v or c? <u>c</u> ; <y> = v or c? <u>v</u>
8. under	<u> = v or c? <u>v</u>
9. enough	<u> = v or c? <u>v</u>
10. people	[p] = <u><p></u> and <u>_p></u>

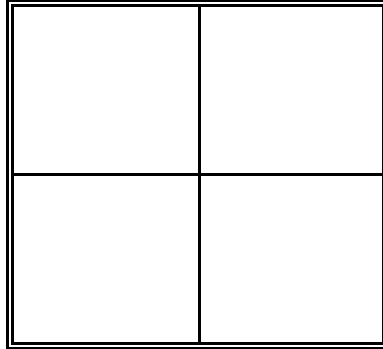
Teaching Notes.

1. It may be useful to follow up the four items dealing with <u> in class discussion. For instance, you might ask how we know that the <u> in *would* is a vowel (Answer: because it is not spelling the consonant sound [w] nor is it following the letter <q>). The same is true for the <u> in *under* and *enough*. How do we know that the <u> in *quick* is a consonant? (because it spells the sound [w] and it follows <q>, either of which conditions is enough to make it a consonant). You could then ask for examples of words in which <u> is a consonant but does not follow <q> (*language, penguin, extinguish, jaguar, persuade*, etc. — and *pueblo*) or of words in which <u> is a consonant but does not spell [w] (*mosquito, antique, grotesque, mosque, unique, bouquet, croquet*, etc.). For more information, see the teaching notes for Lesson 4.

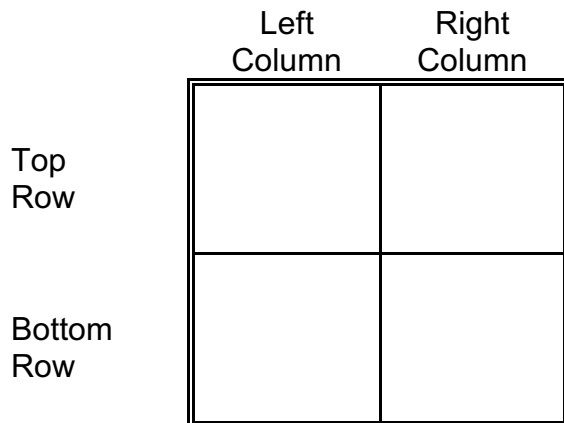
This kind of word hunt could be the stuff of a regular bulletin board project: As students find words of the type being hunted for that week, they write them down on a list on the bulletin board and initial them. At the end of the week the champion word hunter is crowned.

Lesson Seventeen Matrixes

1 A **matrix** can help you sort out sounds and letters. A **matrix** looks like a big square divided up into smaller squares, like this:



2 A matrix has **columns** and **rows**. **Columns** run up and down on the page — like the stone columns in front of a big building. **Rows** run across the page — like a row of people on a bench. So we can label our matrix this way:



3 We can also number the little squares:

	Left Column	Right Column
Top Row	Square #1	Square #2
Bottom Row	Square #3	Square #4

- 4 Squares #1 and #2 make up the top row. Which two squares make up the bottom row? #3 and #4
- 5 Squares #1 and #3 make up the left column. Which two squares make up the right column? #2 and #4
- 6 The left column and the top row overlap in Square #1. In what square do the left column and the bottom row overlap? Square #3
- 7 What column and row overlap in square #4? Right column and bottom row

Teaching Notes.

1. Two-dimensional matrixes like the four-square models introduced in this lesson are used extensively in upcoming lessons. They are a very powerful tool for helping students solve the kinds of problems posed for them in the *Basic Speller*. Nearly always in solving these problems the students must notice how two different conditions either do or do not occur together. Two-dimensional matrixes make that job easier.

Because matrixes are so important to upcoming lessons, it is crucial that the students understand the basic concepts introduced in this lesson: What a column is. What a row is. How a square is created when a column and a row overlap. Most students seem to catch on to the basic idea of matrixes very readily. If anyone is having trouble, you might find it useful to point out that they operate just like a multiplication table. In fact, a multiplication table is nothing but a two-dimensional matrix with a lot of rows and columns:

	2	3	4	5	6
2	4	6	8	10	12
3	6	9	12	15	18
4	8	12	16	20	24
5	10	15	20	25	30
6	12	18	24	30	36

You might point out that these matrixes are all over the place: Your attendance sheet is probably a two-dimensional matrix, so too any progress charts you may keep on the bulletin board. A monthly calendar is a two-dimensional matrix; it is just that we usually don't bother to label the rows. The columns are labeled with the days of the week.

An informal matrix hunt might turn up some surprising examples. And such hunts are quite powerful teaching and learning strategies since the ability to identify a new, and perhaps slightly different, instance is an excellent sign of mastery of the general concept.

Lesson Eighteen Using a Matrix

1 Here is a matrix that we have begun to fill in for you:

	Left Column: Words with [d]	Right Column: Words with no [d]
Top Row: Words with [t]	<i>voted</i> <i>today</i> <i>study</i> <i>toward</i> <i>different</i>	<i>write</i> <i>touches</i> <i>bottle</i> <i>seventy</i> <i>perfect</i>
	Square #1	Square #2
Bottom Row: Words with no [t]:	<i>holiday</i> <i>sudden</i> <i>board</i> <i>world</i>	<i>laugh</i> <i>queen</i> <i>surprise</i> <i>number</i>
	Square #3	Square #4

2 In Square #1 we put words that have **both** [d] and [t] sounds, like *voted*. Find the one word below that has both a [d] and a [t] and copy it into Square #1 beneath the word *voted*:

children middle today fruit

3 In Square #2 we put words like *write* that have a [t] but do not have a [d]. Find the word below that does have a [t] but does not have a [d] and copy it into Square #2 beneath the word *write*:

robber danger touches tender

4 What word is in Square #3? holiday

5 Does it have a [d]? Yes Does it have a [t]? No

6 Be ready to talk about these questions:

Why do we put *holiday* in Square #3? Because it has a [d] but no [t].

Why do we put *laugh* in Square #4? Because it has neither a [d] nor a [t].

7 Copy these words into the correct squares in the matrix:

study	sudden	perfect	board
bottle	queen	different	world
toward	seventy	surprise	number

7 What direction do columns go on the page? Up and down the page

8 What direction do rows go on the page? Across the page, left and right



Word Scrambles. Unscramble these letters to spell some of the words in this lesson. Some of them are quite hard, so we've left you some doodling space:

dudens	<u>sudden</u>	remunb	<u>number</u>
dusty	<u>study</u>	ardob	<u>board</u>
dowart	<u>toward</u>	dahoily	<u>holiday</u>
trafe	<u>after</u>	lahug	<u>laugh</u>
driftneef	<u>different</u>	prerussi	<u>surprise</u>

Teaching Notes.

1. This lesson demonstrates how the matrix can help sort out words on the basis of whether two different conditions (in this case the presence of [d] or [t]) occur together in the word, whether one occurs without the other, or whether neither occurs.

If your arithmetic program has the students working with sets, you could point out that a square in a matrix is a set. So a matrix is a set of sets.

2. The words *voted* in Item 1 and *bottle* in Item 6 could raise again the possible confusion caused by the flap-[d]. If a student should ask something like, "I hear a [d] in the middle of *bottle*, not a [t], so why don't we put it into Square #3 instead of Square #2?," congratulate him or her for a sharp ear and a good question and remind the class that earlier we agreed that although that sound is a bit like [d] and a bit like [t], we are going to call it [t] because it is spelled <t> or <tt> and most dictionaries show it as [t].

3. If you would like to do some additional sorting with this matrix, here are some other words from recent lessons that contain [t] and/or [d] and a few that contain neither:

[d] and [t]: didn't, reddest, wouldn't

[t] only: helicopter, matrix, sister, important, stopped (notice the final [t] spelled <ed>)

[d] only: behind, children, holiday, middle, under
neither [d] nor [t]: penguin, people, column, row

Lesson Nineteen Practice with Matrixes

- 1 Two ways of spelling [d] are <d> and <dd>
- 2 Two ways of spelling [t] are <t> and <tt>
- 3 Read these words carefully. Listen for the sounds [d] and [t]. Then sort the words into the matrix. Be careful! When you get done, one square should still be empty:

after	between	didn't	drifting
bottle	lasted	bottom	hotter
around	hidden	board	study
daddy	toward	behind	different

	Words with [d]	Words with no [d]
Words with [t]	<i>lasted toward didn't drifting study different</i>	<i>after bottle between bottom hotter</i>
Words with no [t]	<i>around daddy hidden board behind</i>	

4 List the words from the matrix that contain both [t] and [d]:

<i>lasted</i>	<i>toward</i>	<i>didn't</i>
<i>drifting</i>	<i>study</i>	<i>different</i>

5 List the words that contain [t] but no [d]:

<i>after</i>	<i>bottle</i>	<i>between</i>
<i>bottom</i>	<i>hotter</i>	

6 List the words that contain [d] but no [t]:

<i>around</i>	<i>daddy</i>	<i>hidden</i>
<i>board</i>	<i>behind</i>	



Watch the Middles!

<i>differ</i>	
<i>dif</i>	<i>fer</i>
<i>dif</i>	<i>fer</i>
<i>dif</i>	<i>fer</i>
<i>differ</i>	

<i>toward</i>	
<i>to</i>	<i>ward</i>
<i>to</i>	<i>ward</i>
<i>to</i>	<i>ward</i>
<i>toward</i>	

<i>touches</i>	
<i>touch</i>	<i>es</i>
<i>touch</i>	<i>es</i>
<i>touch</i>	<i>es</i>
<i>touches</i>	

<i>between</i>	
<i>be</i>	<i>tween</i>
<i>be</i>	<i>tween</i>
<i>be</i>	<i>tween</i>
<i>between</i>	

Teaching Notes.

Watch the Middles. In *differ* the prefix *dif-* is a form of *dis-* and means “apart.” The base *fer* means “carry, bear” and occurs in words like *conference*, *defer*, *referee*, *suffer*.

In *touches* *-es* is a form of the suffix *-s*, which students will study in Book Two.

In *toward* *to* is the preposition *to*; *ward* is a suffix meaning “in a specified direction.”

In *between* *be-* is the prefix that indicates position near or at; *tween* occurs only in the rare *tween*, *tweeny*, meaning an older pre-teenager, a word formed from *between*. In baseball a well-aimed hit is often called a tweener. In *between* the base *tween* carries the meaning “two” and is related to several other <tw> words containing the meaning “two”: *two*, *twelve*, *twenty*, *twin*, *twilight*, etc.

Lesson Twenty Long and Short <a> and <e>

- Say *at* and *ate* a few times. The sound the <a> spells in *at* is called **short <a>**. The sound the <a> spells in *ate* is called **long <a>**.
- Listen carefully for the short <a>'s and long <a>'s in these words and sort the words into the two groups below:

magic	happy	came	someday
favor	laugh	scratch	than
name	place	same	last
chance	apple	station	take

Words with . . .

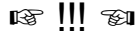
short <a>		long <a>	
<i>magic</i>	<i>apple</i>	<i>favor</i>	<i>same</i>
<i>chance</i>	<i>scratch</i>	<i>name</i>	<i>station</i>
<i>happy</i>	<i>than</i>	<i>place</i>	<i>someday</i>
<i>laugh</i>	<i>last</i>	<i>came</i>	<i>take</i>

- Say *bet* and *beat* a few times. The sound the <e> spells in *bet* is **short <e>**. The sound the <ea> spells in *beat* is **long <e>**. Listen for the short <e>'s and long <e>'s in the following words. Then sort them into the two groups:

queen	best	question	believe
help	yellow	these	then
get	she	seat	leave
three	teacher	rent	seven

Words with . . .

short <e>		long <e>	
<i>help</i>	<i>question</i>	<i>queen</i>	<i>these</i>
<i>get</i>	<i>rent</i>	<i>three</i>	<i>seat</i>
<i>best</i>	<i>then</i>	<i>she</i>	<i>believe</i>
<i>yellow</i>	<i>seven</i>	<i>teacher</i>	<i>leave</i>



Word Find. The Find below is shaped like the word *LONG* because all thirty words in it contain a long <a> or a long <e>:

always	late	same
ate	leave	seat
be	may	she
between	meat	sheep
came	name	sleep
day	need	take
eat	page	theme
feet	peace	these
gave	place	three
he	queen	today

		N A M E		S		F
			H	C A M E	T H E M E	
N E E D		D	M E A T	M T	H	E A T
	A	Q U E E N P	O	E H	R	T
	Y		F L D	E	E	
		T	E R A L W A Y S	S L E E P		
G		H	N C Y		S	M A Y
A		E	D E P		E	
V	T	B S		E H E	L E A V E	A P
E	A B E T W E E N			A	T	T A
	K	S H E E P		C	S H E	G
L A T E				E		E

Teaching Notes.

1. It is important in this and subsequent lessons to be consistent with the pronunciation of the names of sounds and letters: In the next lesson the students will learn to write short <a> phonetically as [a], long <a> as [ā], short <e> as [e], and long <e> as [ē]. Remember that the phrases “short <a>” and “short <e>” rhyme with “short day” and “short plea,” but the sounds referred to by those phrases, [a] and [e], are quite different: When we are reading aloud the symbols “[a]” or “[e]”, we refer to them with the vowel sounds that you hear in the middle of words like *bat* and *bet*. Thus short <e> is pronounced something like “eh”. Although **long** vowel sounds are usually identical in sound to the pronunciation of the alphabet names of the letters used in square brackets to symbolize them, **short** vowel sounds are always quite different in sound from the pronunciation of the alphabet names of the letters used in square brackets to symbolize them.

2. It is worth concentrating some on the distinction between short <a> and short <e>.

Enough college students confuse the words *than* and *then* often enough in their writing to remind us that perceptually [a] and [e] are very close, especially in cases where they are not receiving a great deal of stress. One useful exercise would be to have the students collect what the linguist calls *minimal pairs* — that is, words like *than* and *then* that differ in only one feature, which in this case would be the contrast between [a] and [e]. Some examples follow: *pan/pen, bad/bed, sand/send, fad/fed, band/bend, and/end, Alf/elf, bag/beg, lag/leg, ranch/wrench, flash/flesh, mash/mesh, knack/neck, rack/wreck, track/trek, am/em, an/en, jam/gem, lass/less, mass/mess, gas/guess, bat/bet, mat/met, gnat/net, pat/pet, pack/peck, vast/vest, past/pest*. Somewhat more complicated are these: *sad/said, laughed/left, tanned/tend, spanned/spend, pact/pecked, mast/messed*.

3. For more on long and short vowels, see *AES*, pp. 52-54; for short <a> see pp. 213-16; for long <a>, pp. 249-57; for short <e>, pp. 217-221; for long <e>, pp. 258-70.

4. For the record, the Word Find contains a number of words that contain short rather than long vowels: *had, ham, an, jet, as, defend, chest, apt, and* It also contains three that are not on the list of target words and yet may be circled by some students: *the, era, defend*. Usually *the* is pronounced with a schwa, but in certain emphatic situations it is pronounced with a long <e>. Dictionaries show various pronunciations of *era*: [irə], [erə], [ērə]. The sound [r] has a strong effect on a vowel that precedes it. Compare, for instance, the difference in sound spelled by the <a> in *mare* as compared with *made*. No dictionary shows *defend* with a long <e>, but young football fans, thinking of the cheer “Dee-fense!” may want to claim *defend*. Linguistically, the claims for *the* and *era* are quite valid; the claim for *defend* is not. But personally I would accept any of them for which a student wanted to argue.

Lesson Twenty-One
Practice with Long and Short <a> and <e>

1 Draw a line under each of the sounds below, and draw a double line under each of the letters:

[p] <p> [b] <t> <d> [t] [d]

2 When we talk about sounds, we put them in square brackets.

3 When we talk about letters, we put them in pointed brackets.

4 When we talk about **short** vowel sounds, we just put them in square brackets. So the short <a> sound is written [a]. And the short <e> sound is written [e].

5 But when we talk about **long** vowel sounds, we put them in square brackets and then put a dash over them. The dash that goes over long vowels is called a **macron**. So the long <a> sound is written [ā]. And the long <e> sound is written [ē].

6 Is the short <a> sound in *at* written [a] or [ā]? [a] Is the long <a> sound in *ate* written [a] or [ā]? [ā] Is the short <e> sound in *them* written [e] or [ē]? [e] Is the long <e> sound in *theme* written [e] or [ē]? [ē]

7 Listen carefully for long and short vowel sounds in these words. Then sort the words into the groups below:

leave	than	same	then
went	three	land	station
chance	place	believe	she
make	best	question	laugh

Words with . . .

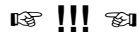
short <a>, [a]	long <a>, [ā]	short <e>, [e]	long <e>, [ē]
<i>chance</i>	<i>make</i>	<i>went</i>	<i>leave</i>
<i>than</i>	<i>place</i>	<i>best</i>	<i>three</i>
<i>land</i>	<i>same</i>	<i>question</i>	<i>believe</i>
<i>laugh</i>	<i>station</i>	<i>then</i>	<i>she</i>

8 Write two other words that contain [a]: ANSWERS WILL VARY.

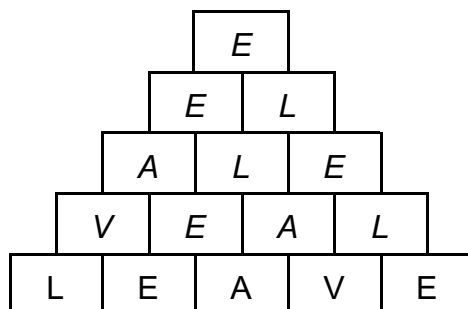
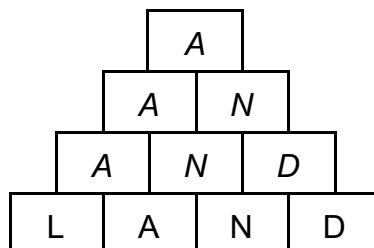
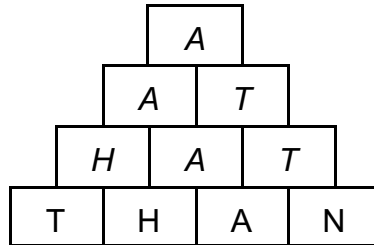
9 Write two other words that contain [ā]: ANSWERS WILL VARY.

10 Write two other words that contain [e]: ANSWERS WILL VARY.

11 Write two other words that contain [ē]: ANSWERS WILL VARY.



Word Pyramids. The following Pyramids are made up of words that contain [a], [ā], [e], or [ē]:



Teaching Notes.

1. The word *macron* comes from a Greek word that means "long." It is related to the *macro-* that is in the word *macrocosm* and the computer word, *macro*.

2. Briefly, [a] is nearly always spelled <a>. The only common words with other spellings are *laugh*, *laughter*, *plaid*, and the most common pronunciation of *aunt*. Short <e>, [e], is spelled <e> more than nine times out of ten. In a few, though often commonly-used, words it is spelled <ea>: *head*, *bread*, *heaven*, *meadow*, *instead* — and about fifty others. In about 80% of the words in which it occurs, long <a>, [ā], is spelled <a>; about 10% of the time it is spelled either <ai> or <ay>. Long <e>, [ē], is actually spelled <e> in only about 40% of the words. In another 40% of the words it is spelled either <y>, <i>, <ee>, or <ea>. Long <a> and long <e> both have a number of less common spellings. For more details, see chapters 18 and 19 of *AES*.

3. Word Pyramids. The first two Pyramids are quite straightforward; the third one is more challenging. In the first Pyramid the foundation word *than* contains *ant*, *hat*, and *tan*, which in turn contain *an* and *at*, allowing a number of different legitimate solutions. In the second Pyramid *land* contains *and* and *lad* and the esoteric *dal* and *dan*, all of which in turn contain *ad* or *an*, again allowing for various solutions. However, in the third Pyramid, other than the proper name *Al*, the only two-letter word contained in *leave* is *el*, which limits the three- and four-letter words that can be used in legitimate solutions: The useful four-letter words are *alee*, *veal*, *vale*, and the more esoteric *lave* and *vela*. The useful three-letter words are *ale*, *eel*, *lee*, and the more esoteric *lea*.

Lesson Twenty-two Long and Short <i> and <o>

1 You can hear short <i> in the word *hid*. We write it this way: [i]. You can hear long <i> in the word *hide*. We write it [ī].

2 You can hear short <o> in the word *got*. We write it [o]. You can hear long <o> in the word *goat*. We write it [ō].

3 Listen carefully for the long and short <i>'s and <o>'s in these words. Then sort the words into the groups below:

big	sister	twice	write
close	hotter	home	soft
while	height	bridge	six
open	so	bottle	got
hop	those	hide	hid

Words with . . .

[i]	[ī]	[o]	[ō]
<i>big</i>	<i>while</i>	<i>hop</i>	<i>close</i>
<i>sister</i>	<i>height</i>	<i>hotter</i>	<i>open</i>
<i>bridge</i>	<i>twice</i>	<i>bottle</i>	<i>so</i>
<i>six</i>	<i>hide</i>	<i>soft</i>	<i>those</i>
<i>hid</i>	<i>write</i>	<i>got</i>	<i>home</i>

4 Read each word below carefully. If the vowel in a word is long, put an <X> in the "Long vowel" column. If the vowel in a word is short, put an <X> in the "Short vowel" column:

Word	Long vowel	Short vowel
then		X
bring		X
hide	X	
last		X
name	X	

Word	Long vowel	Short vowel
still		X
leave	X	
left		X
long		X
those	X	
height	X	
three	X	
day	X	
peace	X	
fruit	X	
mask		X
laugh		X
twice	X	
soft		X
hide	X	
hid		X
chance		X



Word Find. Find the twelve words that have either long or short <o>'s in them:

hotdog✓	cannot✓	long✓	close✓
open✓	dot✓	so✓	those✓
home✓	on✓	fox✓	got✓

T O Z F C
 H O M E O L
 O G O T X O
 S L S
 E H O T D O G E
 O X
 N
 C A N N O T
 L O N P
 O E
 N N S O
 G D O T

List the words in alphabetical order:

1. cannot 5. got 9. on
2. close 6. home 10. open
3. dot 7. hotdog 11. so
4. fox 8. long 12. those

Teaching Notes.

1. The sound here called short <o>, [o], simplifies a number of problems in English pronunciation. It is a low back vowel sound, which means that it is pronounced well back in the mouth with the tongue in a low position (You can feel these features if you compare it with, for instance, long <e>, [ē], a high front vowel. Pronounce *saw* and see a few times and you should feel the difference in the way you pronounce the [o] in *saw* and the [ē] in *see*. Most analyses of American English show two or three low back vowels like [o]. For instance, *Webster's Third International* shows two main low back vowel sounds: the sound in *cot*, which they symbolize as [ä], and that in *caught*, which they symbolize as [ò]. They also show a rather similar sound that they symbolize as [à] and describe as the sound midway between the vowel sounds in *cod* and *cad*. The *American Heritage Dictionary* also shows three low back vowels, which they illustrate with the words *cot*, *caught*, and *father*. The sounds represented by these various low

back sounds are so close together in most American dialects that it would be very difficult to have the youngsters try to distinguish two or three of them, so, like at least some elementary dictionaries, the *Basic Speller* collapses the two or three into one. It would be a good idea to check to see how the dictionary and other language arts materials in your classroom analyze the sounds like short <o>. For more on this complication, see *AES*, pp. 204-06 and 231-40. For more on [i] see pp. 222-30, for [ī], pp. 271-79, and for [ō], pp. 280-87.

2. **Word Find.** The find contains the unlisted *LOX*, with [o]. It also contains *OZ*, *OK* and *TOY*, about which students may raise questions. *OZ* is still treated as a proper name. *OK* or *O.K.*, when it is not spelled *okay*, is always in upper case. It appears to be an abbreviation of the name “Old Kinderhook,” applied to Martin Van Buren during his presidential campaign. *TOY* does not contain [o] or [ō]; it contains the diphthong [oi], which is discussed in Book Four.

Lesson Twenty-three The Four Long and Short <u> Sounds

1 There are two different short <u> sounds. You can hear the first one in the word *duck*. We write it this way: [u]. We can call it **short uh**.

You can hear the second short <u> sound in the word *bull*. We write it this way: [ù]. We can call it **short oo**.

2 There are also two different long <u> sounds. You can hear the first one in the word *tuna*. We write it [ū]. We call it **long oo**.

You can hear the second long <u> sound in the word *mule*. We write this second long <u> [yū]. We call it **long yoo**.

3 Listen for the short and long <u>'s in these words. Then sort the words into the four groups below:

but	used	good	touch
whose	school	few	music
govern	puppy	zoo	enough
fuel	could	through	rule
fruit	view	cube	number

Words with . . .

[u] as in <i>duck</i>	[ù] as in <i>bull</i>	[ū] as in <i>tuna</i>	[yū] as in <i>mule</i>
<i>but</i>	<i>could</i>	<i>whose</i>	<i>fuel</i>
<i>govern</i>	<i>good</i>	<i>fruit</i>	<i>used</i>
<i>puppy</i>		<i>school</i>	<i>view</i>
<i>touch</i>		<i>zoo</i>	<i>few</i>
<i>enough</i>		<i>through</i>	<i>cube</i>
<i>number</i>		<i>rule</i>	<i>music</i>

- 4 Write two other words with [u]: ANSWERS WILL VARY.
- 5 Write two other words with [ù]: ANSWERS WILL VARY.
- 6 Write two other words with [ū]: ANSWERS WILL VARY.
- 7 Write two other words with [yū]: ANSWERS WILL VARY.
- 8 Write two words with [i]: ANSWERS WILL VARY.
- 9 Write two words with [ī]: ANSWERS WILL VARY.
- 10 Write two words with [o]: ANSWERS WILL VARY.
- 11 Write two words with [ō]: ANSWERS WILL VARY.



Watch the Middles!

kicker	
kick	er
<i>kick</i>	er
<i>kick</i>	er
<i>kicker</i>	

couldn't	
could	n't
<i>could</i>	n't
<i>could</i>	n't
<i>couldn't</i>	

viewer	
view	er
<i>view</i>	er
<i>view</i>	er
<i>viewer</i>	

throughout	
through	out
<i>through</i>	out
<i>through</i>	out
<i>throughout</i>	

Teaching Notes.

1. This could prove to be a very difficult lesson for many students. Having two short <u> and two more long <u> sounds is inherently confusing. And in some cases — the distinction between the sound of [u] and [ü], for instance — the sound differences can be hard to detect and remember. For the table in Item 3 you may have to pronounce the words for the students in contrastive pairs like *but/book*, *fuel/fool*, *could/cud*, *could/cooed*.

After the table in Item 3 has been correctly filled in, it would be good to have the students listen to and read aloud the four subgroups. Doing so should reinforce for them the similarity of sound in each subgroup and the differences in sound across groups.

2. Item 5 could also prove to be surprisingly difficult, for there are not many words with the short oo, [ü], in them. The following are the more common instances: *book*, *brook*, *cook*, *crook*, *foot*, *good*, *hood*, *hook*, *look*, *rook*, *shook*, *soot*, *stood*, *took*, *wood*, *woof*, *wool*, and the suffix *-hood*; *ambush*, *bull*, *bullet*, *bushel*, *butcher*, *-ful*, *full*, *pudding*, *pull*, *pulley*, *pulpit*, *push*, *sugar*, *should*, *would*; *wolf*, *woman*.

3. This lesson would be a good occasion for a mnemonic exercise. You could, for instance, ask the students to draw a picture of the four animals referred to in the

example words: *duck, bull, tuna, mule*. Each should be labeled with the appropriate phonetic symbol: [u], [ù], [ū], [yū]. The goofier the picture and the more unusual the labeling (perhaps the phonetic symbol [ù] could be being carried on a banner held in the tuna's mouth, for instance), the better an aid the picture will be to memory.

5. If students are confused by the *n't* in the *couldn't* Middles, tell them that it is short for, or a contraction of, the word *not*. Contractions are discussed in Book Five.

6. For more on [u], see *AES*, pp. 244-48; for [ù], see pp. 241-43; for [ū], pp. 288-96, and for [yū], pp. 297-300.

Lesson Twenty-four Long and Short Vowel Patterns: VCV and VCC

1 Write the short vowel sounds. Remember the two short <u> sounds. We've given you a start:

[a] [e] [i] [o] [u] [ú]

2 Now write the long vowel sounds. Remember the two long <u> sound's:

[ā] [ē] [ī] [ō] [ū] [yū]

3 Find the first vowel letter in each of the following words and mark it <v>. Then mark the next two letters. Mark consonant letters with a <c> and mark vowel letters with a <v>:

mask Vcc	back vcc	came vcv	cube vcv
kicker vcc	write vcv	those vcv	home vcv
rented vcc	scratched vcc	left vcc	these vcv
bottle vcc	still vcc	rules vcv	often vcc

4 Sort the words into these two groups:

Words with the pattern . . .

VCC		VCV	
<i>mask</i>	<i>scratched</i>	<i>write</i>	<i>cube</i>
<i>kicker</i>	<i>still</i>	<i>came</i>	<i>home</i>
<i>rented</i>	<i>left</i>	<i>those</i>	<i>these</i>
<i>bottle</i>	<i>often</i>	<i>rules</i>	
<i>back</i>			

5 Now sort the words into this matrix:

	Words with VCC	Words with VCV
Words with long vowels		<i>write</i> <i>came</i> <i>those</i> <i>rules</i> <i>cube</i> <i>home</i> <i>these</i>
Words with short vowels	<i>mask</i> <i>kicker</i> <i>rented</i> <i>bottle</i> <i>back</i> <i>scratched</i> <i>still</i>	<i>left</i> <i>often</i>

6 Fill in the blanks with the words "long" or "short": In the words in this matrix, the vowels in the pattern VCC are short, but in the pattern VCV the first vowels are long.



Word Find. The Find below is shaped like a VCV because each of the twenty words in it contains a long vowel in the VCV pattern:

write	cube	hide	open	while
same	home	make	close	like
those	these	use	those	life
rule	ride	music	whose	theme

O				C
P		M A K E		U S E
E W R I T E L I K E L I F E				B T W H I L E
N R C S H I D E		T		E H R
U L A E W H O S E H				O M U S I C
L O M S		O		S D
E S E E		S		E H O M E
E		T H E M E		

Lesson Twenty-five Another Matrix with VCV and VCC

1 Listen carefully to the long and short vowel sounds in the following words. Then mark the first vowel letter in each word with a 'v' and the next two letters after that either 'v' or 'c':

famous vcv	back vcc	sister vcc	these vcv
think vcc	finest vcv	long vcc	home vcv
dance vcc	tuna vcv	huge vcv	music vcv
system vcc	while vcv	which vcc	region vcv
rule vcv	bottle vcc	cube vcv	simple vcc

2 Sort the words into these two groups:

Words with . . .

long vowels		short vowels	
<i>famous</i>	<i>cube</i>	<i>think</i>	<i>sister</i>
<i>rule</i>	<i>these</i>	<i>dance</i>	<i>long</i>
<i>finest</i>	<i>home</i>	<i>system</i>	<i>whick</i>
<i>tuna</i>	<i>music</i>	<i>back</i>	<i>simple</i>
<i>while</i>	<i>region</i>	<i>bottle</i>	
<i>huge</i>			

3 Now sort the words into this matrix:

	Words with VCC	Words with VCV
Words with long vowels		<i>famous</i> <i>these</i> <i>rule</i> <i>home</i> <i>finest</i> <i>music</i> <i>tuna</i> <i>region</i> <i>while</i> <i>huge</i> <i>cube</i>
Words with short vowels	<i>think</i> <i>which</i> <i>dance</i> <i>simple</i> <i>system</i> <i>back</i> <i>bottle</i> <i>sister</i> <i>long</i>	

4 In the pattern VCC the vowel is short, but in the pattern VCV the first vowel is long.

5 The long vowel sounds are [ā], [ē], [ī], [ō], [oo], and [yoo].

6 The short vowel sounds are [a], [e], [i], [o], [u], and [oo].

7 The four letters that are always vowels are <a>, <e>, <i>, and <o>.

8 Three letters that are sometimes vowels, sometimes consonants are <y>, <u>, and <w>.

Teaching Notes.

1. In this and the preceding lesson the conclusions about VCC and VCV are stated as absolutes. The idea is to get the patterns firmly into the youngsters' heads in as uncluttered a form as possible. But in later lessons we will see that we need to modify these statements with an adverb like *usually* or *regularly*, since each of these patterns can be preempted by other more specific rules. For more on the VCC vs. VCV contrast, see *AES*, pp. 96-111; the entire discussion of VCC and VCV and (especially for VCV) their various preemptions takes up pp. 90-91 and 96-141.

It is quite possible that students will mention words that don't fit the VCV and VCC contrast — words like *general* with the VCV pattern (<ene>) but with a short vowel at the head or like *roll* or *haste* that have long vowels at the head of VCC patterns. Such students should be encouraged: To be able to find counter-examples demonstrates clearly that they have mastered the concept. Reassure them that most such cases can be explained and will be in later lessons. If you have access to *AES*, you might check the word index for the words brought up as exceptions. The chances are that the specific word the student has found, or one parallel to it, will be listed there.

Lesson Twenty-six The Pattern CVC#

1 In the pattern VCV the first vowel is long, but in the pattern VCC the vowel is short.

2 There is another pattern that contains a short vowel. But before we look at it, you must learn about the # sign:

You can call # "the tic-tac-toe sign." It means "end of the word."

When you are marking the 'v's and 'c's in a word and you come to the end of the word, you sometimes use the # to mark the end of the word, like this:

bag
vc#

3 Find the vowel marked "v" in each word. Then mark the next two letters after that vowel, either 'v' or 'c'. If you get to the end of the word before you get all three letters marked, use the tic-tac-toe sign to mark the end of the word. Then look at the words that end VC#. If the letter right in front of the vowel is a consonant, mark it 'c' as we have done with *big*:

big cvc#	hide vcv	mad cvc#	mask vcc
like vcv	hid cvc#	made vcv	admit cvc#
bring vcc	hop cvc#	cut cvc#	ride vcv
begin cvc#	hope vcv	cube vcv	left vcc
nation vcv	then cvc#	until cvc#	these vcv

4 You should have found eight words with the pattern VCV and three words with VCC. You should also have found nine words with a different pattern. That new pattern is CVC#.

5 Now sort the words into this matrix. It has six squares in it, but don't let that bother you. It works just like the four-square ones. But be careful: There should be three squares still empty when you are done:

	Words with VCV	Words with VCC	Words with CVC#
Words with long vowels	<i>like</i> <i>ride</i> <i>nation</i> <i>these</i> <i>hide</i> <i>hope</i> <i>made</i> <i>cube</i>		
Words with short vowels		<i>bring</i> <i>mask</i> <i>left</i>	<i>big</i> <i>cut</i> <i>begin</i> <i>until</i> <i>hid</i> <i>admit</i> <i>hop</i> <i>then</i> <i>mad</i>

6 In the pattern VCV the first vowel is long, but in the pattern VCC the vowel is short. And in the pattern CVC# the vowel is also short.



Watch the Middles!

<i>nation</i>	
<i>nat</i>	<i>ion</i>
<i>nat</i>	<i>ion</i>
<i>nat</i>	<i>ion</i>
<i>nation</i>	

<i>greenest</i>	
<i>green</i>	<i>est</i>
<i>green</i>	<i>est</i>
<i>green</i>	<i>est</i>
<i>greenest</i>	

Teaching Notes.

1. Item 2: We say that we sometimes, rather than always, use the tic-tac-toe sign to mark the end of words because it is important to us only when we are working with the CVC# pattern. With VCV and VCC we do not care whether or not they come at the end of the word, but we are only interested in CVC at the end of words. That is why the pattern is CVC# and not just CVC.

2. Item 3: We must be sure the letter in front of the VC# is a consonant to avoid cases

like *meet* and *wait*, which end VC# but have a long vowel at the head. That is why we speak of CVC# and not VC#. There are a very few two-letter words that end VC#—like *if* and *am*. The following is a fairly exhaustive list:

ab, ad, am, an, ar, as, at, ax, el, em, en, id, if, in, is, it, of, on, or, os, ox, us, up, ef, ex, ut.

All have short vowels. But words that end VC# are of concern only when they add a suffix that starts with a vowel and thus require twinning. The only two-letter VC# words that ever add a suffix that starts with a vowel are *if* (*iffy* = *if+f+y*), *in* (*inning* = *in+n+ing*), and *up* (*upper* = *up+p+er*). *Ax, ex, and ox* do take plural suffixes that start with vowels (*axes, exes, oxen, oxes*), but final <x>, since it spells a cluster of two consonant sounds, [ks], does not twin, as discussed in Lesson 37.. Speaking in terms of CVC# rather than VC# excludes VVC# words like *meet* and *wait* with their long vowels at the rather modest price of ignoring for the time being *if, in, and up*.

If students ask about the unmarked vowels — for instance, if they point out that *begin* has a VCV in the <egi> sequence — congratulate them and say that the only VCV's and VC#'s we are interested in now are those in which the first vowel is stressed, and the <e> in *begin* is not stressed. Reassure them that we will work with stress later on.

2. "Tic-tac-toe" might be a somewhat obsolete name in this electronic age. Students may be more familiar with calling "#" the pound sign, since that appears to be the term telephone companies use to refer to that key on their pushbutton phones.

**Lesson Twenty-seven
Test Three**

Words	Fill in the blanks
0. <i>made</i>	[ā] = <u><a></u> , <d> spells <u>[d]</u>
1. ask	[a] = <u><a></u>
2. get	[e] = <u><e></u>
3. hide	[d] = <u><d></u>
4. after	[a] = <u><a></u> , [t] = <u><t></u>
5. went	[t] = <u>[t]</u>
6. place	<a> spells <u>[ā]</u>
7. queen	<ee> spells <u>[ē]</u>
8. write	<w> = C or V? <u>C</u>
9. toward	<t> spells <u>[t]</u>
10. differ	[d] = <u><d></u>

Lesson Twenty-eight The Suffixes *-er* and *-est*

1 Read the following sentences:

- a. Those are **green** apples.
- b. They are **greener** than the apples we had before.
- c. They are the **greenest** apples I have ever seen.
- d. Look at that **black** cloud!
- e. It is **blacker** than the other clouds.
- f. It must be the **blackest** cloud in the world!

2 Look at the words in bold type again and sort them into these three groups:

Words that end in <er>	Words that end in <est>	Words that don't end in <er> or <est>
<i>greener</i>	<i>greenest</i>	<i>green</i>
<i>blacker</i>	<i>blackest</i>	<i>black</i>

3 Look again at the words that end in <er>. Each one is made up of two parts: a shorter word and the letters <er>. For instance, *greener* is made up of the shorter word *green* plus the letters <er>.

Greener means "more green." The part of *greener* spelled <green> carries the basic meaning of the word, "green." The part of *greener* spelled <er> adds the meaning "more." Since the parts spelled <green> and <er> add meaning to the word, we call them **elements**.

An **element** is the smallest part of a written word that adds meaning to the word.

When we talk about elements, we italicize them, just as we italicize words: *greener* = *green* + *er*

4 Some elements are called **bases**. A **base** carries the basic meaning of the word. In the words *greener* and *greenest* the base is *green*.

Bases like *green* that can stand free by themselves as words are called **free bases**.

A **base** is an element that carries the basic meaning of the word and that can have other elements added to it.

Bases that can stand free by themselves as words — like *green* — are called **free bases**.

5 Some elements are not bases but add meanings to the base. The element *er* adds the meaning "more" to the base *green*: *Greener* means "more green."

The element *er* comes after the base and cannot stand free by itself as a word. An element like *er* that comes after the base and cannot stand free is called a **suffix**. When we write a suffix by itself, we put a hyphen in front of it, to show that it should have something added on there: *-er*.

A **suffix** is an element that goes after the base and that cannot stand free by itself as a word.

6 Here are the four words you found before that end in the suffixes *-er* and *-est*. Divide each word into its two elements:

Word	=	First Element (Free Base)	+	Second Element (Suffix)
greener	=	<i>green</i>	+	<i>er</i>
greenest	=	<i>green</i>	+	<i>est</i>
blacker	=	<i>black</i>	+	<i>er</i>
blackest	=	<i>black</i>	+	<i>est</i>

7 Be ready to talk about this question: If the suffix *-er* adds the meaning "more" to *greener* and *blacker*, what meaning do you think the suffix *-est* adds to *greenest* and *blackest*?

Teaching Notes.

1. It is very important that the students learn exactly what is meant by the term *element*. The first tendency often is to think that *element* is just another word for *syllable*. That is

a natural enough confusion, for most elements are exactly one syllable long. But many elements are longer than a syllable — *mother*, for instance, or *table*. And a few elements are less than a syllable — the -s suffix in *cats*, for instance: *Cat* is one syllable long, and after we add -s to it, *cats* is still just one syllable long, so -s is less than a syllable.

Even more important than the question of length, however, is the fact that elements are parts of **written** words while syllables are part of **spoken** words, and elements are defined in terms of letters and meaning — that is, they are the shortest parts of **written** words that add **meaning** to the words — while syllables are defined in terms of sounds not letters, and with no concern about meaning. A syllable is basically a single vowel sound plus any consonant sounds that attach themselves to that vowel sound, either preceding or following it. The *Basic Speller* does not spend much time working with syllables, so in one sense it is not too important that students be thoroughly familiar with the concept of syllables so far as future spelling lessons are concerned. But it is very important that students who are already familiar with the concept of syllables not fall into the mistake of thinking that elements and syllables are the same thing.

For more on elements, see *AES*, chapter 2, "The Explication of Written Words," especially pp. 32-36.

2. By way of a summary overview, there are three kinds of **elements: bases, prefixes, and suffixes**. Bases that can stand free, by themselves, as words are **free bases**. Bases that must have a prefix or suffix added to them before they can stand free as words are **bound bases**. An example of a bound base would be *sume*: We can *consume* something or *presume* something or *assume* it or *resume* it, but we can't just "sume" it. *Sume* is a bound base that must have a prefix added to it before it can stand free as a word. We introduce the special term *free base* here primarily to prepare the students for the later contrast between free and bound bases.

There are also two kinds of suffixes: Suffixes that simply add bits of grammatically important meaning to words — like the plural suffix -s in a word like *cats* or the past tense suffix -ed in a verb like *hunted* or the -er suffix in *greener* that adds the meaning "more — are **inflectional suffixes**. Suffixes that change the part of speech of a word, the way one of the suffixes spelled -er changes the verb *hunt* into the noun *hunter*, "one that hunts," are **derivational suffixes**. This second suffix -er is discussed in the next lesson.

The students will continue working quite a bit with both inflectional and derivational suffixes, though we do not burden them with the terms *inflectional* or *derivational*. In Book Two they will begin working with prefixes. They will also continue working with free bases, but they won't work with bound bases until Book Three. Bound bases can be difficult and abstract for students, in large part because it is not always easy to see what meaning they are adding to their words, as with the various *sume* words listed above.

Knowing that the original Latin meaning of *sume* was something like "take, obtain, or buy" can help, especially if you also know something about the meaning of the prefixes that are involved: The prefix *pre-* means "before," and if you presume something, in a sense you take it before. Similarly, the prefix *as-* means "to, towards," and if you assume something — for instance a debt — you do in a sense take it to you. It is easy to see how bound bases can remain quite abstract for youngsters and potentially difficult. Thus the delay in discussing them.

3. Item 3: The students may not be familiar with the term *italicize*, and it may be worthwhile to explain to them that italic type is a special kind that slants to the right and that the normal upright type is usually called *roman*.

4. Item 6: Point out to the students that although we normally write isolated suffixes with a hyphen in front, we do not include the hyphen in a table or elsewhere when we are dividing words into their bases and suffixes or combining bases and suffixes into words. The reason for this is simply that the hyphens tend to make the work in the table and analyses messy. We use the hyphens in front of isolated suffixes outside of tables and analyses in order to remind ourselves that these are suffixes (and to be consistent with the way dictionaries show suffixes).

5. Item 7: If students should ask, there is a connection between the <st> in *-est* and the <st> in *most*. They both echo an ancient suffix meaning "most" in Proto-Indo-European, a language spoken thousands of years ago northeast of the Mediterranean Sea and from which English and most European languages are thought to descend. The <r> in *more* is similarly related to the <r> in *-er*.

Lesson Twenty-nine Another Suffix Spelled <er>

1 In words like *blacker* and *greener* the suffix *-er* adds the meaning "more." But another suffix that is also spelled <er> adds a different meaning to words.

Divide each of the following words into a free base and this new suffix spelled <er>:

Word	=	Free Base	+	Suffix
player	=	<i>play</i>	+	<i>er</i>
opener	=	<i>open</i>	+	<i>er</i>
thinker	=	<i>think</i>	+	<i>er</i>
scratcher	=	<i>scratch</i>	+	<i>er</i>
kicker	=	<i>kick</i>	+	<i>er</i>
viewer	=	<i>view</i>	+	<i>er</i>
worker	=	<i>work</i>	+	<i>er</i>
starter	=	<i>start</i>	+	<i>er</i>
follower	=	<i>follow</i>	+	<i>er</i>
traveler	=	<i>travel</i>	+	<i>er</i>
teacher	=	<i>teach</i>	+	<i>er</i>
backer	=	<i>back</i>	+	<i>er</i>

A player is a person who plays a game, and an opener is something that opens something. So we can say that this suffix *-er* adds the meaning "one that does" whatever the base means.

2 Add the suffix *-er* to each of the following free bases to make words with the meaning "one that does":

Free Base	+	Suffix	=	Word
think	+	<i>er</i>	=	<i>thinker</i>
call	+	<i>er</i>	=	<i>caller</i>
publish	+	<i>er</i>	=	<i>publisher</i>

Free Base	+	Suffix	=	Word
wreck	+	er	=	<i>wrecker</i>
back	+	er	=	<i>backer</i>
own	+	er	=	<i>owner</i>
rent	+	er	=	<i>renter</i>
catch	+	er	=	<i>catcher</i>
open	+	er	=	<i>opener</i>
follow	+	er	=	<i>follower</i>
travel	+	er	=	<i>traveler</i>
view	+	er	=	<i>viewer</i>

3 We have two suffixes spelled <er>. One adds the meaning "more" and the other adds the meaning "one that does"



Watch the Middles!

follower	
follow	<i>er</i>
<i>follow</i>	<i>er</i>
<i>follow</i>	<i>er</i>
<i>follower</i>	

traveler	
travel	<i>er</i>
<i>travel</i>	<i>er</i>
<i>travel</i>	<i>er</i>
<i>traveler</i>	

Teaching Notes.

1. It may be useful to point out to the students that in the definition "one that does" the doer can sometimes be a person, sometimes another kind of animal, sometimes a plant, sometimes a mechanism. You could ask the youngsters to sort out the -er words above, perhaps first into those that are people vs. those that are not. Very quickly the students should begin to see that some words can refer to people or to something else: For instance, a *tumbler* can be a person (a gymnast) or a mechanism (a machine for polishing rocks). (A tumbler can also be a stemless drinking glass. These tumblers were so called because they had rounded bottoms that caused them to tumble over and spill

if you tried to set them down before they were emptied.)

The youngsters could begin listing other *-er* words with the meaning "one that does" and sorting them into the groups they had started with the words in this lesson. The whole idea is to get them working in a number of ways with the concept of the *-er* suffix and what it does to words, which is to change verbs into nouns with the meaning "one that does" whatever the original verb refers to. The following table may be useful for the word hunt. The students will probably not be able to find many plants or substances that end in the *-er* we are looking for here.

If the youngsters come up with false examples — for instance, *number*, *offer*, *tiger*, or *weather*, the test is to ask whether or not a number, say, is one that numbs, or a tiger is one that "tiges." Usually the answer will be obvious, and often humorous (mothers don't moth, and brothers don't broth!), but in cases where the answer is not immediately apparent — for instance is a fender one that fends? Is a poker one that pokes? Is a teller in a bank one who tells? — the place to find out is the etymology of the word in a good dictionary. There you find that *teller* comes from *tell* plus the *-er* suffix that means "one that does" and that *poker* has a similar etymology. *Fender* is a little more complicated, being a clipped form of the French word meaning "defender," but the pattern is strong enough to warrant a affirmative here: A fender is indeed one that fends. (The verb *fend* "to ward off" is also clipped from the older verb *defend*.)

Lesson Thirty The Rule of Simple Addition

1 Words like *greener*, *blackest*, and *player* divide into elements like this:

greener = green + er
blackest = black + est
player = play + er

Elements usually add together just like that, with no changes to any of them. And that leads us to our first spelling rule: the **Rule of Simple Addition**:

Rule of Simple Addition. Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

2 Below are some elements for you to add together. Some are free bases and some are suffixes. Some of the suffixes may be new to you, but don't let them scare you. Just remember that all these elements add together by simple addition:

Free base + Suffix	=	Word
number + s	=	<i>numbers</i>
back + ed	=	<i>backed</i>
touch + ing	=	<i>touching</i>
few + est	=	<i>fewest</i>
hard + est	=	<i>hardest</i>
hope + less	=	<i>hopeless</i>
help + er	=	<i>helper</i>
laugh + ed	=	<i>laughed</i>
soft + er	=	<i>softer</i>
govern + ed	=	<i>governed</i>

Free base + Suffix	=	Word
thought + less	=	<i>thoughtless</i>
walk + ing	=	<i>walking</i>
new + er	=	<i>newer</i>
scratch + er	=	<i>scratcher</i>
scratch + ing	=	<i>scratching</i>
follow + ed	=	<i>followed</i>
follow + er	=	<i>follower</i>
travel + ing	=	<i>traveling</i>
travel + er	=	<i>traveler</i>
view + er	=	<i>viewer</i>

4 Here are some others to do the other way around. We'll give you the word, and you divide them into their two elements:

Word	=	Free Base + Suffix
harder	=	<i>hard + er</i>
lifeless	=	<i>life + less</i>
helping	=	<i>help + ing</i>
viewer	=	<i>view + er</i>
newest	=	<i>new + est</i>
headless	=	<i>head + less</i>
drifting	=	<i>drift + ing</i>
owner	=	<i>own + er</i>
following	=	<i>follow + ing</i>
walker	=	<i>walk + er</i>
scratched	=	<i>scratch + ed</i>
traveler	=	<i>travel + er</i>

5 "Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together." This rule is called the Rule of Simple Addition

Teaching Notes.

1. The Rule of Simple Addition is at the same time the easiest of the spelling rules and the most powerful, for the vast majority of times when elements combine to form written words, they do so by simple addition. The simplicity and power of this rule underscores the importance of helping students understand thoroughly what elements are so that they can recognize them in words that they are reading and spelling. Since there are considerably fewer elements than there are words and since elements are usually so short and so easy to spell, the job of spelling longer words becomes itself, in most cases, an exercise in simple addition. In lessons to come we will look closely at the places where there are reasons to make changes and to suspend the Rule of Simple Addition. But for now it is important for the students to understand it.

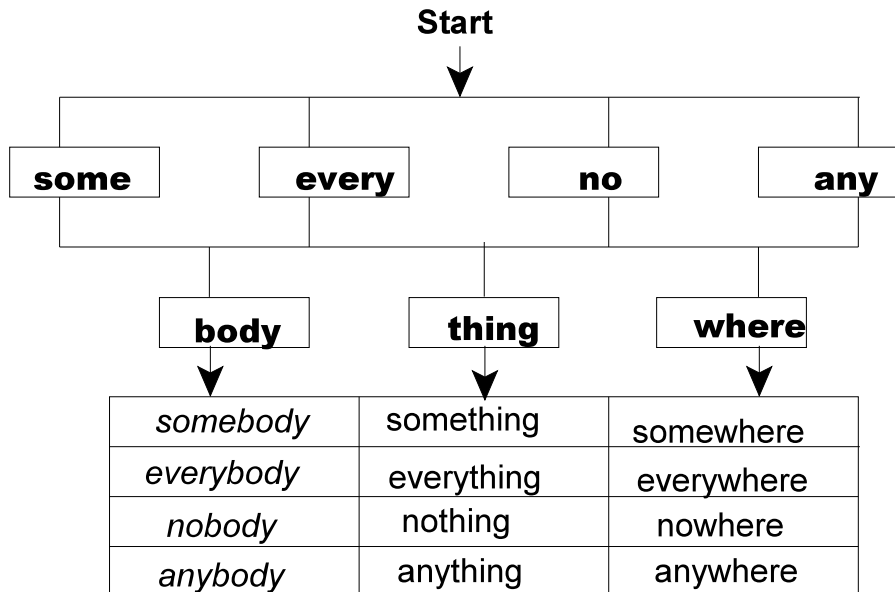
Lesson Thirty-one Compound Words

1 You have seen that written words are made up of parts that add meanings to the words and are called **elements**. Some words are made up of only one element, a **free base**, like *green* or *travel*. But most words are made up of more than one element. For instance, the word *greenest* is made up of the free base *green* and the suffix *-est*: *greenest* = *green* + *est*.

Some words have more than one base. For instance, *somebody* is made up of the two free bases *some* and *body*: In the word *somebody* two shorter words have combined into one longer one.

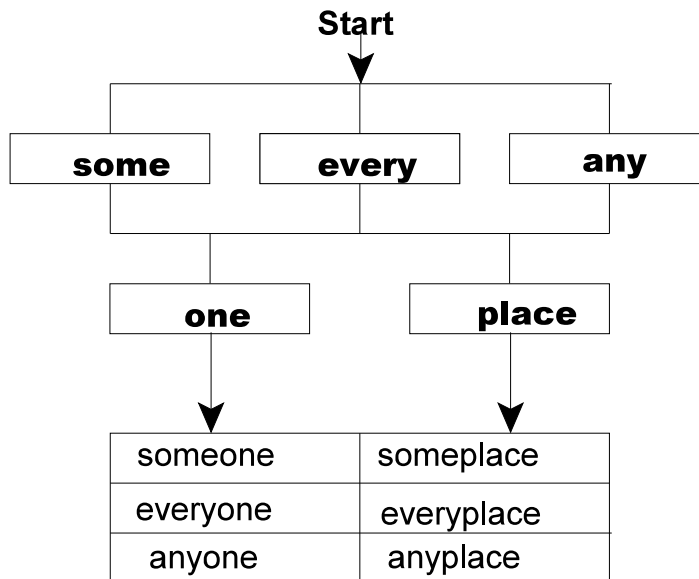
Words like *somebody* that are made up of two or more shorter words are called **compound words**, or just **compounds**.

2 Starting at **START**, trace down the lines and through the boxes. As you combine the first words with the second words, you will make twelve compound words. We've given you a bit of a start:



3 Here are the words for six more compounds like *somebody*:

4



We have ten common compound words that start with the free base *some*, like *somebody* and *someone*. See how many of the other eight you can think of to fill in the ten blanks below. (If you can think of more, good! Just add extra blanks.)

<i>somebody</i>	<i>someplace</i>	<i>somehow</i>	<i>someway</i>
<i>someone</i>	<i>something</i>	<i>sometime(s)</i>	<i>somewhat</i>
<i>somewhere</i>	<i>someday</i>		

5 Divide these compounds into their free bases:

Compound	=	Free Base #1	+	Free Base #2
everyday	=	<i>every</i>	+	<i>day</i>
nothing	=	<i>no</i>	+	<i>thing</i>
anymore	=	<i>any</i>	+	<i>more</i>
somewhere	=	<i>some</i>	+	<i>where</i>

Teaching Notes.

1. The word *compound* consists of the prefix *com-* and the bound base *pound*, which comes from a Latin word that meant "put." Since *com-* means "with or together," the root meaning of *compound* is "put together," which makes sense. The bound base *pound* in *compound* is not related to any of the three free bases spelled <pound>. One is a unit of weight measure; one is a verb meaning to hit or hammer, and the third refers to an enclosure. None of these three *pound* words is related to any of the others, and all come from Old English rather than Latin.

2. Compound words practically always are formed through simple addition.

3. Items 2 and 3: The kind of chart that the students work with in Items 2 and 3 is called a Word Flow. The rules for working with Word Flows are quite simple: You start at the top, at START, and trace your way down to the blanks. You can move down the Flow or across to the left or right, so long as you follow the lines, but you cannot move up the Flow — down or sideways but never up.

4. Item 2: It may be useful here to notice that when these compounds form, the stress tends to shift to the first word of the compound. Thus the two-word phrase "some body" as in "There was some body [meaning a corpse] lying on the ground," the heavy stress is on *body*, which is pronounced with a short <o>, [o]. But in the compound word *somebody* the heavy stress is on *some*, and *body* is pronounced with a short <u>, [u]. This kind of front-shifting of stress is common in compounds. Notice the difference between the phrase "black bird" (with heavy stress on *bird*) and the compound *blackbird* (with heavy stress on *black*), or the phrase "white house" and the compound *White House*. (Not all compounds are written as single words.)

5. Item 2: Notice that when *no* and *thing* combine into the compound word *nothing*, the pronunciation of *no* changes from [nō] with a long <o> to [nu] with a short <u>. The reason for this shift is not clear, but notice that <o> before <th> has the [u] pronunciation in some other common words, too: *mother*, *brother*, *smother*, *other* (though not in, say, *moth* or *bother*).

The base *no* has some other special features, too: (i) We have the compounds *anyplace*, *someplace* and *everyplace*, but we do not have **noplace*. (ii) When *no* and *one* combine, rather than **noone* we have *none*, with one of the <o>s being deleted and the [u] sound again.

6. Item 4. The students will likely be able to find all ten of the *some* compounds by pooling their separate lists. But if problems develop, this is a good time for some dictionary searching: Since they know that all of the words they are looking for start with <some>, the students will be able to find them easily in a dictionary. Of course, they may also encounter some words that start out <some> but are clearly not *some* compounds

— for instance, *somersault*. If they should discover some words that you are not sure of, check the etymology in the dictionary. If it does not say that the word consists of *some* plus another word, then it is not a *some* compound.

As the exercise says, we have ten **common** compounds that start with *some*. But *Webster's 3rd* shows other less common ones as well: the archaic *someddeal*, meaning "somewhat"; the Scottish *somegate*, "somehow"; *somewise*, "someway"; *somewhen*; and variations with a final <s>: *sometimes*, *someways*, *somewheres*, *somewhiles*. The *Oxford English Dictionary* lists a number of wonderful obsolete and dialectical *some* words: *somekin* ("some kind of"), *somepart* ("to some extent"), *some-say* ("a reported statement"), *somewhence*, *somewhile*, and, of course, *somewhither*.

Lesson Thirty-two

One Kind of Change: Adding Letters

- 1 One suffix *-er* adds the meaning "more" to words. Another suffix *-er* adds the meaning "one that does"
- 2 The suffix that adds the meaning "most" to words is -est
- 3 The following rule is called the Rule of Simple Addition

Unless you know some reason to make a change, when you add elements together to spell a word, do not make any changes at all. Simply add the elements together.

4 Now we are going to look at one of those reasons for making a change when we add elements together. Read these sentences and sort the seven bold-face words into the groups below:

- a. Those are **big** oranges.
- b. They are **bigger** than the oranges we had before.
- c. They are the **biggest** oranges I have ever seen.
- d. That is **hot** soup.
- e. It is **hotter** than the soup we had before.
- f. It is the **hottest** soup I have ever eaten.
- g. She is a good **swimmer**.

Words that end with <i>-er</i>	Words that end with <i>-est</i>	Words that don't end with <i>-er</i> or <i>-est</i>
<i>bigger</i>	<i>biggest</i>	<i>big</i>
<i>hotter</i>	<i>hottest</i>	<i>hot</i>
<i>swimmer</i>		

5 In the column labeled "Words" below write the words you found that end with either *-er* or *-est*.

Each of these five words is made up of two elements: a free base and a suffix. But when you take the two elements apart, you find an extra letter right in the middle. Divide each of the four words into its two elements and show the extra letter — just as

Lesson Thirty-three Review of Long and Short Vowel Patterns

1 Find the vowel letter marked "v" in each of these words. Then mark the next two letters, either 'v' or 'c'. If you get to the end of the word before you get all three letters marked, use the tic-tac-toe sign, #, to mark the end of the word. Then with any words that end VC#, mark the letter in front of the vowel 'c' if it is a consonant:

station vcv	close vcv	number vcc	admit cvc#
get cvc#	system vcc	scene vcv	place vcv
spotting vcc	swim cvc#	until cvc#	wetness vcc
open vcv	finest vcv	cube vcv	rule vcv
middle vcc	famous vcv	white vcv	begin cvc#

2 Now sort the words into this matrix. Be careful! There should be three squares still empty when you are done:

	Words with VCV	Words with VCC	Words with CVC#
Words with long vowels	<i>station</i> <i>white</i> <i>open</i> <i>place</i> <i>close</i> <i>rule</i> <i>finest</i> <i>famous</i> <i>scene</i> <i>cube</i>		
Words with short vowels		<i>spotting</i> <i>middle</i> <i>system</i> <i>number</i> <i>wetness</i>	<i>get</i> <i>swim</i> <i>until</i> <i>admit</i> <i>begin</i>

3 In the pattern VCV the first vowel is long but in the pattern VCC the vowel is short. And in the pattern CVC# the vowel is also short.



Word Squares. Each of the words below contains a short vowel in the VCC pattern. Be careful and start with what you are sure of:

Four-letter words: left, went, walk

Five-letter words: ended, wreck, after, sunny

Six-letter words: spotty, middle, batter, number, helper, cannot, sudden, hidden, ladder, sadden

Seven-letter words: maddest, hottest, stretch, written

Eight-letter word: thinnest

Nine-letter word: backbones

s	p	o	t	t	y				w	a	l	k		
u			h						f				b	
n		m	i	d	d	l	e		t				a	
n			n			a			e				c	
y		e	n	d	e	d			w	r	e	c	k	
			e			d							b	
			s	t	r	e	t	c	h				o	
l	e	f	t			r					w	e	n	t
							n	u	m	b	e	r		e
			h	i	d	d	e	n	a			i		s
	s		o				o		d			t		
b	a	t	t	e	r		t		d			t		
	d		t					h	e	l	p	e	r	
	d		e						s			n		
	e		s	u	d	d	e	n	t					
	n		t											

Teaching Notes.

1. Perhaps the most difficult thing in this lesson is the Word Squares, which is rather large and can frustrate some students. It is important to remind them that they should work just as long as possible putting into the squares only words that they can be absolutely sure of, like the singleton nine- and eight-letter words. Then they can use the overlapping of these two words with other rows and columns to find more absolutely

sure fits. Tell them that if they find they have more than one possible word for a line or column, they should not fill that one in right then and instead should go on to some other line or column where they have an absolutely sure word to put in. Things can get especially messy with all of those six-letter words, most especially down in the lower-left corner. Again, tell them not to try any unsure choices until they have used up all of the absolutely sure ones. Depending on the order they follow in filling in the Squares, they may be able to complete the whole thing using just singleton sure words. But if they run out of sure things, they should make their best guess and then watch for the implications — that is, watch to see what overlaps they create — and they should avoid putting words into squares where they create overlaps with other columns or rows that are impossible to fill from the words remaining on the list. It is also helpful if they get in the habit of always checking words off the list as they fit them into the Squares.

Lesson Thirty-four Twinning Final Consonants

1 Divide these words:

Word	=	Free Base	Extra + Letter	+ Suffix
bigger	=	<i>big</i>	+ <i>g</i>	+ <i>er</i>
biggest	=	<i>big</i>	+ <i>g</i>	+ <i>est</i>
hotter	=	<i>hot</i>	+ <i>t</i>	+ <i>er</i>
hottest	=	<i>hot</i>	+ <i>t</i>	+ <i>est</i>
saddest	=	<i>sad</i>	+ <i>d</i>	+ <i>est</i>
thinner	=	<i>thin</i>	+ <i>n</i>	+ <i>er</i>
swimmer	=	<i>swim</i>	+ <i>m</i>	+ <i>er</i>

2 Now look at the work you just did:

Is the extra letter always a vowel or is it a consonant? A consonant

Is the extra letter always the same as the last consonant in the free base? Yes

3 When an extra consonant is added this way, the change is called **twinning**.

Be ready to talk about this question: Why is this change called twinning?

[Because it makes a twin consonant]

4 Add these words and suffixes together. In each case there should be twinning, so don't forget the twin consonant:

Free Base	Twin + Consonant		+ Suffix	=	Word
twin	+	<i>n</i>	+ ing	=	<i>twinning</i>
red	+	<i>d</i>	+ er	=	<i>redder</i>
can	+	<i>n</i>	+ ed	=	<i>canned</i>
cut	+	<i>t</i>	+ ing	=	<i>cutting</i>
fun	+	<i>n</i>	+ y	=	<i>funny</i>
fat	+	<i>t</i>	+ er	=	<i>fatter</i>

Twin					
Free Base	+ Consonant	+ Suffix	=	Word	
mud	+ <i>d</i>	+ <i>y</i>	=	<i>muddy</i>	
rob	+ <i>b</i>	+ <i>er</i>	=	<i>robber</i>	
swim	+ <i>m</i>	+ <i>er</i>	=	<i>swimmer</i>	
hop	+ <i>p</i>	+ <i>ed</i>	=	<i>hopped</i>	
sun	+ <i>n</i>	+ <i>y</i>	=	<i>sunny</i>	
stop	+ <i>p</i>	+ <i>er</i>	=	<i>stopper</i>	
slip	+ <i>p</i>	+ <i>ing</i>	=	<i>slipping</i>	
plan	+ <i>n</i>	+ <i>er</i>	=	<i>planner</i>	



Watch the Middles! These Middles are a bit different from the ones you've done so far because they involve twinning. Other than that, they work just like the others.

planner		
plan	<i>n</i>	<i>er</i>
<i>plan</i>	<i>n</i>	<i>er</i>
<i>plan</i>	<i>n</i>	<i>er</i>
<i>planner</i>		

swimmer		
swim	<i>m</i>	<i>er</i>
<i>swim</i>	<i>m</i>	<i>er</i>
<i>swim</i>	<i>m</i>	<i>er</i>
<i>swimmer</i>		

twinning		
twin	<i>n</i>	<i>ing</i>
<i>twin</i>	<i>n</i>	<i>ing</i>
<i>twin</i>	<i>n</i>	<i>ing</i>
<i>twinning</i>		

stopped		
stop	<i>p</i>	<i>ed</i>
<i>stop</i>	<i>p</i>	<i>ed</i>
<i>stop</i>	<i>p</i>	<i>ed</i>
<i>stopped</i>		

Teaching Notes.

1. It can be useful for the students to see that the word *twinning* contains an example of itself.

2. The *Basic Speller* explains twinning strictly as a way of creating a VCC pattern that keeps a short vowel, like the [a] in *plan*, short after a suffix is added, as in *planner*. This was clearly the reason for the practice of twinning developing in English, and it remains the reason in the vast majority of cases of twinning today. But in a very, very few words — such as *controller* (with a long <o>) — twinning has developed beyond that original motive. Although the *Basic Speller* does not go into that level of detail, for more on twinning, see *AES*, pp. 161-76.

Lesson Thirty-five Twinning Depends on the Suffix

1 Analyze each of the following words into a free base and a suffix. Some of the words contain twinning and some do not. Show any twin consonants that were added. Then answer the question in the right column.

You will find four suffixes you have not worked much with yet: *-ment*, *-ness*, *-s*, and *-ly*.

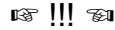
Words	=	Free base and suffix, plus any twinned consonants	Was there twinning?
shipping	=	<i>ship + p + ing</i>	Yes
shipment	=	<i>ship + ment</i>	No
saddest	=	<i>sad + d + est</i>	Yes
sadness	=	<i>sad + ness</i>	No
getting	=	<i>get + t + ing</i>	Yes
gets	=	<i>get + s</i>	No
wetter	=	<i>wet + t + er</i>	Yes
wetness	=	<i>wet + ness</i>	No
hottest	=	<i>hot + t + est</i>	Yes
hotly	=	<i>hot + ly</i>	No
canning	=	<i>can + n + ing</i>	Yes
cans	=	<i>can + s</i>	No

3 Look at the six words in which there was twinning. Did the suffix start with a consonant or did it start with a vowel? A vowel

4 Look at the six words in which there was no twinning. Did the suffix start with a consonant or did it start with a vowel? A consonant

5 Sometimes when you add a suffix that starts with a vowel to a free base, you twin the final consonant of the free base.

6 True or false? When you add a suffix that starts with a consonant to a free base, you do not twin the final consonant of the free base. True



Word Scrambles. Unscramble the letters and you will spell some of the words with twinning that you have been working with in the last two lessons:

mimsiwgn	<u>swimming</u>
nynus	<u>sunny</u>
trewet	<u>wetter</u>
gribge	<u>bigger</u>
desoptt	<u>stopped</u>
thostte	<u>hottest</u>
phisped	<u>shipped</u>
napnerl	<u>planner</u>
mydud	<u>muddy</u>
fetrat	<u>fatter</u>

Teaching Notes.

1. Item 1: This is the first time the word *analyze* has been used in the lessons. If the students are not familiar with the word, they should be told that it means "to take apart." (It comes from a Greek word that meant "to loosen up.") Before, when the students were simply dividing words into their bases and suffixes, *divide* seemed a good word, but now with the extra letters produced by twinning, *analyze* seems to fit better, and it will be a useful term later on, when the students get involved in more complicated kinds of word analysis.
2. Item 1: If students get fuddled by the four new suffixes, just tell them to look for free bases with which they are familiar, for since each of the new suffixes occurs in words in which there is no twinning, if they subtract the free base from the word, they will be left with the suffix.
3. It is important here that students do not assume that in a word like *shipping* the spelling of the free base *ship* is changed to <shipp> (or that the spelling of the suffix *-ing* is changed to <ping>): In *shipping* the free base is still spelled <ship> and the suffix is still spelled <ing>. It is just that an extra <p> is added between the free base and the suffix. That is what the analysis into *ship* + *p* + *ing* is meant to show.
4. Item 6: You might have to help at least some of the students through the double negative produced if you were to say "False" to a statement with a *not* in it. For any who are absolutely fuddled by it, you might rephrase the question for them: "When you add a suffix that starts with a vowel to a free base, you twin the final consonant of the free base." This revision still elicits a True answer. And the point is to make sure that they understand that the suffix must start with a vowel if twinning is to occur.

4. If students have trouble with the Scrambles, remind them that each word they are trying to find has a double consonant in the middle somewhere. So if they start by putting the two letters of the double consonant down, all they have to do is to fill in the letters before and after the doublet. And the letters that follow the double consonant must spell a suffix that starts with a vowel.

Lesson Thirty-six Twinning Depends on the Pattern, Too

1 Fill in the blanks: Sometimes when you add a suffix that starts with a vowel to a free base, you twin the final consonant of the free base.

2 Analyze each of the following words into a free base and a suffix. Some of the words contain twinning and some do not. Show any twin consonants that were added. Then answer the question in the right column:

Words	=	Free base and suffix, plus any twinned consonants	Was there twinning?
redder	=	<i>red + d + er</i>	Yes
louder	=	<i>loud + er</i>	No
fatter	=	<i>fat + t + er</i>	Yes
greater	=	<i>great + er</i>	No
spotted	=	<i>spot + t + ed</i>	Yes
lasted	=	<i>last + ed</i>	No
nodding	=	<i>nod + d + ing</i>	Yes
landing	=	<i>land + ing</i>	No
browner	=	<i>brown + er</i>	No
thinner	=	<i>thin + n + er</i>	Yes
running	=	<i>run + n + ing</i>	Yes
turning	=	<i>turn + ing</i>	No
saddest	=	<i>sad + d + est</i>	Yes
drifting	=	<i>drift + ing</i>	No
airy	=	<i>air + y</i>	No
furry	=	<i>fur + r + y</i>	Yes

3 In the words you just worked with, was there always twinning? No

4 Sort the free bases you found above into the two following groups:

Free bases in which, when the suffix was added, there was . . .

twinning		no twinning	
<i>red</i>	<i>thin</i>	<i>loud</i>	<i>brown</i>
<i>fat</i>	<i>run</i>	<i>great</i>	<i>turn</i>
<i>spot</i>	<i>sad</i>	<i>last</i>	<i>drift</i>
<i>nod</i>	<i>fur</i>	<i>land</i>	<i>air</i>

5 Fill in the blanks: Sometimes when you add a suffix that starts with a vowel to a free base, you twin the final consonant of the free base.



Watch the Middles!

furry		
<i>fur</i>	<i>r</i>	<i>y</i>
<i>fur</i>	<i>r</i>	<i>y</i>
<i>fur</i>	<i>r</i>	<i>y</i>
<i>furry</i>		

thinner		
<i>thin</i>	<i>n</i>	<i>er</i>
<i>thin</i>	<i>n</i>	<i>er</i>
<i>thin</i>	<i>n</i>	<i>er</i>
<i>thinner</i>		

airy	
<i>air</i>	<i>y</i>
<i>air</i>	<i>y</i>
<i>air</i>	<i>y</i>
<i>airy</i>	

louder	
<i>loud</i>	<i>er</i>
<i>loud</i>	<i>er</i>
<i>loud</i>	<i>er</i>
<i>louder</i>	

Teaching Notes.

1. The point of this lesson doesn't really come clear until the next lesson. The point is, simply, that for twinning to occur, the free base to which the suffix is being added must

end in the pattern CVC#, not VVC nor VCC.

2. Item 2: This is the students' first encounter with the suffix -y. Remind them that in this case the <y> is a vowel. The suffix -y changes nouns into adjectives: *air, airy; curl, curly, fun, funny*, and so on.

Lesson Thirty-seven A First Twinning Rule

1 Sometimes when you add a suffix that starts with a vowel to a free base, you twin the final consonant of the free base.

2 In the last lesson, you found eight free bases in which there was twinning when suffix that starts with a vowel was added. Here they are again. Mark the last three letters in each of them with a <v> for a vowel letter, a <c> for a consonant, and mark the end of the word with the tic-tac-toe sign:

spot	fat	red	nod
cvc#	cvc#	cvc#	cvc#
thin	run	fur	sad
cvc#	cvc#	cvc#	cvc#

You should have found that the last three letters of all eight free bases have the same pattern. This pattern is CVC#.

3 Here are the free bases you found in the last lesson in which there was no twinning when the suffix was added. In each of them mark the last three letters either <v> or <c> and mark the end of the word with the tic-tac-toe sign:

loud	great	last	land
vvc#	vvc#	vcc#	vcc#
brown	turn	drift	air
vvc#	vcc#	vcc#	vvc#

4 You should have found that none of these eight free bases end in the pattern CVC. Instead, they all end in one of two different patterns. These two patterns are VVC# and VCC#.

Free bases in which there is twinning end in the pattern CVC#, but free bases in which there is no twinning do not.

6 Add the suffixes to the free bases, and show how they go together in the Analysis column. Sometimes there will be twinning, and sometimes there will not. Remember your Twinning Rule!

Free Base	+ Suffix	=	Analysis	=	Word
twin	+ ing	=	<i>twin + n + ing</i>	=	<i>twinning</i>
hot	+ er	=	<i>hot + t + er</i>	=	<i>hotter</i>
fat	+ er	=	<i>fat + t + er</i>	=	<i>fatter</i>
flat	+ ness	=	<i>flat + ness</i>	=	<i>flatness</i>
own	+ er	=	<i>own + er</i>	=	<i>owner</i>
ask	+ ing	=	<i>ask + ing</i>	=	<i>asking</i>
sun	+ s	=	<i>sun + s</i>	=	<i>suns</i>
hot	+ ly	=	<i>hot + ly</i>	=	<i>hotly</i>
nod	+ ed	=	<i>nod + d + ed</i>	=	<i>nodded</i>
loud	+ er	=	<i>loud + er</i>	=	<i>louder</i>
great	+ ness	=	<i>great + ness</i>	=	<i>greatness</i>
fur	+ y	=	<i>fur + r + y</i>	=	<i>furry</i>

6 **A Note About <x>**. Look at the following words:

box	boxer
fix	fixed
fox	foxes
six	sixes
tax	taxing
wax	waxy

Do the words in the left column seem to fit the pattern for twinning? Yes

Do the suffixes in the words in the right column start with vowels? Yes

Is there twinning in the words in the right column? No

The reason that we do not twin the letter <x> in these (or any) words is that <x> spells two sounds: [ks]. When we say that a word must end CVC for twinning to take place, we are saying that the word must end with a single consonant letter that spells a single

consonant sound. So since it spells two sounds, we never twin the letter <x>.

5 You now can write a rule that will tell you when to twin final consonants:

Twinning Rule. Except for the letter <x>, you twin the final consonant of a free base that ends in the pattern CVC# when you add a suffix that starts with a vowel

..

Teaching Notes.

1. This first version of a twinning rule is completely reliable for free bases that are only one syllable long, which is the vast majority of free bases. As the students will see later, it gets more complicated when you add suffixes to words that are more than one syllable long. By way of preview, the complication is that for twinning to take place in a word, there must be stress on the final syllable of the word before you add the suffix, and the stress must stay on that syllable after the suffix is added. Thus, for instance, we twin the <r> in *referring* (*refer* + *r* + *ing*), because the stress is on *fer* before and after the suffix is added. But we do not twin the <r> in *reference* (*refer* + *ence*), because although the stress is on the *fer* in *refer*, it shifts to the *re-* when the suffix is added. We discuss this complication later, after the students have studied word stress.

2. Item 5: It is very important that the students see that both conditions must be met before twinning takes place: the original word must end CVC#, and the suffix must start with a vowel.

Lesson Thirty-eight Practice with Twinning

1 **Twinning Rule.** Except for the letter <x>, you twin the final consonant of a free base that ends in the pattern CVC# when you add a suffix that starts with a vowel.

2 Analyze each of the following words into a free base and a suffix and show any twin consonants that have been added:

Word	=	Analysis
a. batter	=	<i>bat + t + er</i>
b. stopped	=	<i>stop + p + ed</i>
c. setting	=	<i>set + t + ing</i>
d. flatly	=	<i>flat + ly</i>
e. headed	=	<i>head + ed</i>
f. freshest	=	<i>fresh + est</i>
g. muddy	=	<i>mud + d + y</i>
h. chaired	=	<i>chair + ed</i>
i. sadness	=	<i>sad + ness</i>
j. browner	=	<i>brown + er</i>
k. greatness	=	<i>great + ness</i>

3 In the matrix on the next page the letters at the top of the "Words" columns match the letters of the words you just worked with. For instance, the column marked 'a.' below is for word 'a.', *batter*. Look at the work you just did. Answer each question in each column with either a 'Y' for "yes" or an 'N' for "no", as we have done in the column for word 'a.':

	Words										
	a.	b.	c.	d.	e.	f.	g.	h.	i.	j.	k.
Does the free base end in the pattern CVC#?	Y	Y	Y	Y	N	N	Y	N	Y	N	N
Does the suffix start with a vowel?	Y	Y	Y	N	Y	Y	Y	Y	N	Y	N
Is there twinning?	Y	Y	Y	N	N	N	Y	N	N	N	N

4 In the cases where there is twinning, does the free base always end CVC#? Yes

5 In the cases where there is twinning, does the suffix always start with a vowel? Yes



Watch the Middles! Here are some more Middles with twinning.

flatten		
flat	t	en
<i>flat</i>	<i>t</i>	en
<i>flat</i>	<i>t</i>	<i>en</i>
<i>flatten</i>		

setter		
set	t	er
<i>set</i>	<i>t</i>	er
<i>set</i>	<i>t</i>	<i>er</i>
<i>setter</i>		

Teaching Notes.

1. This lesson is intended simply to make again the point introduced in the previous lesson: that both conditions must be met before twinning can take place. The free base must end CVC#, and the suffix must start with a vowel. Be sure that the students notice that in the matrix in Item 3, for there to be a Y in a square in the bottom "Is there twinning?" row, there must also be Y's in the two squares above it. If there is an N in either or both of the two top squares, there is an N in the square in the bottom twinning row.

2. Watch the Middles: The suffix *-en* forms verbs from adjectives. We don't use it much, if at all, anymore to make new verbs. For the record, if anyone should ask about those hunting dogs called setters, it is indeed that case that they are called setters because originally they were trained to "set on," or pursue, the game. So setters were "ones that set (on)," while pointers are "ones that point (at)".

Lesson Thirty-nine
Test Four

Words	Analyze each word into a free base plus suffix. Show any twinning.
0. <i>batter</i>	<i>bat + t + er</i>
1. <i>wettest</i>	<i>wet + t + est</i>
2. <i>sunny</i>	<i>sun + n + y</i>
3. <i>bigger</i>	<i>big + g + er</i>
4. <i>stopped</i>	<i>stop + p + ed</i>
5. <i>sadness</i>	<i>sad + ness</i>
6. <i>flatly</i>	<i>flat + ly</i>
7. <i>owned</i>	<i>own + ed</i>
8. <i>swimming</i>	<i>swim + m + ing</i>
9. <i>planned</i>	<i>plan + n + ed</i>
10. <i>airy</i>	<i>air + y</i>

Teaching Notes. It is important that the students' analyses are just as they are given here, with the plus marks and all. No corner cutting allowed. And if students find themselves wanting to change their original spellings when they get into the analyses, by all means encourage them to do so.

Lesson Forty Why We Twin: VCC Again

1 Analyze these words into free bases and suffixes, and show the twinning:

Word	=	Free base + Twin consonant + Suffix
canned	=	<i>can + n + ed</i>
hopping	=	<i>hop + p + ing</i>
planner	=	<i>plan + n + er</i>
capped	=	<i>cap + p + ed</i>
stripped	=	<i>strip + p + ed</i>
robbing	=	<i>rob + b + ing</i>
winning	=	<i>win + n + ing</i>
hidden	=	<i>hid + d + en</i>

2 In the table below write out the free bases you found. Then mark the last three letters in each of these eight free bases with either 'v' or 'c'. Use the tic-tac-toe sign to mark the end of the word.

<i>can</i> cvc#	<i>plan</i> cvc#	<i>strip</i> cvc#	<i>win</i> cvc#
<i>hop</i> cvc#	<i>cap</i> cvc#	<i>rob</i> cvc#	<i>hid</i> cvc#

3 You should have found that all eight words have the same pattern. That pattern is CVC#.

In the patterns VCC and CVC# is the vowel usually long or usually short? short

So all of the eight free bases contain short vowels and end in the pattern CVC#. When we add suffixes to them, we want the longer words we spell to have a VCC pattern to mark those same short vowels.

4 Here are the eight longer words that contain twinning. Mark the first vowel letter in each one with a <v>. Then mark the next two letters either 'v' or 'c':

canned vcc	planner vcc	stripped vcc	winning vcc
hopping vcc	capped vcc	robbing vcc	hidden vcc

5 You should have found the same pattern in all eight of the longer words. That pattern is VCC

6 In the patterns VCC and CVC# is the vowel usually long or usually short?
short

7 Do the eight free bases have short vowels or long ones? short

8 Do the eight longer words that contain twinning have short vowels or long ones? short

9 **Twinning Rule.** Except for the letter <x>, you twin the final consonant of a free base that ends in the pattern CVC# when you add a suffix that starts with a vowel .

Lesson Forty-one
More About Why We Twin: VCV vs. VCC

1 When we use the Twinning Rule to add suffixes like *-ing* to free bases like *hop*, we end up with words that have the VCC pattern that keeps the vowels in the words looking short:

$$\begin{array}{ccc} \text{hop} + \text{ing} = \text{hop} + \text{p} + \text{ing} = \text{hopping} \\ \text{vc\#} & & \text{vcc} \end{array}$$

But look at what would happen if we used the Rule of Simple Addition:

$$\begin{array}{ccc} \text{hop} + \text{ing} = \text{*hoping} \\ \text{vcv} \end{array}$$

The asterisk (*) in front of a spelling means that it is wrong!

If we used Simple Addition:

- Canned* would be *can + ed = *canned*
- Planning* would be *plan + ing = *planing*
- Capped* would be *cap + ed = *caped*
- Stripped* would be *strip + ed = *striped*
- Robbing* would be *rob + ing = *robing*
- Winning* would be *win + ing = *wining*

2 Write out the spellings that have asterisks in front of them. Then mark the first vowel in each of these spellings with a 'v' and mark the next two letters either 'v' or 'c':

<i>*canned</i> vcv	<i>*caped</i> vcv	<i>*robing</i> vcv
<i>*planing</i> vcv	<i>*striped</i> vcv	<i>*wining</i> vcv

3 You should have found that they all have the same pattern. This pattern is VCV.

In the patterns VCC and CVC# the vowel is usually short, but in the pattern VCV the first vowel is usually long.

4 If we used the Rule of Simple Addition when we added suffixes like *-ing* to free bases like *hop*, we would end up with spellings that have the VCV pattern and look as if they have long rather than short vowels: *Hoping* is pronounced with a long <o>.

But when we use the Twinning Rule, we end up with spellings that have the VCC pattern and thus look as if they have the short vowel we want them to have: *Hopping* has the pattern VCC and is pronounced with [o], a short <o>.

And that is why we twin.



Word Find. This Find is shaped like the word TWIN -- sort of -- because it contains these twelve words, all of which have twinning within them:

hottest	wetter	sunny	bigger
stopped	swimming	slipped	hopping
hidden	muddy	canning	saddest

H	H			C	W
O	I			A	H E
P	D	S	T	O	P P E D N
P	M	U	D	D	Y S W I M M I N G
I	E	S	L	I	P P E D I
N	N			S	U N N Y E R
B	I	G	G	E	R S
		S	A	D	D E S T
				G	S
					T

Teaching Notes.

1. The big issue here is the contrast between the VCC and the VCV patterns and the concomitant alternation from short to long vowel sounds in words like *hopping* and *hoping*. It is crucial that the students hear these short-long alternations and have them clearly associated in their minds with the VCC and VCV patterns. It is crucial that they see that the reason for twinning is to give us the double, or twin, consonant that fills out the VCC pattern.

2. Students may be confused by the use of the initial asterisk to mark misspellings. They may point out that <caned> spells a real word and that in fact all six of the spellings marked with asterisks spell real words. They are quite right in saying so. The point is that <caned> is a misspelling if we are trying to spell *canned*. If you are trying to spell *caned*, then <caned> is a correct spelling, but if you are trying to spell *canned*, then <caned> is a misspelling and earns the asterisk: **caned*.

Lesson Forty-two The Consonant Sounds [k] and [g]

1 You can hear the sound [k] at the beginning and end of *kick*.

You can hear the sound [g] at the beginning and end of *gag*.

In the words below the sound [k] is spelled <c>, <k>, <ck>, <cc>, or <ch>. The sound [g] is spelled <g>, <gg>, or <gh>. Underline the letters that spell either [k] or [g] in each word:

music <u>c</u>	goods	bigger	book <u>s</u>
<u>ac</u> ccording	language	sch <u>oo</u> l	<u>c</u> ould
dog <u>g</u> ing	bec <u>a</u> use	<u>k</u> icker	black <u>e</u> st
duck <u>s</u>	work <u>s</u>	<u>c</u> aller	<u>ac</u> count
again	bigg <u>e</u> st	<u>g</u> host	spagh <u>e</u> t <u>t</u> i

2 Sort the words into these two groups:

Words that contain . . .

[k]		[g]
<i>music</i>	<i>kicker</i>	<i>dogging</i>
<i>according</i>	<i>caller</i>	<i>again</i>
<i>ducks</i>	<i>books</i>	<i>goods</i>
<i>because</i>	<i>could</i>	<i>language</i>
<i>works</i>	<i>blackest</i>	<i>biggest</i>
<i>school</i>	<i>account</i>	<i>bigger</i>
		<i>ghost</i>
		<i>spaghetti</i>

3 Now sort the words that contain [g] into these three groups:

Words in which [g] is spelled . . .

<g>	<gg>	<gh>
<i>again</i>	<i>dogging</i>	<i>ghost</i>
<i>goods</i>	<i>biggest</i>	<i>spaghetti</i>
<i>language</i>	<i>bigger</i>	

4 Sort the words that contain [k] into these five groups. Be careful because one word goes into two groups:

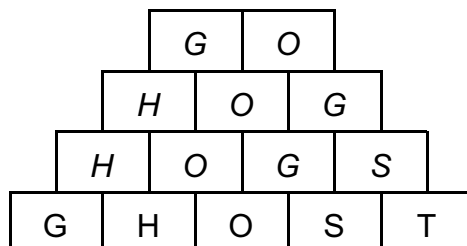
Words in which [k] is spelled . . .

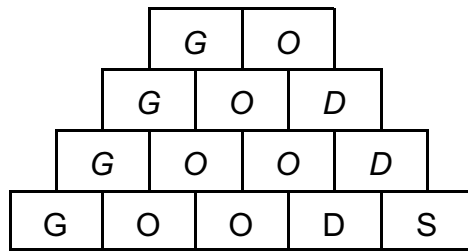
<c>	<k>	<ck>	<cc>	<ch>
<i>music</i>	<i>works</i>	<i>ducks</i>	<i>according</i>	<i>school</i>
<i>because</i>	<i>kicker</i>	<i>kicker</i>	<i>account</i>	
<i>caller</i>	<i>books</i>	<i>blackest</i>		
<i>could</i>				

5 Five ways to spell [k] are <c>, <k>, <ck>, <cc>, and <ch>.

6 Three ways to spell [g] are <g>, <gg>, and <gh>.

Word Pyramids. The following Pyramids are made up of words that contain the sound [g]:





Teaching Notes.

1. In Item 1 students may be confused by the <g> at the end of *according* and the second <g> in *language*. Point out to them that neither of these <g>'s spells the sound [g]. The <g> in *according* teams up with <n> to spell a single sound that most dictionaries symbolize as [ng] but that linguists usually symbolize with the symbol they call *eng*, [ŋ]. Eng is discussed in Book Two.

The second <g> in *language* is the soft <g> that students may be familiar with from reading class, the [j] sound that <g> usually spells when it is followed by <e>, <i>, or <y>. The sound [j] is the subject of the next lesson, and the soft vs. hard <g> distinction is discussed in Book Three. *Language* is an interesting word in that it contains both hard and soft <g>'s. The general point here is that the letter <g> does not always spell the sound [g].

2. The spellings of [g] and [k], and especially [k], are more complex than those for the other stops, [p], [b], [t], and [d]. The spellings of [g] are sorted out in detail in Book Six of the *Basic Speller*, and the spellings of [k] are sorted out in Book Seven. For more on [g], see *AES*, pp. 350-55, and for [k], pp. 350, 355-72.

3. Notice that in these Word Pyramids with [g] words there is no top single square. The reason for that is that the name of the letter <g> is pronounced [jē], with a [j] rather than a [g]. In the first Pyramid *ghost* contains the four-letter words *gosh*, *togs*, and *hogs*, the three-letter words *got*, *hog*, *tog*, and the single two-letter word *go*. In the second Pyramid, *goods* contains the four-letter *dogs*, *goos*, and *goods*, the three-letter *god*, *goo*, and *dog*, and the single two-letter *go*.

Lesson Forty-three The Consonant Sound [j]

1 You can hear the sound [j] at the beginning and end of *judge*. Underline the letters that spell [j] in these words. Sometimes [j] is spelled <j>, sometimes <g>, sometimes <dg>. Be careful: One word has the sound [j] spelled two different ways:

large magic general gym
 enjoy joined bridge danger
 orange language judge huge

2 In these twelve words:

Spelling #1: [j] is spelled <g> eight times;

Spelling #2: [j] is spelled <j> three times;

Spelling #3: [j] is spelled <dg> twice.

3 Sort the twelve words into these three groups:

Words with . . .

Spelling #1		Spelling #2	Spelling #3
<i>large</i>	<i>general</i>	<i>enjoy</i>	<i>bridge</i>
<i>orange</i>	<i>gym</i>	<i>joined</i>	<i>judge</i>
<i>magic</i>	<i>danger</i>	<i>judge</i>	
<i>language</i>	<i>huge</i>		

4 Three different ways of spelling [j] are <g>, <j>, and <dg>.

5 Underline the letters that spell [p], [b], [t], and [d] in the following words:

fatter hardest kinder numbers
 opening water system spotter
 started simple country zipper
 stopping ribbon bubble suddenly
 middle beginner around children

6 Now sort the words into these groups. Be careful! Some words go into more than one group:

Words with . . .

[p]	[b]	[t]	[d]
<i>opening</i>	<i>ribbon</i>	<i>fatter</i>	<i>started</i>
<i>stopping</i>	<i>beginner</i>	<i>started</i>	<i>middle</i>
<i>simple</i>	<i>bubble</i>	<i>stopping</i>	<i>hardest</i>
<i>spotter</i>	<i>numbers</i>	<i>hardest</i>	<i>kinder</i>
<i>zipper</i>		<i>water</i>	<i>around</i>
		<i>system</i>	<i>suddenly</i>
		<i>country</i>	<i>children</i>
		<i>spotter</i>	

7 Two ways to spell [p] are <p> and <pp>, and two ways to spell [b] are and <bb>.

8 Two ways to spell [t] are <t> and <tt>, and two ways to spell [d] are <d> and <dd>.

9 Three ways to spell [j] are <g>, <j>, and <dg>.

Teaching Notes.

1. In many ways <dg> serves as a double <j> or a double soft <g>.

2. The spellings of [j] are sorted out and explained in Book Eight of the *Basic Speller*. For more on [j] and its spellings, see *AES*, pp. 417-21.

Lesson Forty-four The Consonant Sound [ch]

1 You can hear the sound [ch] at the beginning and at the end of *church*.

Underline the letters that spell the sound [ch] in each of these words. Sometimes [ch] is spelled <ch>, sometimes <tch>, and sometimes <t>:

chair children ch century
 ech nature kitchen which
 picture catch ch feature

2 In these twelve words

Spelling #1: [ch] is spelled <ch> six times;
 Spelling #2: [ch] is spelled <t> four times;
 Spelling #3: [ch] is spelled <tch> twice.

3 Sort the twelve words into these three groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3
<i>chair</i>	<i>picture</i>	<i>catch</i>
<i>each</i>	<i>nature</i>	<i>kitchen</i>
<i>children</i>	<i>century</i>	
<i>much</i>	<i>feature</i>	
<i>such</i>		
<i>which</i>		

4 Three ways of spelling [ch] are <ch>, <t>, and <tch>.

5 Here are some words you worked with in the last lesson:

fatter hardest kinder numbers
 opening water system spotter
 started simple country zipper
 stopping ribbon bubble suddenly
 middle beginner around children

Sort the words into these groups. Be careful! Some words go into more than one group:

Words with . . .

[p] spelled <p>	[p] spelled <pp>	[b] spelled
<i>opening</i>	<i>stopping</i>	<i>beginner</i>
<i>simple</i>	<i>zipper</i>	<i>bubble</i>
<i>spotter</i>		<i>numbers</i>

[b] spelled <bb>	[t] spelled <t>	
<i>ribbon</i>	<i>started</i>	<i>water</i>
<i>bubble</i>	<i>stopping</i>	<i>system</i>
	<i>hardest</i>	<i>country</i>

[t] spelled <tt>	[d] spelled <d>	[d] spelled <dd>
<i>fatter</i>	<i>started</i>	<i>middle</i>
<i>spotter</i>	<i>hardest</i>	<i>suddenly</i>
	<i>kinder</i>	
	<i>around</i>	
	<i>children</i>	

Teaching Notes.

1. Item 1. Students may be tempted to underline the <c> and the <t> in *picture*, especially if they are used to pronouncing the word [píchər]. Point out to them that the preferred pronunciation is [píkchər] and that the <c> is spelling the [k] sound, leaving the <t> all by itself to spell [ch].
2. In many ways the spelling <tch> serves as a double <ch>.
3. The spellings of [ch], including the spelling with a palatalized <t> as in *picture*, are explained in Book Eight of the *Basic Speller*. For more on [ch], see AES, pp. 412-17.

Lesson Forty-five The Consonant Sound [sh]

1 You can hear the sound [sh] at the beginning and end of *shush*.

Underline the letters that spell [sh]. Sometimes it is spelled <sh>, sometimes <t>, sometimes <c>, sometimes <s>:

n <u>a</u> tion	publ <u>i</u> sher	br <u>u</u> sh	fr <u>e</u> sh
o <u>c</u> ean	pre <u>v</u> ent <u>i</u> on	<u>s</u> ure	act <u>i</u> on
<u>s</u> hould	oppo <u>s</u> ition	<u>s</u> hipment	fish <u>i</u> ng

2 In these twelve words

Spelling #1: the sound [sh] is spelled <sh> in six words;

Spelling #2: the sound [sh] is spelled <t> in four words;

Spelling #3: the sound [sh] is spelled <c> in one word;

Spelling #4: the sound [sh] is spelled <s> in one word.

3 Now sort the twelve words into these four groups:

Words with . . .

Spelling #1	Spelling #2	Spelling #3	Spelling #4
<i>should</i>	<i>nation</i>	<i>ocean</i>	<i>sure</i>
<i>publisher</i>	<i>prevention</i>		
<i>brush</i>	<i>opposition</i>		
<i>shipment</i>	<i>action</i>		
<i>fresh</i>			
<i>fishing</i>			

4 Four ways of spelling [sh] are <sh>, <t>, <c>, and <s>. Three ways of spelling [ch] are <ch>, <t>, and <tch>.

5 Look at and listen to these words and then fill in the blanks:

again	could	just	dogging
thin	magic	ghost	kicked

bridge according school judge

Three ways of spelling [j] are <j>, <g>, and <dg>.

Three ways of spelling [g] are <g>, <gg>, and <gh>.

Five ways of spelling [k] are <k>, <c>, <ck>, <cc>, and <ch>.



Watch the Middles!

shipment	
ship	<i>ment</i>
<i>ship</i>	ment
<i>ship</i>	<i>ment</i>
<i>shipment</i>	

prevention	
prevent	<i>ion</i>
<i>prevent</i>	ion
<i>prevent</i>	<i>ion</i>
<i>prevention</i>	

according	
accord	<i>ing</i>
<i>accord</i>	ing
<i>accord</i>	<i>ing</i>
<i>according</i>	

publisher	
publish	<i>er</i>
<i>publish</i>	er
<i>publish</i>	<i>er</i>
<i>publisher</i>	

Teaching Notes.

1. The spellings of [sh] are sorted out in Book Seven. For more on [sh] and its spellings, see *AES*, pp. 407-12.

Lesson Forty-six Review of Consonants

1 Underline the letters that spell [k], [g], [j], [ch], and [sh] in these words:

nation cach magic according
ghost ocean children judge
cabbage guess should each
sure kitchen language nature
just baggy because century

2 Sort the words into these five groups. Be careful! Some words go into more than one group:

Words with . . .

[k]	[g]	[j]
<i>cabbage</i>	<i>ghost</i>	<i>cabbage</i>
<i>catch</i>	<i>guess</i>	<i>just</i>
<i>kitchen</i>	<i>baggy</i>	<i>magic</i>
<i>magic</i>	<i>language</i>	<i>language</i>
<i>because</i>		<i>judge</i>
<i>according</i>		

Words with . . .

[ch]	[sh]
<i>catch</i>	<i>nation</i>
<i>kitchen</i>	<i>sure</i>
<i>children</i>	<i>ocean</i>
<i>each</i>	<i>should</i>
<i>nature</i>	
<i>century</i>	

3 Now sort the words into these groups:

Words with [ch] spelled . . .

<t>	<ch>	<tch>
<i>nature</i>	<i>children</i>	<i>catch</i>
<i>century</i>	<i>each</i>	<i>kitchen</i>

Words with [j] spelled . . .

<g>	<j>	<dg>
<i>cabbage</i>	<i>just</i>	<i>judge</i>
<i>magic</i>	<i>judge</i>	
<i>language</i>		

Words with [k] spelled . . .

<c>	<cc>	<k>
<i>cabbage</i>	<i>according</i>	<i>kitchen</i>
<i>catch</i>		
<i>magic</i>		
<i>because</i>		

4 The word with [sh] spelled <t> is nation .

5 The word with [sh] spelled <c> is ocean .

6 The word with [sh] spelled <sh> is should .

7 The word with [sh] spelled <s> is sure .

Lesson Forty-seven Review of Long and Short Vowels

1 Read the following words and listen carefully to the vowel sounds in them:

mean	cause	think	view
dance	toot	though	height
head	come	played	could

2 Sort the twelve words into the blanks:

Vowel Sound	The word with this vowel sound in it
Short <a>, [a]	<i>dance</i>
Long <a>, [ā]	<i>paint</i>
Short <e>, [e]	<i>head</i>
Long <e>, [ē]	<i>mean</i>
Short <i>, [i]	<i>think</i>
Long <i>, [ī]	<i>height</i>
Short <o>, [o]	<i>cause</i>
Long <o>, [ō]	<i>though</i>
Short uh, [u]	<i>come</i>
Short oo, [ù]	<i>could</i>
Long oo, [ū]	<i>toot</i>
Long yoo, [yū]	<i>view</i>

3 Mark the first vowel letter in each word below with a <v>. Then mark the next two letters either <v> or <c>. If you get to the end of the word before you mark all three letters, do these two things: (i) use the tic-tac-toe sign to mark the end of the word, (ii) mark the letter in front of the VC# either V or C:

open vcv	slip cvc#	follow vcc	number vcc
system vcc	zipper vcc	bubble vcc	cabbage vcc

else VCC	famous VCV	happy VCC	hobby VCC
huge VCV	lining VCV	little VCC	made VCV
notice VCV	music VCV	picture VCC	finest VCV
century VCC	simple VCC	stripes VCV	tuna VCV

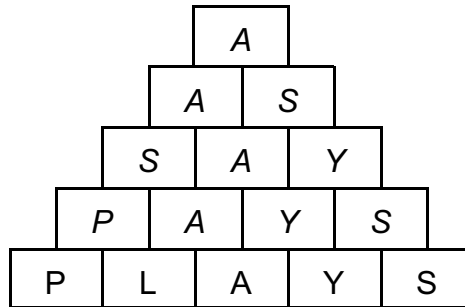
4 Now sort the words into this matrix:

Words with. . .		VCC	VCC	CVC#
Words with long vowels	VCV	open huge finest notice famous lining music stripes	made tuna	
	VCC		system else century number zipper cabbage simple follow bubble happy	slip
Words with short vowels			little picture hobby	

5 In the patterns VCC and CVC# the vowel is usually short, but in the pattern VCV the first vowel is usually long.



Word Pyramids. The following Pyramid is made up of words that contain a long or short <a>:



Teaching Notes.

1. **Word Pyramid.** The following are words with [a] and [ā] that are contained in *plays* and can lead to successful solutions: *alps, laps, lays, pals, paly* (Archaic), *pays, play, slap, slay, spay, yaps; asp, lay, pay, sal, sap, say, yap; as, ay* (Archaic; the more common *ay*, meaning “yes”, is usually spelled *aye* and pronounced [ī]; *a*.

Lesson Forty-eight
Test Six

Words	Analyze each word into a free base plus a suffix
0. <i>thinnest</i>	Free base + suffix = <u> <i>thin + n + est</i> </u>
1. zipper	Free base + suffix = <u> <i>zip + p + er</i> </u>
2. guessed	Free base + suffix = <u> <i>guess + ed</i> </u>
3. views	Free base + suffix = <u> <i>view + s</i> </u>
4. thinker	Free base + suffix = <u> <i>think + er</i> </u>
5. spotting	Free base + suffix = <u> <i>spot + t + ing</i> </u>
6. kindest	Free base + suffix = <u> <i>kind + est</i> </u>
7. harder	Free base + suffix = <u> <i>hard + er</i> </u>
8. meaner	Free base + suffix = <u> <i>mean + er</i> </u>
9. numbers	Free base + suffix = <u> <i>number + s</i> </u>
10. fueled	Free base + suffix = <u> <i>fuel + ed</i> </u>

Teaching Notes.

The students have not worked as yet with the suffixes *-ed*, *-ing*, or *-s*, but they have worked with all of the free bases contained in the test words. Warn them ahead of time that they will find some suffixes in the test that they have not worked with yet but that they will work with them in Book Two.