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# AN EXPERIMENTAL PROGRAM TO DETERMINE THE EFFECT OF DEVELOPED ENRICHMENT MATERIALS IN PHONETIC READING INSTRUCTION AT THE SECOND GRADE LEVEL

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APPROVAL SHEET

A Thesis

Presented to

the Graduate Council

of Long

Date:

18 Jan. 1965

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In Partial Fulfillment

of the Requirements

Master of Arts in Education

by

Caroline Marguerite Clark

January 1965



AN EXPERIMENTAL PROGRAM TO DETERMINE THE EFFECT OF  
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ACKNOWLEDGMENT

The writer is indebted to Dr. Charles E. Patterson,  
Jr. for his kindness, patience and guidance.

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OF specialization he has elected. How and when he learns to read, the age at which he is first exposed to formal reading or the methodological procedure employed, none of which less importance in the final analysis than the care with which he can meet, master and comprehend the printed materials with which he comes in contact.

For many years there has been much discussion among experts in the field regarding the merits of different methodological approaches to the teaching of reading. As the educational system in America has developed, the opinions of these critics have revealed marked differences as to the merit of the various methods used from time to time. The changes in reading procedures were brought about, in part, by environmental and cultural influences of the various historical periods. Some theories of approach were stressed at certain intervals, abandoned in favor of others as time



## CHAPTER I

### GENERAL INFORMATION

Background. More vital, perhaps, than any other single tool in man's attempt to further his education and achieve whatever goals he may have set for himself is his ability to read. With a limited reading ability his progress in the modern world is restricted, regardless of which field of specialization he has elected. How and when he learns to read, the age at which he is first exposed to formal reading or the methodological procedure employed, seem of much less importance in the final analysis than the ease with which he can meet, master and comprehend the printed materials with which he comes in contact.

For many years there has been much discussion among experts in the field regarding the merits of different methodological approaches to the teaching of reading. As the educational system in America has developed, the opinions of these critics have revealed marked differences as to the merit of the various methods used from time to time. The changes in reading procedures were brought about, in part, by environmental and cultural influences of the various historical periods. Some theories of approach were stressed at certain intervals, abandoned in favor of others as time

went on, then reintroduced in a new fever of enthusiasm. Gradually the less effective practices have become extinct, while those proven beneficial have remained, often altered and embellished, to become a part of most of the accepted programs of reading in existence today.

Most authorities in the field of reading agree that no one method of reading instruction is the final answer in meeting the needs of every individual. A procedure which might provide one child all the tools and abilities necessary for his success in reading may prove decidedly insufficient for another. An eclectic approach to the teaching of reading has been found to be desirable in most instances, utilizing the best features of several processes in organizing a plan best suited to the individual situation.

Most experts agree also that a mere presentation of a well-planned, comprehensive lesson will not, in the majority of cases, insure understanding and mastery of the material contained therein. Opportunities for application of knowledge are necessary to insure retention of skills and principles presented. These opportunities may take the form of varied practice activities. Should these carry-over activities be designed in such a way as to systematically develop reading skills, perhaps a more effective program of reading would result. It is to this end that the present study was directed.



Statement of the problem. It was the purpose of this experiment to determine the effect of the use of enrichment materials, developed by the investigator, in conjunction with the program of phonetic instruction presently employed in the second grades of the public schools of Lynchburg, Virginia. This was attempted through the employment of an experiment designed to determine the relationship and degree of achievement between groups which were exposed to enrichment practice materials and groups which utilized the regular phonetic program alone.

Importance of the study. If a series of correlated activities can so enhance a learning situation as to produce a significant degree of gain in achievement, it might then be assumed that like performance could be simulated to some degree by any group using this supplementary guide, and that the reading achievement of these groups would be greater. This study is believed to be the first of such kind measured in an experimental situation in Lynchburg, Virginia.

Scope and organization of study. The scope of the study is indicated by its four major divisions in the form of the following chapter headings: Chapter I, General Introduction, Chapter II, Patterns of Reading Instruction - A Review of the Literature, Chapter III, Development of the Experimental Design and Chapter IV, Treatment of the Data.

Chapter II contains a brief history of reading in the United States from the colonial era through present-day practices, published opinions of experts in the field of reading methodology, and a survey of the development of the reading program in Lynchburg, Virginia, the sight of the proposed experiment, including the present city-wide experimental program which is in its third year of employment.

Chapter III presents the justification for attempting the proposed experiment, the experimental design and the procedures that were employed in testing the hypothesis. Presented here are the general methods of procedure, a description of the experimental setting and a description of the subjects and of the measurements used for testing at various intervals to determine the results and thus to prove or disprove the hypothesis.

In addition, reviews of literature, with reference to the value of practice materials and related activities, were presented to offer explanation as to the assumptions of the investigator.

Chapter IV presents a comprehensive discussion of the findings of the experiment. A complete report of the statistical treatment is offered, along with a general summary of the experimental findings and conclusions resulting from the study.



Limitations of the study. The present study was, of necessity, limited to only three of many second-grade classrooms in the city of Lynchburg. As a further restriction, only those pupils of average second-grade were considered. In addition, the three classes, so as to be more-or-less comparable, were chosen from areas of average socio-economic status, thus excluding those above or below that level. Only classes which were components of white elementary schools were used.

It is realized that other unaccountable factors were possibly present and that these factors might have influenced the results to some extent. However the conditions were controlled as well as possible in order to attempt to equalize the three experimental groups.

Sources of information. The following sources were utilized in the study:

1. Published materials from the field of education, specifically reading, as considered by experts and critics in this field.
2. Teachers' guides for the city of Lynchburg used during the last thirty years. These guides were prepared through the cooperative efforts of classroom teachers and members of the supervisory staff.
3. State reports, for a number of years back, sub-

mitted annually by the school system of Lynchburg to the State Department of Education.

4. Consultations with teachers with extensive service in the classroom, both those still active and those retired from service.

5. Consultation with members of the administrative staff, particularly those concerned with the teaching of reading in the primary grades.

6. Conferences with the consulting psychologist for the public schools of Lynchburg.

7. Conferences with the teachers involved in the experiment under question.

What is the best methodological procedure of teaching reading has existed in America for more than one hundred and fifty years. Burton and Eika, in reviewing patterns of methodology of reading instruction in the elementary curriculum, somewhat facetiously point out, "Speaking of reading -- and, if you are speaking of reading in American education, it is more than likely that you are having an argument."<sup>1</sup> In tracing the history of the teaching of reading in the United States, it is evident that the background influences and needs of each period have been re-

<sup>1</sup> William H. Burton and Joseph Eika, "Some Arguments About Reading", *Education*, McGraw-Hill Book Company Incorporated, Volume 21 Number 7, pp. 327-332.



## CHAPTER II

### PATTERNS OF READING INSTRUCTION

#### A REVIEW OF THE LITERATURE

#### INTRODUCTION

It shall be the purpose of this chapter to trace the history of reading methodology generally employed in the United States during the periods prior to 1940 and from 1940-1963, and to discuss current patterns, as well as to trace the specific development in the area of the experiment, Lynchburg, Virginia.

Debate over the best methodological procedures of teaching reading has existed in America for more than one hundred and fifty years. Burton and Ilika, in reviewing patterns of methodology of reading instruction in the elementary curriculum, somewhat facetiously point out, "Speaking of reading -- and, if you are speaking of reading in American education, it is more than likely that you are having an argument."<sup>1</sup> In tracing the history of the teaching of reading in the United States, it is evident that the background influences and needs of each period have been re-

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<sup>1</sup> William H. Burton and Joseph Ilika, "Some Arguments About Reading", Education. Kansas City: Bobbs-Merrill Company Incorporated, Volume 84 Number 7. Pp. 387-388.

flected in the aims, materials and procedures in reading instruction.<sup>2</sup> The prevailing emphasis, be it religious, military or any of many other moods determined to a great extent the methods and materials employed during these eras as well as the existing philosophies of education.

## READING INSTRUCTION IN THE UNITED STATES

### A BRIEF HISTORY

Prior to 1940. In the very early days of newly-colonized America, boys were taught to read in the Latin grammar schools to enable them to become educated for the ministry. The emphasis, then, was placed on reading for religious purposes, if not culminating in pastoral duties, equipping future heads-of-households to maintain staunch, pious units.

The pupil first learned the alphabet, beginning with the names and sounds of single letters. The next step required him to learn simple two-letter combinations, called phonograms,<sup>3</sup> such as ad, ap, and ug, followed by advance-

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<sup>2</sup> Blanch O. Rush, "The Teaching of Reading in the United States, Reading Horizons Kalamazoo, Michigan: Western Michigan University, pp. 128-129.

<sup>3</sup> Lillian Gray and Dora Reese, Teaching Children to Read (The Ronald Press Company: New York, 1957), pp. 315-316.



ment to such complex words as e-di-fi-ca-tion and mor-ti-fi-ca-tion,<sup>4</sup> which were laboriously tackled, bit by bit. The ultimate level of reading achievement embodied hymns, prayers, and other religious materials. These the student said over and over again, learning them entirely by rote. No attention was paid to the difficulty of the vocabulary to which the learner was exposed, and no provision was made for frequent repetition of words to insure their retention. Reading itself and phonetic drill, employing the various sound combinations, became two completely different practices, with little carry-over from one to the other. Often when a pupil would try to use the arduously learned phonograms to determine a new word, utter confusion would result.<sup>5</sup>

Oral reading was predominately employed, with each student taking a turn as the daily recitation proceeded. The major cause of this practice was the scarcity, due to exorbitant cost, of books and other reading materials. The New England Primer, published in 1690, was the chief school and reading book for over one hundred years.<sup>6</sup> Rarely, dur-

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<sup>4</sup> Kathleen B. Hester, Teaching Every Child to Read (New York: Harper and Brothers, Publisher, 1955) Pp. 3.

<sup>5</sup> Gray and Reese, op. cit., p. 5.

<sup>6</sup> David H. Russell, Children Learn to Read (Boston: Ginn and Company, 1961), p. 61.

ing the colonial period, were references made to methods or techniques in teaching reading.

During the revolutionary war politics replaced theology as the prevailing theme prevalent in readers. The leaders of the people felt an urgent need to unify the colonists.<sup>7</sup> These dauntless souls had come from many different parts of Europe and many still spoke their native language, either totally or in part. Consequently, the first step for each colonist was the understanding and effective use of the English language. The schools intensified their stress on oral reading and on proper pronunciation and usage of English. Long periods of practice were afforded all students. Syllabification was stressed to a greater degree than ever before. The content of the selections included in reading materials became nationalistic and moralistic<sup>8</sup> as the publishers took upon themselves the obligation of developing patriotism and building good citizens for young America. As was true during the earlier periods, the same routine of drill on sounds and syllables was pursued. All material included in the readers was read and reread until it was memorized. After the revolution, Noah Webster analyzed English into sound elements and prepared his Blue-Back

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<sup>7</sup> Hester, op. cit. p. 5.

<sup>8</sup> Rush, op. cit. p. 129.



Speller, based on these elements. This book was launched in the schools, where it was avidly and enthusiastically used for some years.<sup>9</sup>

In 1840 Horace Mann visited Prussia and found that they were employing a picture-sounding method of procedure.<sup>10</sup> A picture with the corresponding word below it was shown to the learner and, simultaneously, he was acquainted with the sounds of the letters and letter combinations in the word. The pupil then traced the word in the air with his finger, after which he wrote it on his slate. On returning to America, Horace Mann investigated the use of a similar methodology, suggesting that familiar words be used at the inception of the reading program. Techniques for the teaching of beginning reading underwent a significant change. The alphabet-syllable practices, previously so popular, were replaced by phonetic sounds of letters. The emphasis was on the sounds of the whole words. Thought-getting became the important goal. The whole-sentence-and-story method developed from the word method, and much supplemental material was introduced for enrichment purposes.

Because of complaints about the poor reading ability

<sup>9</sup> Nila Banton Smith, "Some Answers to Criticisms of American Reading Instruction," The Reading Teacher. Chicago: I.R.A. Volume 16. Number 3. December 1962. p. 146.

<sup>10</sup> Hester, op. cit. p. 5.

of the average learner of the day, in 1890 a sharp reversal of practice occurred.<sup>11</sup> Proponents of the old method formed elaborate artificial systems of phonics (c-a-t, etc.) Most of the time allotted for reading instruction was devoted to drill on phonetic elements.

During World War I, standardized instruments of measurement in reading were designed which, soon after the cessation of conflict, were revised so as to enable educators to evaluate the achievement of their students. These reading tests showed that, while word-attack (phonetic ability) was present to a great degree, the learner's comprehension ability and reading rate were extremely poor. As a result of this discovery educational institutions in the country again departed from the use of a phonetic approach in the teaching of reading and gave stressed attention to silent reading, reading for various purposes: pleasure, information, etc. Since the blame for the decline of comprehension fell upon phonics, this tool was completely abandoned for about fifteen years. As the pre-primer became popular, oral reading again came into prominence. An attempt was made to adjust the reading situation to meet individual needs, resulting in grouping for reading instruction. At the onset of this departure from conventional practices this

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<sup>11</sup> Smith, op. cit. p. 147.



grouping tended to be rather rigid, allowing little flexibility.

In the 1930's attention became focused on a variety of reading difficulties which, apparently, were stemming from the reading approach popular during that period. Critics were concerned, and, through the efforts of many, the clinical approach of remedial reading made its appearance.<sup>12</sup> These pioneers found that instruction in phonetic and other word-attack skills was highly effective in aiding a retarded reader to overcome his difficulties. As a consequence, educators reexamined the methods incorporating phonetic instruction in one form or another and reevaluated their possibilities for use as tools of meaningful reading. Their use once again became evident and has grown steadily, though somewhat gradually, ever since. Though English is only about eighty per-cent phonetic, it contains about three hundred prefixes, suffixes and variant endings which, when properly applied, are reliable guides to the pronunciation of thousands of words.<sup>13</sup> As this knowledge became recognized, the basal readers were revamped to improve the instructional program in the teaching of reading. The vocabulary was controlled to a greater extent, there was more repetition provided as new words were introduced to insure retention, and

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<sup>12</sup> Hester, op. cit. p. 5.

<sup>13</sup> Gray and Reese, op. cit., p. 316.

phonetic and word-attack elements were incorporated in a systematic fashion and in meaningful sequences.

Each of these trends was a protest and revolt against the increasingly obvious short-comings of its predecessor, and each, in its turn, was found to have its own weaknesses. As new methods became fashionable many teachers resisted change and clung to their established procedures, so that older methods continued to be used long after newer procedures had become popular.<sup>14</sup>

1940-1964. In the last twenty-five years the trend has been to try to develop a balanced method of instruction which incorporates the good features of the older one-sided approaches, avoiding their short-comings, with proven novel techniques. Two forces have been at work influencing the teaching of reading in the American elementary schools. The first, and older, is the tradition of basal reading instruction, with its basic readers, workbooks, charts and other specific devices. The other force is that of new education which has tried to free the child from the textbook, to reduce meaningless drill, and to individualize reading instruction.<sup>15</sup> And beneath these two forces is the ever-present

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<sup>14</sup> Albert J. Harris, Effective Teaching of Reading (New York: David McKay Company, Incorporated, 1962) p. 43.

<sup>15</sup> Gerald A. Yoakam, Basal Reading Instruction (New York: McGraw-Hill Book Company, Incorporated, 1955) p. 1.



controversy over phonics.

Current Patterns. Most experts in this field of reading instruction would agree that no one method is a "cure-all" which will suffice in all instances. "A reading program cannot be standardized because children are not standardized."<sup>16</sup> There are numerous reading programs which, in themselves, or in combination with others have proven immensely successful in various locations. Many basal-reader programs<sup>17</sup> have been used in ninety per-cent of the classrooms in the United States for some years, undergoing, from time to time, revisions to provide more adequate instruction in basic reading skills. In the San Diego, California, city schools,<sup>18</sup> the experience approach method has received much attention in recent years, and the indications are that its use will be continued and considerably broadened. At Raleigh Court School in Roanoke, Virginia, as in many other communities, the teachers are experimenting with the individualized reading approach, and plan to continue with this method. Nearby, in Roanoke County, Cave Spring School has had success in one first grade classroom with the

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<sup>16</sup> Donald D. Durrell, Improving Reading Instruction (Yonkers-on-Hudson, New York: World Book Company, 1956) p. 21.

<sup>17</sup> Scott-Foresman Co., Ginn and Co., Lippincott Co., Row-Peterson Co. and others.

<sup>18</sup> San Diego City Schools, California.

New Castle approach,<sup>19</sup> a phonetic system employing film-strips as a teaching tool. In Pennsylvania, and in several other areas, the I. T. A. experiment<sup>20</sup> is showing promise as an effective method of introducing children to beginning reading. Many other experimental patterns and methods are being examined in a never-ending attempt to solve the problem of understanding the printed word.

## READING INSTRUCTION IN LYNCHBURG, VIRGINIA

### A BRIEF HISTORY

Prior to 1950. The methods and techniques in teaching reading in the public schools of Lynchburg, Virginia have, through the years, altered as the national trend has changed. It has been interesting to note that in various state reports and teachers' guides of years past, little or no mention has been made of reading, its aims and procedures of instruction, though most other subject areas were defined in detail, and specific goals and practices outlined precisely. This possibly indicates a certain complacency regarding the merit of the reading program among those concerned with instruction in reading during those years.

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<sup>19</sup> Glenn McCracken, Lippincott Co.

<sup>20</sup> Initial Teaching Alphabet, Dr. James Pittman, England.



1950-1960. During more recent years, prior to 1960, the Lynchburg city schools had used a basal-reader series, supplemented in rather haphazard manner with various phonetic texts, teaching aids, charts and other materials. There had been an awareness for some time that the reading program throughout the city varied from meager to vastly enriched, from excellent to unsatisfactory. There was no continuity of practices among the various schools on the primary and the elementary levels. A child transferring from one school to another within the city was apt to find himself in a totally different learning situation from the one from which he had come. This not only created frustration in the pupil, but caused anxiety on the part of the teacher to whom fell the lot of fitting this transfer into a good working and learning situation, regardless of the background of knowledge and experience which the pupil brought along with him. It was evident that no two teachers were employing the identical general program, and, in some cases, teachers failed to remotely approximate the suggested procedures.

Present program. Realization of the existence of a problem, analysis of the same and a prescribed remedy are entirely different matters. It was not until the advent of a new administration that difficulties began to resolve themselves. During an entire school year inservice meetings were



called periodically for the purpose of examining the existing program, acquainting the teachers with other reading methods and materials, and assimilating a workable program of greatest merit to all, employing the best features of several different programs. Each teacher of reading was allowed a voice in these proceedings and all agreed to abide by the desires of the majority, thus giving Lynchburg, city-wide, a more-or-less comparable course of study in the teaching of reading. At the same time several plans were devised so as to make the program as flexible as possible, proving applicable to nearly every existing situation. The core of the new program for basic instruction in the teaching of reading combines two reading series, a basal-reader approach<sup>21</sup> and a phonetic approach.<sup>22</sup>

Opinion seems to become increasingly diversified as to the merit of the basal and of the phonetic instructional programs. Many authorities maintain completely opposite views. Ruth Strang and Dorothy Kendall adamantly declare:

We give instruction in phonics only after the child has learned some words, and with materials he wants to read and partially understands. Bright children seem to be helped more by phonics than do slow-learning children.

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<sup>21</sup> William S. Gray, Sterl Artley and Lillian Gray, The New Basic Readers Curriculum Foundation Series (Chicago: Scott-Foresman and Company, 1956)

<sup>22</sup> C. E. Sloop, H. E. Garrison and M. Creekmore, Phonetic Keys to Reading (Atlanta: The Economy Company, 1952)



We do not teach phonics as the first step in reading. Many children taught to read by the phonetic method do not learn to read for meaning. They learn reading a word-calling game.<sup>23</sup>

Hilde Moss adversely believes:

The so-called sight-word method has had devastating results on reading in the United States. The theory of educators is that a child should learn in a painless way without the experience of failure. The whole word method leads to the exact opposite. The children lose their initial enthusiasm for reading and form the habit of guessing. Some never overcome this habit. The curriculum prescribes that phonetics may be taught only after the child has acquired a sight vocabulary. The whole-word method does its greatest harm by being applied too early. Children can be taught to read words and even entire sentences after they have learned to read with the phonetic method.<sup>24</sup>

Arthur Heilman discloses:

Since the sight-word method is so widely used, it is obvious that a child who fails for any reason to master a number of sight words is at a considerable disadvantage in learning to read. A characteristic of practically all basal reading series in use today is that the same words are repeated line by line, page by page. Reading is simple for children who master these words, since they know all but one or two words on each succeeding page. It makes little difference to the child who does not master the sight words whether the next page is all new words or all review words, since he does not know the words in either case.<sup>25</sup>

Rudolph Flesch argues that, since experts admittedly

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<sup>23</sup> Ruth Strang and Dorothy Kendall, Making Better Readers (Boston: D. C. Heath and Company, 1957) p. 13.

<sup>24</sup> Hilde L. Mosse, "Reading Disorders in the United States", The Reading Teacher, Chicago, Ill.: International Reading Association, Volume 16, Number 2; Nov. 1962, p. 91.

<sup>25</sup> Arthur W. Heilman, Principles and Practices of Teaching Reading, (Columbus: Charles E. Merrill Books, Inc. 1962) p. 104-105.



advocate the use of phonics with remedial readers and laud the results, why not teach beginning reading with phonics instead of teaching sight reading in the first grade? He further substantiated his position by suggesting:

The truth is, any normal six-year-old loves to learn letters and sounds. He is fascinated by them. He loves making noises; he loves taking things apart and putting them back together again. So here is a wonderful new game in which you take things apart to see what they are made of.<sup>26</sup>

Oddly enough, as rabid as the proponents of each system appear to be concerning the merits of the two approaches, "in certain facets of teaching reading the two methods, Scott-Foresman and Phonetic Keys to Reading, appear to be closely parallel. Both stress the importance of a child's experience, both use experience charts, pre-primers and primers, and both stress review of concepts and skills previously introduced."<sup>27</sup> They provide continuity of growth and minimize gaps in instruction and learning. The major difference between the two is the way in which the material is organized and the level at which certain phonetic and word-attack skills are introduced.

The basal-reader approach. The basal-reader approach is based upon the theory that a child needs a vocabulary of a

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<sup>26</sup> Rudolf Flesch, Why Johnny Can't Read (New York: Harper and Brothers, Publishers, 1955) p. 13.

<sup>27</sup> Heilman, op. cit. p. 106.

number of sight words before he is ready to undertake phonetic analysis. Very early in the first year as he begins to encounter words which begin with the same consonants, he is taught the initial and final consonant sounds, as well as a limited number of consonant blends and a digraph or two. His acquaintance with structural analysis is limited to compound words, the addition of several prefixes, suffixes and inflectional endings, and a few contractions. In the second grade the vowel sounds are introduced, including a few vowel rules and exceptions, multi-syllable words are analyzed, and more consonants, consonant blends, digraphs, compound words, prefixes, suffixes, inflectional endings and contractions are used. Diphthongs and certain "spellings" are introduced. On the third and fourth grade levels the skills learned in the first two years are extended by the addition of other sounds and principles, so that at the end of four years the young reader is completely independent, due to the possession of tools which enable him to attack any new word with which he is faced.

The phonetic approach. The phonetic method, as its title might imply, begins immediately with letters and their sounds. At the pre-primer level there is a period of visual and auditory readiness, during which the child learns to recognize and hear the long and short sounds of the vowels, as well as the two-vowel and one-vowel rules as applied to words



of one syllable. Following this, the consonants are introduced, one-by-one, and the child learns to push the sounds together to determine the whole word. As each new consonant is introduced, the number of words in his reading vocabulary increases considerably. Of course, his reading activities are not confined to mere word study. Experience charts accompany the phonetic lessons, giving him a sight vocabulary and at the same time teaching him such skills as reading from left to right, recognizing such component parts as a word, a phrase, a sentence, a capital, a title, like words, etc. The reader in this series learns about seventy-five per cent of all the sounds, phonetic principles and skills during the first year, which are taught in four years in the average basal reader series. These are taught in systematic, logical order rather than at random, as is so often the case.

Combination of the programs. Lynchburg, in setting up its new program, tendered two plans of combining these two programs so as to allow flexibility. Some few teachers chose to use the programs simultaneously, using the basal-reader materials during one period of the day, and the phonetic series during another. The majority of the teachers, though, preferred the plan which divided the school year into arbitrary time blocks. This plan provided for the alternate use of the two series of readers. Phonetic Keys to Reading

was used initially at each level to teach the needed basic skills. The basal-reader series subsequently followed at each level for further application and practice of the skills previously learned. The adopted plan is as follows:

Procedure and Suggested Blocks of Time

Grade One

A. Readiness and Pre-Primer Levels

One period during the day begin auditory and visual discrimination of the vowel sounds, using Tag.

Eight weeks basic readiness, introducing sounds and principles in the sequential order in which they are presented in

Tag.

Two weeks basic instruction in Tag (last section).

After Tag is completed use the basal reader pre-primers and the many others which are available for the extension of the sounds and principles learned during the first period of instruction.

B. Primer Period

Use the phonetic materials first to teach the needed skills; supplement with application of these skills in the basal reader primers and in other primers.

Six weeks in Dot and Jim.

Six weeks in other primers.



C. First Reader Period

Five weeks basic instruction in All Around with Dot and Jim.

Seven weeks in the basal reader series and in other first readers.

Grade Two

Second-Reader, Level One

Orientation Period; Five or six weeks basic instruction and review, using Through Happy Hours, orientation reading material.

Six weeks, basal reader, level one, and other readers on this level.

Second-Reader, Level Two

Five or six weeks basic instruction using As Days Go By, Second Reader.

Eighteen weeks using the basal program and other materials.

In the teaching of reading as in any other subject, the final determining factor in the measurement of its success or failure is the teacher herself. There was great enthusiasm at the inception of the new program on the part of nearly all of the participating teachers. Naturally some few gave lip-service only to the experiment, for one reason or another, and realized little or no difference in the final results of the first year's trial. A much greater number, the vast majority of the primary teachers, plunged

into the scheme of things with much excitement and diligence. They conscientiously adhered to the suggested procedures and followed the manual explicitly. Their success was gratifying to them, enough so to want to continue with the experimental program. And then there were those who were successful almost beyond imagination, those who followed the manual exactly as was outlined, embellishing the program with a world of outside materials, for the most part developed by the teachers. It was evident with this experimental program, as would be the case with any situation undertaken, that the end results would be in direct proportion to the amount of time, ingenuity and preparation which went into it. With this in mind, the investigator assumed that the program currently underway in Lynchburg would probably prove to be even more successful were it to be supplemented with a systematic series of enrichment aids and exercises.



## CHAPTER III

### THE DEVELOPMENT OF THE EXPERIMENTAL DESIGN

The design for this experiment employed variations in teaching procedures and materials in reading used among three groups of subjects at the second-grade level. It involved three teachers, two of whom deviated at certain intervals from the standard methodological procedures of similar groups in comparable situations.

The teacher's manual which accompanies the program of phonetic instruction presently in use in the second grade in the public schools of Lynchburg, Virginia contains detailed lesson plans and suggestions for procedure for each lesson presented therein. The investigator, in using this guide for some years, found that additional practices and activities were necessary, as supplemental aids to the guide, to insure mastery by all of the students, of the principles introduced. Consequently she developed a series of lessons designed to correlate with those in the manual, enlarging upon explanations presented there and providing additional material for skill application and carry-over independent activities. These supplementary lessons consisted of more simplified explanations, often employing stories more easily understood and retained by young minds, as well as expanded



lists of words governed by these principles, to be used for blackboard practice. As a follow-up she provided one or more exercises for independent activity for each story in the reader. These provided the students opportunity to apply the sounds and principles learned in each lesson to further insure their retention.

Basic hypothesis. The employment of correlated sequences of enrichment materials with a phonics approach to reading will result in the improvement of reading achievement.

Operational assumptions.

1. Classes selected for the experiment would be taught by the regularly assigned teacher.
2. Classes designated as the experimental groups would deviate in procedure from those classes not participating in the study.
3. The class acting as the control group would follow the teacher's manual explicitly, employing only the helps and practices suggested therein.
4. The experimental groups would alternate in procedures, using enrichment materials, along with the manual, at specified intervals. At other times their instruction would parallel that of the control group.
5. Certain instruments of measurement would be used

at the beginning and at the end of the experiment to determine the level of achievement of the three groups.

6. The three class groups (approximately ninety pupils) would suffice as a sample large enough to test the hypothesis.

7. Pupils selected as subjects for the experiment will be regarded as a random sampling from the total city-wide population of second-grade students.

8. Measurements could be made accurately and uniformly.

9. Materials outlined for presentation in the average teacher's manual of phonetic instruction in reading is not sufficient to meet instructional needs for all school situations.

General method of procedure. Three groups of second-grade children were required for this experiment. In order to determine the potential abilities of the groups, the school psychologist administered, at the onset of the experiment, the Kulman-Anderson Test of Mental Ability. Since no measurement of reading achievement in the first grade was taken during the past year, it was necessary to determine the reading level of the three groups under investigation at the beginning of the experimental period. Form W of the California Achievement Tests for Lower Primary Grades was used for this purpose, and was administered by the school psycho-



logist.

The second-grade program of phonetic instruction consists of two readers. Through Happy Hours is an orientation reader which is made up of a review of all sounds and principles learned in the first grade. A second reader, As Days Go By, introduces new sounds and principles. Customarily, the teacher uses only the accompanying manual in presenting these phonetic materials.

The following pattern of experimentation for this study was employed. The three groups were labeled Group I, Group II and Group III. Group I, one experimental group, while being instructed in the orientation reader, Through Happy Hours, used, in conjunction with the manual instructions, the supplementary materials developed by the investigator. Group II, the second experimental group, and Group III, the control group, availed themselves of only the directions and suggestions in teacher's manual, while engaged in perusing the orientation reader.

When the second book, the second-grade reader, As Days Go By, was introduced, Group I discontinued the use of enrichment materials, adhering strictly to manual instruction. At this time Group II began using, in addition to the manual instructions, the materials supplied by the investigator. Group III remained the control group, following the manual precisely and using no additional practice items.



On the completion of the second book, the school psychologist administered Form X of the California Achievement Tests for Lower Primary Grades, to determine the degree of achievement, if any, of each of the three groups. This was done in order to ascertain the value, if any, of the incorporation of the enrichment materials into the existing program of instruction now employed in the second grades of the public schools of Lynchburg, Virginia.

Selection of the subjects. The investigator attempted to select from the large population of second grades in Lynchburg, Virginia, three nearly comparable groups for use in the proposed experiment. After consultation and deliberation she chose a group from Janet Snead School, one from White Rock School and one from West End School. These samplings were deemed comparable, adjudged as to socio-economic levels, size, age, previous experience and merit of teachers. The teachers were considered of equal experience and quality by those in administration concerned with and acquainted with personnel and instruction.

In order to insure a more valid sampling, only those subjects with a chronological age of 7-8, were utilized in the experiment. The classes chosen were components of white schools in the city.

Development of enrichment materials. During the two-year period of the experimental program in reading instruction



in Lynchburg, Virginia, a series of evaluation meetings was held at specified intervals. The primary supervisor and many of the primary teachers, in reviewing achievement, concurred that it is quite possible to become a capable reader if exposed to the exact instructional tools outlined in the teacher's manual. However, they felt that, in most cases, lack of success as complete as was evidenced in some instances was due to the teacher's failure to further enrich each lesson by modified directions, extended examples and correlated carry-over activities. Many experts in the field of reading instruction are of this same conviction. Durrell asserts:

A common weakness in primary reading instruction is failure to provide extra practice at points of weakness. Extra practice material must be built by the teacher to overcome special weaknesses and to provide reinforcement.<sup>26</sup>

Helen Robinson believes:

A teacher is not expected to follow a guide slavishly; this is the greatest misuse of any guide. Ways may be devised of supplementing the guide as the need arises.<sup>27</sup>

Two eminent psychologists, proponents of the behaviorist theory of learning, Carpenter and Haddan, insist that:

To help pupils retain knowledge over a long span of time the teacher should

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<sup>26</sup> Donald D. Durrell, Improving Reading Instruction (Yonkers-on-Hudson, New York: World Book Company, 1956) p. 30.

<sup>27</sup> Dorothy Dresden, "Use and Misuse of Workbooks and Teachers' Guides", Materials for Reading, Univ. Chicago Press: Supplementary Educational Monographs, No. 86; Dec. 1957, p.75.

1. present material in multiple contexts.
2. use numerous examples and illustrations of important concepts.
3. assign tasks which require the use of new materials.
4. gradually increase complexity of tasks.
5. provide opportunity for demonstration of the application of knowledge.<sup>28</sup>

Any form of material which uses the printed symbol system can be considered instructional material for reading extension. The form this material takes depends upon the purpose for which it is being used. The teacher at various times might use the chalkboard, charts, duplicated material or any other medium for presentation of these enrichment activities. Some of the most valuable work-type tasks are

making a drawing

supplying missing words or consonants

matching pictures with words or sentences

classifying words

filling in blanks

answering questions

placing events in order

adding correct endings to base words

completing sentences

identifying words

building words

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<sup>28</sup> Finley, Carpenter and Eugene Haddan, Systematic Application of Psychology to Education (New York: The Macmillan Company, 1964) p. 89.



defining words

supplying similar or opposite words.

The major instructional factor, according to McKee<sup>29</sup> is that these activities must be constructed in such a way that the pupil understands the directions and the practice items in order to be able to complete the exercises satisfactorily with a minimum of assistance from the teacher, thus becoming more independent. Roma Gans<sup>30</sup> admonishes that assignments for the sake of keeping one busy serve no purpose, rarely that one. She believes that a student should be given ample time to finish a task and that immediate evaluation should follow. In this way errors are eliminated and correct responses take their place, providing feedback so necessary to the continued progress of the learner.

With few exceptions authorities agree that, under the conditions of effective practice, steady improvement in reading ability is inevitable. McKee<sup>31</sup> strongly advocates practice in visual and auditory discrimination, and an experiment conducted by Durrell<sup>32</sup> satisfactorily upholds this conviction. This experiment was concerned with one hundred-fifty children

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<sup>29</sup> Paul McKee, The Teaching of Reading in the Elementary School (Boston: Houghton-Mifflin Co., 1948) pp. 258-59.

<sup>30</sup> Roma Gans, Common Sense in Teaching Reading (New York: Bobbs-Merritt Co., Inc., 1963) pp. 319-20.

<sup>31</sup> McKee, op. cit., p. 145.

<sup>32</sup> Donald D. Durrell, "Adjusting Basic Instruction in Reading to Differences in the Primary Grades", Adjusting Reading Programs to Individuals, Univ. Chgo. Press: NO. 52; Oct. 1944, p. 43.



who, at the end of the first semester of the first grade, had made little progress. These subjects were divided into three groups and equalized as far as possible on the basis of M. A., C. A. and sight vocabulary scores. Their abilities in auditory and visual discrimination of word elements and their rates of reading were about equal. The first group, an experimental group, was given each day, in addition to regular instruction in reading, thirty minutes of auditory discrimination exercises. The second group, also an experimental group, received each day an additional thirty minutes of exercises in visual discrimination. The third group, the control group, received regular reading instruction only, with no additional extended practice. At the end of three and a half months, when tested, the two experimental groups had more than doubled their rate of learning as a result of auditory and visual extension, the visually-aided group achieving slightly higher than the one subjected to auditory practices. These results were tested statistically and found to be significant. These findings would tend to substantiate the theory that carry-over activities in the form of practice enhance the value of instruction and strengthen the ability to apply the learned processes.

In teaching a phonetic program for some years prior to its tentative adoption, the investigator developed certain



techniques, stories, rhymes, rules, examples, comprehensive checks and many short-cuts and unique presentations designed to insure their retention by children. This led to the development of enrichment materials to supplement the second-grade program of phonetic instruction now in use in the second grades in Lynchburg, Virginia. This material is introduced along with the orientation reader of the second grade, Through Happy Hours, and continues throughout it and the second reader, As Days Go By. The investigator added to and altered lessons as previous experience indicated desirable. These supplementary lessons included additional explanation, and materials to be used as extensions of those offered in the teacher's manual. In addition, day-by-day practice activities were designed to strengthen each new rule or principle introduced in the developmental program\*.

Each lesson followed the same format and was divided into four parts. Part I, labeled Purpose, included the sounds or principles to be learned in the lesson, as well as chief areas of review. Part II, Explanation, translated rules and principles into language the little ones could understand, often offering a trick presentation or some logical deduction designed to insure retention by the individual. Part III,

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\*See Appendix A.



Extension, provided many additional words, governed by the principle under study at the time, for further opportunity for practice on the blackboard. This would give each child one or more opportunities to actually participate in locating certain word components, thus affording him realistic application under direct supervision. Part IV, Carry-over Practice Activities, provided exercises for independent application of the sounds, rules and principles learned in the individual group sessions. These exercises took many forms which would enable the learner to strengthen, through doing, the word attack and comprehension skills necessary for proficiency in reading and understanding.

Selection of assessment instruments. The selection and validation of instruments for the assessment of subject ability and achievement for this study was based on the expert judgment of the consulting school psychologist.

Because of the number of subjects involved and the nature of the research, it was not practical to attempt to administer individual tests to determine ability. A group intelligence test seemed adequate for this situation, and the Kulman-Anderson Test of Mental Ability was chosen. This instrument has been widely used in previous years in the city of Lynchburg and found reliable.

Since no previous measure of reading achievement had



been taken during the first grade, it was decided to measure for reading level of the groups at the onset of the experiment and again to determine the achievement of the three groups at its termination. Alternate forms of the same test were employed, and the California Achievement Tests for Lower Primary Grades, Grades One and Two, Forms W and X, were chosen. These instruments were comprised of up-to-date material and were well constructed. The tables in the test manual were based on 1963 norms, which represented a sampling of forty-nine states. These norms were based on age-controlled samples reflecting the performance of students who have progressed through school at the normal rate. This coincided with the plan of the investigator to consider in her experiment only those children of second-grade age. The reliability coefficient for the total battery of tests was .95 which indicated dependence in the results.

In order to rule out error to as great a degree as possible, the psychologist administered all three tests to each of the three groups. As nearly as was possible she arranged comparable testing conditions, taking into consideration such elements as time of day, surroundings, etc. Each test was scored by the administrator, thus eliminating to a great extent, any error in judgment which would be likely to be present if three different persons were adjudging correctness of results. This served as well to abolish any

bias the investigator might have had, had she been responsible for scoring the booklets.

Treatment of the data. The t-Test of the difference of the means of the control group (without supplementary materials) and the experimental groups (with enrichment materials) was utilized. This procedure was employed to discover if the measured difference with respect to reading achievement was of sufficient magnitude that it could not be attributed to chance factors or sampling variation.

The t-Test was first used to test the difference between the means of Group I, an experimental group, and Group III, the control group.

The t-Test was next employed to test the difference between the means of the combined experimental groups, Group I and Group II, and the control group, Group III.

These tests provided evidence with regard to the effect of the use of supplementary enrichment materials in correlation with the existing reading program.

Mental ability. Table II presents a summary distribution of pupil intelligence quotients as measured by the Binet-Simon Intelligence Test, Form R, Sixth Edition. Intelligence quotients ranged from 73 to 117. Group I had a mean score of 95.43, Group II a mean score of 99.31 and Group III a



## CHAPTER IV

### RESULTS OF THE EXPERIMENT

#### TABLE I

It is the purpose of this chapter to consider the results of the experiment outlined previously in Chapter III.

#### THE EXPERIMENTAL GROUP

Sex and age. The experimental sample consisted of sixty-seven second grade pupils comprising the greatest part of the membership of three second grade classes, one each in White Rock School, Janet Snead School and West End School in Lynchburg, Virginia. The experiment sample was composed of thirty-five males and thirty-two females. Table I summarizes the age distribution of the subjects. The pupils ranged in age from eighty-four to one hundred-four months. The median age, as of September 1, 1964, for Group I was 93.25 months, for Group II 91.37 months, and for Group III 90.00 months. The mean age for Group I was 93.58 months, for Group II 90.95 months and for Group III 90.95 months.

Mental ability. Table II presents a summary distribution of pupil intelligence quotients as measured by the Kuhlmann-Anderson Test, Form B, Sixth Edition. Intelligence quotients ranged from 73 to 117. Group I had a mean score of 95.42, Group II a mean score of 99.31 and Group III a

TABLE I

FREQUENCY DISTRIBUTION OF CHRONOLOGICAL AGES OF  
SUBJECTS IN CONTROL AND EXPERIMENTAL GROUPS  
SELECTED FOR THE EXPERIMENT, SEPTEMBER 1, 1964

Chronological Ages in Months	Group I (Experimental) Number of Pupils	Group II (Experimental) Number of Pupils	Group III (Control) Number of Pupils
102-104	2	0	1
99-101	2	0	0
96-98	5	3	3
93-95	4	5	4
90-92	6	8	3
87-89	2	3	5
84-86	3	3	5
81-83	0	0	1
Total	24	22	21
Mean	93.58	90.95	90.95
Median	93.25	91.37	90.00

Based on results of the Hollman-Anderson Test. Form B, Sixth Edition.



TABLE II

FREQUENCY DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF  
SUBJECTS IN CONTROL AND EXPERIMENTAL GROUPS  
SELECTED FOR THE EXPERIMENT\*

I.Q. Scores	Group I (Experimental) Number of Pupils	Group II (Experimental) Number of Pupils	Group III (Control) Number of Pupils
113-117	0	0	1
108-112	1	0	4
103-107	6	7	3
98-102	5	8	3
93- 97	5	4	6
88- 92	2	3	1
83- 87	1	0	1
78- 82	3	0	1
73- 77	1	0	1
Total	24	22	21
Mean	95.42	99.31	98.04
Median	97.50	100.00	98.33

\*Based on results of the Kuhlmann-Anderson Test, Form B, Sixth Edition.

mean score of 58.04. There was no significant difference between the mean scores of the three groups. Thus it was possible to hold mental ability constant among the three groups.

TABLE III

MEMBERSHIP OF CONTROL AND EXPERIMENTAL GROUPS IN EACH OF THREE CLASSIFICATIONS OF SOCIO-ECONOMIC STATUS\*

Socio-Economic Status	Group I (Experimental)	Group II (Experimental)	Group III (Control)
High	0	0	0
Middle	23	21	21
Low	1	1	0

\*Based on the Beckman Scale for Gauging Occupational Rank

Results of Pre-Reading Test. The three groups proved comparable as regarded mental ages, sex and socio-economic level. However, as indicated in Table IV, there was some variation in the results of the reading pre-test, California Reading Test, Lower Primary, Form 1. Group II, an experimental group showed a degree of achievement significantly higher than the control group, Group III. Group II was adjusted by eliminating seven scores so that the mean level of reading ability on the pre-test was comparable to that of the other groups.



mean score of 98.04. There was no significant difference between the mean scores of the three groups. Thus it was possible to hold mental ability constant among the three groups.

Socio-economic status. The socio-economic status of the three groups, as determined by the Beckman Scale for Gauging Occupational Rank, was confined entirely to the low and average socio-economic levels. As is indicated in Table III, sixty-five pupils were classified as being members of families of average socio-economic status. Two pupils were classified as having a low socio-economic status.

#### THE EFFECT OF THE USE OF ENRICHMENT

##### MATERIALS ON READING ACHIEVEMENT

Results of pre-reading test. The three groups proved comparable as regarded mental ages, sex and socio-economic level. However, as indicated in Table IV, there was some variation in the results of the reading pre-test, California Reading Test, Lower Primary, Form W. Group II, an experimental group showed a degree of achievement significantly higher than the control group, Group III. Group II was adjusted by eliminating seven scores so that the mean level of reading ability on the pre-test was comparable to that of the other groups.

General effect. Table V presents a summary of the test of the statistical significance of the means of the combined experimental groups and the control group on scores on California Reading Test, Lower Primary, Form X which was administered at the conclusion of the experiment. The mean for the scores of the combined experimental groups was 57.11. The mean for the scores of the control group, Group III, was 48.90. The difference in the means was 8.21. This difference proved to be positively significant at the one per cent level of confidence. This is to say that statistically there was less than one chance in one hundred that the difference found could have occurred by chance. Thus, it is possible to accept the hypothesis that the use of supplementary materials will result in a higher level of reading achievement.

Further treatment. The t-Test was employed to determine the statistical significance of the difference of the means between Group I, an experimental group, and the control group, Group III. As indicated in Table VI the mean score for Group I was 54.08. Group III had a mean score of 48.90. The difference in the means was 9.18. This difference proved to be positively significant at the one per cent level of confidence.

The t-Test was used a third time to determine the statistical significance of the difference of the means between



TABLE IV

PERFORMANCE OF CONTROL AND EXPERIMENTAL GROUPS ON A  
 BETWEEN PRE-TEST OF READING ACHIEVEMENT, CALIFORNIA  
 GROUP READING TEST, LOWER PRIMARY, FORM W

Statistic	Group I (Experimental)	Group II (Experimental)	Group III (Control)
Number of Subjects (N):	24	22	21
Mean (M):	49.84	52.95	44.47
Median (Md.):	45.25	54.50*	45.88
Standard Deviation (SD):	12.85	9.05	8.15
Standard Error of Mean (SEM):	1.48		0.27

\*Significant at the five per cent level of confidence.

\*Significant at the one per cent level of confidence.

TABLE V

STATISTICAL SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS  
 BETWEEN THE COMBINED EXPERIMENTAL GROUPS AND THE CONTROL  
 GROUP ON SCORES ON CALIFORNIA ACHIEVEMENT TEST,  
LOWER PRIMARY, FORM X

Statistic	Combined Experimental Groups (Groups II and III)	Control Group (Group III)
Number of Subjects (N):	46	21
Mean (M):	57.11	48.90
Standard Deviation (SD):	9.70	10.15
Standard Error of Mean (SEM):	1.45	2.27
Difference between Means $M_1 - M_{2\&3}$ :		8.21
t-ratio (t):		3.05*

\*Significant at the one per cent level of confidence.



TABLE VI  
 STATISTICAL SIGNIFICANCE OF THE DIFFERENCE  
 OF THE MEANS BETWEEN EXPERIMENTAL GROUP  
 I AND THE CONTROL GROUP ON SCORES ON  
 CALIFORNIA READING TEST,  
 FORM X

Statistic	Group I (Experimental)	Group III (Control)
Number (N):	24	21
Mean (M):	54.08	48.90
Standard Deviation (SD):	11.25	10.15
Standard Error of Mean ( $SE_M$ ):	2.35	2.27
Difference between Means ( $M_1 \& M_3$ ):	9.18	
t-ratio (t):	2.82*	

\*Significant at the one per cent level of confidence.

Group II, an adjusted experimental group, and the control group, Group III. Table VII shows the mean for the adjusted experimental group, Group II, to be 57.80. The mean of the control group, as previously indicated, was 48.90.

TABLE VII

STATISTICAL SIGNIFICANCE OF THE DIFFERENCE OF THE MEANS BETWEEN ADJUSTED EXPERIMENTAL GROUP II AND THE CONTROL GROUP ON SCORES ON CALIFORNIA READING TEST, LOWER PRIMARY, FORM X

Statistic	Adjusted Experimental (Group II)	Group III (Control)
Number of Subjects (N):	15	21
Mean (M):	57.80	48.90
Standard Deviation (SD):	7.10	10.15
Standard Error of Means (SE <sub>M</sub> ):	1.90	2.27
Difference of Means (M <sub>2</sub> M <sub>3</sub> ):		8.90
t-ratio(t):		3.01*

\*Significant at the one per cent level of confidence.

of the experimental period continued to show a superior performance over the control group at the end of the period. This implies that enrichment materials employed at the beginning of the program tend to have a beneficial carry-over effect even if they are not employed throughout the entire program. Moreover Experimental Group II which utilized the supplementary materials only during the second half of the



Group II, an adjusted experimental group, and the control group, Group III. Table VII shows the mean for the adjusted experimental group, Group II, to be 57.80. The mean of the control group, as previously indicated, was 48.90. The difference between these means was 8.90. This difference proved to be positively significant at the one per cent level of confidence.

Summary. The hypothesis that the use of supplementary enrichment materials with the existing program of phonetic instruction in the second grades in Lynchburg, Virginia, will result in greater reading achievement was accepted. In each of the comparisons made involving the three groups there were positively significant differences between their respective means of the experimental (those using supplementary materials) and the control (using no additional materials) groups. It is interesting to note that Experimental Group I which utilized the supplementary material only during the first half of the experimental period continued to show a superior performance over the control group at the end of the period. This implies that enrichment materials employed at the beginning of the program tend to have a beneficial carry-over effect even if they are not employed throughout the entire program. Moreover Experimental Group II which utilized the supplementary materials only during the second half of the

experimental period also showed a significant gain over the control group at the end of the period. This implies that enrichment materials used at any time during the program tended to produce superior reading results for the group.

SUMMARY AND CONCLUSIONS WITH RECOMMENDATIONS

First of its kind in the state of the experiment, Lynchburg, Virginia. Much has been written about the value of practice in aiding retention of facts presented for comprehension. Experiments in other geographical areas have indicated the desirability of the use of supplementary materials in the teaching of reading.

The experimental design was formulated to test the hypothesis that the use of enrichment materials, developed by the investigator, in conjunction with the existing program of phonetic instruction will result in greater reading achievement.

The major conclusion resulting from the experiment designed to test this hypothesis was that the use of the aforementioned materials will result in a significantly higher level of achievement in reading. The difference between the means of the control group (without additional materials) and the experimental groups (with supplementary materials) was significant at the one per cent level of confidence.

It is the opinion of the writer that a comparable experiment involving the entire second-grade population in



the Lynchburg, Virginia schools would further substantiate the hypothesis. Following such an experiment

SUMMARY AND CONCLUSIONS WITH RECOMMENDATIONS

second- This study constitutes what is believed to be the first of its kind in the site of the experiment, Lynchburg, Virginia. Much has been written about the value of practice in aiding retention of facts presented for comprehension. Experiments in other geographical areas have indicated the desirability of the use of supplementary materials in the teaching of reading.

The experimental design was formulated to test the hypothesis that the use of enrichment materials, developed by the investigator, in conjunction with the existing program of phonetic instruction will result in greater reading achievement.

The major conclusion resulting from the experiment designed to test this hypothesis was that the use of the aforementioned materials will result in a significantly higher level of achievement in reading. The difference between the means of the control group (without additional materials) and the experimental groups (with supplementary materials) was significant at the one per cent level of confidence.

It is the opinion of the writer that a comparable experiment involving the entire second-grade population in

the Lynchburg, Virginia public schools would further substantiate the hypothesis. Following such an experiment the enrichment materials could be made available to every second-grade teacher to be used as a supplement to the existing program of instruction.

The present study was limited to the second grade. Additional research and experimentation would determine whether materials developed for supplementary use on other grade levels would prove equally as beneficial to the learner.

The results indicate the desirability of developing enrichment materials on the part of a school or school divisions to supplement existing reading programs. Regardless of what type of reading program may be employed, there are definite advantages in using, in correlation with it, certain pertinent practice activities and materials. It has long been recognized that new material of any kind must be presented in different ways and by various means before retention on the part of every child can be assured. The suggested procedures in any teacher's manual serve as merely a starting point. The individual teacher needs to expand each lesson to include additional explanation, group participation and correlated carry-over activities for application and practice. It would seem to the writer plausible and desirable to incorporate developed enrichment materials into



the existing programs of reading instruction beginning at the first grade level and continuing throughout the levels at which reading instruction remains a part of the curriculum.

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Lesson 2

Purpose: Review of the long sounds of the vowels taught in the first grade.  
Review of the rule governing short words containing more than one vowel.

Explanation: If a word has two vowels or more than two vowels, one usually says the first vowel. **APPENDIX A**  
Example: The words are lay and go to sleep. They say nothing.

**ENRICHMENT MATERIAL**

Extension:	note	write
	poise	please
	quite	slide
	boat	stare
	slide	slight

When time to read short stories in the lesson have the children independently sound the words in the colored band.

### Lesson 1.

**Purpose:** Review of the long sounds of the vowels taught in the first grade.  
 Review of the rule governing short words containing more than one vowel.

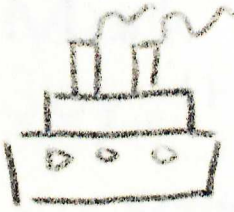
**Explanation:** If a word has two vowels or more than two vowels, the first one usually says its name, the others are lazy and go to sleep. They say nothing.

<b>Extension:</b>	mate	trade
	pole	plume
	cute	slide
	bead	stone
	side	sleet

When time to read short stories in the lesson have the children independently sound the words in the colored band.

cat	plume	slide
bead	stone	sleet

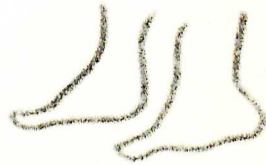




b-at



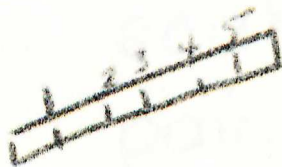
p-il



f-et



f-ve



r-ler



b-ne



l-af



r-ke



p-pe



k-te



s-it



tr-e

Mark the vowels.

Say the words.

soap

plume

cube

hive

nine

seat

seed

paint

sail

home

loaf

flute

mice

pile

heel

cake



Lesson 2.

Purpose: To review the short sounds of the vowels.  
To review rules about short words containing only one vowel.

Explanation: If a short word has only one vowel, it usually cannot say its name, but must make its short sound.

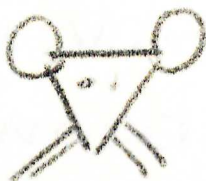
If a, o, or y comes on the end of a short word and there are no other vowels, a says e, o says o, and y says i.

Extension:

Nap	trump	go	she	fly
cup	fled	so	we	by
stop	still	no	the	cry
led	seat			
list	flock			



cl-ck



r-t



b-d



b-g



s-x



st-mp



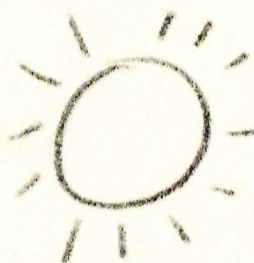
l-mp



m-p



l-g



s-n



p-g



l-g



Mark the vowels.

Say the words.

lock

rock

bun

sink

bib

gun

pin

cap

map

but

cot

ring

bus

bat

sock

pot

Lesson 3.

**Purpose:** To review consonant sounds taught in the first grade.  
 To review both sounds of g.  
 To recall that when a double consonant is present only one of them is heard.

**Explanation:** Consonants are not smart like vowels; they cannot say their names. However each can make a particular sound, and some can make more than one sound.

Some consonants are noisy and make noisy (voiced) sounds. Some are very quiet and make quiet (voiceless) sounds.

If two consonants are side by side in a short word only one speaks.

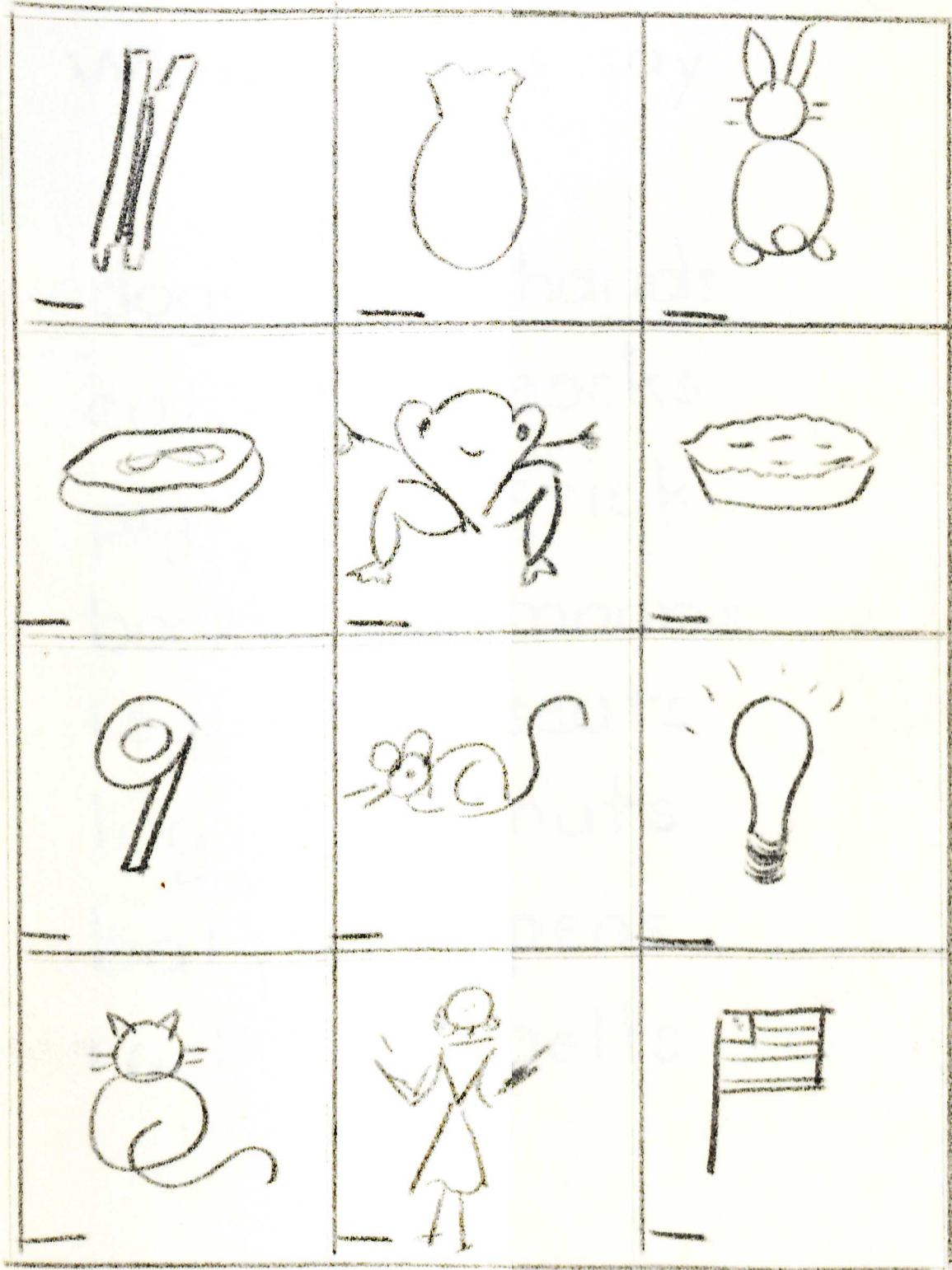
S makes a quiet sound just like the snake he looks like; but sometimes he gets tired of being so quiet, so he borrows g's sound and makes a noise.

<b>Extension:</b>	(voiceless)	(voiced)	
	Fix kit pick tame	box date gas lead men nail rain vase zoo	pill doll fuzz bell

Does g say s or z?

grass	bus
dogs	cats
bees	dress





What does s say ?

s or z

dogs<sup>z</sup>

hands

cats<sup>s</sup>

socks

pigs

sticks

books

moons

legs

seats

logs

nuts

bats

pens

rocks

bells



Lesson 4.

Purpose: Review of consonants w, h, j, x, y and q.  
Sound of q when followed by a, i and y.

Explanation: w and j are noisy consonants.  
h is a quiet consonant.  
c has no sound so he borrows from k.  
But when a, i, ory comes after q he borrows from s.  
x wasn't satisfied with one sound, so he borrowed from k and s and says ks.  
When y is at the beginning of a word he is a consonant.  
But often y is a vowel, and when he is a vowel he says i or ee.

Extension:

wish	home	jug	yes
wade	haste	joke	yell
box	cent	spry	
fix	cell	silly	
next	city	pony	
tax	bicycle	cry	

bo

jack






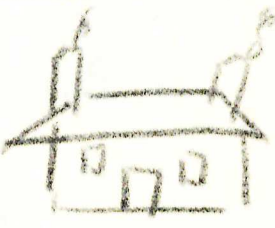
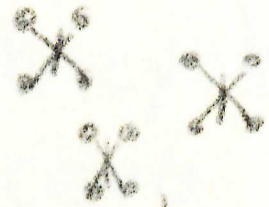
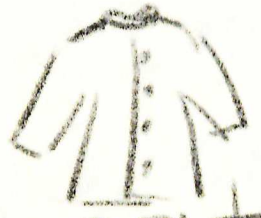

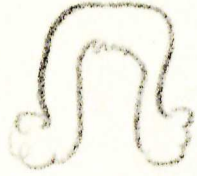


foot

size

fig

lead

le

 _ug	 _andle	 _arm
 bo_	 _agon	 _ouse
 _acks	 _oat	 si_
 _ig	 _ead	 _eb



What does c say?

s or k

<sup>k</sup>  
cut

<sup>s</sup>  
city

can

cent

bicycle

cove

cider

cell

circus

cave

coat

cute

circle

certain

Lesson 5.

Purpose: Review of blends, bl, cl, fl, gl, pl, sl, sm, sn, sp, spl, squ, and st.


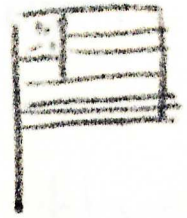






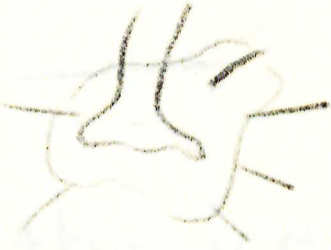

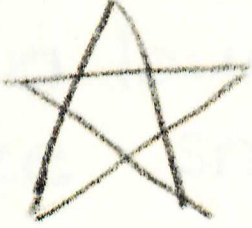

Explanation: Sometimes two or three consonants are right together in a word. Often they make the sounds they should make, but quickly and smoothly, bumping into each other. We can still hear each sound, but instead of each speaking separately they blend right together. We don't say sss-  
ttt. We say s t, st.

Extension:	blot	place	spade
	cl <u>u</u> mp	slope	splice
	flake	smile	squeal
	glass	snip	stale

When y follows g, y is not a vowel. The other vowel or vowels in the word decide what vowel sound you will hear.





 -----	 -----	 -----
 -----	 -----	 -----
 -----	 -----	 -----
 -----	 -----	 -----

Circle the right word.

A \_\_\_\_\_ tells the time.

block clock

I am \_\_\_\_\_ you are here.

flag glad

May we \_\_\_\_\_ a game?

play clay

Joe has a new \_\_\_\_\_.

fled sled

We can \_\_\_\_\_ on the ice.

slide smile

He gave a loud \_\_\_\_\_.

squeeze sneeze



Lesson 6.

Purpose: To review the consonant blends, br, cr, dr, fr, gr, pr, tr, sr, str, thr, sc, sw, tch, and sk.





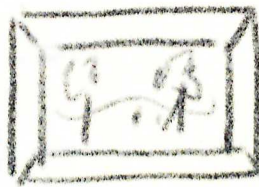


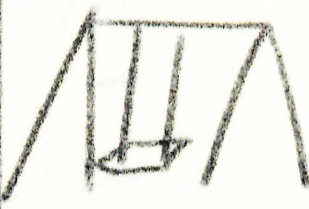




Explanation:    scat                    scene  
                         scale                    scent  
                         scuff

What does sk say in the first group of words? sk.  
What does sc say in the second group of words? s.  
Why? Because s, like i or y after a makes a say a. Would sc say ss? No.  
The two s sounds must blend into one s.

chain                    pitch  
                         which                   match  
                         chum                    patch  
                         much                    witch

Ch says ch.  
Tch says ch. The t is silent.  
ch can come at the beginning or at the end of a word.  
tch cannot come at the beginning of words.

Extension:    braid                    creek                    drug  
                         frame                   grate                   prune  
                         trash                   spry                    mask  
                         street                  thrive                  husk  
                         swell                   skit                    tusk

 _ _ oom	 _ _ y	 _ _ ess
 _ _ ass	 _ _ ame	 _ _ ain
 _ _ ee	 _ _ ing	 ma _ _
 wi _ _	 _ _ ee	 _ _ apes



What does sc say ?

sk or s

- scale -
- scene -
- scout -
- scamp -
- scent -
- scenery -
- scum -
- scenic -
- scab -
- scant -
- scamper -

## Lesson 7.

**Purpose:** Review consonant digraphs sh, th and wh.

**Explanation:** Do you remember that we said that sometimes when two or more consonants are together they make their own sounds, but blend quickly together to form a consonant blend?

Often a group of consonants want to walk together but cannot make the sounds they should because they would sound funny.

Try making t and h say their real sounds and bump together. You can't do it, can you? When this happens we have to borrow a single sound and use it in place of the group.

sh is the sound we make when we want someone to be very quiet and not awaken the baby.

th is not a very polite sound. He sticks out his tongue. We don't like this, but sometimes we have to use him anyway.

Often he not only sticks out his tongue but blows.

wh is a backwards sound. The letters change places and say hw as if we were trying to blow out a candle.

**Extension:**

shell	that	think	when
shape	this	thank	wheat
sheet	the	thick	while
shade	those	thin	whale
		with	
		path	
leash		both	
mesh		bath	
sash			
mush			

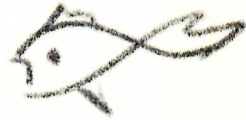




-- eep



mou --



fi --



-- ovel



wrea --



bru --



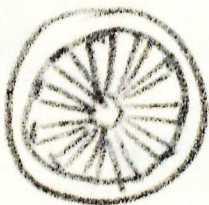
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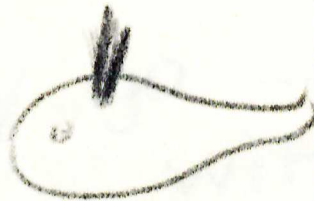
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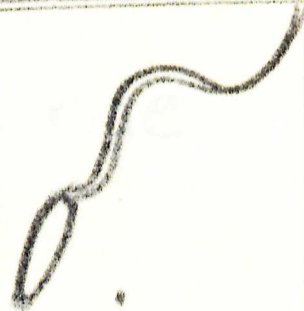
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-- eel



-- ale



-- ip

Circle the right word.

Please come — you can.  
when then

The — crossed the sea.  
chip ship

I — you work nicely.  
thank think

Please do — you wish.  
what want

Do you — to play ball?  
wish wash

You may go — me.  
what with



## Lesson 8.

Purpose: To review digraphs ch, qu, gu, ck, ng and nk.

Explanation: What sound does g make? k  
 What sound does k make? k  
 Do we hear two sounds, kk? No.  
 When g and k go together, they make a single sound, k, and they never begin a word. They are such good friends that they hold hands while walking and can't be separated.

Do you remember that when g and y are together y is not a vowel?  
 The same is true when y comes after g.  
 The y does not speak. Only the g says g.  
 The other vowel or vowels in the word decide what the vowel sound will be.

Extension:

chop	quaint	guide	stack	sing
chip	quit	guess	deck	dong
chain	queer	guess	luck	rank
teach	quest	guile	tick	think
lunch	queen	guard	dock	spunk



-- air



-- ain



-- ur --



lun --



-- een



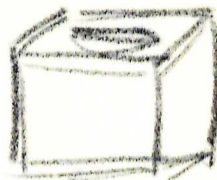
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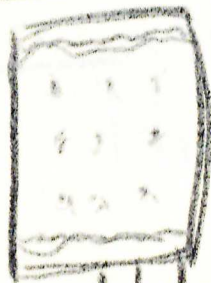
ri --



ba --



sti --



-- ilt



blo ==



Circle the right word.

Can you — the answer?  
guess guess

Bill can — a football.  
kick tick

Did you hear the duck —?  
quick quack

It is hard to — wood.  
chop chip

Mary likes to —.  
sing song

Did you — your friend?  
that thank

## Lesson 9.

**Purpose:** To review the sound of o when followed by ld and mb.

To review the sound of i when followed by ld, mb and nd.

To review the sound of o when followed by two consonants other than mb and ld.

**Explanation:** We have said that when a word has two or more vowels the first one says its name and when a word has only one vowel it usually makes its short sound.

Write cold and comb on the board.

What should o say? Yes, o.

But o says o in these words, because ld and mb usually make o say o and the b is silent.

Write mild, hind and climb.

Can you tell what i will say? Yes, i, because ld, nd, and mb usually make i say i.













Sometimes o says neither o nor o when it is alone in a word. Sometimes when two consonants follow o, o says aw-o.

**Extension:**

mold	cost	child
bold	broth	mind
scold	loft	climb
hold	frost	bind
told	strong	wind
fold	cloth	rind



o o o i i

 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>

What does o say ?

ō      ȝ      ȝ

cold  
stop  
coat  
comb

old  
lock  
pot  
cost

sold  
frost  
store  
cloth

What does i say ?

ī      or      ī

flit  
pipe  
child  
find

sit  
ride  
hind  
mild

climb  
sit  
ripe  
wild



Lesson 10.

Purpose: To review the sounds of a as a prefix, when followed by ll and lk, and when preceded by w.

Explanation: A, like o, sometimes gets tired of making just its long and short sounds and wants to say other things.

When we add a at the beginning of a root word, it becomes a prefix and says u, borrowing the short sound of u.

When ll or lk comes after a, a says aw.

When w comes in front of a something funny happens. The ball of the a is so fat that w can't see a's stick beside the ball. So w thinks a is an o. What would o say? Yes, o. So wa says wo, unless some letters after it are strong enough to change it.

Extension:

along	stall	stalk
away	small	walk
alive	hall	chalk
about	mall	talk
amount	all	
aside		

	1.	2.	3.
	was	wall	wade
	swap	walk	wait
	watch		
	wants		

What does wa say in the words in the first group? Yes, wo.

Wa can't say wo in the second group because ll and lk are stronger.

Wa can't say wo in the third group because there are two vowels.

wa

all

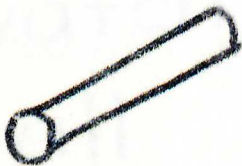
alk



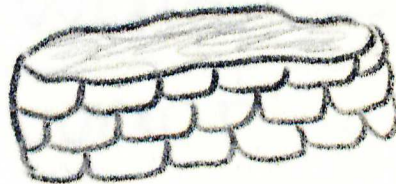
b \_ \_ \_



\_ \_ tch



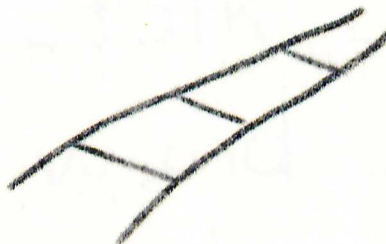
ch \_ \_ \_



w \_ \_ \_



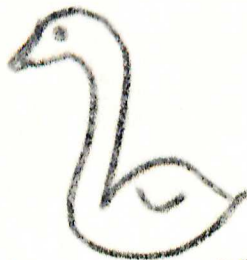
\_ \_ ter



w \_ \_ \_



\_ \_ nd



s \_ \_ n



What does a say?

- 1. ă
- 2. ō
- 3. aw

away	<u>1</u>	stall	-
watch	<u>2</u>	walk	-
ball	<u>3</u>	want	-
call	-	afar	-
water	-	stalk	-
asleep	-	wand	-
balk	-	aside	-

# How many syllables

## Lesson 11.

**Purpose:** To review principles involved in multisyllable words:

- a. ble, tle and cle as the final syllable
- b. long vowel at the end of an open first syllable
- c. sound of y at the end of the second syllable
- d. the u sound of many vowels in unaccented syllables

**Explanation:**




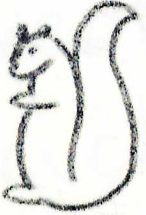








- a. ble, cle and tle must go together to form the syllable and cannot be divided,
- b. Remember the rule about e, o and y at the end of a short word? They make their long sounds if there are no other vowels. This is true of all of the vowels if they come at the end of the first syllable.
- c. y on the end of a short word borrows the long sound of i; y at the end of a long word borrows the short sound of i.
- d. We feel lazy when we say u, don't we? Often vowels feel lazy, too, and will say u instead of the sounds they should make.

**Extension:**

sample	pilot	lazy	awake
candle	Tony	happy	raisin
rattle	cable	cozy	cocoon
bottle	pupil	funny	button



How many syllables?

 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>

Divide into syllables.  
How many syllables?

tulip	2	rainbow	-
sweater	-	needle	-
bicycle	-	bubble	-
turtle	-	flowerpot	-
pineapple	-	finger	-
kitten	-	blouse	-



Lesson 12.

**Purpose:** To review ways in which words may be divided into syllables:

- a. between double consonants
- b. between unlike consonants
- c. Between a vowel and a consonant

To review the ng sound of n when it is followed by g or k at the beginning of the next syllable.

**Explanation:** In order to sound a long word we must first divide it into parts and sound each part as if it were a short word.

A word may be divided

- a. between double consonants, consonants which are alike lit/tle
- b. between two consonants which are not alike rum/ble
- c. between a vowel and a consonant or between a consonant and a vowel la/dle Rob/ert

When n is at the end of a syllable and the first letter in the next syllable is g or k, it is hard to make the true sound of n. Instead it is necessary to make the sound ng for n.

**Extension:**

Velvet	snappy	label	rapid
market	snuggle	license	shadow
handle	sizzle	ruler	copy

twinkle	strangle
trinket	bangle

Divide these words.

- 1. between double consonants
- 2. between unlike consonants
- 3. between a vowel and a consonant

window	<u>2</u>	baby	-
lady	-	cattle	-
ruffle	-	pilot	-
bundle	-	pumpkin	-
bubble	-	pencil	-
spider	-	rattle	-
puddle	-	beetle	-



Lesson 13.

**Purpose:** To review rules governing the division of words into syllables.  
To recognize the number of syllables in a word.

**Explanation:** Syllables are parts of words. When a word has only one syllable your voice doesn't move when you say it.


If a word has more than one syllable your voice moves as many times as there are syllables.

- Extension:**
- |           |            |
|-----------|------------|
| apartment | television |
| combat    | radio      |
| train     | puppy      |
| railroad  | mountain   |

penny  
picture  
witch  
pansy

bracelet  
stand  
trumpet

How many syllables?  
Draw the pictures?

- 3 newspaper  - tomato
- carpenter - elevator
- marble - cabinet
- penny - necklace
- picture - bracelet
- witch - stand
- pansy - trumpet



What do you hear?  
ou ow oi oy

Lesson 14.

Purpose: To review diphthongs ou, ow, oi and oy.

Explanation: What should ou say? Yes, o. Sometimes it does.

four pour

U punches o and makes it say its name. But sometimes u pinches o so hard that it hurts, and it says ou.  
cloud found

Ow copies ou and does the same thing.

Oi makes a sound like a pig. Remember that i and y often make the same sound. So oy makes the pig sound, too.





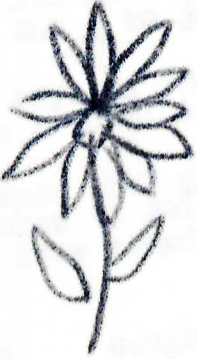




oil boy  
coin toy

Extension:

south chow joy voice  
mound plow shoy noise  
mouth scow employ choice  
bound bow enjoy toil



What do you hear?  
ou ow oi oy

 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>
 <p>—</p>	 <p>—</p>	 <p>—</p>



Lesson 15.

Purpose: To review the spellings au, aw, go, dge, igh and ay.

Explanation: Remember that aw says aw ? au copies aw just as ou copies ow.

E makes g say j. The vowel that comes before ge says its name because the e jumps over the g and punches the vowel.

Dge says j also; the d is silent. But the vowel in front of dge is short. It can't say its name because the d is too tall for the e to jump over.

Igh says i. The gh is silent but works like a vowel to make the i say its long sound.

We know that y is sometimes a vowel. So when it follows a it makes the a say its long sound. Ay says a.

Extension:

- |       |        |        |      |
|-------|--------|--------|------|
| bawl  | caught | lodge  | age  |
| raw   | taut   | wedge  | page |
| craw  | might  | bridge | sway |
| tawny | fight  | hedge  | ray  |

Draw the pictures.

bridge

tray

light

page

sauce

daughter

night

paw

fudge

hedge

stage

play

high

ledge



Lesson 16.

Purpose: To review the sounds of oo, ow and ea.

Explanation: Oo says oo like in zoo.  
Oo says oo like in look.

We must try oo first; if it doesn't make sense we try oo.

If one consonant comes in front of ow it says u, the real long sound of ow.

If more than one consonant comes in front of ow it says oo, the lazy long sound of u.

What should ea say? Yes, e. And often it does.

But sometimes a forgets that a is with him. What would he say if he were by himself? Yes, e.

Often a not only forgets but goes to sleep. When this happens a is so embarrassed that he jumps up quickly to speak and says his name.

Extension:

- |        |      |        |       |
|--------|------|--------|-------|
| boot   | pew  | beat   | break |
| nook   | how  | heat   | steak |
| shoot  | brew | dread  |       |
| cookie | grew | thread |       |

grew  
boot  
shook  
steak  
bead  
hood  
fath  
steak  
spoon

hook

- 1.  $\bar{o}$
- 2.  $\bar{oo}$
- 3.  $\bar{u}$
- 4.  $\bar{e}$
- 5.  $\bar{e}$
- 6.  $\bar{a}$

grew	↓	few	-
boot	-	great	-
shook	-	stood	-
steak	-	teacher	-
bead	-	noon	-
hood	-	new	-
feather	-	break	-
stool	-	flew	-
spoon	-	book	-



Lesson 17.

Purpose: To review sounds of er, ir and ur  
when alone  
when followed by e

To review the sound of t when followed by  
ure.

Explanation: We all know that er, ir and ur all say  
ur. But when e follows ir or ur it is  
strong enough to make the first vowels,  
e and i say their names.

When t precedes ure it says ch, chure.  
The spelling ture is always a syllable.

Extension:	clerk	squire	creature
	jerk	inquire	posture
	shirt	lure	nature
	smirk	sure	suture
	spurn		
	hurt		

Choose the right word.

Is the pony in the \_\_\_\_\_ ?  
pasture posture

Your new \_\_\_\_\_ is very pretty.  
short shirt

He put a \_\_\_\_\_ fence around the yard.  
work wire

Have you a \_\_\_\_\_ coat ?  
fur fire

The log \_\_\_\_\_ is very hot.  
fir fire

A bear is a wild \_\_\_\_\_.  
cream creature

I like \_\_\_\_\_ very much.  
her here



Lesson 18.

Purpose: To review the sounds of or.

Explanation: Of the five vowels, three of them, as we have discovered, when followed by r, can say ur. There is a fourth vowel, o, which can do the same thing. However there is a difference. o needs something else to help him. ^

The spelling or usually says or. When u comes in front of or it can say ur.

But if a comes on the end it is stronger and makes the o say o.

Extension:

- |         |          |         |
|---------|----------|---------|
| worlds  | scorn    | core    |
| working | scorch   | fore    |
| worsen  | mortgage | implore |

What sound do you hear?

1.  $\hat{o}r$       2.  $\hat{u}r$       3.  $\bar{o}re$

world	-	work	-
morn	-	store	-
worry	-	fork	-
sore	-	wore	-
shore	-	born	-
worse	-	worm	-
storm	-	bore	-
short	-	tore	-



Lesson 19.

Purpose: To review the sounds of ar, er when followed  
e, air and ear.

Explanation: We learned that r can make a vowel change  
its sound; ar says ar like in car.

E can make ar say air like the air around  
us.

Eer can say ear, air or plain old er. We  
must try each sound to see which one  
makes sense.

Extension:	shark	hair	share	swear
	stark	fair	rare	bear
	charcoal	lair	shear	earth
	spark	fair	dear	early

What does ear say?

- 1. ear
- 2. air
- 3. ur

spear	-	dear	-
fear	-	sear	-
learn	-	earn	-
tear	-	bear	-
dear	-	fear	-
early	-	gear	-
search	-	wear	-
bear	-	yearn	-

Lesson 20.

Purpose: To review suffixes s, es, ing and ed.

Explanation: Some consonants are noisy; some are quiet. This is important since some suffixes depend upon them for their sounds.

If g comes after a quiet consonant it says its quiet sound...s.

But sometimes it gets tired of being so quiet and wants to make a noise. When it comes after a noisy consonant it borrows z's sound and says...z.

Often when a word ends in a hissing sound g will not fit. You can't say it in addition. In those cases you must add es which is a syllable in itself.

The suffix ing is always a syllable and says what it should say.

What should ed say? Yes, ed. But it can seldom say ed. It depends upon the consonant that comes just before it.

If ed comes after a quiet consonant, it says its quiet sound, t.

If ed comes after a noisy consonant it makes its noisy sound, d.

The only time ed can say ed like it should is when it comes after t or d.

Extension:

Booked  
pained  
bowled

pointed  
dented  
chanted

pushes  
churches  
rushes

pens  
bats  
dolls



What does ed say?  
t d ěd

looked<sup>t</sup>  
wanted<sup>v</sup>  
rained<sup>d</sup>  
planted  
kicked  
cooked  
punted

joined  
called  
landed  
watered  
grounded  
rocked  
jumped

Chair

Sash

Add s or es.

wash

clock

church

buzz

paint

witch

pen

chair

hand

pitch

watch

wish

catch

boy

ball

sash

## Lesson 21.

**Purpose:** To review suffixes y, er, en and ly.  
To review rules about changing root words when adding a suffix which starts with a vowel.

**Explanation:** We have learned that it is important to note whether a suffix starts with a consonant or a vowel. Often a suffix can be added without making any change in a root word. But sometimes the root word must be changed.

If a short word has only one vowel followed by one consonant, we must double that consonant before adding a suffix that starts with a vowel.

If a word ends in silent g, we must drop the g before adding a suffix that starts with a vowel.

**Extension:**

skipping  
batter  
stopping  
wetting  
scrubbing  
gladden

smiled  
coming  
pleasing  
rider  
writing  
glider

softer  
harden  
parting  
timely  
lonely  
sadly



Add these suffixes.

ing

er

ly

slap

cook

brave

make

cute

pure

park

big

mad

kick

smart

part

please

line

nice

skip

write

hard

walk

bat

soft

Lesson 22.

**Purpose:** To review the suffix est.  
To review changes made to words ending in y when a suffix is added.

**Explanation:** We talked about how important it is most of the time to note whether a suffix begins with a vowel. But to y it makes no difference.

He likes to be on the end of a word, so when you put any suffix, whether or not it begins with a vowel, y must be changed to i. He will not be squashed in the middle.

There is only one time when y agrees to stay in the middle; that is when ing is added. He knows it wouldn't look nice to have two i's together, so, just for that time, he puts up with being uncomfortable.

**Extension:**

- |          |          |
|----------|----------|
| funnier  | marrying |
| happiest | playing  |
| pries    | plying   |
| sturdier | carrying |
| prettily | ferrying |

Find the root word.

flier

worrying

drying

cries

marries

burying

funniest

frying

sorriest

employing

worries

jollier

laziest

merrier

monkeys

handier

ponies

crying



Lesson 23.

Purpose: To review the spellings se, kn, gn, wr, ng and nk.

Explanation: Remember that s likes to say s at times and z at other times? Se is the same way. The s is silent and z says s or z. We must use the one that makes sense.

We have learned that some letters are silent at times. In the spellings kn, gn and wr the first consonants are silent. These spellings come at the beginning of a word.

However when we turn kn and gn around both sounds are heard. These spellings come at the end of a word or a syllable.

- |            |       |         |        |       |
|------------|-------|---------|--------|-------|
| Extension: | hose  | gnarled | wring  | song  |
|            | tease | knit    | write  | ring  |
|            | geese | rink    | wrench | thing |
|            | goose | skunk   | wring  | hung  |
|            | fuse  | thank   | wren   | bang  |

Circle the silent letters.  
Draw the pictures.

gnat

plank

bank

song

knife

skunk

gnome

wrist

wrap

sink

knot

wren

What does se say?

s or z

cheese

please

horse

rose

rise

hose

house

fuse

spouse

moose

dose

base



Lesson 24.

**Purpose:** To review the construction of compound words and contractions.  
To understand the use of apostrophe g in possession.

**Explanation:** Some words have more than one syllable, as does the word table. However if we divide table neither the syllable ta- nor the syllable -ble is a real word by itself; they could not stand alone. A compound word is made up of real words which are put together to make a longer word. Doll is a word by itself, as is house. Together they make the compound word, dollhouse.

At other we take two real words, put them together, and leave out one or more letters. This makes the word smaller or contracts it. These words are called contractions. The apostrophe shows that one or more letters have been left out.

When we want to show that something belongs to someone, we use apostrophe g.

<b>Extension:</b>	horsefly	I'll	Jack's
	teapot	they'll	Mother's
	seashell	You're	dog's
	rollingpin	didn't	coat's
	jellyfish	isn't	Bill's
	checkbook	she'd	brother's

Make compound words.

sun

pan

bumble

cow

gum

spider

corn

high

butter

bee

web

drop

flakes

shine

chair

fly

cake

girl

What do they mean?

he'll

he had

you've

I am

I'm

it will

they'll

we are

he'd

was not

I'll

I will

we're

they will

wasn't

you have

it'll

he will



Lesson 25.

Purpose: To review the prefixws a,al,be,en and un.

Explanation: A prefix is a syllable added at the beginning of a root word which changes the meaning of the root word.

Extension:	along	become	undo
	aside	beset	unwrap
	away	bewitch	unpack
	altogether	ensnare	unpile
	although	enhance	unload
	always	enjoying	unfreeze

Did you \_\_\_\_\_ the party?

Those twins look just \_\_\_\_\_.

I called \_\_\_\_\_ I miss you.

Little Sue seems very \_\_\_\_\_.

Jack is going to town \_\_\_\_\_.

Can you \_\_\_\_\_ that heavy door?

Choose the right word.

alike      also      unlock  
because    enjoy      unhappy

Did you \_\_\_\_\_ the party?

Those twins look just \_\_\_\_\_.

I called \_\_\_\_\_ I miss you.

Little Sue seems very \_\_\_\_\_.

Jack is going to town \_\_\_\_\_.

Can you \_\_\_\_\_ that heavy door?

## Lesson 1.

**Purpose:** To review the sounds of the vowels and some of the vowel principles.

**Explanation:** If a short word has two or more vowels the first one says its name, the others are silent.

If a word has only one vowel it usually makes its short sound.

If a vowel is on the end of a word or a syllable and is the only vowel it usually makes its long sound.

The combinations ld, mb and nd usually make the vowel in front of them long.

Y on the end of a long word usually says its short sound, i.

The spelling igh says i; the gh works like a vowel.

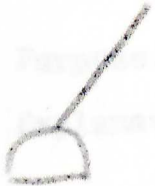











The spelling ay says a.

**Extension:**

state	stamp	go	wild
week	sled	the	baby
slide	stick	sly	tiny
coast	spot	comb	fright
huge	stuff	scold	play
rule	web	find	sway



What vowel do you hear ? 125

 h_e	 p_il	 ch_ese
 h_ve	 r_ler	 l_af
 bl_ck	 t_nt	 g_n
 r_t	 p_g	 l_mp

### Lesson 2.

**Purpose:** To review consonant blends and digraphs.

**Explanation:** When two or more consonants are together they either blend, putting all their sounds together so that you still hear each, or borrow a different sound to use in place of the sounds they should make.

<b>Extension:</b>	black	brown	clear	draft	flock
	froze	glass	gripe	plush	proud
	seant	sky	slack	smart	sneer
	scent	spank	split	sprig	square
	stuck	stress	swell	match	thresh
	tries	duck	lunch	mash	thug
	quilt	rung	wheat	guard	phase

lock

oo

lasses

ate

ick

ing













2

are

du

am

What letters are missing?

 -- ock	 -- ush	 -- ag
 -- asses	 -- ate	 -- oke
 -- ick	 -- ing	 wi ---
 du --	 -- ain	 -- og



Lesson 3.

Purpose: To teach the sounds of the consonant blends scr and tw.

To review the sounds of ce, se and tch.

Explanation: Cr says both of its right sounds blended together. Scr blends together, too. We can hear all of these sounds.

T and w E end also, so thatw we can still hear both sounds but say them quickly together..tw.

Extension:                      twirl                      scrabble  
   tweak                      scrap

Explanation: E makes c say s. Thus ce says s.

Se can say s and can also say z, because we learned that s likes to be noisy as well as quiet.

Tch makes the same sound as ch; the t is silent.

Extension:                      lace                      noose                      switch  
   slice                      rose                      stretch

Choose the right word.

- |         |         |
|---------|---------|
| scream  | twinkle |
| twins   | screen  |
| scratch | twine   |

Have you a ball of strong \_\_\_\_\_?

He slammed the \_\_\_\_\_ door.

Did the kitten \_\_\_\_\_ Joey?

The \_\_\_\_\_ look just alike.

I heard a sudden \_\_\_\_\_.

How brightly those stars \_\_\_\_\_.

Lesson 4.

Purpose: To review syllable information.  
To review the sounds of or.

To learn the sound of n like ng.  
To underst and the meaning of accent.

Explanation: The spelling of or says or when no thing changes it.  
If y comes in front of or it says ur.  
But e after or is stronger and makes the o say o.

Extension:      horn            work            wore  
                  storm          worry          chore

Explanation: When n comes at the end of a syllable and the next syllable begins with k or g, the n must make a blended sound, ng.

When a word has more than one syllable your voice changes as many times as there are syllables. But your voice doesn't sound exactly the same as it moves. It gets louder sometimes and softer sometimes as you say each syllable. The syllable which you say louder is the accented syllable. So when you accent a syllable you must say that one louder.

Extension:      ankle            combat  
                  shingle        pilot  
                  ringer         suspect  
                  wringer        decide  
                  sprinkle       higher



Divide these words.  
Which syllable is accented?

- |         |   |           |   |
|---------|---|-----------|---|
| velvet  | ⊥ | cabin     | - |
| ever    | - | enjoy     | - |
| success | - | begin     | - |
| river   | - | satin     | - |
| obey    | - | construct | - |
| apart   | - | cancel    | - |
| deeper  | - | depend    | - |
| attack  | - | unlock    | - |
| pocket  | - | lady      | - |

## Lesson 5.

**Purpose:** To learn to divide words between two vowels.

To learn the sound of o like u.

**Explanation:** We have found that words can be divided between

1. double consonants
2. unlike consonants
3. a vowel and a consonant
4. a consonant and a vowel

Often they must be divided in another way, between two vowels.

However this can not be done when the two vowels must go together to make a certain sound, like ou, au, oi and others.

The vowel o is very smart; it can make lots of sounds.

- o says o like in boat.  
o says o like in top.  
o says o like in cold.  
o says o like in frost.

When n, h or v comes after o it can say u.

**Extension:**

duet	nons	come
bruin	done	won
trial	glove	ton
museum	dove	wonderful

Find an opposite word.

start	soft
icy	listen
bright	bad
loud	stop
night	dull
large	awake
asleep	day
speak	hot
good	small



What does o say?

- 1.  $\bar{o}$
- 2.  $\check{o}$
- 3.  $\hat{o}$
- 4.  $\check{u}$

coat	⊥	lost	—
son	⊥	stop	—
comb	—	front	—
shop	—	cost	—
shove	—	frost	—
scold	—	slope	—
come	—	love	—
done	—	boss	—

## Lesson 6.

**Purpose:** To review compound words.  
To practice adding suffixes to root words  
to make new words.

**Explanation:** A compound word is a long word that is made up of two or more real words joined together. Butter is a word and has a meaning by itself; fly is also a word when alone. When put together they make a longer word, a compound word, though the meaning is different.

A root word is the way a word looks to begin with, before we add anything to it. When suffixes are added to the root word the meanings are somewhat changed. The suffix we add depends upon the way we are going to use the word.

**Extension:**

dressingtable	slower	smugly
storybook	harder	planting
wristwatch	brighten	rocky
dogeared	harden	wanting
lightbulb	loudest	goody

Make compound words.

up

down

police

lamp

finger  
head

foot

book

news

fall

paper

set

case

shade

stairs

man

nail

ache



Lesson 7.

**Purpose:** To review rules governing changes made in some root words when adding suffixes.

**Explanation:** In the last lesson we added suffixes to root words with no trouble. But sometime we have to make a change before we can add certain endings. First we must look at the suffix to see whether it starts with a vowel. This makes a difference.

There are three changes we might have to make.

1. If a word ends in silent e the e must be dropped before adding a suffix which starts with a vowel.
2. If a word has only one vowel and one consonant after it you must double the consonant before adding a suffix which starts with a vowel.
3. If a word ends in y the y must be changed to i before adding any suffix except ing.

**Extension:**

Driver	drummer	fairies
skated	stopped	frying
smiling	skipper	laziest
liken	slapped	funnily
sanest	sadder	cozier

Add these suffixes.

er	ed	ing
slide	face	spring
snap	pry	glaze
scoot	snap	trip
large	glance	marry
grab	flap	ride
trim	ferry	stop
trade	try	grace

What do you hear?  
To oo e c o ar or

Lesson 8.

**Purpose:** To learn the sound of the suffixes ful,ness and less.  
To review the sounds of the spellings oo,ea and ar.

**Explanation:** The suffixes ful,ness and less make the sounds that they should make. When added to root words they change the meanings of the words. Since these suffixes begin with consonants the root words won't have to be changed unless they end with y.

When we meet a spelling we must try more than one sound at times and use the one that makes sense.

Oo says oo or oo.

Ea says e, e or a.

Ar says ar, or air if it is followed by e.

**Extension:**

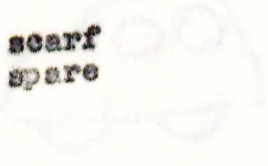
graceful  
thankful

newness  
thankfulness  
worthless  
spiceless

scooter  
shook

gleam  
breakfast  
beefsteak









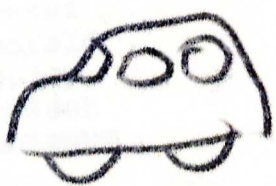


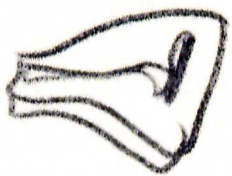
scarf  
spare





What do you hear?

oo oo ē ē ā an air

Lesson 9.

**Purpose:** To learn the sound of u like oo.  
To practice making antonyms.  
To review the prefixes en, be and un.

**Explanation:** U is a very popular letter. Many other letters borrow his sounds at times. So sometimes he decides to borrow another sound; he borrows the short sound of oo. We must try all the sounds of u, u oo, u and oo, and decide which one makes sense.

An antonym is a word that is completely different in meaning from another word. Night is completely different from day, so these words are antonyms.

The prefixes en, be and un say what they should say. When put at the beginning of root words, they always change the meanings of the root words.

**Extension:**

- |         |         |         |
|---------|---------|---------|
| push    | enlist  | enact   |
| pull    | endear  | enfold  |
| ballet  | enclose | enjoy   |
| bushel  | become  | unlock  |
| butcher | belie   | unhappy |

What does y say?

- 1.  $\bar{u}$  or  $\bar{o}$
- 2.  $\check{u}$
- 3.  $\check{o}$

push	-	plume	-
shut	-	pull	-
cube	-	gum	-
rule	-	fume	-
bush	-	bullet	-
bull	-	pun	-
glum	-	rush	-
stamp	-	ruler	-



Find an opposite word.

in	hard
stop	asleep
loud	dry
run	start
white	soft
awake	out
soft	quiet
wet	black

Lesson 10.

Purpose: To learn the prefixes mis and re.  
To review the spellings igh and air.

Explanation: The prefixes mis and re say just what they should say. Mis means to do wrong; re means to do over again. The meaning of root words are changed when these prefixes are added.

The spelling igh says i. The gh acts like a vowel and makes the i say its long sound.

The spelling air is like the air around us.

Extension:	misdeed	recall	high	chair
	mislay	recess	sigh	stairway
	misuse	regain	night	fairies
	misread	react	slight	

I made a bad

The night

Please \_\_\_\_\_ the book you borrowed

How many words did you \_\_\_\_\_?

Was your answer \_\_\_\_\_?

Did you \_\_\_\_\_ the cup you broke?

Choose the right word.

misspell	replace	right
mistake	return	air

I made a bad \_\_\_\_\_.

The night \_\_\_\_\_ is very cool.

Please \_\_\_\_\_ the book you borrowed.

How many words did you \_\_\_\_\_?

Was your answer \_\_\_\_\_?

Did you \_\_\_\_\_ the cup you broke?



Lesson 11.

**Purpose:** To learn the effect of rr following vowels.  
 To learn the sounds of vowels separated by two consonants.  
 To review contractions.  
 To understand synonyms.

**Explanation:** We know that when r follows a vowel it changes the sound of the vowel. When two r's follow a vowel they make that vowel say its short sound. However ur refuses to say its short sound no matter how many r's follow it. It continues to say ur.

A long time ago we learned that in a short word with two vowels the first one says its name, the other is silent. But sometimes this doesn't work. If two consonants separate these two vowels it is often too hard for the g to jump over both consonants to make the first vowel say its name, so the first vowel makes it short sound.

We can put two words together to make a compound word. We can also put two real words together, leave out one letter or more, and make a shorter word that means the same thing. These words are called contractions.

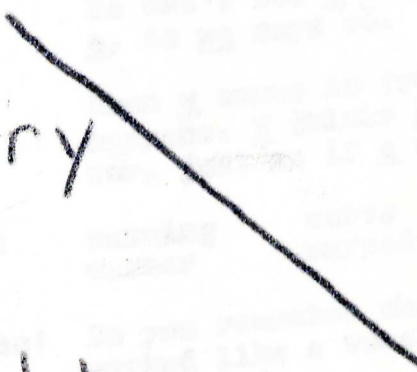
A synonym is a word that means almost the same thing as another word.

**Extension:**

berry	fringe	didn't
borrow	chance	can't
carry	tense	weren't
turret	elude	they'll

Find a similar word.

cry	shout
marry	shiny
tall	shut
bright	sob
wee	race
last	high
yell	tidy
hurry	end
close	tiny
neat	wed



Lesson 12.

Purpose: To teach the sound of ar like or after w.  
To teach the sound of eigh.

Explanation: We learned that when w comes in front of a he can't see a's stick and thinks it is an o. So wa says wō.

When w comes in front of ar the same thing happens. w thinks a is an o, so war says wor, just as if a were an o.

Extension: warning            warts  
warmer                    warped

Explanation: Do you remember what gh did to i? Yes, it worked like a vowel and made the i say its long sound.

Gh doesn't behave in quite the same way when it follows ei. It seems that the gh would make the e or the i say its long sound. But oddly enough eigh says a. Don't ask me why. All our letters are silent and a takes over.

Extension: sleighride            Nd gh  
neighborhood            eighty



Choose the right word.

freight	neigh	neighbor
weigh	eight	sleigh

How much does he \_\_\_\_\_?

They rode in a big \_\_\_\_\_.

Does that \_\_\_\_\_ train travel fast?

Nine subtract one leaves \_\_\_\_\_.

My \_\_\_\_\_ has a new car.

The pony gave a loud \_\_\_\_\_.



Yes or No

Trains park in the station.

A naughty girl is sweet.

America is a great nation.

It is a good idea to ask  
questions.

Jim is Mother's daughter.

All people have vacations.



Lesson 14.

Purpose: To teach the sounds of ey at the end of words.

Explanation: When y is a vowel he uses the long and short sounds of i. Because of this y is a big copycat most of the time and tries to do everything i does. In ai the i makes a say its name; in ay the y does the same thing. Oi and oy make the same sounds. In sigh ei said a. So what do you suppose ey will try to say? Yes, a. However, i has gotten a little tired of being copied by y. So he will allow ey to say a only if it is in a syllable that is accented. If he is not accented he must say i.

Extension:	they	monkey	convey
	trey	surrey	survey
	why		

Which ones belong ?

colors	smooth <u>purple</u> <u>pink</u>
pets	bunny tiger monkey
shapes	triangle large square
numbers	eighty seven letter
clothes	blouse ring sweater
feathers	lion parrot owl
tools	paste shovel ax

Lesson 15.

Purpose: To teach three sounds of the spelling ou.  
To teach the sound of gh like f.

Explanation: When we were just little people we learned that ou had just two sounds. When we came to words like bought, enough and rough we learned them as sight words. Now we are ready to learn that ou has three more sounds, and those hard words are not sight words at all, but can be sounded. Ou can also say <sup>A</sup>o, <sup>U</sup>u and <sup>oo</sup>oo. Isn't he smart? We must try all the sounds when we meet ou so we can find the right one.

Extension: thought      you      trouble  
wrought      coupe      couple

Explanation: Gh, we know, is often silent in a word. But he gets tired of keeping still, and at times he speaks and makes f's sound. If a word doesn't sound right with silent gh, see if it sounds better when you give him f's sound.

Extension: enough      cough



Similar or Opposite ?

pleasant e cross

merry s gay

shouted - whispered

hurried - ran

crawled - crept

busy - lazy

angry - glad

brave - bold

gnawed - chewed

Write a similar word.

Lesson 16.

Purpose: To teach the sound of the syllable tain.

Explanation: The syllable tain cannot be divided. When you see it in a word you will know that it is a syllable in itself. It has two vowels so the first one should say its name. This is true only when that syllable is accented. When it is not accented it doesn't speak loudly enough, so it says tin or tun.

Extension: certainly contain maintain  
curtains obtain detain

bright  
across  
discover  
frightened  
started  
high  
spongy

Write a similar word.

save -

ocean -

above -

bright -

across -

discover -

frightened -

started -

high -

spongy -



Lesson 17.

Purpose: To learn that o can make its long sound when followed by two consonants.

Explanation: It seems that o just cannot make up its mind. We learned that sometimes when o should say its short sound it says o or u instead. We know, too, that ld or mb after o makes it say its long sound. ld and mb aren't the only consonants that can do this. Sometimes other consonants can do the same thing. When two of them follow o, o can say o.

Extension:	boss	toll
	lost	host
	song	stroll
	soft	droll

worse -

above -

beautiful -

come -

different -

distant -

Write an opposite word.

Review all the words and principles.

- loose -
- child -
- wild -
- empty -
- worse -
- above -
- beautiful -
- come -
- different -
- distant -

Lesson 18.

**Purpose:** To review all new sounds and principles.

**Explanation:** Review sounds and principles using the words on the board.

**Extension:** Use the flash cards containing the rules and those with words following these rules to play the game Trap.\*

\*Starting with the first one in the circle, give each child a chance to tell the rule or say the word as the case may be. If a child misses, the next one gets a chance to correct him and upon so doing "traps" that child by moving into his seat. This is continued until all of the cards have been used.

How many syllables?

banana

straw

apple

lime

lemon

pineapple

cupcake

squash

radish



How many syllables?

- |            |   |            |   |
|------------|---|------------|---|
| cherry     | 2 | tomato     | - |
| pear       | - | sandwich   | - |
| banana     | - | milkshake  | - |
| strawberry | - | cantaloupe | - |
| apple      | - | watermelon | - |
| lime       | - | cupcake    | - |
| lemon      | - | squash     | - |
| pineapple  | - | radish     | - |

Lesson 19.

Purpose: To teach the three sounds of ie.

Explanation: When together the two vowels i and e should say i. When they are on the end of a short word they do, just as y does. But at the end of a long word, ie, like y says i. And unlike y, when ie is in the middle of a word the i is so little he gets mashed, and the e jumps up and says e.

Extension:	lie	girlie	believe
	pie	pattie	relief
	tie	doggie	achieve

cookie -  
 prairie -  
 niece -  
 thief -  
 lie -  
 siege -

fairie -  
 Sallie -  
 brownie -  
 pie -  
 piece -

What does ie say?

1.  $\bar{i}$       2.  $\overset{v}{i}$       3.  $\bar{e}$

brief	<u>3</u>	shield	-
die	-	relief	-
cookie	-	believe	-
prairie	-	fairie	-
niece	-	Sallie	-
thief	-	brownie	-
lie	-	pie	-
siege	-	piece	-



Choose the right word.  
Lesson 20.

**Purpose:** To teach the sounds of the suffixes age and ent.

**Explanation:** The suffix age sounds like it contains the short sound of i. Ige. The e makes the g say j. So age says ij.

The suffix ent should say unt, and would like to, but e, like he often does, borrows a's short sound and ent says unt.

<b>Extension:</b>	Leakage	respondent
	marrige	commandent
	breakage	precedent
	luggage	incident

harm  
vegetable  
suitcase  
operate

college  
damage  
voyage  
cottage

Choose the right word.

wild	package
trip	luggage
bundle	savage
house	manage
harm	cabbage
vegetable	damage
suitcase	voyage
operate	cottage

Lesson 21.

Purpose: To teach the sounds of the prefix ex.

Explanation: The prefix ex should say eks, and it does most of the time. But when a vowel comes right after it it says egs, like the eggs we eat for breakfast.

- Extension:
- |         |           |
|---------|-----------|
| except  | exert     |
| explode | exam      |
| extend  | exact     |
| excell  | exonerate |
| expense | exercise  |



Choose the correct meaning.

extra	pardon
excellent	just alike
explode	burst
explain	spare
exactly	look for
excuse	movement
expect	talk about
exercise	very good

Lesson 22.

Purpose: To teach the sound of s like sh and zh.

Explanation: When ure comes after t it changes t's sound to ch.  
When ure or ue comes after s, it changes s's sound to sh.  
Sometimes, though, it's too hard to say sh, and we say zh, since it blends together more smoothly.

Extension: erasure      tissues  
                  measured      insured

1. Are you going away?
2. Joe found a bird.
3. Have you an extra of the newspaper?
4. Use a tissue when you sneeze.
5. It is a tissue.

Choose the right word.

issue

treasure

pleasure

measure

sure

tissue

1. I will — to see how tall you are.

2. Are you — you are going away?

3. Joe found a buried —.

4. Have you an extra — of the newspaper?

5. Use a — when you sneeze.

6. It is a — to see you again.



Lesson 23.

**Purpose:** To provide practice in sounding multi-syllable words.  
To determine where accent belongs.

**Explanation:** Long words usually must be divided into parts before we can sound them. Each of these parts is sounded as if it were a little word; then the parts are put together and we know the long word.  
One of the syllables is said louder than the other; this is the accented syllable.

<b>Extension:</b>	cider	proceed
	bruin	invite
	batter	corner
	unlock	divided
	bundle	vowel

Mark the accented syllable.

carpenter  
department  
butterfly  
suppose  
unless  
chatter  
discolor

pumpkin  
complain  
pretend  
signal  
pounded  
radio  
carnation

Can you tell what these words are?  
Lesson 24.

**Purpose:** Review lesson.  
To learn to identify naming words, action words and describing words.

**Extend on:** Words do different things; that is why we need so many words.  
Some words name things, tell what they are.

Pony	red
light	baby
day	sound

Some words are action words, show that something or somebody moves or does or is something.

jump	think
am	live
call	write

Other words describe or tell about someone or something.

big	cold
nice	rough
sweet	loud

boys  
brave  
walk  
tree  
school  
angry  
read

ham  
ugly  
wake  
large



Can you tell what these words  
are ?

1. naming

2. action

3. describing

boys     1     sing     -

brave   3     hop     -

walk     -     lovely   -

tree     -     ham     -

school   -     ugly     -

angry   -     write   -

read     -     large   -

Lesson 25.

Purpose: To teach the sounds of the suffixes ery, ment and ty.

Explanation: Er says <sup>^</sup>ur; y on the end of a long word says <sup>^</sup>y. So ery says <sup>^</sup>uri. It begins with a vowel so you must watch the root word to see if you need to change it before you add ery.

Just as ent says <sup>^</sup>unt, ment says <sup>^</sup>munt, unless it is accented. Then it says ment like it should.

Ty says <sup>^</sup>ti, just as it should.

Ment and ty begin with consonants, so the root words will not have to be changed unless they end in y.

Extension:	buttery	nifty	casement
	cannery	haughty	garment
			cement
			lament

battery  
slippery  
safely  
budding

snoring  
cutter  
dropped  
braver

What change was made ?

1. none

2. dropped silent e

3. doubled the consonant

4. changed y to i

enjoyment i

merriment 4

pavement -

pottery -

slippery -

safety -

budding -

piled -

mightiest -

buggies -

shaking -

cutten -

dropped -

braver -



## Lesson 26.

**Purpose:** To review all suffixes introduced in As Days Go By.  
To extend ability to identify nouns, verbs and adjectives.

**Explanation:** We talked about the different kinds of words and the work they do. These words have grown-up names which you will like to know and use.

The naming words are called nouns.

The action words are called verbs.

The describing words are called adjectives.

**Extension:**

pencil  
finger  
elephant  
star  
smile

skip  
dance  
does  
listen  
study

hot  
sticky  
silent  
grassy  
excellent

Mark the nouns (N), verbs (V)  
and adjectives (A).

Joe likes blue balls.

A small girl walks slowly.

The yellow bird flies away.

An old dog sleeps all day.

A cat and a mouse played Tag.

Joe raced up the street.