

# **Pre-Unit**

**Preparing for Lesson 1  
with  
Lessons A – E**

## Instructions for Lesson A

Introduce the pronunciation and spelling pattern for the short sound of the vowel letter a. Also introduce the consonants m, t, and b.

### General Instructions

► **Point with a sharpened pencil to each of the large black letters listed across the top of the page:** A a, M m, T t, and B b. Ask your student to say each letter's sound: **a** says |ă|; **m** says |m| (not |ŭmŭh|); **t** says |t| (not |tŭh|); and **b** says |b| (not |bŭŭh|). The letter **b** has a clipped-off sound. References: Sound Chart (page 4) and List of 48 Sounds (page xiv).

► **At Roman numeral I, point to the left side of the first word: am. Ask your student to read this word out loud.** Discuss the meaning of **am** (**am** is a word that indicates existence) and give an example of this word in a sentence. "*I am reading with you.*" Next, have your student read the second word **at** and also discuss its meaning (**at** is a location word). Example: "*I am at school.*" Relax and take your time. Your student must train his brain and eyes to recognize letters, a process which accomplished readers tend to take for granted. Allow time for practicing until your student reads each word without hesitation. After your student has successfully read both words in Roman numeral I, mark the Pre-Unit Completion Chart (found on p. 283) with a 100 beside Roman numeral I, in the column marked **R** (R is for reading).

Teen and adult students usually do not need to have a completion chart until Lesson 1.

► **Next, say (call out) each word in Roman numeral I and have your student spell it on notebook paper.** Use the words in sentences. Allow time for your student to think about how to write the words. [You might ask, "*What letter makes the first sound you hear in at?*" (|ă| . . . **a**). "*What letter makes the second sound you hear?*" (|t| . . . **t**). After your student has correctly spelled both words, mark the completion chart with a 100 beside the **S** (S is for spelling).

► **Now, have your student read and spell all of the rest of the words in Lesson A. Discuss the meanings of these words.** Keep a dictionary handy to look up unfamiliar or difficult-to-define words. Mark the completion (progress) chart.

**II PRACTICE mat and tam.** "*There is a mat on the floor.*" "*A tam is a hat.*"

**III PRACTICE tat and tab.** "*Megan and Kimberly's grandmother might teach them how to tat lace.*" "*A tab in the notebook helps us find our place.*" [You might point to a **tab** in a notebook.]

**IV PRACTICE bat.** Note: **B** is pronounced |b|, not |bŭŭh|. Shorten or clip off the |ŭh| sound as much as possible. Direct your student to blend the first letter **b** with the second letter **a** to get |bă|, then add the last letter sound **t**: |bă| . . . |t| → |băt|. Words with multiple meanings, like **bat**, are easily understood in context. "*Jarod went to bat in the first inning of the game using his own baseball bat.*" "*Mattias tried to bat away the black bat as it flew around his head.*"

**V & VI REVIEW** the reading and spelling of all seven words. Be sure that your student understands the word meanings. Ask for a definition or for a word to be used in a sentence or ask your student to act out a word. Mark the completion chart and let your student place a sticker in the space provided.

# Lesson A

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A a

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M m T t B b

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I. am at

II. mat tam

III. tat tab

IV. bat

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## Review

V. bat mat tam at

VI. tab am tat

## Instructions for Lesson B

Introduce the pronunciation and spelling patterns for the consonant letters l, p, and n and continue with the sound of the short-vowel letter a.

### General Instructions

► Point with a sharpened pencil to each of the large black letters listed across the top of the page: **L l**, **P p**, and **N n**. Ask your student to say each letter's sound: **l** says |l|; **p** says |p| (not |pŭh|); **n** says |n| (not |nŭh|).

► Now, point to the first word in Roman numeral I and have your student read the word out loud: **lab**. Discuss the meaning of the word **lab**. (A **lab** is a room used for doing science experiments.) "*Nate did the experiment in the science **lab**.*" Read, discuss the meaning of, and spell the next word: **Al**. "*Do you know my neighbor, **Al**?*" **Remind your student that we always read the letters of a word from LEFT to RIGHT.** When your student can confidently read and spell these two words, note this on the completion chart with a 100. For RTI requirements, use the Progress Monitoring Table (page 277).

Use your judgment about whether or not to insist on capitalization of the name **Al**. Capitalization will need to be addressed at some point. If you think this is the time to mention that people's names and other proper nouns start with a capital letter, do so. The same exercise of judgment is called for regarding the importance of penmanship.

► Have your student read, discuss the meaning of, and spell all of the words in rows II and III. As each set of words is correctly completed, record this on his completion chart.

**II PRACTICE pat, pal, map, tap, and lap.** "*Charla will **pat** the puppy.*" "*I have a **pal** named Dustin.*" Ask your student whom he considers to be his friend or **pal**. "*The **map** will guide Maegan home.*" "*Austin will **tap** you on the shoulder when it is your turn.*" Possibly, show meaning through action. You might gently **tap** the table. Words with multiple meanings, like **lap**, will be understood in context. "*T. J. decided to run one **lap** before baseball practice.*" "*The baby sat in her mother's **lap**.*" The near similarity of the spelling of **lab** and **lap** underscores the importance of paying attention to each letter in a word.

**III PRACTICE nap, pan, ban, man, and tan.** "*Our dog, Doxy, took a **nap**.*" "*Shelleyn will boil eggs in a **pan**.*" "*We will **ban** Caleb from the room until we finish decorating for his surprise party.*" "*Asher is growing into a fine **man**.*" "*Lexi and Benny rode to the beach for a **tan** in a **tan**-colored van.*"

Be sure your student can read and spell all of the words confidently and without hesitation before beginning the next list or lesson. Discuss the meaning of the words.

**IV REVIEW pan, bat, lap, pat, and mat.**

**V REVIEW ban, map, an, nap, and tan.**

**VI REVIEW am, lab, man, tap, and pal.**

Fill in your student's chart and allow him to place a sticker in the space provided.

### Importance of Pointing

Point to the **left side** (not the top, bottom, or right) of each word with a sharpened pencil to help your student focus on the word. Your pointing helps him develop the habit of moving his eyes from left to right and through a word to the last letter. Pencil pointing gives effective control of the lesson and supports comprehension.

# Lesson B

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**L l      P p      N n**  
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**I.**      lab      Al

**II.**      pat      pal      map      tap      lap

**III.**      nap      pan      ban      man      tan

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## Review

**IV.**      pan      bat      lap      pat      mat

**V.**      ban      map      an      nap      tan

**VI.**      am      lab      man      tap      pal

# **Unit 1**

## **Short-Vowel Words**

**Lessons 1 - 32**

# Instructions for Lesson 1

If your student has any difficulty with this lesson, begin instead with the Pre-Unit.

**Introduce the pronunciation and spelling patterns for the short sound of the letter a. Also introduce seventeen consonants.**

<b>A a</b>	ă	am, at, apple	<b>L l</b>	l	lab, lit, pal, bell	<b>T t</b>	t	tat, top, set
<b>B b</b>	b	bat, rob, ebb	<b>M m</b>	m	mat, man, hem	<b>V v</b>	v	van, vat, vet
<b>F f</b>	f	fan, off	<b>N n</b>	n	nap, net, pan	<b>W w</b>	w	wag, win, wet
<b>G g</b>	g	gas, gag, egg	<b>P p</b>	p	pat, tip, hop	<b>X x</b>	ks	ax, box, fix
<b>H h</b>	h	hat, hop	<b>R r</b>	r	ram, rib	<b>Y y</b>	y	yam, yes, yell
<b>J j</b>	j	jam, Jill	<b>S s</b>	s	sat, bus, pass, toss	<b>Z z</b>	z	zap, zip, jazz

## PROCEDURE FOR TEACHING THE LESSON(S)

**Step 1:** To begin the lesson, point with a sharpened pencil to the left side of the first word in Roman numeral I. Ask your student to read the word aloud. He must sound out the letters, in order, FROM LEFT TO RIGHT. [If your student does not recall the sounds of the letters, you will need to start him in the Pre-Unit.]

**Step 2:** Discuss the meaning of the word.

**Step 3:** Call out (recite) the word and have your student write it on notebook paper.

**Follow this procedure (steps 1, 2, & 3) for the other words in Roman numeral I.**

**Step 4:** Mark the completion (progress) chart with a 100 after your student has read and spelled every word in Roman numeral I correctly. (Completion charts are found starting on page 273.)

**Follow this same procedure (read + comprehend + spell) for all of the words in the remaining rows. Mark the chart.**

To help your student understand the meaning of the words, give a simple definition or point to an object that illustrates the word. Use the word in a sentence. Unusual words like **tat** are included that can't generally be guessed at. Words like **bat** provide the opportunity to illustrate that sometimes a word has more than one meaning. A **bat** is a flying mammal; it is a tool used by a baseball team; and it is an action, as in "**Bat that wasp away!**"

- Pronounce the sounds of the letters **b**, **g**, and **j** with as little |ŭh| sound as possible.
- The letters **f**, **h**, **p**, and **t** are pronounced with no |ŭh| sound: |f|, |h|, |p|, |t|.
- The consonants **f**, **l**, **s**, and **z** typically are doubled at the end of a short-vowel syllable or word, as in **off**, **ill**, **pass**, and **fuzz**.
- The letter **x** is pronounced by combining the two sounds |k| and |s|: |ks|, as in **ax**.
- Since some students confuse the letters **b** and **d**, the letter **d** will not be introduced until Lesson 10. Roman numeral VI provides additional practice for the letter **b**.

These lessons are designed to be handled with ease. Students should feel a sense of accomplishment and look forward to the next lesson. The lessons will build into more complex words, so spend time practicing. Ask your student if he would like to reread or respell some or all of the words. Stay on a lesson until he is confident and is reading effortlessly. Have your student read, understand, and spell the challenge word!

# Lesson 1

|ă|

**B b F f G g H h J j L l M m N n**  
**P p R r S s T t V v W w X x Y y Z z**

**I.** am mat wag at map  
bat nap yam an pan

**II.** fan pat zap tap Al  
gas ram sag vat gag

**III.** bag sat man nag ban  
hat Sam lap tab rat

**IV.** jam tat ham jab tan  
lab van fat lax tax

**V.** jazz ax fax sax wax  
pass mass sass bass lass

## Review: B b

**VI.** lab bass bam tab  
bag bat ban jab

**Challenge Word:**  
[two-syllable word]

**Batman**  
[Bat • man]

## Instructions for Lesson 2

**Introduce the short-vowel pronunciation and spelling pattern  
for the vowel letter i.**

**Review patterns for the seventeen consonants introduced in Lesson 1.**

### Read and Spell Every Word

Each lesson has been carefully designed to be easy for most students. You might be tempted to skip words because your student appears to be handling everything effortlessly. Remember, though, that students need to practice reading out loud what they **see**, and practice spelling on paper what they **hear**. It is important that they get all the “run time” that the lessons afford. Roman numerals IV and V include words that rhyme, like **mill** and **fill**; **in** and **bin**; and **Jim** and **rim**. Words rhyme when they have the same vowel sounds and ending consonant sounds.

### Introduce the Concept of Syllables

Tell your student that all words consist of one or more syllables. A *syllable* is the next bigger sound than a basic speech sound. A syllable may consist of one vowel or a vowel team known as a *digraph*, or it may consist of a vowel paired with a consonant either before or after it. A speaker’s chin almost always drops when he says a syllable.

- WRITE on notebook paper this twelve-syllable word: **antidisestablishmentarianism**.
- ASK your student if he would like to read this word.
- READ through the word, placing a slash mark after each syllable as it is read aloud.

**an / ti / dis / e / stab / lish / men / tar / i / an / is / m**

We teach syllable patterns so that students can read and spell even twelve-syllable words by the end of the program.

Lessons 1 through 27 have only one-syllable words, all of them featuring a short vowel. For a vowel in a one-syllable word to take the short sound, the syllable must end with at least one consonant [**bat**, **razz**]. A syllable that ends with a consonant is said to be a *closed syllable*, as the vowel is closed off by the consonant. Challenge words are provided at the end of most lessons, starting with Lesson 1, to give students a chance to practice multi-syllable words. From Lesson 28 onward, your student will start encountering two-syllable words.

### To Explain or Not to Explain a Pattern

Every student is different. For some, too much information about patterns might result in sensory overload. Just relax and concentrate on the actual exercises—reading, spelling, and learning the meaning of the words. Automatic response to the patterns is the priority for your student, not having him expound or quote rules. One convention your student does need to know is that names (proper nouns) begin with a capital letter. (We did not make a point of this in the Pre-Unit but do so now.) Some of the word lists contain names. In Lesson 2 we see **Jim** and **Jill**. Such capitalization is important.

## Lesson 2

|i|

<b>I.</b>	if	tip	big	rib	wig
	bit	lit	sit	wit	lip

<b>II.</b>	six	jig	fig	rip	fib
	bib	pit	hit	gig	fix

<b>III.</b>	hip	fit	pig	mix	sip
	it	rig	zip	miss	fizz

<b>IV.</b>	mill	fill	pill	will	gill
	ill	bill	hill	Jill	sill

<b>V.</b>	in	bin	fin	sin	win
	Jim	pin	tin	rim	him

### Review: B b

**VI.** bit      rib      bill      fib      big      bin      bib

**Challenge Word:**  
[two-syllable word]

**zigzag**  
[zig • zag]

## Instructions for Lesson 3

Review the short-vowel patterns introduced in Lessons 1 and 2: |ă| and |ĩ|. Also review the seventeen consonants studied in Lesson 1.

### Correcting Reading Errors

Students who have difficulty handling Lesson 3 will need practice and persistence. Some will see a word like **gab** and guess that the word is the more familiar word **grab**. This tendency to misread will be dealt with by your using a sharpened pencil to point at the left side of a word to focus your student's eyes on the first letter. Then, remind him to SOUND OUT THE LETTERS FROM LEFT TO RIGHT. If you haven't worked with below-normal or non-readers, you may not be aware that there are a great many students who do not track from left to right. Forming this new habit is difficult for some students, but it is critical to reading success.

Keep the pencil pointed at the **left side** of a word that a student has mispronounced until he gets it right. This nonverbal technique avoids the need for you, the teacher, to use negative correction words like "no" or "wrong." If more assistance is needed, then point the pencil at the mispronounced letter or letters. For example, if your student is pronouncing the word **gab** as **grab**, point between the letters **g** and **a**. Be silent, and give your student a chance to figure out for himself that there is no **r**. This pointing technique will provide a more positive experience for you and your student as you work through the lessons.

#### If hints are needed, you might say

- "Look at the word again."
- "Do you see the letter **r** in this word?"
- "Remember, there are words in this lesson that you may not have seen before or may seldom use."
- "Trust your eyes and read only what you see."
- "Blend the first two letters together. This will help you read the word."

#### If more specific hints are needed, consider saying

1. "What is the first letter you see?" **g**
2. "What sound does this letter make?" |g|
3. "What is the next letter?" **a**
4. "What is its sound?" |ă|
5. "Pronounce these two letters together." |gă|
6. "What is the last letter in this word?" **b**
7. "What sound does this letter make?" |b|
8. "Now, blend the sounds." |gă|-|b|, |găb|
9. "What does the word **gab** mean?"
10. "Can you use this word in a sentence?"
11. "Let's look it up in the dictionary."

### Challenge Words

Included in a box at the bottom of most lesson pages is at least one challenge word. All of these words consist of syllable patterns that were taught in the current lesson or a previous lesson. We want your student to appreciate that sometimes a simple word can be combined with another simple word to form an entirely new word, also known as a *compound word*. For example, **book** + **worm** = **bookworm**. Students tend to love these challenge words!

## Lesson 3

### Review

|ă| |ĩ|

<b>I.</b>	lab	mix	it	an	gill	wax	pit
	sit	hip	sax	will	tip	miss	bill

<b>II.</b>	ban	in	fat	hat	pal	vat	pat
	mill	at	rim	lip	pan	fig	Tim

<b>III.</b>	tag	ham	big	man	rib	wag	mat
	mass	if	ran	ill	bat	wig	hill

<b>IV.</b>	am	nag	fit	pass	nap	rat	fix
	jazz	pill	gag	fizz	rig	sin	rag

<b>V.</b>	lag	tan	him	fill	tab	win	map
	hit	fax	bag	lap	sat	pin	sag

### Review: B b

<b>VI.</b>	bit	bass	bag	gab	rib	lab	bill
	tab	bib	jab	bat	fib	big	bin

**Challenge Word**  
[two-syllable word]

**rabbit**  
[rab • bit]

## Instructions for Lesson 8

**Introduce the short-vowel pronunciation and spelling patterns for the vowel e.**

**I - IV NEW PATTERN.** The letter **e** is the last of the short vowels. This vowel is presented last because it is usually the most difficult to master. At this point in the program, your student will have had at least seven lessons practicing the basic consonant sounds and spellings and the four other short vowels. Perhaps your student will surprise you and handle the letter **e** with ease.

Note: In some regions of the country, people pronounce the short-vowel **e** more like the short-vowel letter **i**, saying [tĭn] for **ten**. Try to teach the classical pronunciation found in dictionaries.

**V NEW PATTERN.** Observe that a slight change occurs in the sound of [ĕ] when it appears in syllables or words ending in **m** or **n**. Notice this with **hem** and **ten**. This effect may be caused in part by how the mouth transitions from the vowel to the consonant. The **m** and **n** are somewhat nasal. [This nasal tone is also true with the letter **a**, as in **ham** and **tan**.] Most students will not detect the difference in pronunciation, but a few students will hear it. Commend them for being observant. Regional differences may account for some of what your student is inclined to say and even hear.

**VI REVIEW** words spelled and pronounced with the short-vowel **e** sound, [ĕ], and the (sometimes confusing) consonant letter **b**. Sample words are **bell** and **ebb**.

Your student may notice that some of the words in Lesson 8 rhyme. This is true for **bell** and **sell**, **less** and **mess**, **beg** and **egg**, and **pet** and **met**. Roman numeral V has six words that rhyme. Note: It is the *sounds* in **beg** and **egg**, not their spellings, that make them rhyme.

### Focus, Focus, Focus!

**ARE YOU POINTING** with a sharpened pencil to the left side of each word as you go from word to word to help your student develop better eye/brain coordination? Be mindful of your student's eyes. Are his eyes trained on the word to which you are pointing or is he looking elsewhere? By zeroing in on each letter in proper sequence (from left to right), your student is helping his brain to trust what his eyes see on the page. If your student is outpacing the pencil, you will need to pick up the pencil's pace. It will be a positive experience for your student if you silently use the pencil to do the "correcting" as much as possible.

## Lesson 8

|ě|

I. net      yes      web      let      peg      vet      get

II. bet      jet      pet      beg      wet      pep      yet

III. met      set      vex      ebb      less      mess      Bess

IV. egg      bell      sell      yell      tell      fell      well

Note: The e sound changes slightly when the syllable in which it appears ends in **m** or **n**.

V. hem      ten      pen      men      hen      yen      Ben

## Review: B b

VI. bet              bell              web              beg              ebb

**Challenge Words:**

**setup**  
[set • up]

**bellhop**  
[bell • hop]

## Instructions for Lesson 22

**Introduce the patterns for beginning consonant blends. Each consonant is individually pronounced (sounded) in these blends. The blends are bl, br, cl, cr, dr, fl, fr, gl, gr, pl, sc, sk, sl, sm, sn, sp, squ, st, tr, tw, scr, and str.**

**The italicized words are helper words. Use them only if needed.**

**I - IV NEW CONCEPT.** In this lesson, we will learn *beginning* consonant blends. Beginning consonant blends are just slightly more difficult than the ending consonant blends that were previously introduced. In the short-vowel words on the lesson page, each consonant in the frontal blend is spoken. Have your student read (then spell) the main words in row I. The words underneath in italics are helper words (all of which were introduced in Lessons 1 through 21) and should be used only if your student needs a hint for succeeding with the main word. As always, remember the importance of reading and spelling each word from left to right. Before allowing your student to begin the next lesson, be sure that he can read and spell these newly introduced words without the use of helper words.

There are some end blends in the lesson words. These blends are **ss, nd, mp, st, ll,** and **nt**, as in **bless, stand, stamp, trust, twill,** and **squint**. (We saw these end blends previously in Lessons 19 through 21.)

The letter **c** pronounced **|k|** almost always appears with the vowels **a, o,** or **u** and whenever a **|k|**-sounding consonant blend is involved (**cat, cot, cut, class, crest**). The **c-with-a-o-u** pattern is quite consistent and may be considered a true spelling rule.

**LEARN** more beginning consonant blends. **REVIEW** end consonant blends. Here we will encounter the **ck** digraph. A *digraph* is a pairing of two letters that together make one sound.

**VI LEARN** the **squ** spelling, pronounced **|skhw|**, as in **squid** and **squint**. The letter **q** is almost always paired with **u**. The short vowel pronounced in these words is the **i**. (See Lessons 13 and 16)

### Help Wanted

One of The Real Reading Company's excellent instructors covers the helper words with a piece of paper. If her student is having difficulty pronouncing a new word, she slides the paper down to reveal the helper word. With this clue, her student is usually able to read the main word. Another instructor we know has a technique for getting students to focus. She tells her student to "*Get ready!*" She waits one second to allow the student time to focus, then has her student begin reading.

### Spelling Pedagogy

During the spelling portion of this lesson, if your student is having difficulty spelling a particular word (**black**, for example), tell him the helper word (**lack**). These helper words have been encountered in previous lessons. Mention that you want him to write "Not the word **|lack|**, but **|b| - |lack|, |black|**."

## Lesson 22

### Beginning Consonant Blends

Use the words in italics **ONLY** as helper words and **ONLY** if needed.

<b>I.</b>	blot <i>lot</i>	clip <i>lip</i>	clad <i>lad</i>	clap <i>lap</i>	fled <i>led</i>	flap <i>lap</i>
	flag <i>lag</i>	pled <i>led</i>	glad <i>lad</i>	glib <i>lib</i>	flit <i>lit</i>	slot <i>lot</i>
<b>II.</b>	sled <i>led</i>	slip <i>lip</i>	slit <i>lit</i>	brig <i>rim</i>	brag <i>rag</i>	bran <i>ran</i>
	brim <i>rig</i>	twin <i>win</i>	drug <i>rug</i>	Fred <i>red</i>	grim <i>rim</i>	grub <i>rub</i>
<b>III.</b>	trip <i>rip</i>	smug <i>mug</i>	trim <i>rim</i>	tram <i>ram</i>	crib <i>rib</i>	twig <i>wig</i>
	scan <i>can</i>	skit <i>kit</i>	snap <i>nap</i>	skin <i>kin</i>	snag <i>nag</i>	trap <i>rap</i>
<b>IV.</b>	spin <i>pin</i>	stop <i>top</i>	spun <i>pun</i>	span <i>pan</i>	spot <i>pot</i>	stub <i>tub</i>
	bless <i>less</i>	block <i>lock</i>	blast <i>last</i>	blend <i>lend</i>	bland <i>land</i>	pluck <i>luck</i>
<b>V.</b>	class <i>lass</i>	clock <i>lock</i>	click <i>lick</i>	clamp <i>lamp</i>	floss <i>loss</i>	flock <i>lock</i>
	black <i>lack</i>	slack <i>lack</i>	slick <i>lick</i>	crest <i>rest</i>	crock <i>rock</i>	frock <i>rock</i>
<b>VI.</b>	stand <i>and</i>	stamp <i>amp</i>	stuck <i>tuck</i>	stack <i>tack</i>	smock <i>mock</i>	spill <i>pill</i>
	trust <i>rust</i>	twill <i>will</i>	scram <i>cram</i>	strut <i>rut</i>	squid <i>quid</i>	squint <i>quint</i>

**Challenge Words:**

**spotless**  
[spot • less]

**backstop**  
[back • stop]

**bedrock**  
[bed • rock]

## Instructions for Lesson 29

**Review the pronunciation and spelling patterns for compound, two-syllable, short-vowel words.**

A *noun* is a word that refers to a person, place, or thing. A *verb* is a word that indicates action or a state of being. Hint: If the compound word is a noun, its first syllable is accented. If it is a verb, the second syllable is accented. Notice this with **address** (a noun: a place someone lives) and **address** (a verb: to give a speech).

## Instructions for Lesson 30

**Introduces the pattern for two-syllable words ending in -es or -ed.**

**I - III NEW CONCEPT.** Here we introduce the **-es** spelling pattern that ends many words.<sup>1</sup> The **es** has either a short-vowel **e** sound [ĕ] or the schwa sound [ə], as in **boxes** and **rushes**. (The schwa is discussed below.) The [s] and [z] sounds of **s** are practiced in these lists.

**IV - VI NEW CONCEPT.** Now we will learn the **-ed** spelling pattern that ends a fair number of words.<sup>2</sup> The **-ed** has either a short-vowel **e** sound [ĕd] or the schwa's *shortened* short-vowel **u** sound [əd] (examples are **tested** and **ended**). Base words that end with a **t** or **d** (like the words **test** and **add**) are pronounced with the **-ed** syllable being separate, as in **tested** and **added**. Roman numerals IV and V introduce base words that end with **t** and add **ed**, as in **tested**. Roman numeral VI introduces base words that end with **d** and add **ed**, as in **added**.

### The Schwa Sound: ə

If a student struggles with the ending syllables of these words, tell him that words ending with **-es** and **-ed** can be pronounced with either the short-vowel **e** sound, [ĕ], or with a *shortened* short-vowel **u** sound, [ŭ]. This special sound, known as a *schwa*, is shown in dictionaries as an upside-down **e**: ə. The schwa is quite common in English and is found in most multi-syllable words. The schwa ([ə]) is usually easier to say than the short-vowel **e** ([ĕ]).

Additional information about the schwa sound is provided in Lessons 65, 66, and 67.

If your student likes challenge words, he will be delighted with this lesson.

<sup>1</sup> When **-es** is added to a verb (a word indicating action or a state of being), it denotes present tense (“Mike **blesses** us with his music.”) When **-es** is added to a noun, it indicates that the word is plural. (“Mrs. Dillard was sad when all of her **classes** were dismissed for the summer.”) Some words are nouns and verbs. For example, “Cora **dresses** in her best clothes for church” (here, **dresses** is a verb). “Ainsley and Shelby like to wear their frilly **dresses**” (here, **dresses** is a plural noun).

<sup>2</sup> The **-ed** ending changes a word from the present tense to the past tense. For example, “Jeff will **mend** the fence” denotes future tense, but “Chris **mended** the fence” denotes past tense.

## Lesson 29

### Two-Syllable Words

<b>I.</b>	inlet flashback	setup flatbed	laptop upon	shellfish pillbox	spotless sandbag
<b>II.</b>	freshman handbag	kickoff pigskin	cabin matchless	triplet subplot	standup within
<b>III.</b>	liftoff itself	fishnet helpless	upset sunset	tablet quicksand	offset uplift
<b>IV.</b>	nutshell inkblot	windmill hubcap	pumpkin grassland	puppet landmass	suntan inland
<b>V.</b>	napkin address	wingspan lipstick	bandstand tomcat	offspring chipmunk	robin potluck

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## Lesson 30

### -es

<b>I.</b>	boxes <i>box</i> brushes	rushes <i>rush</i> crunches	snatches <i>snatch</i> crutches	messes <i>mess</i> ashes	dashes <i>dash</i> flinches	benches <i>bench</i> twitches
<b>II.</b>	classes dresses	gushes hushes	quenches itches	taxes smashes	bunches flosses	latches etches
<b>III.</b>	glasses blesses	trashes branches	notches inches	faxes clutches	punches sixes	sketches stretches

### -ed

<b>IV.</b>	tested <i>test</i> acted	dusted <i>dust</i> rusted	wilted <i>wilt</i> punted	rented <i>rent</i> quilted	listed <i>list</i> rafted	belted <i>belt</i> lasted
<b>V.</b>	opted planted	stunted twisted	printed trusted	hinted granted	crested lifted	minted shifted
<b>VI.</b>	added ended	banded landed	funded blended	handed bonded	welded mended	sanded branded