

Unit 2

Long-Vowel Words

Lessons 33 – 50

Instructions for Lesson 35

Introduce another major new concept, that of *double vowels*.
Double vowels are vowels that appear side by side (are contiguous).
Examples are ee and eer. The ee and eer spelling patterns have a long-vowel e sound, as in free, bee, and deer.

I - IV NEW CONCEPT. We will learn the **ee** spelling pattern, which has a long-vowel **e** sound |ē|, as in **free** and **bee**.

V LEARN the slight change in pronunciation that occurs in words spelled with **ee** followed by the consonant **r**, as in **deer** and **cheer**. Some students easily detect the slight difference in pronunciation. If you are working with a student who hears the difference, commend him for having a good ear.

Instructions for Lesson 36

Introduce the double vowel patterns of ea and ear.
These double vowels say the long-vowel e, |ē|, as in teach, dream, and hear.
Introduce the long-vowel sound of e, |ē|, when the letter e stands alone.
An example of a stand-alone e is found in the words be and we.

I - IV NEW PATTERN. Learn the **ea** spelling pattern that produces a long-vowel **e** sound, |ē|, as in **seat**. The pronunciation of this vowel pairing follows the very strong pattern that “THE FIRST VOWEL IS LONG, AND THE SECOND VOWEL IS SILENT.” The words **leave** and **please** end in a silent **e**. Remind your student that the silent **e** must be included for proper spelling.

V LEARN the slight change in pronunciation that occurs for the long-vowel **e** in syllables or words that are spelled **ea** and that end with the consonant letter **r**, as in **ear** and **hear**.

Roman numeral V includes the word **tear** |tēr|, meaning a drop of moisture from the eye. **Tear** |tēr| is pronounced differently from **tear** |tēr|, meaning a rip (noun) or to rip (verb). These words remind us of the importance of reading for meaning. Consider this sentence: “A **tear** fell when Cari saw that her newly designed dress had a **tear**.” Use this example to impress upon your student the importance of thinking about what words mean. We will learn more about the **ear** spelling and sound patterns in Lesson 77.

VI NEW PATTERN. Learn the **e** spelling pattern with the stand-alone long-vowel **e** sound, |ē|, as in **be** and **we**.

In Lesson 61, we will again encounter the open and accented **the**, pronounced |thē|, and in Lesson 66, we will learn the unaccented **the**, pronounced |thə|.

Lesson 35

ee and eer

I.	free bee	heel street	Lee tee	see week	feed heed
II.	feet green	deep peek	teem meek	seen leek	keep sweet
III.	teeth sheep	need seeds	speed speech	sweep seem	steel seek
IV.	three sleep	eel steed	weed flee	screen tree	sheet queen
	eer = ēr				
V.	deer cheer	steer veer	seer peer	jeer cheers	sheer steers

Lesson 36

ea, ear, and e

I.	seat beam	zeal eat	team weak	heat meal	read leap
II.	neat east	leak each	reap tea	lean leaf	sea steam
III.	teach stream	yeast clean	cream reach	treat wheat	preach beast
IV.	dream	squeak	ease*	please*	leave*
	ear = ēr				
V.	ear hear	year dear	near smear	tear clear	gear spear

Open, Accented Syllable e

VI. be we he she me ye the**

* Ease, please, and leave end with a silent e. ** Lesson 66 will introduce “the,” pronounced |thə|.

Challenge Words:	fifteen [fif • teen]	weekend [week • end]	sixteen [six • teen]	repeat [re • peat]
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Unit 3

More Vowel and Consonant Variations

Lessons 51 - 72

Instructions for Lesson 53

Practice two-syllable words.

Compound Words

I - V **PRACTICE** more two-syllable words. Remind your student to read and spell these words FROM LEFT TO RIGHT, blending the sounds, syllable to syllable. Each word in Lesson 53 can also be described as a *compound word*. A *compound word* is a word consisting of two words, each of which has a certain meaning apart from the word that results from the combination of the words. **Playback** is an example of a compound word (**play + back**). Many of the words on this page might seem like challenge words to your student.

For the first row of compound words in Lesson 53, we have indicated the syllable divisions. Draw attention to the helper words only if your student needs assistance reading the compound word.

Instructions for Lesson 54

Review multiple-syllable and compound words.

This lesson also provides practice for the patterns learned in Lessons 1 - 53.

Multiple-Syllable and Compound Words

I - IV **PRACTICE** even more multiple-syllable and compound words. Have your student read and spell these words and discuss their meanings. If necessary, remind your student that all words are ordered (written, read, and spelled) FROM LEFT TO RIGHT. Some of the words in Lesson 54 have more than two syllables, and some are simple compound words. All of the patterns in this list have been introduced in previous lessons.

Lesson 53

Compound Words

I.	playback <i>play • back</i>	fireside <i>fire • side</i>	dateline <i>date • line</i>	flashback <i>flash • back</i>	coastline <i>coast • line</i>
II.	roadway grassland	lineup holdup	airway nameless	hemline byline	freeway makeup
III.	runway stainless	wireless beeline	homeless ringside	shakeup checkup	offspring pathway
IV.	inside streamline	sleepless pipeline	cleanup helpless	driveway tasteless	hillside seaside
V.	roadside tireless	cordless stateside	sideline skyline	aimless playroom	wayside useless

Lesson 54

Review of Lessons 1 – 53

I.	weekday maybe leaflet	follow fourteen seaside	wasteland basement goodness	treatment excludes absentee	eliminate concrete hairbrush
II.	candid praying yellow	subject Sunday complex	skateboard Tuesday clipboard	homeland increase weekend	sixteen molding mainland
III.	reading offshore seating	imply basket mailbox	seventeen blackboard handcrafted	doomsday doorway elbowroom	obscure window blockade
IV.	value product noontime	object begin obsess	publishing represented distributing	instruct seasickness lunchroom	salesman following thankless

Instructions for Lesson 62

Introduce the |ī| sound of y, as found in try and reply.
Also introduce the sound of |ē|, as found in lady and messy.

I & II LEARN the accented **y** spelling and pronunciation pattern that is pronounced |ī|. When a syllable ending in **y** is accented, the **y** is pronounced with the long-vowel **i** sound, |ī|, as in **reply** |rē • plī' | and **myself** |mī' • sēlf|. Note: English words usually do not end with a dotted letter. The dotted letter **i** at the end of a word is often changed to **y**. The reverse is true for initial (beginning) or medial (middle) positions of the **i**; in these initial and medial cases, the **y** usually is changed to an **i**. A single-syllable word can be assumed to be an accented word if the pronunciation of **y** is |ī|, as in **try**.

III & IV LEARN the unaccented **y** spelling and pronunciation pattern, as in **lady**. When a syllable ending in **y** is not the accented syllable, the **y** is pronounced with a sound close to the long-vowel **e** sound |ē|, as in **lady** |lā' • dē| and **messy** |mēs' • ē|.

Review: y

V & VI REVIEW the spelling and pronunciation patterns for **y**, both accented and unaccented. Accented **y** is pronounced like the long-vowel **i**, |ī|, as in **try** (|trī|) and **reply** (|rē • plī'|). Unaccented **y** is pronounced like the long-vowel **e**, |ē|, as in **penny** (|pēn' • ē|) and **gravy** (|grā' • vē|).

A Better Way of Reading

Some students have spent years memorizing and guessing at words. They may at times revert to the old ingrained guess habit. Our goal is to help them acquire a new, better way of reading—one based on recognizing patterns.

Be sure your student masters each lesson. Review any lesson or pattern that has not been solidly learned.

During summer vacation, two fifth-grade students read and spelled through to Lesson 81 of 90 lessons. The following summer, these two young men were willing to start again, this time at Lesson 18, and work all the way through to the 90th lesson (including the assignment found in “Now that the Lessons Are Complete, What’s Next?”). The results for these boys were nothing short of remarkable.

In another instance, an adult had successfully read and spelled through to Lesson 15. At this point, she was still struggling to accurately read and spell the words, especially the vowel sounds in the words. She was comfortable reading and spelling most of the consonants. When I suggested that we return to and begin again with Lesson 1, she was actually relieved and quite agreeable. We spent time reviewing the lessons on vowels until she read every single word with confidence. For years, she had believed that she was incapable of learning to read and spell well. Her 50-year-old ingrained habit of educated guessing was difficult to break. Her determination and her willingness to work hard ended up bringing her much joy and success. Starting over is often a very good decision for some students.

Lesson 62

$y' = |\bar{i}|$

y (unaccented) = $|\bar{e}|$

accented y' : $|\bar{i}|$

I.	try'	by'	my	cry	fly
	sky	pry	why	spry	thy
II.	type	flying	myself	supply	defy
	reply	occupy	retry	thymself	hybrid

unaccented y : $|\bar{e}|$

III.	la' • dy	luck' • y	grimy	flashy	cheery
	penny	gravy	glossy	Emmy	crafty
IV.	messy	story	hazy	handy	nosy
	shady	baby	puffy	misty	sixty

Review: $y' = |\bar{i}|$ $y = |\bar{e}|$

V.	copy	sky	party	myself	army
	tiny	easy	forty	silky	body
	shy	fifty	scary	frosty	seventy
	wavy	baby	glossy	bulky	cheery
	twenty	leafy	trying	ninety	occupy
VI.	very	thy	supply	slowly	penny
	study	flaky	bumpy	hybrid	lefty
	why	salty	defy	carry	every
	happy	reply	soapy	quickly	retry
	Kentucky	Wyoming	January	February	July

Instructions for Lesson 71

Introduce the ce, ci, and cy spelling patterns pronounced |s|, as seen in such words as face, cell, city, and cycle.

Also introduce the ge, gi, and gy spelling patterns for words pronounced |j| and |zh|, as in age, gym, engine, and mirage.

ce, ci, and cy = |s|

I & II LEARN the **ce, ci,** and **cy** spelling patterns with the **|s|** pronunciation, as in **face, city,** and **cycle**. This pattern is very dependable. We are aware of only a few exceptions to this pattern, one of which is **Celtic**, can be pronounced with the **|k|** sound, **|kĕl • tĭk|**. Both **|sĕl • tĭk|** and **|kĕl • tĭk|** are correct.

ge, gi, and gy = |j| and sometimes |zh|

In the lessons to this point, words containing the letter **g** illustrate the so-called *hard sound* of **g** (**|g|**), as in **get, give,** and **argyle**. This lesson introduces two softer sounds for **g**, namely, **|j|**, as in **gem, gym,** and **engine**, and **|zh|**, as in **mirage**.

The **g** pattern is not as dependable as the **c** pattern (see discussion above) but is still a fairly reliable guide. Words spelled with **ga, go,** or **gu** (for example, **gap, goes, gulp**) or with **g** immediately followed by a consonant (**grade, glad**) are almost always pronounced with the hard **g** sound **|g|**. However, **g** will usually be pronounced with a soft **g** sound—**|j|**—when accompanied by **e, i,** or **y**. We see this new pattern illustrated in **germ** and **page** (**ge = |j|**); **engine** (**gi = |j|**); and **gym** (**gy = |j|**).

Another pronunciation of **g**, also softer than a hard **g**, is the **|zh|** sound found in **mirage**. The **|zh|** is the 47th sound of the 48 sounds covered in this book.

III & IV LEARN the **|j|** and **|zh|** sounds on display in such words as **gem, age, garage, engine, gym,** and **edge**. These sounds derive from spelling patterns **ge, gi, gy,** and **dge**.

Consider discussing with your student the following particularities:

- ▶ The **|j|** sound of **g** is sometimes spelled **dge**, as in **edge** and **dodge** (see first row of words in Roman number IV); and
- ▶ The letter **y**, when it acts as a vowel, is often pronounced as if it were a short-vowel **i**. Such is the case in **gym**.

Review: c g

V & VI REVIEW the **c** spelling patterns pronounced **|k|** and **|s|**, as in **cancel, crust, circle,** and **face**.

REVIEW the **g** spelling patterns pronounced **|g|, |j|,** and **|zh|**, as in **good, gust, grade, edge, age, gym, engine, garage,** and **mirage**.

Lesson 71

c = |s|

g = |j| and sometimes |zh|

	c = s 			
I.	face	twice	space	grace
	cell	force	ice	percent
	price	voice	juice	chance
	c = s 			
II.	city	notice	fence	palace
	office	practice	advice	decide
	essence	recipe	cycle	lacy
	ge = j and sometimes zh 			
III.	gem	germ	gentle	digest
	age	page	stage	range
	huge	urge	large	manage
	dge = j 			
IV.	edge	dodge	bridge	fudge
	gy, gi, and ge = j and sometimes zh 			
	gym	clergy	energy	agile
	engine	ginger	teenage	baggage
	change	orange	garage	mirage

Review: c g

V.	page	cancel	ranger	force	gear	sentence
	orange	grade	badge	digest	cents	ginger
	brace	crust	process	product	race	teenager
	gust	dance	factor	ragged	germ	exercise
VI.	calcium	circle	singing	center	since	difference
	garage	strange	general	France	circus	entrance
	good	face	practice	produce	surge	language
	energy	baggage	decimal	distance	case	substances

<p>Challenge Words:</p> <p>celebrated [cel • e • bra • ted]</p> <p>Canadian [Ca • na • di • an]</p>	<p>December [De • cem • ber]</p> <p>gyroscope [gy • ro • scope]</p> <p>reconcile [rec • on • cile]</p>	<p>centennial [cen • ten • ni • al]</p> <p>Genesis [Gen • e • sis]</p> <p>recycle [re • cy • cle]</p>	<p>percentage [per • cent • age]</p> <p>germinate [ger • mi • nate]</p> <p>cinema [cin • e • ma]</p>
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