Unit 1

Phonograms	a to z
Exploring Sounds	Consonants, Vowels, & Multi-Letter Consonants
Spelling Rules	Spelling Rules 11 & 21
Grammar	Nouns, Singular Nouns, Plural Nouns
Vocabulary Level C	con- pact tract flict tent plex sist ab-

Part 1 Essential Concepts

1.1 All

Phonograms

Introducing the Logic of English

Introduce the Logic of English using the following script.

Every word is made up of sounds. These sounds are rearranged to form words. An individual sound is called a **phoneme**.

Do you hear the word *phone* in *phoneme*? ***yes***
What other words do you know that have *phone* in them? ***telephone, megaphone, phonograph, cell phone***
What do you think *phone* means? ***Phone means sound.***
What are some of the phonemes in English? ***/m/, /n/, /s/***
Do you know how many sounds are in English?
There are 45.

Write on the board: *45 sounds*

Written words are a visual code for spoken words. Since each word is made up of phonemes (which are sounds), the most basic symbols on the page represent phonemes. These written symbols of sounds are called phonograms.

Materials

Basic Phonogram Flash Cards a to z
Spelling Rule Flash Card 11

Optional

1 deck of A-Z Phonogram Game Cards per student
Blank paper or poster
Markers

Teacher Tip

Student Responses

Students' actual responses may vary from those that appear in the ***student response font***.

Challenge

45 Sounds

Challenge the students to identify all 45 sounds. Many students will not realize that some sounds like /zh/ and the voiced /TH/ are even part of the language.

Do you hear the word *phone* in *phonogram*? ***yes***
What does *phone* mean? ***sound***
Do you hear the word *gram* in *phonogram*? ***yes***
What other words do you know that have *gram* in them? ***telegram, pictogram, tangram***
What do you think *gram* means? ***Gram means picture.***

Phonograms are pictures of sounds. All written words in English are made up of phonograms which provide us with clues as to how the word will be pronounced.

Many people have been taught the sounds of the letters. How many letters are in the alphabet? ***twenty-six***

Write *26 letters* on the board:

Do you see a problem? ***There are more sounds than letters.***

To solve this problem, some phonograms (sound pictures) will be written with more than one letter. In English there are two types of phonograms: single-letter phonograms and multi-letter phonograms. In *Essentials*, you will learn the 75 Basic Phonograms that explain 98% of English words.

In addition to phonemes, words are also made up of units of meaning. What are the two units of meaning we discussed in the word phonogram? Phone ***means sound and*** gram ***means picture.***

The units of meaning are called **morphemes**. While the phonograms will provide us with clues about how a word sounds, morphemes provide us with clues to the meaning of the word.

Together, phonograms and morphemes provide powerful clues that help us read and spell.

All

New Phonograms A-Z

Today we will learn the phonograms A to Z. Some of these phonograms will say more than one sound.
I will show you a phonogram and say the sound or sounds. Repeat the sound. Raise your hand if one or more of the sounds is new to you.

Some of the new sounds were probably taught to you as exceptions. That means every word that uses that sound would have been taught as a sight word.

Teach all the sounds of A-Z using the Basic Phonogram Flash Cards.

Teacher Tip

45 Phonemes

The sounds are listed on the "Sound to Spelling" section of the *Phonogram and Spelling Rule Quick Reference*. The sounds *ăf, ĕd, ĕz, gw, ŏf, sē, ŭf,* and *wer* are technically considered two phonemes combined together. The schwa (ə), or unstressed vowel sound, is also not a separate phoneme, since it makes the same sound as short /ŭ/ or /ĭ/.

Teacher Tip

75 Basic Phonograms

Logic of English originally taught 74 Basic Phonograms. In 2017 we began teaching the phonogram ES, /ĕz-z/, plural noun ending and third person singular verb ending.

Teacher Tip

Phonograms

For success in reading and spelling, it is the *sounds* of the phonograms that the students must learn to the point of automaticity.

Teacher Tip

Phonograms

Always refer to phonograms by their sounds. Do NOT call them by the letter names.

When you get to qu, show qu and use the following dialog.

What does this say? */kw/*
How many letters are used to write /kw/? *two*
/kw/ is a multi-letter phonogram. A **multi-letter phonogram** is a phonogram that uses two or more letters to represent a sound.

Only twenty-five of the phonograms are written with one letter. The phonograms written with one letter are called **single-letter phonograms**. There are forty-nine multi-letter phonograms. Are there more single-letter or more multi-letter phonograms in English? *more multi-letter phonograms*

Optional Practice

Multi-Sensory Learning

Provide the student with a set of Phonogram Game Cards. Ask the student to sort them into single-letter and multi-letter phonograms. Count how many of each there are.

All

Phonogram Flash Cards

Practice reading the sounds of A-Z with flash cards.

Teacher Tip

Phonogram Sounds

Sample words for each sound are provided as a teacher reference on the back of the Basic Phonogram Flash Cards.

1.2 All

Exploring Sounds

Consonants & Vowels

What is a vowel? *answers vary*

Commonly people are taught that a vowel is A, E, I, O U, and sometimes Y. However, in English there are 15 vowel sounds and 25 ways to write those sounds! Rather than memorize every vowel, it is much better to learn the definition of a vowel.

Vowels are sounds that are made when our mouths are open. Vowels can be sustained, such as in singing. Vowels can be made louder and softer.

What is a vowel? ***A vowel is a sound that is made with the mouth open and that can be sustained (or sung). It can be made louder and softer.***

Consonants are sounds that are blocked by the lips, teeth, or tongue. Most consonants cannot be sustained or sung. Most consonants cannot be made louder and softer.

What is a consonant? ***A consonant is a sound that is blocked and cannot be sustained (or sung). It cannot be made louder or softer.***

Teacher Tip

Vowels & Consonants

For more information, see *Uncovering the Logic of English*, Chapter 4: "Consonants, Vowels, and Syllables."

Model how to determine whether a phonogram is a vowel or a consonant using 5-10 of the A-Z phonograms. Be sure to test every sound of the phonogram. Be sure to model Y and possibly I, since they have both vowel and consonant sounds. For example:

a */ă-ā-ä/*

Can you sing the first sound /ă/? *yes*
Can you make /ă/ louder and softer? *yes*
Is your mouth open? *yes*
Is /ă/ a vowel or a consonant sound? *vowel*

Can you sing the second sound /ā/? *yes*
Can you make /ā/ louder and softer? *yes*
Is your mouth open? *yes*
Is it a vowel or a consonant sound? *vowel*

Can you sing the third sound /ä/? *yes*
Can you make /ä/ louder and softer? *yes*
Is your mouth open? *yes*
Is it a vowel or a consonant sound? *vowel*

b */b/*

Can you sing /b/? *no*
Can you make /b/ louder and softer? *no*
What is blocking the sound? *my lips*
Is it a consonant or a vowel sound? *consonant*

Teacher Tip

Isolating Sounds

Be sure to isolate the sound /b/. It is not /bŭ/. Some students will try to sing the /ŭ/ sound and then argue it is a vowel.

r */r/*

When you pronounce /r/ be careful to say it as a quick, clipped sound. You may even cut off the sound by pretending your fingers are scissors.

Can you sing /r/? *Answers will vary.*
/r/ is a consonant and it stops. We can think of it as being clipped or cut off. /r/. It is not sustained. /r/. Say /r/. */r/*
What is blocking the sound? *my tongue*
Try to say /r/ fast. */r/*
In Unit 3 we will learn a phonogram that is related but that can be sustained.
Is /r/ a vowel or a consonant? *consonant*

Teacher Tip

R and ER

R is a consonant. It is a sound that is abrupt and clipped. ER is a vowel. It can be sustained. ER will be introduced in Unit 3.

y */y-ĭ-ī-ē/*

Can you sing the first sound /y/? *no*
Can you make /y/ louder and softer? *no*
What is blocking the sound? *my tongue*
Is it a vowel or a consonant sound? *consonant*

Can you sing the second sound /ĭ/? *yes*

Teacher Tip

I and Y

The phonogram I also has three vowel sounds, /ĭ-ī-ē/, and one consonant sound, /y/.

Can you make /ĭ/ louder and softer? *yes*
Is your mouth open? *yes*
Is it a vowel or a consonant sound? *vowel*

Can you sing the third sound /ī/? *yes*
Can you make /ī/ louder and softer? *yes*
Is your mouth open? *yes*
Is it a vowel or a consonant sound? *vowel*

Can you sing the fourth sound /ē/? *yes*
Can you make /ē/ louder and softer? *yes*
Is your mouth open? *yes*
Is it a vowel or a consonant sound? *vowel*

How many consonant sounds does /y-ĭ-ī-ē/ make? *one*
How many vowel sounds does /y-ĭ-ī-ē/ say? *three*

Provide each student with the 26 A-Z cards from a set of Phonogram Game Cards to sort into two stacks: consonants and vowels.

Which phonograms make a vowel sound? *A, E, I, O, U, Y*
Which phonograms are both a consonant and a vowel? *I and Y*

Teacher Tip

/m/ and /n/

A few consonant sounds can be sustained, such as /m/ and /n/. These sounds, however, are clearly blocked and are therefore consonants. They cannot be sustained with the mouth open.

Teacher Tip

Other Vowels

The multi-letter vowels and multi-letter consonants will be introduced in later units.

1.3 All

Spelling Rule

Rule 11: The Phonogram QU

Which multi-letter phonogram did we find in the alphabet? */kw/*
/kw/ is a multi-letter consonant. This also brings us to our first spelling rule: Q always needs a U; therefore, U is not a vowel here.

Why isn't U a vowel in the phonogram /kw/? ***U is not a vowel because it is part of the multi-letter consonant /kw/. /kw/ is a sound that is blocked; it cannot be sustained or made louder.***

Let's say the rule together three times.

Read each of the words as I write them on the board.

quit	*quilt*
quest	*quiz*

From now on, when we find two letters that work together as one phonogram, we will underline them. This is to help us remember the letters are working together. Q and U work together to say /kw/.

quit	*quilt*
quest	*quiz*

Spelling Rule 11

Q always needs a U; therefore, U is not a vowel here.

Teacher Tip

Letter Names

We do use letter names when we talk about specific letters in the spelling rules.

Optional Practice

Spelling Rule 11

- Create a poster to illustrate Spelling Rule 11.
- Ask the students to teach the rule to someone else.

Part 2 Building Words

1.4 All Review

- **Phonogram Game:** **Phonogram Dragon**

  Set Up: Shuffle together the 26 A-Z phonograms from two sets of Phonogram Game Cards plus 1 *Dragon* card (53 cards). Deal out all the cards to the players (2-4 players per game). Some players may have one more or one less card than others. Players should hold their cards in a fan in their hand.

  How to Play: Players look through their hand and lay down any matches. As they lay down a match, they must read the sounds. To begin play, the first player draws one card from the player of his choice. If the card he draws matches one in his hand, he reads the sound(s), lays the match down, and takes another turn. If a match is not found, the player adds the new card to his hand. Play then moves to the next player on his left. In a two-player game, no more than three cards may be drawn per turn. Play ends when someone lays down all his cards. The player left holding the Dragon card loses.

- **Exploring Sounds:** **1.4 Consonants and Vowels – page 1**

  Open your workbook to page 1. Sort the phonograms into consonants and vowels.

Materials

2 decks of Phonogram Game Cards & *Dragon* Card
Spelling Analysis Card
Spelling Rule Flash Cards 1 & 2

Teacher Tip

Workbook Icon

The green book in the margin signifies an exercise in the Essentials Student Workbook. See "Symbols" on page 10 for a key to the symbols used in this book.

1.5 All Introduction to Spelling Analysis

Single-Letter and Multi-Letter Phonograms

Provide the student with a set of A-Z Phonogram Game Cards.

Sort the phonograms into two piles. In the first pile, place all the single-letter phonograms. In the second pile, place all the multi-letter phonograms.

The students should place qu in the second pile and the rest of the phonograms in the first pile.

Today we will learn a process called Spelling Analysis. During Spelling Analysis we will discover how phonograms work together to spell words. This is not a typical spelling list or spelling test where you try to memorize how to spell a word by how it looks or by memorizing the letter names. Rather, it is a chance to discover why words are spelled and read the way they are. This will help you to develop the skills to spell any word.

During this process, I will teach you how to spell each word. But I will not tell you how to spell it using letter names. You will also need to

Teacher Tip

Spelling Analysis

A more detailed guide to teaching Spelling Analysis is provided in the Introduction, pages 20-36.

use your knowledge of segmenting words, the phonograms, and eventually the spelling rules in order to spell each word.

Finger Spelling

As you segment a word, I will give you hints about the spelling. One hint that I will give you is that I will hold up one finger for each single-letter phonogram, and if a sound is spelled with a multi-letter phonogram I will hold up the same number of fingers as there are letters to spell that phonogram.

If you are sounding out a word with the phonogram /kw/ how many fingers will I hold up? ***two***
If you are sounding out a word with the phonogram /m/, how many fingers will I hold up? ***one***

Let's try two words. Sound out the word mat. ***/m-ă-t/***
Hold up one finger for each sound as the student sounds out *mat*.

Now sound out the word quit. ***/kw-ĭ-t/***
Hold up two fingers for /kw/ and one finger for each of the other sounds as the student sounds out *quit*.

Spelling Hints

Find the phonograms /k/ and /k-s/ and show them to me. ***The student shows*** k ***and*** c**.**
What do you notice about these phonograms? ***They both say /k/.***
If you are spelling a word that uses one of these phonograms, I will need to give you a hint about which one to use. I will do this by pointing to my finger and repeating the phonogram sound(s) and hints for the phonogram you should use.

For example, let's try the word *kid*.

Hold up one finger for each sound in *kid*. After the student says /k/, point to that finger and say, "Use tall /k/."

Sound it out. ***/k-ĭ-d/*** Use tall /k/.
Why do you think I called it tall /k/? ***It is taller than /k-s/.***

Hold up one finger for each sound in *cat*. After the student says /k/, point to that finger and say, "Use /k-s/."

Now sound out cat. ***/k-ă-t/*** Use /k-s/.
Using your *Phonogram Game Cards*, find other pairs of phonograms that I will need to provide a hint about how to spell, because they share a sound.
i ***and*** y ***both say /ĭ-ī-ē-y/.***

i, y, and e all say /ē/.
o and u both say /ö/.
g and j both say /j/.
s and c both say /s/.
s, x, and z all say /z/.

When you hear one of these sounds that have multiple options for spelling, I will tell you which phonogram to use. I will say the sound and then the hints for a phonogram. Show me the correct phonogram.

If a word includes the sound /ē/ and I say, "Use /ĭ-ī-ē-y/," which phonogram would you use? i

If a word includes the sound /ö/ and I say, "Use /ŏ-ō-ö/," which phonogram should you use? o

If a word includes the sound /j/ and I say, "Use /g-j/," which phonogram should you use? g

If a word includes the sound /y/ and I say, "Use /y-ĭ-ī-ē/," which phonogram should you use? y

If a word includes the sound /k/ and I say, "Use tall /k/," which phonogram should you use? k

Phonograms with Multiple Sounds

Find all the phonograms that say more than one sound. Set aside the phonograms that make only one sound.

The students find: a c e g i o s u x y.

Read the first sound of each of these phonograms.

The first sound is the most common sound.

What is a vowel sound? ***A vowel sound is produced with the mouth open, it can be sung, and it can be made louder and softer.***

How many of these phonograms make a vowel sound? ***six***

In future units we will learn rules that explain when the vowels say each of their sounds.

Set aside the phonograms that make a vowel sound.

Which phonograms that make more than one sound say only consonant sounds? c g s x

Show me the phonogram /k-s/. c

This phonogram has a rule that explains when it says each of its sounds. The rule is: C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

We will learn more about this rule in Unit 15. What is most important to know now is that /k/ is the most common sound and there is a rule that will tell us when C says /s/.

Spelling Rule 1

C **always** softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

Show me the phonogram /g-j/. g
This phonogram also has a rule that explains when it says each of its sounds. The rule is: G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.
Once again we will learn more about this rule in Unit 15.
However, which sound of /g-j/ will be the most common? */g/*
Why? *It is the first sound.*
Which two phonograms are left? */s-z/ and /ks-z/*
Some phonograms, like s and x, do not have a rule that explains when each of the sounds is made. Whether or not we have a rule to say which, knowing the different sounds a phonogram makes enables us to explain the spelling and pronunciation of each word.

Spelling Analysis Tips for the Teacher: One-Syllable Words

When teaching Spelling List 1.A you will use the steps listed on the "One-Syllable Words" side of the *Spelling Analysis Quick Reference*. The steps are also show below:

One-Syllable Words
Spelling Analysis
Quick Reference



1. Say the **word**. **Key: Teacher Student**
2. Read the **sentence**. Repeat the word.
3. 3 Steps 3 and 4 are used only for multi-syllable words and
4. 4 one-syllable words that include say-to-spell tips.
5. The students **say the word**.
6. 6 While the students **segment** the word, **finger spell** and **cue** which phonogram to use if there are multiple options.
7. The students **write the word**, sounding it out as they write.
8. 8 **Help me write it**. Write the word as the students **segment** it aloud.
9. 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.
10. The students sound out the word and **read it**.

Spelling Rule 2
G **may** soften to /j/ **only** when followed by E, I, or Y. Otherwise, G says /g/.

Teacher Tip

Spelling Rules 1 & 2
Spelling Rules 1 and 2 are included in the Analyze hints each time a spelling word uses a C or a G. Repeating the rules will help prepare students for Unit 15.

Teacher Tip

Spelling Analysis
The steps for Spelling Analysis are recorded on the Spelling Analysis Quick Reference card – a very useful Logic of English tool! Keep it in your Teacher's Guide as a bookmark!
For a detailed example see: "Spelling Analysis with One-Syllable Words" on page 20 in this Teacher's Guide.

Teacher Tip

Spelling List A B or C?
For guidance on which level will be the best fit for your student, see "Where to Start" on page 44.

Spelling Analysis

Spelling List 1 – page 2 Open your workbook to page 2.

A

Tips for List 1.A

Words Ending in NK

Some students substitute the NG phonogram for words ending in the sounds /n-k/. For example, these students will spell *pink* p-i-ng-k. If you say the words aloud, it is easy to understand their confusion.

First, affirm the students' thinking and tell them that it makes sense to you. Then explain that when the /n/ and /k/ sounds blend together they make a bit of the nasal sound like the phonogram NG, which they will learn in Unit 2. However, there are not any words in English spelled NGK or NGC. Rather, whenever they hear /n/ or /ng/ followed by the sound /k/ it will be spelled with an N followed by a K.

Model sounding out the words, pronouncing each of the sounds carefully. /p-ĭ-n-k/ Then practice spelling other words that end in the sounds /n-k/. *bank, drank, sank, ink, blink, link, rink, sink, stink, think, bonk, honk, hunk, plunk, skunk, spunk, trunk.*

/ĭ/ /ĕ/ /ē/

Some students mix up the spelling of these sounds and struggle to hear them clearly in words. The sounds /ĭ/ and /ē/ are closely related. Say each sound and feel the position of your mouth. Notice that /ĭ/ is more relaxed and /ē/ is more tense. There is a range of sounds between these two. Because they are closely related, some dialects shift the pronunciation of /ĭ/ or /ē/ closer to the other sound in some words. For example some dialects say *pĭnk* as *pēnk*.

Next, say /ĕ/ and /ĭ/ and feel the position of your mouth. /ĕ/ is more forward and relaxed. /ĭ/ is further back and more tense. Some dialects merge these sounds, saying *tĕn* as *tĭn*.

If your student's dialect merges sounds, direct the student to "say-to-spell" the word by clearly articulating the vowel. Feeling the position of his/her own mouth can help the student produce the sound clearly. The goal of say-to-spell is not to change the students' everyday pronunciation but to help them develop a more accurate auditory "picture" of the word.

Spelling Analysis — **List 1.A**

	1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment…	6 … Finger Spell & Cue	7 Write
1.	**map**	Point to Los Angeles on the map.	1	măp	***/măp/***	***/m-a-p/***		

8 8 Write Segment	9 9 Analyze	10 Read
map	All first sounds.	

Vocabulary	Part of Speech	Plural / Past Tense
	N, V	maps, mapped

2.	**dog**	The dog loves to play fetch.	1	dŏg	***/dŏg/***	***/d-o-g/***	
	dog	All first sounds. [2]G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
					N		dogs
3.	**hat**	Dad forgot his hat on the beach.	1	hăt	***/hăt/***	***/h-a-t/***	
	hat	All first sounds.					
					N		hats
4.	**fast**	Jackson ran fast.	1	făst	***/făst/***	***/f-a-s-t/***	Use /s-z/.
	fast	All first sounds.					
					Adj, Adv, N, V		fasts, fasted
5.	**bed**	The hotel has a queen size bed.	1	bĕd	***/bĕd/***	***/b-e-d/***	
	bed	All first sounds.					
					N, V		beds, bedded
6.	**hand**	Jules raised her hand.	1	hănd	***/hănd/***	***/h-a-n-d/***	
	hand	All first sounds.					
					N, V		hands, handed
7.	**bag**	The bag is red.	1	băg	***/băg/***	***/b-a-g/***	
	bag	All first sounds. [2]G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
					N, V		bags, bagged
8.	**pink**	The pink flower is beautiful!	1	pĭnk	***/pĭnk/***	***/p-i-n-k/***	Use /ĭ-ī-ē-y/. Use tall /k/.
	pink	All first sounds.					
					Adj		
9.	**cat**	That is a funny cat!	1	kăt	***/kăt/***	***/c-a-t/***	Use /k-s/.
	cat	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
					N		cats
10.	**leg**	His leg is broken.	1	lĕg	***/lĕg/***	***/l-e-g/***	
	leg	All first sounds. [2]G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
					N		legs

11.	**bad**	That is a bad apple.	1	băd	***/băd/***	***/b-a-d/***	
	bad	All first sounds.					
					Adj		
12.	**soft**	The cat likes the soft blanket.	1	sŏft	***/sŏft/***	***/s-o-f-t/***	Use /s-z/.
	soft	All first sounds.					
					Adj		
13.	**bat**	The bat is next to the ball.	1	băt	***/băt/***	***/b-a-t/***	
	bat	All first sounds.					
					N, V		bats, batted
14.	**quilt**	I folded the quilt.	1	kwĭlt	***/kwĭlt/***	***/qu-i-l-t/***	Use /ĭ-ī-ē-y/.
	quilt	Underline the /kw/. [11] Q always needs a U; therefore, U is not a vowel here.					
					N, V		quilts, quilted
15.	**last**	The last piece is missing.	1	lăst	***/lăst/***	***/l-a-s-t/***	Use /s-z/.
	last	All first sounds.					
					Adj, Adv, V, N		lasts, lasted

Spelling Analysis Tips Levels B & C

When teaching Spelling List 1.B or 1.C you will use the steps listed on the "Multi-Syllable Words" side of the *Spelling Analysis Quick Reference*. The steps are also show below:

Multi-Syllable Words

Spelling Analysis

Quick Reference



1 Say the **word**. **Key: Teacher Student**

2 Read the **sentence**. Repeat the word.

3 3 **How many syllables**? The students **count the syllables**. Hum the word or feel under the chin.

4 4 **Say-to-spell**. Pause for syllable breaks and carefully enunciate each syllable as written in the Say-to-Spell column. The students repeat the **say-to-spell**.

5 The students **say the first syllable**.

6 6 While the students **segment** the first syllable, **finger spell** and **cue** which phonogram to use if there are multiple options.

Repeat steps 5 and 6 with any additional syllables.

7 The students **write the word**, leaving a space between the syllables, and sounding it out as they write.

8 8 **Help me write it**. Write the word as the students **segment** it aloud.

9 9 **How do we mark it?** While the students **analyze** the spelling, mark the word on the board. The students also mark the word in their books.

10 The students sound out the word and **read it**.

Teacher Tip

Spelling Analysis

The steps for Spelling Analysis are recorded on the Spelling Analysis Quick Reference card – a very useful Logic of English tool! Keep it in your Teacher's Guide as a bookmark!

For a detailed example see: "Spelling Analysis with Multi-Syllable Words" on page 29.

B

Tips for List 1.B

Words Ending in NK

See "Tips for List 1.A" on page 102 in this Teacher's Guide.

Schwa

Level B includes some schwa sounds. Teachers have the option of introducing students to schwa using Exploring Sounds: Schwa – page 195 (Unit 4) before teaching this section. However, you may also teach these words before teaching schwa, using say-to-spell to help students create an auditory picture of the word.

Say-to-Spell

During spelling analysis, it is important to say-to-spell sounds that are omitted, pronounced as schwa, or distorted in certain dialects. Articulate these sounds clearly in steps 4 and 5 to aid students in creating an auditory picture of the word for the purpose of spelling. This is called "say-to-spell" because we are saying the word in a way that helps us spell the word correctly. The sounds requiring say-to-spell are highlighted in red in the spelling chart and should be pronounced as written, not as the word is commonly pronounced. For more information, see *Uncovering the Logic of English* p. 124-125.

Double Consonants

When a word includes a double consonant, articulate both consonants during spelling analysis.

Spelling Analysis — List 1.B

	1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment…	… 6 Finger Spell & Cue	7 Write
1.	**skunk**	There is a skunk near the log.	1	skŭnk	***/skŭnk/***	***/s-k-u-n-k/***	Use /s-z/. Use tall /k/. Use tall /k/.	
	8 8 Write Segment	9 9 Analyze						10 Read
	skunk	All first sounds.						
		Vocabulary			Part of Speech		Plural / Past Tense	
					N, V		skunks, skunked	
2.	**piglet**	The piglet has big ears.	2	pĭg lĕt	***/pĭg/*** ***/lĕt/***	***/p-i-g/*** ***/l-e-t/***	Use /ĭ-ī-ē-y/.	
	pig let	[2] G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Say-to-spell /ĕ/. [31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.						
					N		piglets	
3.	**kitten**	The kitten climbed into the tree.	2	kĭt tĕn	***/kĭt/*** ***/tĕn/***	***/k-i-t/*** ***/t-e-n/***	Use tall /k/. Use /ĭ-ī-ē-y/.	
	kit ten	[31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.						
					N		kittens	

4.	**rabbit**	The rabbit hopped across the field.	2	răb bĭt	***/răb/*** ***/bĭt/***	***/r-a-b/*** ***/b-i-t/***	Use /ĭ-ī-ē-y/.
	rab bit	All first sounds.					
					N		rabbits
5.	**mitten**	The mitten is hanging on the line.	2	mĭt tĕn	***/mĭt/*** ***/tĕn/***	***/m-i-t/*** ***/t-e-n/***	Use /ĭ-ī-ē-y/.
	mit ten	[31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.					
					N		mittens
6.	**pumpkin**	Mom made pumpkin soup.	2	pŭmp kĭn	***/pŭmp/*** ***/kĭn/***	***/p-u-m-p/*** ***/k-i-n/***	Use tall /k/. Use /ĭ-ī-ē-y/.
	pump kin	All first sounds.					
					N		pumpkins
7.	**canyon**	The Grand Canyon is beautiful.	2	kăn yŏn	***/kăn/*** ***/yŏn/***	***/c-a-n/*** ***/y-o-n/***	Use /k-s/. Use /y-ĭ-ī-ē/.
	can yon	[1] C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Say-to-spell /ŏ/. [31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.					
					N		canyons
8.	**banquet**	The tables are set for the banquet.	2	băn kwĕt	***/băn/*** ***/kwĕt/***	***/b-a-n/*** ***/qu-e-t/***	
	ban quet	Underline the /kw/. [11] Q always needs a U; therefore, U is not a vowel here.					
					N, V		banquets, banqueted
9.	**splendid**	The fireworks display was splendid.	2	splĕn dĭd	***/splĕn/*** ***/dĭd/***	***/s-p-l-e-n/*** ***/d-i-d/***	Use /s-z/. Use /ĭ-ī-ē-y/.
	splen did	All first sounds.					
					Adj		
10.	**grand**	What a grand room!	1	grănd	***/grănd/***	***/g-r-a-n-d/***	
	grand	[2] G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.					
					Adj		
11.	**drab**	The landscape is drab.	1	drăb	***/drăb/***	***/d-r-a-b/***	
	drab	All first sounds.					
					Adj		

12.	**timid**	The timid turtle poked its head out of its shell.	2	tĭm ĭd	***/tĭm/*** ***/ĭd/***	***/t-i-m/*** ***/i-d/***	Use /ĭ-ī-ē-y/. Use /ĭ-ī-ē-y/.
	tim id	All first sounds.					
					Adj		
13.	**vast**	The Pacific Ocean is vast.	1	văst	***/văst/***	***/v-a-s-t/***	Use /s-z/.
	vast	All first sounds.					
					Adj		
14.	**velvet**	The pillow is made of velvet.	2	vĕl vĕt	***/vĕl/*** ***/vĕt/***	***/v-e-l/*** ***/v-e-t/***	
	vel vet	31.1 Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.					
					N, Adj		velvets
15.	**damp**	The floor around the mop bucket is damp.	1	dămp	***/dămp/***	***/d-a-m-p/***	
	damp	All first sounds.					
					Adj, N		

C

Tips for List 1.C

See "Tips for List 1.B" on page 106 in this Teacher's Guide.

content

This list teaches the noun *content*, with the stress on the first syllable, meaning *something that is contained*. The adjective *content* is spelled the same way, but is pronounced with the emphasis on the second syllable.

Spelling Analysis — List 1.C

	1 Word	2 Sentence	3 # Syllables	4 4 Say-to-Spell	5 Say syllable	6 Segment…	6 … Finger Spell & Cue	7 Write
1.	**contest**	The kids are having a running contest.	2	kŏn tĕst	***/kŏn/***	***/c-o-n/***	Use /k-s/.	
					/tĕst/	***/t-e-s-t/***	Use /s-z/.	
	8 8 Write Segment	9 9 Analyze						10 Read
	con test	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
		Vocabulary			Part of Speech		Plural / Past Tense	
		con- with, together, completely **test** witness, testify			N, V		contests, contested	
2.	**conflict**	The two men are having a conflict.	2	kŏn flĭkt	***/kŏn/***	***/c-o-n/***	Use /k-s/.	
					/flĭkt/	***/f-l-i-c-t/***	Use /ĭ-ī-ē-y/. Use /k-s/.	
	con flict	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
		con- with, together, completely **flict** to strike			N, V		conflicts, conflicted	
3.	**content**	Which content is most important to include on the website?	2	kŏn tĕnt	***/kŏn/***	***/c-o-n/***	Use /k-s/.	
					/tĕnt/	***/t-e-n-t/***		
	con tent	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
		con- with, together, completely **tent** to hold			N		contents	
4.	**contract**	The woman is signing a contract.	2	kŏn trăkt	***/kŏn/***	***/c-o-n/***	Use /k-s/.	
					/trăkt/	***/t-r-a-c-t/***	Use /k-s/.	
	con tract	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
		con- with, together, completely **tract** to pull			N, V		contracts, contracted	
5.	**abstract**	This is an example of an abstract painting.	2	ăb străkt	***/ăb/***	***/a-b/***		
					/străkt/	***/s-t-r-a-c-t/***	Use /s-z/. Use /k-s/.	
	ab stract	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.						
		abs- from **tract** to pull			Adj, N, V		abstracts, abstracted	

6.	**consistent**	Haley is a consistent player in every game.	3	kŏn sĭs tĕnt	***/kŏn/***	***/c-o-n/***	Use /k-s/.
					/sĭs/	***/s-i-s/***	Use /s-z/. Use /ĭ-ī-ē-y/. Use /s-z/.
					/tĕnt/	***/t-e-n-t/***	
	con sis tent	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Say-to-spell /ŏ/. Say-to-spell /ĕ/. [31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.					
		con- with, together, completely **sist** to stand **-ent** noun & adjective suffix; characterized by			Adj		
7.	**insistent**	Her parents are insistent.	3	ĭn sĭs tĕnt	***/ĭn/***	***/i-n/***	Use /ĭ-ī-ē-y/.
					/sĭs/	***/s-i-s/***	Use /s-z/. Use /ĭ-ī-ē-y/. Use /s-z/.
					/tĕnt/	***/t-e-n-t/***	
	in sis tent	[31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word.					
		in- in **sist** to stand **-ent** noun & adjective suffix; characterized by			Adj		
8.	**compact**	The roller will compact the ground.	2	kŏm păkt	***/kŏm/***	***/c-o-m/***	Use /k-s/.
					/păkt/	***/p-a-c-t/***	Use /k-s/.
	com pact	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. [31.1] Any vowel may say one of the schwa sounds, /ŭ/ or /ĭ/, in an unstressed syllable or unstressed word. [1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
		com- with, together, completely **pact** to press			Adj, V, N		compacts, compacted
9.	**complex**	Cars have complex engines.	2	kŏm plĕks	***/kŏm/***	***/c-o-m/***	Use /k-s/.
					/plĕks/	***/p-l-e-x/***	
	com plex	All first sounds.					
		com- with, together, completely **plex** parts, to entwine			Adj, N		complexes
10.	**rustic**	The barn is rustic.	2	rŭs tĭk	***/rŭs/***	***/r-u-s/***	Use /s-z/.
					/tĭk/	***/t-i-c/***	Use /ĭ-ī-ē-y/. Use /k-s/.
	rus tic	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
		-ic adjective, noun, & verb suffix			Adj		
11.	**tranquil**	The mountains overlook a tranquil lake.	2	trăn kwĭl	***/trăn/***	***/t-r-a-n/***	
					/kwĭl/	***/qu-i-l/***	Use /ĭ-ī-ē-y/.
	tran quil	Underline the /kw/. [11]Q always needs a U; therefore, U is not a vowel here.					
					Adj		

12.	**cabin**	The cabin is in the woods.	2	kăb ĭn	***/kăb/***	***/c-a-b/***	Use /k-s/.
					/ĭn/	***/i-n/***	Use /ĭ-ī-ē-y/.
	cab in	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
					N		cabins
13.	**dentist**	Dr. Jones is my favorite dentist.	2	dĕn tĭst	***/dĕn/***	***/d-e-n/***	
					/tĭst/	***/t-i-s-t/***	Use /ĭ-ī-ē-y/. Use /s-z/.
	den tist	All first sounds.					
		dent tooth **-ist** noun suffix			N		dentists
14.	**district**	The financial district has tall buildings.	2	dĭs trĭkt	***/dĭs/***	***/d-i-s/***	Use /ĭ-ī-ē-y/. Use /s-z/.
					/trĭkt/	***/t-r-i-c-t/***	Use /ĭ-ī-ē-y/. Use /k-s/.
	dis trict	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
					N		districts
15.	**public**	We will ride public transportation to the store.	2	pŭb lĭk	***/pŭb/***	***/p-u-b/***	
					/lĭk/	***/l-i-c/***	Use /ĭ-ī-ē-y/. Use /k-s/.
	pub lic	[1]C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
		publ people **-ic** adjective, noun, & verb suffix			Adj, N		public

Part 3 Words in Context

1.6 All

Review

- **Phonograms:** Dictate the phonogram sounds while students write the phonograms in a notebook.

1.	y	/y-ĭ-ī-ē/	14.	f	/f/
2.	a	/ă-ā-ä/	15.	v	/v/
3.	h	/h/	16.	p	/p/
4.	t	/t/	17.	g	/g-j/
5.	z	/z/	18.	e	/ĕ-ē/
6.	c	/k-s/	19.	s	/s-z/
7.	m	/m/	20.	n	/n/
8.	o	/ŏ-ō-ö/	21.	b	/b/
9.	u	/ŭ-ū-ö-ü/	22.	j	/j/
10.	i	/ĭ-ī-ē-y/	23.	d	/d/
11.	w	/w/	24.	k	/k/
12.	x	/ks-z/	25.	l	/l/
13.	r	/r/	26.	qu	/kw/

- **Spelling Rules:** Review Spelling Rule Card 11.
- **Spelling Game:** **Spelling Snap**
  Set Up: Write each of the spelling words on index cards for each student. Write the word *Snap* on two index cards per student. Each student needs a notebook and pencil.

  How to Play: Place the spelling word cards in a pile face down in front of each student. Set a timer for an agreed amount of time from 1-3 minutes. When the teacher says "go," the students flip a spelling word card, read it, write it, and flip another, until the timer runs out. When a *Snap* card is drawn, all the cards go back on the bottom of the pile and the student begins again. Stop when the timer rings. Students receive 2 points for each word spelled correctly and 1 point for each card face up. The student with the most points wins.

1.7 All

Grammar

Nouns

Today we will learn about nouns.
What is a noun?
A **noun** is the name of a person, place, thing, or idea.
Let's say the definition together. ***A noun is the name of a person, place, thing, or idea.***

Materials

Student notebook
Spelling Rule Flash Cards 11, 21
Timer
Grammar Flash Cards 1, 1.1, 1.2
Red colored pencil
Index cards

Optional Practice

Phonograms

While correcting the phonogram practice, ask the students to read back the phonogram sounds as you write the correct answers on the board.

Optional Practice

Spelling Cards

Dictate the words in Spelling List 1 as the students write them on index cards. Provide spelling cues as needed. Save the cards for future activities.

Teacher Tip

Grammar Cards

Read the Grammar Flash Cards aloud for the students; they should not be required to read them independently.

Grammar Flash Card
1 Noun
A *noun* is the name of a person, place, thing, or idea.

What are some words for people? ***teacher, student, firefighter…***
These are all nouns.
What are some words for places? ***park, store, school, museum…***
These are also all nouns.
What are some words for things? ***desk, chair, paper, books…***
Ideas are abstract. Examples of idea nouns are love, peace, and time.

Spelling List 1 – page 2 In the Part of Speech column on your Spelling List page, write a red N next to each word that is a noun.

Guide students to read each word, think about how they use it, and identify whether it is used as a noun. The goal is to become comfortable thinking about the jobs words are doing and to note the common ones; it is not necessary to find all the parts of speech that a word can be. Words that students are not expected to identify as nouns are in parentheses.

Nouns

A map, dog, hat, bed, hand, bag, cat, leg, bat, quilt, (last)

B skunk, piglet, kitten, rabbit, mitten, pumpkin, canyon, banquet, velvet, (damp)

C contest, conflict, content, contract, (abstract), (compact), (complex), cabin, dentist, district, (public)

All

Plurals

What is a singular noun?
What word do you know that sounds like *singular*? ***single***
What does *single* mean? ***one***
A **singular noun** refers to only one person, place, thing, or idea.

What is a plural noun?
A **plural noun** refers to more than one person, place, thing or idea.

One way to identify if a word is a noun is to ask: "Can I count it?"
For example: Can you count hats? ***Yes, one hat, two hats, three hats…***
Can you count teachers? ***Yes, one teacher, two teachers…***
Can you count ideas? ***Yes, one idea, two ideas, three ideas…***

How does a singular noun change when it becomes plural?

hat	hat**s**	dog	dog**s**
map	map**s**	bed	bed**s**

We add a /s/ or /z/ sound.

Optional Practice

Nouns

- Read each spelling word. Find all the nouns. Decide if each noun is a person, place, thing, or idea.
- Draw a picture of each noun in Spelling List 1.
- Ask one student to name a noun in the room. Ask a second student to find the noun.

Teacher Tip

Words in Parentheses

English words often have multiple usages, some that are common and some that are more rare. It is not necessary to identify all the parts of speech that a word can be, only the common ones. Usages that students are not expected to identify will be in parentheses. For example, the word *last* can be used as a noun (as in *This is the last of the pens*), though it is more commonly used as an adjective.

Grammar Flash Card 1.1 Singular Noun

A *singular noun* refers to only one person, place, thing, or idea.

Grammar Flash Card 1.2 Plural Noun

A *plural noun* refers to more than one person, place, thing or idea.

Which phonogram says /s/ and /z/? ***S***

s

Place your hand on your throat as you say /s/ and /z/. Feel the shape of you mouth. How are these sounds the same? ***The position of my mouth is the same for /s/ and /z/.***
Can you feel your throat vibrate for one of the sounds?
Why do they sound different? ***With /s/ my voice box is off. With /z/ my voice box is on.***
These are a voiced and unvoiced pair.

hat

What is the last sound in *hat*? ***/t/***
Place your hand on your throat and say /t/. Is /t/ voiced or unvoiced? ***unvoiced***

hats

Say *hats*. Is the S voiced or unvoiced? ***unvoiced***
Try to say *hatz*. Is it difficult to say? ***yes***
Why do we use the unvoiced /s/ to make the plural form of *hat*, hats? ***Because the /s/ is after an unvoiced /t/.***

dog

Compare this to *dog*.
What is the last sound in *dog*? ***/g/***
Is /g/ voiced or unvoiced? ***voiced***

dogs

Say *dogs*. Is the S voiced or unvoiced? ***voiced***
Why? ***The /g/ is voiced; therefore, it is easier to say the voiced /z/.***

The S is a morpheme that means more than one. But how the S sounds depends upon the sound that is before it. This is an example of why phonograms in English may have more than one sound.

Point to *hats*.

How many phonograms, or units of sound, are in the word *hats*? ***four***
How many morphemes, or units of meaning? ***two***
What are the morphemes? ***hat and S to make it plural***

Point to *dog*.

How many morphemes in *dog*? ***one***

Point to *dogs*.

Teacher Tip

Voiced and Unvoiced

To learn more about voiced and unvoiced sounds, see the phonemic awareness activity in Pre-Lesson A on pages 49-51.

Challenge

Plural

Ask the students to think of other words with the morpheme *plural*: pluralistic, pluralism, plurality. Discuss how the morpheme *plural* refers to more than one.

How many morphemes in *dogs*? ***two***
What are the morphemes? ***dog and S to make it plural***

I will write a word on the board. Tell me if the S is saying its voiced or unvoiced sound and why.

bugs ***voiced /z/. /g/ is voiced.***

mops ***unvoiced /s/. /p/ is unvoiced.***

fans ***voiced /z/. /n/ is voiced.***

bats ***unvoiced /s/. /t/ is unvoiced.***

Read Spelling Rule Card 21 to the students. Ask the students to recite it three times.

To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.

Read your spelling words and then repeat each noun as a plural.

As the students say the words, write the plurals on the board with the S in a different color.

Spelling Rule 21

To make a noun plural, add the ending -S, unless the word hisses or changes; then add -ES. Some nouns have no change or an irregular spelling.

A

map *maps* ...
dog *dogs*

B

skunk *skunks* ...
piglet *piglets*

C

contest *contests* ...
conflict *conflicts*

Teacher Tip

Plurals

Practice the plurals using the spelling list level that your students are using.

Spelling List 1 – page 2 Write the plural form of each noun next to the spelling word in List 1.

Plural Nouns

A maps, dogs, hats, beds, hands, bags, cats, legs, bats, quilts, (lasts)

B skunks, piglets, kittens, rabbits, mittens, pumpkins, canyons, banquets, velvets, (damps)

Teacher Tip

Level C complexes

Complex ends in a sound that hisses: /ks/. Spelling Rule 21 says to add -ES to make the word plural because it hisses: *complexes*. We will explore this concept in Unit 4, Part 3.

C contests, conflicts, contents, contracts, (abstracts), (compacts), (complexes), cabins, dentists, districts, (publics)

A **1.7A Plurals Practice – page 3** Look at each picture. Write each noun as a singular or plural, matching the picture.

1.8

Dictation

About Dictation

Dictation is a stepping stone to independent writing and a more challenging way to practice spelling words. When students recall a phrase, repeat it to themselves, and write it, they are using the same skills they would use to write their own sentences—holding an idea in their minds and writing it down—without having to compose an original idea.

Instructions for Dictation

Read the phrase. Ask the students to repeat it aloud, then write it in a notebook.

To correct dictation exercises, have students read the phrases or sentences back to you, giving you hints about how to spell the words correctly ("Last - use /s-z/ - map"). Struggling readers may benefit from sounding out each word as you write: "/b-ă-d l-ĕ-g/." Write the words on the board as students read them. Ask students to correct any errors in their answers. Discuss any questions they have about the spelling.

A

1. bad leg
2. last map

B

1. vast canyons
2. timid skunk

C

1. tranquil cabin
2. insistent dentist

Teacher Tip

Dictation

If a student struggles with a word, you may provide support by finger spelling or providing a verbal cue, as you did during Spelling Analysis. Or simply let the students make an attempt and then correct any errors together. Attempting to remember the spelling of a word while writing dictation phrases provides valuable spelling practice.

Part 4 Words in Action

1.9 All

Review

- **Phonograms:** **1.9 Phonogram Blitz – page 4**
  Choose sixteen of the A-Z Phonogram Flash Cards to practice. Read the phonograms in a random order. The students choose a square and write the phonogram on the Phonogram Blitz board. Once all the squares are filled, mix up the Phonogram Flash Cards. Read the phonograms a second time as quickly as possible while students search their boards and cover the phonogram that was called. Students shout out "Blitz!" when they have four in a row covered.
- **Grammar:** Identify each of the nouns in the spelling list. Write the plural form using Phonogram Game Tiles.

1.10

Vocabulary

C

Vocabulary Level C

prefix, root, suffix

What is a morpheme? *A morpheme is a unit of meaning.*
The three types of morphemes are written in your workbook. Read them to me.

1.10C-1 Prefix, Root, and Suffix – page 5

prefix root suffix

Circle the word *root*. What is the root of a plant? What do the roots do? *The roots provide water and nutrition to the rest of the plant.*
In the same way, the **root** is the part of the word that provides the core meaning to a word. The root of a word is the main morpheme without anything else attached to it.

We will use the words *prefix* and *suffix* as an example.

What does *fix* mean? *to repair something*
Fix has more than one meaning. I will use *fix* in two sentences. Tell me what it means in the context of the sentences. He will fix a hook to the shelf. She fixed a stamp to the envelope. *Fix means to attach.*

Do you see the root *fix* in the words *prefix* and *suffix*? *yes*
Highlight the root *fix* with yellow.
In these words, the root *fix* means to attach.

Materials

Basic Phonogram Flash Cards
Pennies to cover the Blitz squares
Phonogram Game Tiles
Orange and yellow highlighters
Scissors
Wastepaper basket
Student notebook

Level C

Morpheme Flash Cards

con-	pact	tract
flict	tent	plex
sist	ab-	

Teacher Tip

Vocabulary Levels A B

Levels A and B will start vocabulary in Unit 2.

In the word *prefix*, what is attached before the root *fix*? ***pre-***
What are some words that begin with *pre-*? ***precook, preheat, preview, prepare, prehistoric…***
Pre- means before. What does *pre-* mean? ***before***
Highlight the prefix *pre-* with orange.
What is the literal meaning of *prefix*? ***to attach before***

A **prefix** is a morpheme that is attached before a root. It is made up of one or more phonograms. Prefixes change the meaning of the word.

Suf- means below or after.
Highlight the prefix *suf-* with orange.
What is the literal meaning of *suffix*? ***to attach after***

A **suffix** is a morpheme that is attached after a root. It is made up of one or more phonograms.

Write the definitions of prefix and suffix on the lines.

Prefixes, roots, and suffixes provide clues to the meaning of a word. Prefixes are added to the beginning before the roots. Roots are the main part of the word. Suffixes are added to the end.

Spelling List 1 – page 2

Look at Spelling List 1. Do you notice any patterns at the beginning of the words that might suggest the words begin with the same prefix? ***Five words begin with the prefix con-. Two words begin with the prefix com-.***

con- com-

Con- and *com-* are Latin prefixes. They are also related. Do you know what *con-* and *com-* mean? *Con-* and *com-* are Latin prefixes which mean *with, together,* or *completely*.

Show the Morpheme Card con-.

Many of the Latin prefixes have more than one spelling. That is because in Latin they thought carefully about how words would really be pronounced. For example: try to say *conpact* with an /n/ sound. Feel how your mouth forms each sound. ***/konpakt/***

Now say *conpakt* over and over and more and more quickly. What happens? ***The /n/ changes to /m/.***

What does your mouth do when you say /p/? ***My lips press together.***
How is the sound /n/ produced? ***The tongue presses against the***

Teacher Tip

Vocabulary Level C

The words in Unit 1 are rich in additional morphemes. Though these are not formally introduced, students who are looking for greater challenge will enjoy finding the relationship between *consistent* and *insistent* and between *contract* and *abstract*, and learning the meaning of the suffix *-ic* and the root *dent*. More information on the morphemes can be found in the Vocabulary boxes in Spelling List 1.C.

con-
com- co- cor- col-
with, together, completely
Latin

pact
to press
Latin

roof of the mouth behind the teeth.
How is the sound /m/ pronounced? ***The lips press together.***

Why do you think *compact* is spelled with an /m/ rather than an /n/? ***/m/ and /p/ are both said with the lips pressing together, so it is easier to pronounce.***

Compare this to *contest*. Why is *contest* spelled with a /n/? ***/n/ and /t/ are formed in the same part of the mouth.***

Prefixes that change spelling to become more like the first sound of the root are called **assimilating prefixes**.

Whenever you see the prefix *con-* or *com-*, it means *with, together,* or *completely*. Let's consider the word *contest*. What does *contest* literally mean? ***"with a test" or "test together"***

Does this relate to what a contest is? ***Yes, a contest is a group of people in a type of test.***

1.10C-2 Con- and Com- – page 5

In your workbook you have the meaning of six Latin roots. Read each one. Then add *con-* or *com-* to form a new word. In the blank, write the definition of each word based on its morphemes.

Discuss the literal meaning of each word and relate it to the way the word is used today. Use a dictionary to look up unfamiliar vocabulary.

contract - pull together
conflict - strike together
content - hold together
compact - press together
complex - entwine together
consist - stand together

Think of other words that use the same roots. How does the definition of the morphemes compare to the definition of the word today? If needed, look up the word in a dictionary and find the origins section to discover the meaning of unknown morphemes.

tractor - something that pulls
traction - the act of pulling
retract - to pull back
detract - to pull down
inflict - to strike in
infliction - the act of striking in
afflict - to strike toward
impact - to press in
duplex - two parts
triplex - three parts
perplex - thoroughly entwined
insistent - characterized by standing in

Teacher Tip

Assimilate
Level C

as + simil + ate = assimiliate
as- is an assimilating prefix from *ad-* which means toward; *simil* is a Latin root that means similar; *-ate* is a verb suffix.

Teacher Tip

Suf-
Level C

Suf- as in *suffix* is also an assimilating prefix. It is from the prefix *sub-*, which means under.

tract
to pull
Latin

flict
to strike
Latin

tent
to hold
Latin

plex
parts, to entwine
Latin

sist
to stand
Latin

ab-, abs-

Which two words use the root *tract*? ***contract and abstract***
What does *abstract* mean?

Show the Morpheme Card ab-.

How many forms does the prefix ab- take? ***two, ab- and abs-***
Why do you think *ab-* changed to *abs-* in *abstract*? ***abtract is difficult to say. The /b/ and /t/ are not formed in the same place. By adding /s/ it is easier to transition between the sounds /b/ and /t/.***
What does abstract literally mean? ***to pull from***

1.10C-3 Matching – page 6 Match the morpheme to the definition.

1.11 Dictation

Read each phrase. Ask the students to repeat it aloud, then write it in a notebook.

Ask students to read the phrases back and give you spelling hints as you write them on the board. Ask students to correct their version. Discuss any questions they have about errors they made.

A

1. fast cat
2. pink bag
3. soft bed
4. last hat

B

1. splendid rabbit
2. damp kitten
3. velvet mittens
4. grand banquet

C

1. abstract contract
2. complex conflict
3. rustic cabins
4. consistent district

1.12 Reading

A

1.12A Reading Basketball – page 7 Cut out the words. Place them face down. Place a box or a wastebasket at an appropriate distance to make a basket. Ask the student to choose a word, read it, then crumple it and try to make a basket.

Teacher Tip

Abstract

Level C

Show students a picture of an abstract painting. Show students an abstract of a book. Discuss the relationship of these uses to the literal meaning of the roots: "to pull from."

ab-
abs-
from
Latin

Optional Practice

Vocabulary

- Use each of the vocabulary words in a sentence.
- Create a word wall of the roots. Ask students to add to the word wall as they find related derivatives.

Teacher Tip

Struggling Readers

The Reading section in each unit will help new or struggling readers develop fluency and comprehension skills through more practice.

1.13

Writing Strong Sentences

A

Read the phrases from your dictation aloud.

Notice that each phrase is composed of two words. Write six phrases in a notebook, using your spelling words. Make up phrases by combining the nouns with other words in the list.

Part 5 Check Your Understanding

1.14 All

Review

- **Grammar:** Review Grammar Flash Cards 1, 1.1, and 1.2.

C **Vocabulary:**

- Provide the students with eight index cards.
  Say the meaning of a morpheme. The students should write the morpheme on an index card.

with, together — *con-*	to press — *pact*
to pull — *tract*	to stand — *sist*
to hold — *tent*	parts, to entwine — *plex*
to strike — *flict*	from — *ab-*

Say the literal meaning of words and ask the students to choose the correct index cards to form the word.

entwine together — *complex*
strike together — *conflict*
press together — *compact*
hold together — *content*
stand together — *consist*
pull together — *contract*

1.15 All

Check Your Understanding

Before giving the assessment, ask students the following questions:

- When will you use reading in your life?
- When will you use spelling?
- How do you feel when you misspell or misread a word? Why?

Then discuss the following points:

- Reading and spelling are an important part of everyday life. Without knowing how to read and spell, you will waste a lot of time and become frustrated.
- People need to practice a new word an average of forty times before it is mastered. Needing more practice for some concepts is expected. You do not need to feel badly about needing more practice.
- The assessment will help us know which words and rules you need to practice.

Materials

Grammar Flash Cards 1, 1.1, 1.2
Yellow and orange highlighters
Colored pens

Level C

Index cards

Teacher Tip

Morpheme Cards

Save the index cards with morphemes to be used in later units.

Teacher Tip

Assessments

Create an atmosphere where it is acceptable to make errors. Model the attitude and strategies to move forward in practice.

These assessments are meant to help the teacher and the student know what needs more practice. There is no shame in needing to practice material again. Learning is a process of remembering and forgetting. In order to master material for lifelong retention, it must be practiced daily over a long period of time - years. As the teacher, consider subjects you studied in school but have not used for years. You will not know this material as well as you did when you were taking the course. For more guidance on Essentials assessments, see "Assessments" on page 37.

Check Your Understanding 1 – page 9-11

All

Phonograms

Dictate the phonograms for students to write in their workbooks. Rembember to say the sounds only, not the letter names.

1. i /ĭ-ī-ē-y/
2. a /ă-ā-ä/
3. x /ks-z/
4. s /s-z/
5. j /j/
6. t /t/
7. z /z/
8. c /k-s/
9. w /w/
10. o /ŏ-ō-ö/
11. e /ĕ-ē/
12. l /l/
13. y /y-ĭ-ī-ē/
14. g /g-j/
15. r /r/
16. f /f/
17. v /v/
18. p /p/
19. n /n/
20. b /b/
21. h /h/
22. d /d/
23. k /k/
24. m /m/
25. qu /kw/
26. u /ŭ-ū-ö-ü/

All

Consonants and Vowels

In your workbook, circle the phonograms that have both consonant and vowel sounds. Highlight the vowels with yellow. Highlight the consonants with orange. Underline the multi-letter phonogram.

All

Spelling Rule

Read the words. Underline the multi-letter phonogram.

Dictation

Read the phrase. Ask the students to repeat it aloud, then write it in their workbooks. Have students underline words that they want to practice further.

A

1. pink quilt
2. fast dog
3. bad map
4. last leg
5. soft cat
6. bat
7. hand
8. hat
9. bag
10. bed

Teacher Tip

Phonogram Sounds

The Basic Phonogram Flash Cards and the Phonogram and Spelling Rule Quick Reference have sample words for each sound as a teacher reference. These are helpful for remembering which sound is represented by each dictionary symbol.

Teacher Tip

Correcting the Assessment

Ask the student to correct their own assessment. Ask the student to read the phonograms and dictation phrases back as you write them on the board. The student may then write corrections with a colored pen.

Teacher Tip

Struggling Students

Many students, especially those who have struggled with reading, become discouraged when they are assessed. These students see assessments as a judgement upon themselves. When they do poorly, these students often believe they are stupid and incapable, and then struggle emotionally to remain engaged with the lessons. For these reasons, it is vital that teachers help students develop a new perspective toward learning to read and toward assessments.

B

1. timid kitten
2. splendid banquet
3. vast canyon
4. velvet rabbit
5. drab mittens
6. grand pumpkin
7. damp
8. piglets
9. skunk

C

1. rustic cabin
2. complex contract
3. public contest
4. insistent
5. tranquil district
6. consistent dentist
7. abstract conflict
8. compact
9. content

All

Grammar

Ask students to label each noun in the dictation phrases with an N.

Teacher Tip

Grading

The purpose of this assessment is to determine the level of mastery. Teachers should plan to review concepts that have not been mastered. In a tutoring or homeschooling setting this is easily done by reteaching concepts, reviewing activities, or playing games. In a classroom setting, the teacher should determine which concepts a majority of the class needs to review and provide activities for the whole class. When individual students or small groups of students need additional practice, this should be provided in small groups. Students should NEVER be left to fall behind in reading skills.

Unit 2

Phonograms Level C	ck ee ng th **ée**
Exploring Sounds	Short & Long Vowels
Spelling Rules	Spelling Rules 26 & 29
Spelling Journal	/k/
Grammar	Adjectives
Vocabulary	
Level A	Compound Words
Level B	-est Compound Words
Level C	-eer volunt spect sub- ad- culp

Part 1 Essential Concepts

2.1 All

Phonograms

New Phonograms ck, ee, ng, th

Today we will begin to learn multi-letter phonograms.

Show ck. /k/ two-letter /k/

What do you notice about this phonogram? *C and K both say /k/. In this phonogram they are working together to say /k/.*
Is this a vowel or a consonant? *consonant*
How do you know? *The sound is blocked. I cannot sing it.*
Two-letter /k/ is a multi-letter consonant.

Show ee. /ē/ double /ē/ always says /ē/

Is /ē/ a vowel or a consonant? *vowel*
How do you know? *I can sing it.*
/ē/ double /ē/ is a multi-letter vowel.

Materials

Basic Phonogram Flash Cards A-Z, ck ee ng th
Student notebook
Spelling Rule Card 26
Pink and yellow highlighters

Level C
Advanced Phonogram ée

Optional
Rhythm of Handwriting Book
Phonogram Game Cards
Index Cards
The Essentials Reader, Teacher's Guide, & Student Activity Book

Teacher Tip

Phonograms
Always refer to phonograms by their sounds. Do not refer to them by the letter names.

Show ng. /ng/

Is this a vowel or a consonant? *consonant*
How do you know? *The sound is blocked. I cannot sing it.*

Show th. /th-TH/

Say /th/ and /TH/. How are they the same? *My mouth is in the same position.*
Place your hand on your throat and say /th-TH/. How are they different? */th/ is unvoiced and /TH/ is voiced.*
This is a voiced and unvoiced pair.

Is /th/ a vowel or a consonant? *consonant*
How do you know? *The sound is blocked. I cannot sing it.*

Is /TH/ a vowel or a consonant? *consonant*
How do you know? *The sound is blocked.*

In a notebook, write each of the new phonograms five times while saying the sounds.

Handwriting *(optional)*

If you used Pre-Lessons A-J (pages 49-91) to teach lowercase handwriting, continue with the uppercase letters in the *Rhythm of Handwriting* Student Book.

C

Advanced Phonogram

Show the Advanced Phonogram Flash Card ée.

This phonogram also has an advanced sound. It says /ā/ in French loan words such as *matinee*, *fiancee*, and *puree*. In English, it is often written with an accent over the first E: *matinée*, *fiancée*, though not always. In French, an *é* with an acute accent says /ā/.

All

Phonogram Flash Cards

Drill the phonograms with flash cards.

Teacher Tip

Phonogram Sounds

The Basic Phonogram Flash Cards and Phonogram and Spelling Rule Quick Reference have sample words as a teacher reference. These are helpful for remembering which sound is represented by each dictionary symbol.

Handwriting

Rhythm of Handwriting

Cursive (p. 109): P B R N

Manuscript (p. 117): T I H P

Advanced Phonogram

ée

/ā/

matinée puree

French

Teacher Tip

Advanced Phonograms

Advanced phonograms appear with blue flash card icons in this book to differentiate them from the basic phonograms. Find these phonograms in the Advanced Phonogram Flash Card deck. A table and more information about Advanced Phonograms can be found in the Appendix.

2.2 All

Exploring Sounds

Short and Long Vowel Sounds

What is a vowel? *A vowel is a sound that can be sustained and the mouth is open.*

Which phonograms have we learned that make one or more vowel sounds? */ă-ā-ä/, /ĕ-ē/, /ĭ-ī-ē-y/, /ŏ-ō-ö/, /ŭ-ū-ö-ü/, /y-ĭ-ī-ē/, /ē/ double /ē/ always says /ē/*

Which one is a multi-letter vowel? */ē/ double /ē/ always says /ē/*

We will set /ē/ double /ē/ aside for now. Today we will learn more about the single-letter vowels.

What are the single-letter vowels? */ă-ā-ä/, /ĕ-ē/, /ĭ-ī-ē-y/, /ŏ-ō-ö/, /ŭ-ū-ö-ü/, /y-ĭ-ī-ē/*

Write them on the board as the students list them: *a e i o u y*

Which of the vowels also make a consonant sound? *I and Y*

Point to Y.

What sounds does this say? */y-ĭ-ī-ē/*
Is the first sound /y/ a consonant or a vowel? *consonant*
What are the vowel sounds? */ĭ-ī-ē/*

Point to I.

What sounds does this say? */ĭ-ī-ē-y/*
Is the last sound /y/ a consonant or a vowel? *consonant*
What are the vowel sounds? */ĭ-ī-ē/*

All of the single-letter vowels make more than one sound. The first VOWEL sound is called the short sound. In the dictionary this sound is marked with a symbol called a breve to show that the vowel is saying its short sound. **Breve** is a morpheme that means short.

Say only the first, short vowel sounds for of each of the vowels, as I write them on the board. *ă ĕ ĭ ŏ ŭ y̆*

As the students say the short sounds, write each vowel with a breve over it.

ă ĕ ĭ ŏ ŭ y̆

This curved line is called a breve. It means the vowel is saying its short sound. Read the short vowel sounds to me again as I point to each one.

Teacher Tip

Hearing Long and Short Vowels

Understanding the difference between long and short vowels is essential to mastering reading, spelling, and pronunciation. To aid students who struggle to hear the difference between short and long vowels, carefully enunciate each sound and discuss how each sound is formed in the mouth. Compare and contrast the position of the lips and tongue. Rely heavily on developing a kinesthetic awareness of the sounds.

Optional Practice

Vowels

Using the Phonogram Game Cards, ask the students to sort all the phonograms learned in Units 1 and 2 into consonants and vowels.

Teacher Tip

Breve

Breve means short. Consider other derivative words such as *brevity* and *abbreviation*.

Teacher Tip

y̆

The short sound of Y is heard in the word *typical*. It is the same as the short sound of I.

Point to: *a e i o u y* as the students say *ă ĕ ĭ ŏ ŭ y̆*

Read the vowels again, but this time read only their second vowel sounds as I write them on the board. *ā ē ī ō ū ȳ*

ā ē ī ō ū ȳ

The second vowel sound is called the long sound. In the dictionary, the long sound is marked by drawing a line over the vowel. This line is called a **macron**. *Macro* is a morpheme that means big or long.

Read the long sounds as I point to them. *ā ē ī ō ū ȳ*

What do you notice about the long sounds? ***They are the same as the letter names (except Y)***

Point to Y.

What is the name of this phonogram? ***Y /wī/***
Do you hear the long vowel sound /ī/ in the name of this phonogram? ***yes***

Write *u* on the board.

u

How many sounds does this phonogram make? ***four***
What are they? ***/ŭ-ū-ö-ü/***
What is the first sound? ***/ŭ/***
Is it a short or long sound? ***short***
How do we mark it? ***Draw a breve over it.***

ŭ

What is the second sound? ***/ū/***
Is it short or long? ***long***
How do we mark it? ***Draw a line over it.***

ŭ ū

What is the third sound? ***/ö/***
What is the same and what is different between the sounds /ū/ and /ö/? ***/ū/ starts with a /y/ sound. /ö/ does not start with /y/. They both say /ö/.***
These are two variations of the long sound. In some words the /y/ sound is dropped. We will mark both /ū/ and /ö/ by drawing a macron over them to show they are long sounds.

ŭ ū ū

Read the long vowels again, including both of the long sounds for U. *ā ē ī ō ū ū ȳ*

Teacher Tip

ȳ

The long sound of Y is heard in the word *type*. It is the same as the long sound of I.

Teacher Tip

Macron

Macro is the Greek root for *long* or *large*.

Teacher Tip

Long Vowels

Long vowels are also called diphthongs. *Di-* is a Greek prefix that means two. Technically, diphthongs are two vowel sounds that glide together and are used within one syllable. Using a kinesthetic awareness of sounds, say each of the long vowels. Feel how your mouth glides closed at the end. Although there are technically two sounds in the phonemes represented by these phonograms, we usually think of them as a single sound in English.

Teacher Tip

ū

The two long sounds of U are heard in the words *cute* and *blue*.

2.2 Vowels – page 13 I will read a vowel. Circle the vowel sound you hear. Then if it is a long sound, highlight it in pink. If it is a short sound, highlight it in yellow.

1. ă	4. ō	7. ū /ö	10. ē
2. ī	5. ā	8. ŏ	
3. ĕ	6. ĭ	9. ȳ	

I will say a vowel sound. Write it in your notebook with the correct marking.

1. ĭ	4. ŏ	7. ā	10. ă
2. ī	5. ē	8. ū	
3. ĕ	6. ŭ	9. ō	

2.3 All

Spelling Rule

Rule 26: When to Use CK

What three phonograms have we learned that say /k/? */k/, /k-s/, and two-letter /k/*

Write on the board.

k c ck

Point to k.

To keep us from getting confused, we will call this tall /k/.

Point to c.

What does this say? */k-s/*
We call this phonogram /k-s/.

Point to ck.

What does this say? */k/*
We call this phonogram two-letter /k/.

2.3-1 Words That Use CK – page 14 Read the words aloud.

deck	*rock*	*tack*
neck	*sock*	*rack*
lick	*truck*	*speck*
tick	*luck*	*click*

What pattern do you see? *They all end in two-letter /k/.*

Optional Practice

Short and Long Vowels

Have each student write a breve on one index card and a macron on another. Ask the students to hold up the breve or the macron depending on which vowel sound they hear in the word. Read the words:

pick, pike, pan, gold, cute, bed, scene, mop, plate, bite, sat, fed, kid, tuck, told, hit, can, make, pet, end, mute, let, cut, tip, kind, sad, made, lick, glad, get, take, hand, hot, red, mad, sit, poke, up, hike, fit, bend, size, fun, trash, wet, brake, much

Variation: Hang a large breve on one side of the classroom and a macron on the other. Ask students to run to the correct side of the room to identify the vowel heard in the word.

Spelling Rule 26

Two-letter /k/ is used only after a single vowel which says its short sound.

Optional Practice

Spelling Rule 26

- Create a poster to illustrate this rule. Include sample words.
- Ask the students to teach the rule to someone else.
- Review spelling rules 11, 21, and 26 with the Spelling Rule Flash Cards.

Underline the two-letter /k/ in each word.

deck *rock* ...

Mark each of the vowels as long or short. What do you notice? ***They are all short vowel sounds.***

dĕck *rŏck* *tăck*

nĕck *sŏck* *răck*

lĭck *trŭck* *spĕck*

tĭck *lŭck* *clĭck*

Do you see any multi-letter vowels? ***No, they are all single-letter vowels.***

When do you think CK is used? ***Answers will vary.***

The actual spelling rule says: Two-letter /k/ is used only after a single vowel which says its short sound.

Show the students Spelling Rule Card 26. Recite the rule three times.

Let's compare these to words that do NOT use CK to spell the sound /k/. Listen while I read them aloud, and pay attention to the sounds that come right BEFORE the /k/ sound.

Read the following words aloud as you write them on the board.

week *seek* *creek*

What do these words have in common? ***They use tall /k/.***
Tall /k/ is the most common spelling of /k/ after a multi-letter vowel.

Why can't we use CK? ***The /k/ is after a long vowel sound. Also, it is a multi-letter vowel.***

What is the rule? ***Two-letter /k/ is used only after a single vowel which says its short sound.***

task *sink* *park*

What do these words have in common? ***They use tall /k/.***
Why can't we use two-letter /k/ to spell these words? ***The /k/ is after a consonant. Two-letter /k/ is used only after a single, short* vowel.**

Tall /k/ is the most common spelling of /k/ after a consonant.

kit *keep* *kids*

Why can't we use two-letter /k/ in these words? ***The /k/ sound is at the beginning of the word, not after a short vowel.***

Teacher Tip

C and K

K is the most common spelling of /k/ after a consonant, after a multi-letter vowel, and after a long vowel sound.

C is the most common spelling the of sound /k/ at the beginning of the word.

K is used at the beginning of a word primarily before an E, I, or Y. This will be covered in Unit 15.

Let's review. When is two-letter /k/ used? ***Two-letter /k/ is used only after a single vowel which says its short sound.***
Is it ever used at the beginning of the word? ***no***
Is it ever used after a long vowel? ***no***
Is it ever used after a consonant? ***no***
Is it ever used after a multi-letter vowel? ***no***

2.3-2 Words That Do Not Use CK – page 14 Read the words aloud. Highlight the reasons we cannot use CK to spell these words.

B C

Spelling Rules: More on Rule 26

Write the words on the board.

classic	*fantastic*
rustic	*plastic*

Read each word. Can /k-s/ be used after a single, short vowel? ***yes***
Which vowel is it used after here? ***/i/***
-ic is a common suffix in Latin and Greek. This suffix forms adjectives and nouns.

quick	*tick*
sick	*sock*

What kind of words are these words? ***short, one syllable words***
How are the words that end in C different from these words which end in CK? ***The words that end in CK have one syllable. The words that end in C are multi-syllable words.***

CK is used primarily at the end of one-syllable base words, and in words that are related to those base words (black, blacker, blackboard). When two-letter /k/ comes at the end of a word, it will usually be a one-syllable word.

CK is a less common spelling of /k/ than C is. This is because a majority of words are multi-syllable words, and the most common way to spell /k/ after a vowel at the end of a multi-syllable word is with the phonogram /k-s/.

Teacher Tip

Syllables

For more about syllables see Exploring Sounds: Syllables – page 161.

Teacher Tip

CK and C

CK is used in English root words. It was used to protect the hard /k/ sound when adding suffixes that begin with an E, I, or Y.

English roots are usually very old and are commonly short, one-syllable words such as *duck*, *trick*, and *stick*.

Two-syllable English words are commonly from Latin or Greek. When these words end in a /k/ sound after a short vowel, it is frequently spelled with a C. Most commonly these words will end with the Latin suffix *-ic*.

Optional The Essentials Reader

Unit 1: Ten Quips

- Complete the Pre-Reading activities on page 5 of *The Essentials Reader Teacher's Guide*.
- Pre-read the words on page 1 of *The Essentials Reader Student Activity Book*. Ask the students to underline multi-letter phonograms and mark where the syllables divide.

Teacher Tip

Essentials Reader

Texts in the Essentials Reader are controlled for phonograms and spelling rules that have been introduced in the units. All of the concepts that are found in 'Ten Quips' are taught in Essentials Unit 1.

You may complete any or all of the Essentials Reader Lesson 1 activities at the end of Essentials Unit 1, or you may intersperse the Reader activities with all 5 Parts of Essentials Unit 2 as they are scheduled here in the Teacher's Guide.