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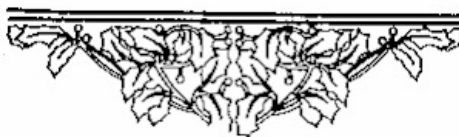
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How to Teach Phonics



By

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FOREWORD

[Pg 2]

Phonics is not a method of teaching reading, but it is a *necessary part* of every good, modern method. It is the key to word mastery, and word mastery is one of the first essentials in learning to read. A knowledge of the sounds of letters, and of the effect of the position of the letter upon its sound, is an essential means of mastering the mechanics of reading, and of enabling children to become independent readers.

A knowledge of phonics not only gives power to pronounce new words, but it trains the ear, develops clear articulation and correct enunciation, and aids in spelling. Later, when diacritical marks are introduced, it aids in the use of the dictionary. The habit of attacking and pronouncing words of entirely new form, develops self-confidence in the child, and the pleasure he experiences in mastering difficulties without help, constantly leads to new effort.

The little foreigner, greatly handicapped where reading is taught by the word and sentence methods only, begins on an equal basis with his American neighbor, when the "Alphabet by sound" is taught.

In recent years only has the subject of phonics found a place on the daily school program; and there is perhaps, no other subject on the primary program so vaguely outlined in the average teacher's mind and therefore taught with so little system and definite purpose.

The present need is a systematic and comprehensive but simple method of phonics teaching thruout the primary grades, that will enable any teacher, using any good text in reading, to successfully teach the phonetic facts, carefully grading the difficulties by easy and consecutive steps thus preparing the pupils for independent effort in thot getting, and opening for him the door to the literary treasures of the ages.

It is with the hope of aiding the earnest teacher in the accomplishment of this purpose that "How To Teach Phonics" is published.

L.M.W.

LEARNING TO READ

[Pg 3]

Every sound and pedagogical method of teaching reading must include two basic principles.

1. Reading must begin in the life of the child, with real thought content. Whether the thought unit be a word, a sentence, or a story, it must represent some idea or image that appeals to the child's interests and adjusts itself to his experience.

2. It must proceed with a mastery of not only words, but of the sound symbols of which words are composed.

The child's love for the story, his desire to satisfy a conscious need, gives him an immediate and compelling motive for mastering the symbols, which in themselves are of incidental and subordinate interest. While he is learning to read, he feels that he is reading to learn and "symbols are turned into habit."

If the child is to understand from the beginning that reading is thot getting, we must begin with the sentence, rhyme or other language unit. If a story is the initial step, a few well chosen sentences that tell the heart of the story will constitute the first black board reading lesson.

The next step is the analysis of the sentence, or the study and recognition of the individual words therein.

Finally the word is separated into its elementary sounds, the study of the sound symbols growing out of the stock of words learned first as purely sight words.

Following this phonic analysis comes the final step, the blending of these phonic elements to produce new words. Thus gradually increasing prominence is given to the discovery of new words by this analytic-synthetic process, and less time to sight word drills, until they are entirely omitted, except for the teaching of unphonetic words.

There should be at least two ten-minute lessons in phonics each day. These lessons are not reading lessons and should not trespass on the regular reading period, when thot getting and thot giving are uppermost.

While greater prominence is given to the thot phase in reading, the technical drill and active effort in mastering the mechanical phase is of equal importance as necessary preparation for good reading.

1. Ear Training:

From the first day a definite place on the program should be given to phonics. This period, at first very short, will gradually increase to ten, fifteen or twenty minutes.

To enable pupils to recognize words when separated into their elementary sounds, exercises in "listening and doing," will constitute the first step in phonics teaching. Words are sounded slowly and distinctly by the teacher and pronounced or acted out by the pupils.

ACTION GAME

(First Day.)

c-l-a-p	s-w-ee-p	f-l-y
b-ow	d-u-s-t	r-u-n
j-u-m-p	s-i-t	s-l-ee-p
p-u-sh	d-r-i-nk	w-a-k-e
m-a-r-ch	s-t-a-n-d	s-t-r-e-t-ch

If at first children are not able to distinguish the words when separated thus; s-t-a-n-d, d-r-i-n-k, blend the sound less slowly thus: st-and, dr-ink, gradually increasing the difficulty to st-an-d, d-r-ink, and finally to the complete analysis.

These ear training exercises should continue until a "phonetic sense" is established. Not all children can readily blend sounds and "hear the word." Patient drill for weeks, even months, may be necessary before a sense of phonetic values is attained. Haphazard and spasmodic work is fatal to progress; but a few minutes of brisk, lively drill, given regularly each day will accomplish wonders.

The exercises should be varied from day to day to insure active interest and effort.

Second Day:

Touch your n-o-se; your ch-ee-k; your ch-i-n; l-i-p-s; k-n-ee; f-oo-t; b-oo-k; p-e-n-c-i-l; d-e-s-k; sh-o-e; d-r-e-ss, etc.

Third Day:

Place a number of toys in a basket. Pupils find as the teacher sounds the name of each, saying: "Find the t-o-p"; "the s-p-oo-l"; "the d-o-ll"; "the h-o-r-n"; etc.

Fourth Day:

Sound the names of pupils in class; or names of animals; colors, fruits, places, etc.

Fifth Day:

R-u-n to m-e.
 C-l-a-p your h-a-n-d-s.
 W-a-v-e the f-l-a-g.
 Cl-o-se the d-oo-r.
 F-o-l-d your a-r-m-s.
 B-r-i-n-g m-e a r-e-d b-a-ll.
 B-ou-n-ce the b-a-ll.
 Th-r-ow the b-a-ll to Fr-e-d.
 R-i-n-g the b-e-ll.
 H-o-p to m-e.
 S-i-t in m-y ch-air.
 R-u-n to the ch-ar-t.
 S-i-n-g a s-o-n-g.
 B-r-i-n-g me the p-oin-t-er.
 B-o-w to m-e.
 F-l-y a k-i-t-e.
 S-w-ee-p the fl-oo-r.
 R-o-c-k the b-a-b-y.
 W-a-sh your f-a-ce.
 D-u-s-t the ch-air-s.
 Sh-a-k-e the r-u-g.
 F-ee-d the h-e-n-s.
 C-a-ll the ch-i-ck-s.
 M-i-l-k the c-ow.

Ch-o-p w-oo-d.
R-ow a b-oa-t.
B-l-ow the h-o-r-n.

The pupil should now begin sounding words for himself, at first, if need be, repeating the sounds after the teacher, then being encouraged to attempt them alone. He will soon be able to "spell by sound" names of common objects in the room, as well as easy and familiar words dictated by the teacher.

[Pg 6]

II. *Teach the Single Consonant Sounds.*

b, d, f, h, j, k, l, m, n, p, r, s (as in see), v, w, g (hard), c (hard), and qu as in queer.

Teach but one sound for each letter at first. Nothing need be said at this time about the fact that some letters have more than one sound. When words like "city" or "gem" occur simply explain that sometimes "c" or "g" has this sound, (giving the soft sound), but continue in the phonic drill to teach the sounds that will be needed first—those most often met in the early reading. The sounds of initial s and y are taught first, rather than final y and s; q is taught with the u—qu (as in quiet, queer, quick) not q alone.

The sounds must be given distinctly and correctly by the teacher, and she should insist on perfect responses. Good reading is impossible without clear and distinct articulation.

1. *Analyze Known Words in Teaching the Consonant Sounds.*

For the first lesson teach perhaps two consonant sounds. Suppose the words "ball" and "red" are chosen to be analyzed as words familiar to the class. (Selected from the reading lessons as the ones best known and most easily remembered.)

Write "b all" on the board, and pointing to the separated parts, sound slowly several times. Pupils repeat. Teacher say, "Show the letter that says 'b.' The part that says 'all.' Write "b" under "ball" thus:

b all
b

Pupil sound "b" several times, as it is written elsewhere on the black board.

Proceed with "red" in the same way. Keep these two forms,

b all r ed
b r

before the class, asking frequently for the sounds until thoroly fixed in mind.

[Pg 7]

For the second lesson, review "b" and "r" and teach one or two new consonants. It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.

Suppose "c" is to be taught next and the type word chosen is "cup." It is not necessary to teach the consonants in the order in which they occur in the alphabet,—it will depend rather upon the occurrence in the primer of the words chosen for type words. Write the word "cup." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, c up, and let the pupils make an effort to sound the parts alone. If they fail, sound it for them asking them to repeat it after you. Proceed as with "ball" and "red," being sure that each one gives the sound correctly.

(1.) After teaching "c" say, "Who can find a word on the chart beginning with this sound?" "In your books?" "on the blackboard?" the pupil sounding the letter as he points to it.

(2) Say, "I'm thinking of another word beginning with "c." "It is something Grandpa uses in walking." (Cane.) "I'm thinking of something sweet that you like to eat." (Cake) (Candy) "Of the name of someone in this class." (Clara) (Carl) "A little yellow bird." (Canary) "You think of a word beginning with that sound." "Another." "Another."

2. *Begin At Once Applying Knowledge of the Sounds Learned.*

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "catch" appears, the pupils sound "c," the teacher pronouncing "atch" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. If the new word is "cab," the only help from the teacher is the short sound of "a". This given the pupil sounds "a" and "b" slowly; then faster, until the result of the blended sounds is "ab." Combine "c" with "ab" in the same manner until by the blending of the sounds the word is recognized. Only such help should be given, as will enable the pupil to help himself.

[Pg 8]

"Ball," "red" and "cup" now become type words with which "b" "r" and "c" are associated respectively, and from which the pupil gets his "cue" if he fails to give the sound of the letter at sight. Thus all the consonants are taught, from suitable sight words which the child has already learned. They need not however, be the ones given here,—for "b" it may be "baby," "ball," "boy,"

or "box," but let it be a word familiar to the class and easily remembered. For "d" it may be "doll," "day," or "dog;" for "y", "you", "yellow", etc.

The teacher should previously go through the text and select the words she wishes to use as type words in teaching the consonant sounds.

3. *First Steps in Writing and Spelling.*

As each consonant sound is taught its written form may be learned. On rough manila paper, using waxed crayons, make copies of the letters about two inches in height, for each pupil. At his desk the child traces with his fore finger, going over the smooth path again and again—thus developing psycho-motor co-ordination. Each time the letter is traced, the pupil sounds it softly, and as soon as he is sure of the form, runs to the board and writes it.

The writing at first may be entirely at the blackboard, where the teacher's copy may be reproduced. For the slower ones who have difficulty with the form, a good practice is to "write it in the air," the pupil pointing with index finger and following the teacher as she writes, also tracing the teacher's copy with pointer, using free, rapid movement. (Tracing with crayon or pencil tends to slow, cramped writing, and should not be encouraged.) Thus when the forms of the letters are learned and associated with the sound, the pupils are able to write phonetic words from dictation as well as to "spell by sound."

4. *Consonant Drill.*

(1) With a rubber pen, a set of type, or with black crayola, and cardboard, a set of consonant cards may be made, one for each sound. On one side of the card is written or printed the type word with the consonant sound below; on the other side, the consonant alone, thus:

[Pg 9]

b allb
b B

The number of cards will increase each day as new sounds are learned. Rapid daily drill with these cards is most valuable in associating instantly the sound with its symbol and should be continued until every child knows every sound. After the analysis the side of the card containing only the consonant should be used for the drill. But if the pupil fails to give the right sound, or is unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.

Other devices for teaching the consonants are sometimes used by successful teachers who do not use the type-words and cards. For instance, the letter may be associated with its sound in this way:—The clock says "t"; the angry cat, "f"; the cow says "m"; etc. The difficulty here is to find suitable symbols for each sound. If, for example, the sounds of "l", "v" and "sh" are represented by a spinning wheel, a buzz saw, and a water wheel respectively, and if the child is not familiar with these symbols, they will not call up a definite sound in his mind; but if "l" is taught from "little," "sh" from "sheep," and "v" from "very", (or other familiar words,) there can be no uncertainty and no time need be spent by the child in laboring to retain and associate the sounds with unfamiliar symbols.

Not the method, but the motive, is the essential thing. What we want is that every child should know the consonants thoroly. Get the *motive*, then use the method that brings the best results with the least expenditure of time and energy.

(2) For variety in reviewing and fixing the consonant sounds, give frequent dictation exercises.

a. With all the consonants on the board, the teacher sounds any consonant, the pupil finds and repeats the sound as he points it out. As the teacher points, pupils sound, occasionally in concert, and in individual recitation of the entire list. Individual work should predominate, to make sure that the pupil is giving the correct sound and putting forth independent effort.

[Pg 10]

b. Pupils write sounds as teacher dictates. If a pupil fails to recall and write the form, the teacher may pronounce the type word and ask the pupil to sound the initial consonant (tell the first sound in the word). To illustrate: The teacher pronounces "cup", pupils sound "c", then write it. If they have mastered the written forms they will enjoy this exercise.

Children soon acquire the ability and become possessed of the desire to write whole words. Then the teacher should direct this effort, teaching the child to visualize (get a picture of the word as a whole) and write short, simple words.

5. *Blending.*

When a number of consonant sounds are mastered, practice in blending may begin. When the need arises—when words are met which begin with a combination of consonants the blends are taught, e.g., bright—b, r,—br, br ight, bright. f, l,—fl, fl ower, flower. Keep a separate set of cards for these blends—and drill upon them as the list grows.

(br, pl, fl, sl, cr, gl, gr, bl, cl, fr, pr, st, tr, str, sp, sw, tw, sk.)

gr ow dr aw pl ay
s ky sm all sl ay
fl ower cr ow st ay

st and cl ean fr ay
 gl ass pr ay tr ay
 br own sp in str ay
 bl ue sw ing sl ow
 st ore sl ack bl ow
 tr ack dw arf gl ow

The teacher must pronounce the syllables that the children have, as yet, no power to master, e.g., with the word "grow", (1) the children will blend g and r, gr; (2) teacher pronounces "ow"; (3) children blend "gr" and "ow" until they recognise "grow." [Pg 11]

Teach also the digraphs sh, ch, th, wh, as they are met in the common words in use: when, they, chick, etc.

sh eep ch ick wh at th at
 sh ell ch ild wh en th is
 sh y ch air wh y th ese
 sh ore ch ill wh ere th ose
 sh ine ch erry wh ich th ere
 sh ow ch ildren th en th eir
 sh e ch urch th ey th ey
 sh all ch ase
 sh ould ch est

III. Teach the Short Vowels.

Since more than 60 per cent of the vowels are short, and since short vowels outnumber long vowels by about four to one, they are taught first. Teach one vowel at a time by combining with the known consonants. And what fun it is, when short "a" is introduced, to blend it with the consonants and listen to discover "word sounds." Henceforth the children will take delight in "unlocking" new words, without the teacher's help. She will see to it, of course, that the words are simple and purely phonetic at first; as:

c-a-n, can h-a-d, had
 c-a-p, cap m-a-t, mat
 c-a-t, cat m-a-n, man
 r-a-t, rat f-a-n, fan
 h-a-t, hat s-a-t, sat

Whole "families" are discovered by placing the vowel with the initial or the final consonants, thus:

ca n r at f an
 ca p h at an d
 ca t c at s an d
 ca b b at st an d
 ma t f at l an d
 ma n s at b an d

The children will enjoy forming all the families possible with the known sounds.

Short "a" Families or Phonograms.

[Pg 12]

at an ap ad ack ag and rang bank
 bat can cap had back bag band sang rank
 cat man gap lad hack fag hand bang sank
 fat pan lap mad Jack jag land hang tank
 mat tan map gad lack lag sand fang blank
 pat ran nap bad pack nag stand clang crank
 Nat fan rap cad rack rag grand sprang drank
 sat ban sap fad sack sag brand Frank
 rat Dan tap pad tack tag strand plank
 hat Nan trap sad stack wag thank
 that Van strap glad slack stag
 snap brad track brag
 wrap black drag

After a little drill in analyzing the words of a family, (sounding the consonant and phonogram separately) they should be pronounced at sight, analyzing the word only when the pupil fails in pronunciation.

The teacher's chart of phonograms as she works it out for herself may be something like this.

â ě i õ ũ

at et it ot ut
 ack ed ick ock ub
 ad en id od uck
 ag est ig og ug
 an end im op um
 ap edge in ong un
 and ent ip oss uff
 ang ess ift ung
 ank ell ing unk
 ash ink ump
 amp ill ush
 ust

While this gives the teacher a working chart, it is neither necessary nor advisable that the above order be always followed in teaching the phonograms and sounding series of words, nor that they be systematically completed before other phonograms found in the words of the reading lessons are taught. Such phonograms as "ound" from "found", "un" from "run", "ight" from "bright", "est" from "nest", "ark" from "lark", etc., may be taught as soon as these sight words are made a part of the child's reading vocabulary. [Pg 13]

f ound r un br ight
 ound un ight
 s ound f un m ight
 r ound s un r ight
 gr ound b un f ight
 b ound g un fr ight
 p ound n un l ight
 f ound r un s ight
 h ound s un sl ight
 ar ound st un n ight

n est l ark c atch
 est ark atch
 b est d ark h atch
 l est b ark m atch
 p est m ark m atch
 r est h ark b atch
 t est p ark l atch
 v est sp ark p atch
 w est st ark th atch
 cr est sh ark scr atch
 ch est sn atch
 gu est

Attention is not called here to the various vowel sounds, but the complete phonogram is taught at sight.

Short "e" Phonograms.

bed h en b end b ent
 fed d en l end c ent
 led p en m end d ent
 n ed m en s end l ent
 r ed B en t end s ent
 Fr ed t en bl end r ent
 sh ed wr en sp end t ent
 sl ed th en tr end w ent
 bl ed wh en sp ent
 gl en

edge B ess b ell sh ell
 h edge l ess c ell sm ell
 l edge bl ess s ell sp ell
 s edge ch ess t ell sw ell
 w edge dr ess f ell dw ell
 pl edge pr ess n ell
 sl edge gu ess w ell

D ick s ick cl ick th ick
k ick t ick qu ick tr ick
l ick w ick sl ick
p ick br ick st ick

b id p ig d im p in th in
d id b ig h im t in tw in
h id f ig J im b in
k id d ig r im f in
l id r ig T im s in
r id w ig tr im w in
sl id tw ig br im ch in
sk id sk im gr in
sl im sk in
sw im sp in

d ip l ift s ing p ink b ill
h ip g ift k ing l ink f ill
l ip s ift r ing m ink h ill
n ip dr ift w ing s ink J ill
r ip sh ift br ing w ink k ill
s ip sw ift cl ing bl ink m ill
t ip thr ift sl ing br ink p ill
ch ip st ing dr ink t ill
cl ip str ing ch ink w ill
sl ip spr ing cl ink ch ill
dr ip sw ing shr ink sp ill
gr ip th ing th ink st ill
sh ip wr ing tr ill
sk ip
tr ip
str ip
wh ip

Short "o" Phonograms.

B ob n od c ock d og
c ob p od l ock h og
r ob r od r ock l og
s ob h od s ock f og
m ob c od m ock fr og
j ob cl od bl ock c og
f ob pl od cl ock j og
kn ob tr od cr ock cl og
thr ob sh od fl ock
kn ock
st ock

h op t op sh op
m op st op sl op
l op dr op pr op
s op cr op

s ong l oss
l ong t oss
d ong R oss
g ong m oss
str ong b oss
wr ong cr oss
pr ong fl oss
thr ong gl oss

Phonograms Containing Short "u".

r ub d uck b ug r un
 t ub l uck h ug s un
 c ub t uck j ug f un
 h ub cl uck l ug b un
 cl ub pl uck m ug g un
 gr ub sh uck p ug sp un
 scr ub tr uck r ug st un
 st ub str uck t ug sh un
 sn ub dr ug
 pl ug
 sn ug

dr um c uff r ung
 pl um m uff s ung
 ch um p uff h ung
 g um h uff l ung
 h um b uff cl ung
 sc um bl uff fl ung
 gl um gr uff sl ung
 st uff st ung
 spr ung
 sw ung
 str ung

b unk j ump h ush m ust
 h unk b ump m ush j ust
 j unk l ump r ush r ust
 ch unk h ump g ush d ust
 dr unk p ump br ush cr ust
 sk unk d ump cr ush tr ust
 sp unk st ump bl ush thr ust
 tr unk th ump pl ush
 thr ush

From the beginning review daily the phonograms taught.

[Pg 16]

Thus by means of these daily drills in pronunciation, the pupil gains power in mastering new words. He constantly makes intelligent and practical application of the knowledge he has gained in pronouncing a letter or a combination of letters in a certain way, under certain conditions.

Diacritical Marks

The child has no need of diacritical marks at this time; indeed he has little need for them until the fourth year, when the use of the dictionary is taught. The new dictionaries greatly simplify the matter of mastering the diacritical marks, and lessen the number needed, by re-writing unphonetic words in simple phonetic spelling.

During the first three years do not retard the child's progress, and weaken his power to apply the knowledge which his previous experience has given him, by marking words to aid him in pronunciation. At best, the marks are artificial and questionable aids.

PHONIC PLAYS

Much necessary drill can be made interesting by infusing the *spirit* of play into an exercise that would otherwise be formal.

1. "Hide and Seek"

"Hide and Seek" at once suggests a game. The teacher introduces it simply by saying: "We'll play these sounds are hiding from us. Who can find them?"

Place the consonant cards on the blackboard ledge. The teacher writes any consonant on the board and immediately erases it. A pupil finds the card containing the same consonant, sounds it, and replaces the card.

Teacher writes several sounds on the board, then erases them. Pupil finds corresponding sounds on cards, in the order written.

2. "Fishing"

[Pg 17]

(Fish in pond.) Cards placed in a row on black board ledge. (Catching fish.) Pupil takes as many as he can sound correctly.

Single and blended consonants, and digraphs written on cardboard cut in form of fish, and put into the mirror lake on the sand table. Children "catch fish" in turn.

3. "Guess."

A pupil thinks of a word containing a known phonogram, which is communicated to the teacher. The child standing before the class then says, "I am thinking of a word belonging to the "an" family." The word, we will say, is "fan." A child who is called on asks, "Is it c an?" The first child replies, "It is not can." Another asks, "Is it m an?" etc., until the correct word is discovered.

4. "Run Home."

For reviewing phonograms and fixing the vowel sounds as well, the following game is used.

Draw pictures of several houses on the board, writing a different phonogram in each, explaining that these are the names of the families living there, as, "ed," "eg," "est," "en," etc. Distribute to the class cards containing a word with one of these endings, and let "the children run home." Those holding the words ten, pen, men and hen, will run to the house where "en" lives. The children holding rest, best, nest, etc., will group themselves at the house of "est."

Again let several children represent mothers and stand before the class holding phonograms. As Mother "ed" calls her children, those holding cards containing red, led, fed, Fred, and bed, will run to her. If a child belonging to the "est" family should come, she will send back the stray child, saying pleasantly, "You do not belong in my family." A little voice drill as practiced in the music lesson may be used here. The mother calls "Children" on 1 and 8 of the scale (low and high do thus:

1-8 8-1

child-dren), the children replying as they come, "We're here."

For individual tests let the mother call out all her children from the other families, the children coming to her as she calls their card names. [Pg 18]

RHYME STORIES

Enliven the phonic drills occasionally by originating little rhymes, using the words of the series to be reviewed. Write the words on the board in columns, or upon cards. As the teacher repeats a line of the jingle, she pauses for the children to supply the rhyme words.

Grandma was taking a cozy nap
Her hands were folded in her (lap)
When she wakened she heard a (tap)
In the maple tree that was full of (sap.)
She soon spied the tapper—he wore a red (cap)
White vest and black coat, and his wings gave a (flap)
As he hopped about with a rap-a-tap-(tap)
What did he want—was he looking for (sap)?
Ah no, but for grubs, which he ate quick as (snap)
Can you name this gay drummer who wears a red (cap)?

II.

As soon as possible introduce a number of phonograms into the same story.

I have a little pet
Who is as black as (jet)
She sits upon a mat
And watches for a (rat.)
Her coat is smooth as silk,
She likes to drink sweet (milk)
She grows so fast and fat
That soon she'll be a (cat)
Can't you guess? Now what a pity
'Tis the dearest little ().

SPELLING BY SOUND

An easy step now, which the children will enjoy is the writing of the words of given families as a dictation exercise, followed by sentences as soon as the use of the capital and period have been taught. Such sentences as the following may be given after a number of short "a" phonograms are mastered: [Pg 19]

The cat sat on a mat.
Nan has a fan.
The cat is fat.
The cat can see the pan.
The man has a hat.
Dan has a bat.
Dan has a hat and a cap.
The bag is in the cab.

When phonograms containing the other short vowels are known, words may be pronounced miscellaneously from different series or families; as, run, cap, pet, ran, pin, top, followed by

sentences made up of miscellaneous words, as,—

"Run red hen."

"Nan has a fan."

"Get the hat pin."

"Ned can spin a top."

"Nat set the trap."

"Jack run back and get the sack."

"A fat man got in the hack."

"Can Sam get the hat?"

THE ALPHABET AND ORAL SPELLING

The names of letters should not be formally taught until their sounds are thoroly fixed in mind; otherwise the names and sounds will be confused. Pupils who begin by "learning their letters" will be found spelling out a word (naming over the letters) in order to arrive at the pronunciation. Attention must be focused on the *sounds only*, at first. When the consonant sounds are mastered by every member of the class, and they have gained some proficiency in pronouncing words by blending these with the short and long vowel sounds, the *names* of the letters may be taught, and the alphabet committed to memory in order.

While as a rule, most children learn the majority of the letters incidentally by the end of the first year, it often happens that some remain ignorant of the alphabetical order until they come to use the dictionary, and are greatly handicapped.

[Pg 20]

To Associate the Name of the Letter With Its Sound.

(1) The teacher names the letter as she points to it and the children give the corresponding sound; (2) As the teacher sounds the letter, pupils name the letter sounded. (3) Repeat with the letters erased from the board.

Oral spelling may begin *after* the sounds have first been mastered—and as soon as the names of the letters are taught. Spell only the phonetic words at first. The lists of families of words which have been written from dictation may now be spelled orally.

The spelling recitation may be both oral and written, but written spelling should predominate the first year. Unphonetic words should be taught by visualizing—getting the form of the word as a whole. The teacher writes the word on the board in free rapid hand, pupils observe for a moment, getting a mental picture of the form; the word is erased by the teacher, and reproduced on the board by the pupil.

While oral spelling aids the "ear-minded" pupil and gives variety in the recitation, written spelling should predominate for the reasons that (1) in practical life, spelling is used almost wholly in expressing thought in writing; (2) the eye and hand should be trained equally with the ear. It is often true that good oral spellers will fail in writing the same words for want of practice. (3) In the written recitation each pupil can spell a greater number of words and in less time than is possible in oral spelling.

SEAT WORK

1. Distribute pages from magazines or old readers and let pupils underline words beginning with a certain consonant (the one being taught). If different colored pencils are used, the same pages can be used a number of times. When the "m" sound is being taught let all words beginning with that sound be marked with black; at another seat work period, words beginning with "b" are marked with "green;" and again, words beginning with "f" sound are marked with blue pencils, etc.

[Pg 21]

Underline digraphs, blended consonants, and phonograms.

2. The teacher writes a phonogram on the board and below it all the consonant sounds from which words may be built. Pupils write the entire words.

3. Phonograms are written on the board; pupils supply consonants and write out the words.

4. Have a number of phonograms and three or four sets of consonants in envelopes. Give an envelope to each child and let him build the words on his desk. Duplicate copies can be made on a hectograph, one set for each lesson; then if one envelope from each set is preserved, those miscellaneous lessons can be used in review for a long time, each child using a different set each time.

5. Write on the board lists of words ending in various phonograms and let the children re-write them, arranging in columns according to phonograms.

6. Write families from memory.

GENERAL SUGGESTIONS

1. At least two daily periods should be given to phonics. The first lessons will be short, but after some advance has been made, ten to fifteen minutes should be given.

2. As far as possible let the words for phonic drill be those that will occur in the new reading lessons.

3. Constantly review all familiar sounds, phonograms, digraphs, blends, etc., when met in new words, and so teach pupils to apply their knowledge of phonics.

4. Teaching them to "pantomime" the sounds—representing them mutely by movement of the lips, tongue and palate, will aid them in silent study at their seats.

5. By the end of the first year the pupil's phonetic knowledge, combined with his vocabulary of sight words and his power to discover a new word, either phonetically or by the context, ought to enable him to read independently any primer, and to read during the year from eight to twelve or more primers and first readers.

[Pg 22]

6. In reading, pupils should be taught to get the meaning chiefly by context—by the parts which precede or follow the difficult word and are so associated with it as to throw light upon its meaning.

7. When a word cannot be pronounced phonetically, the teacher should assist by giving the sound needed, but the pupil will soon discover that by using his wits in phonics as in other things, he can get the new word for himself by the sense of what he is reading, e.g., in the sentence, "The farmer came into the field" he meets the new word "field." Naturally a second year pupil, who has learned the reasons for sounding will apply the long sound of "i;"—as he reads it does not make sense, so he tries short "i." Still the sentence is meaningless, so he tries again with "e" and reads a sentence which satisfies him, because the meaning is clear.

If the first year pupil pronounces the word "coat" as co-at (recognizing the last combination as a member of the "at" family) the teacher will underline and call his attention to the digraph "oa" which he has already learned to pronounce as long "o." Most pupils however, meeting the word in a sentence—as, "The caterpillar's coat is green"—would, if reading thotfully recognize the word by the context.

8. Drill on obscure sounds should be omitted the first year. Unphonetic words should be taught as sight words: as: one, many, been, said, they, ought, eight.

9. Begin to combine words and syllables into longer words as soon as possible: door-step, indeed, hand-some, be-fore, ham-mer-ing, in-no-cent, for-get-ful, car-pen-ter, side-walk, mis-take.

10. Give time increasingly to analytic-synthetic word study, e.g.—"eight" and "rain" are taught as sight words.

[Pg 23]

	eight	r	ain
Analysis:	eigh		ain
	w eigh	p	ain
	weight	pl	ain
Synthesis:	n eigh	com	plain
	n eigh	bor	complain
		ing	

ARTICULATION

Exercises to correct faulty articulation and secure flexibility should be given frequently. Constant vigilance is necessary in overcoming the common errors shown in the following examples.

"I will eat you," said the troll. (not "e-chew")

Dear little baby, close your eye. (not "clo-zhure eye")

"I will then," said Red Hen, and she did. (not "an' she did.")

Put your right hand in. (not "put chure")

—you, and you, and you. (an' Jew.)

Father will meet you (meat chew) at the station.

The leaves turned to red and gold. (red Dan gold)

"No matter what you hear, (what chew) no matter what you see, Raggylug, don't you move." (don't chew)

Tender flowers come forth to greet her. (gree-ter)

It is not at all (a-tall) like the mother bird.

Have the pupils practice such exercises as:—

Did you? Don't you? Would you? Should you? Could you? (Not "did Jew," "don't chew" etc.)

Where shall I meet you? (not meat chew)

When shall I meet you?

She sells sea shells.

Pupils usually have difficulty with words ending in sts, dth, pth. Lists of such words should be drilled upon:—

Nests, vests, posts, hosts, boasts, fists, mists, frosts, length, breadth, depth.

"He thrusts his fists against the posts, And still insists he sees the ghosts."

(If necessary show the pupils how to adjust the vocal organs to make the different sounds.)

m, n, ng (nasal)

p, b, w, m (lips)

[Pg 24]

f, v (lips and teeth)
 t, d, s, z, n (tongue and hard palate.)
 j, ch, (tongue and hard palate-back)
 k, g, ng (tongue and soft palate.)
 y, l (tongue, hard palate and soft palate.)
 p, b, d, t, j, k, h, g, ch (momentary)
 w, f, v, s, l, r, y, th, sh (continuous)

The majority of children learn the sounds by imitation and repetition. The above is to help the teacher in giving the sounds correctly.

SECOND YEAR

I. Review Single and Blended Consonants, Digraphs, Short and Long Vowels, and All Phonograms.

II. Continue Pronouncing Exercises, Teaching New Phonograms.

Continue word study by the analytic-synthetic process. These phonic drills will deal largely with the new words that occur in the daily reading lessons.

III. Syllabication.

In mastering the pronunciation of new words, pupils should acquire the habit of analyzing them into syllables.

The ear must be trained to *hear* syllables, they should be *separately pronounced*, and *clearly imaged*. This makes for effective spelling later. Most of the difficulties in spelling are removed when the habit of breaking up a complex word into its elements is acquired.

re mem ber ther mom e ter
 sep a rate in de pen dence
 dan de lion mul ti pli ca tion
 beau ti ful re frig er a tor

IV. Teach the Long Vowel Sounds.

We have found that the short vowels predominate in the English language. The long vowel sounds come next in frequency. When the child has mastered the letters and combinations representing these two sounds, he is able to recognize a large majority of the phonetic words in our language.

[Pg 25]

Phonetic words follow definite rules of pronunciation. These rules are not to be formally taught in the first and second years, but pointed out by examples, so that the visual and auditory image may be associated.

To illustrate: When there are two or more vowels in a word of one syllable, the first vowel is long, and the last silent, as: came, leaf, coat, rain.

"When there is one vowel in the word and it is the last, it is long," as: me, he, fly.

All vowels are short unless modified by position.

Have the children notice the effect of final "e" upon some of their short vowel words. These lists will furnish good pronunciation drills.

mat mate bit bite tap tape
 pan pane rod rode fad fade
 fat fate hat hate mad made
 can cane pin pine rat rate
 not note rob robe pet Pete
 man mane din dine dim dime
 cap cape fin fine spin spine
 hid hide mop mope kit kite
 hop hope plum plume rip ripe
 tub tube cub cube
 cut cute
 tun tune

Call attention to the vowel digraphs in the same way: ea, ai, oa, ay.

deaf seat bean
 neat leaves meat
 heat peach lean
 please eagle clean

eat seam teach
mean stream glean
read squeal wean

While there are exceptions, as in the words "head" and "bread," the digraph "ea" has the sound of long "e" in nearly three-fourths of the words in which it occurs and should be so taught. The visual image "ea" should call up the auditory image of long "e." When the child meets the exceptions the context must be relied on to aid him.

[Pg 26]

Likewise in the following list, the new fact to be taught is the digraph "ai" having the long sound of "a." Blending the initial and final consonants with this, the pupil pronounces the new list of words without further aid.

rain chain faith daisy
wait main paint daily
nail brain faint plainly
pail drain snail waist
pain claim frail complain
pain train praise sailor
aim plain quail raise
maid braid sprain trail
mail

The digraph "oa" and "ay" may be taught with equal ease the first year. There is no reason for deferring them; they should be taught as soon as the children have need for them.

coat toast roar
load goat roam
float road moan
toad roam throat
oar boat oat meal
croak soar foam
loaf soap coarse
loaves groan board
goal boast cloak
coach poach roast

say day may gay
hay play slay pray
lay clay dray gray
nay bray way stay
pay tray sway spray
ray stray jay stray

LONG VOWEL PHONOGRAMS

[Pg 27]

(These lists are for rapid pronunciation drills.)

c ame f ade f ace sh ape
l ame m ade l ace gr ape
g ame w ade p ace m ate
n ame bl ade r ace d ate
s ame gr ade br ace f ate
t ame sh ade Gr ace g ate
bl ame sp ade pl ace h ate
fl ame gl ade sp ace K ate
sh ame tr ade tr ace

c age b ake s ale l ate
p age c ake b ale r ate
r age l ake p ale cr ate
s age m ake t ale gr ate
w age r ake sc ale pl ate
st age s ake st ale sk ate
t ake wh ale st ate
w ake g ale g ave
c ane dr ake d ale s ave
l ane fl ake c ape c ave
m ane qu ake t ape p ave
p ane sh ake cr ape r ave

v ane sn ake dr ape w ave
cr ane st ake scr ape br ave
pl ane br ake gr ave
sh ave
sl ave
st ave
cr ave

[Pg 28]

b e h eed s eek
h e s eed m eek
m e w eed w eek
w e r eed ch eek
sh e bl eed cr eek
th e br eed sl eek
tr ee gr eed p eek
s ee sp eed Gr eek
b ee st eed f eet
th ee fr eed b eet
fl ee f eel m eet
kn ee p eel fl eet
fr ee h eel gr eet
thr ee r eel sh eet
gl ee kn eel sl eet
sk ee st eel str eet
d eed wh eel sw eet
n eed
f eed

p eep d eem
d eep s eem
k eep t eem
ch eep br eeze
w eep fr eeze
cr eep sn eeze
sh eep squ eeze
sl eep wh eeze
st eep
sw eep

d eer m ice pr ide kn ife
ch eer n ice gl ide str ife
qu eer r ice gu ide h igh
sh eer pr ice sl ide s igh
st eer sl ice str ide n igh
sn eer sp ice d ie th igh
gr een tr ice t ie l ight
qu een tw ice l ie m ight
pr een r ide d ied r ight
scr een s ide dr ied br ight
w een h ide fr ied f ight
spl een t ide sp ied n ight
s een w ide l ife s ight
k een br ide w ife
f ife

[Pg 29]

t ight f ind t ire
fr ight m ind w ire
sl ight b ind f ire
kn ight r ind h ire
w ind m ire
l ike bl ind sp ire
d ike gr ind squ ire
p ike
h ike f ine k ite
t ike d ine b ite
sp ike m ine m ite

str ike n ine qu ite
 p ine sm ite
 p ile v ine sp ite
 t ile br ine spr ite
 m ile sh ine wh ite
 N ile sp ine wr ite
 f ile sw ine
 sm ile th ine f ive
 st ile tw ine h ive
 wh ile wh ine d ive
 l ive
 d ime r ipe dr ive
 l ime p ipe str ive
 t ime w ipe thr ive
 ch ime sn ipe
 sl ime tr ipe m y
 pr ime str ipe b y
 fl y
 cr y

[Pg 30]

dr y c old b one ch ose
 fr y s old dr one th ose
 pr y b old ph one cl ose
 sh y m old sh one w ove
 sk y t old thr one dr ove
 sl y f old gr ove
 sp y g old r ope cl ove
 spr y h old h ope st ove
 st y sc old d ope
 tr y sl ope h oe
 wh y h ole t oe
 p ole c ore J oe
 r obe m ole m ore f oe
 gl obe s ole p ore w oe
 r ode st ole t ore
 j oke wh ole w ore d oor
 p oke r oll s ore fl oor
 w oke tr oll ch ore
 br oke str oll sh ore m ow
 ch oke sn ore r ow
 sm oke c olt st ore s ow
 sp oke b olt b ow
 str oke j olt t orn bl ow
 v olt w orn sl ow
 sh orn sn ow
 h ome cr ow
 t one r ose fl ow
 st one n ose gl ow
 h ose gr ow
 p ose kn ow
 sh ow

thr ow t ube bl ue
 s own c ube d ue
 bl own m ule h ue
 gr own f ume c ue
 fl own pl ume gl ue
 thr own J une fl ue
 t une
 c ure
 p ure

The Diphthongs oi, oy, ou, ow.

[Pg 31]

oi oy m ound ow
 b oil b oy gr ound c ow
 s oil j oy c ount n ow

t oil	t oy	m ount	h ow
c oil	R oy	h our	b ow
br oil	tr oy	fl our	<u>br ow</u>
sp oil	<u>ou</u>	h ouse	f owl
		m ouse	h owl
v oice	l oud	bl ouse	gr owl
ch oice	cl oud	p out	sc owl
c oin	pr oud	sh out	d own
j oin	c ouch	sp out	g own
j oint	p ouch	spr out	t own
p oint	s ound	st out	br own
n oise	b ound	tr out	cl own
m oist	r ound	m outh	cr own
	f ound	s outh	dr own
	w ound		fr own

DIGRAPHS

(For rapid pronunciation drills.)

sh	ch	th	wh	th
sh eep	ch ick	bath	wh en	then
sh ell	ch ild	both	wh y	they
sh y	ch air	doth	wh ere	these
sh ore	ch ill	mirth	wh ich	those
sh ine	ch erry	worth	wh at	the
sh ow	ch ildren	birth	wh ile	thy
sh e	ch urch	tooth	wh ose	that
sh all	ch ase	loth	wh ite	this
sh ould	ch est	girth	wh ale	thus
sh ake	ch ange	thin	wh eat	thine
sh ame	ch alk	thick	wh eel	there
sh ape	ch ain	think	wh ack	their
sh are	ch ance	throat	wh ip	them
sh ark	ch arge	thorn	wh irl	though
sh arp	ch ap	three	wh et	thou
sh awl	ch apel	third	wh ey	
sh ed	ch apter	thaw	wh isper	
sh ear	ch arm		wh istle	
sh epherd	ch eck			

THIRD YEAR

[Pg 32]

I. Rules or Reasons for Sounds.

(The effect of the position of the letter upon its sound.)

II. Effect of "r" Upon Vowels.

III. Equivalents.

IV. Teach Vowel Sounds Other Than Long and Short Sounds, by Analyzing Known Words and Phonograms.

Pupils know the phonogram "ark," learned when the following list of words was pronounced: bark, dark, hark, lark, mark, park, shark, etc. Attention is now called to the long Italian "a" sound (two dots above) and other lists pronounced; as, farm, barn, sharp, charm. Broad "a" (two dots below) is taught by recalling the familiar phonogram "all" and the series: ball, fall, call, tall, small, etc., pronounced. Also other lists containing this sound: as, walk, salt, caught, chalk, haul, claw, cause.

(The rules for sounds apply to the individual syllables in words of more than one syllable as well as to monosyllables.)

HOW TO DISTINGUISH BETWEEN VOWELS AND CONSONANTS

Before the rules for the sounds are taken up, it will be necessary that the pupils know how to distinguish the vowels from the consonants.

Have the vowels on the board, also lists of words, and drill on finding the vowels in the lists. The teacher says, "These letters are called vowels." "How many vowels are there?" "Find a vowel in this word"—pointing to one of the words in the lists. As the pupil finds it he says, "This is a

vowel." Find the vowels in all the words in the lists.

PHONICS AND LANGUAGE

When the vowels and consonants can be distinguished, pupils can be taught the use of the articles "a" and "an".

"An" is used before words beginning with vowels; "a" before words beginning with consonants. Lists of words are placed on the board to be copied, and the proper article supplied.

[Pg 33]

apple ball
stem eye
peach owl
orange flower
table uncle
ink-stand

Use the article "the" with the same list of words in oral expression, pronouncing "the" with the long sound of "e" before words beginning with vowels, as "The apple," "The ink-stand."

The apple is on the table.
The peach is ripe.
The flower and *the* orange are for you.
The owl has bright eyes.
The ice is smooth and hard.
Grandfather sits in *the* arm chair.
Is *the* envelope sealed?
The old man leans on the cane.

RULES OR REASONS FOR SOUNDS

The real difficulty in phonics lies in the fact that the pronunciation of the English language abounds in inconsistencies. Its letters have no fixed values and represent different sounds in different words.

While there are but twenty-six letters in the English alphabet there are forty-four elementary sounds in the English language.

Thus far but one sound for each consonant has been taught and emphasized. Incidentally the fact that some of the letters have more than one sound has been discovered, as c in city, g in gentle,— but now definite teaching is given concerning them. The new sound is taught with its diacritical mark and the reason given, e.g. "c before e, i, or y is soft."

When a reason or rule for marking is given, lists of words illustrating the rule should be sounded and pronounced. The teacher marks the word as the reason is given. Lists of words may be marked by the pupils as a dictation exercise.

[Pg 34]

The above use of *diacritical marks* does not apply to the pernicious practice of marking words to aid in pronunciation, but to show the purpose of marks, which is merely to indicate the sound.

Teach that the sound of the letter depends upon its position in the word, and not upon the diacritical marks.

REASONS FOR SOUNDS

1. When there is one vowel in the word and it is at the last, it is long.

me he my sky
be the by cry
we she fly try

2. One vowel in the word, not at the last, is short; as, mat, nest, pond.

(Refer to short vowel lists to test this rule.)

3. When there are two or more vowels in a syllable, or a word of one syllable the first vowel is long, and the last are silent; as: mate, sneeze, day. (Teacher marks the long and silent vowels as the reason for the sound is given.)

Children mark these words and give reason: game, kite, make, coat, meat, wait.

After rules (1 to 3) are clearly developed, apply them by marking and pronouncing these words and giving reasons.

coat man neat
he nine box
sun feel kite
she run me
take we seam
heat bit tan

bite mad made
take cape the
mane cap lake

Rule 4.

When double consonants occur, the last is silent; tell, back.

[Pg 35]

back bell kill dress duck
Jack fell till Jess tack
pack Nell fill less press
lack Bell pill neck luck
sack sell will Bess still
tack tell hill block stick
shall well mill peck trill
shell yell rock clock struck

Rule 5.

T before ch is silent: catch.

hatch switch ditch
match stretch pitch
latch thatch stitch
patch sketch fetch
hitch scratch match
watch snatch crutch

Rule 6.

N before g, the sound of ng (n): sing, also n before k—ng,—ink.

bang song lank
rang long bank
sang strong sank
hang thing tank
wink cling sung
sink swing lung
think sing swung
brink sting stung

Rule 7.

Initial k before n is silent—knife.

knee knew know
knack knot knock
knob knell knife
knelt known kneel

Rule 8.

Initial w before r is silent—write.

wry wren written
wring wreak wrist
wrong wrote wriggle
write wretch wrench
wrap wreath writing

Rule 9.

Initial g before n is silent—gnaw.

gnat gnarl gnu
gnaw gneiss gnome

Rule 10.

C before e, i or y is soft.—cent, city, cypress.

face cent nice
lace cell price
place ice slice
race rice twice

[Pg 36]

Grace mice cypress
cylinder cyclone

(Hard c is found before a, o, and u or a consonant.)

Rule 11.

G before e, i or y is soft,—gentle, giant, gypsy. (Get and give are common exceptions.)

age gentle gem
cage gin gypsy
page gill giraffe
rage ginger wage
sage giant gipsy

Exercise—Pronounce and mark the following words, and tell whether they contain the soft or hard sounds of g.

go gay gate globe
dog bag garden glass
gentle cage general forge
geese gather wagon glove
gem game George forget
germ Gill Grace grain

Note effect of final e on hard g.

rag rage sag sage
wag wage stag stage

Rule 12.

I before gh—i is long and gh silent—*night*.

light right fight
night bright fright
sight high slight
might thigh flight
tight sigh plight

Rule 13.

Final y in words of more than one syllable is short,—cherry.

dainty pity ferry
plainly city lightly
rainy naughty berry
daisy thirty merry
daily dreary cherry

Rule 14.

Final e in words of more than one syllable is silent.—gentle, Nellie.

Rule 15.

Effect of r upon vowels.

<u>e</u> ř	<u>i</u> ř	<u>o</u> ř	<u>u</u> ř
her	bird	work	urn
fern	sir	word	turn
term	stir	worm	hurt
herd	girl	world	purr
jerk	first	worst	burn
ever	chirp	worth	churn
serve	whirl	worse	burst
perch	<u>thirst</u>	worship	church
kernel	<u>fir</u>	worthy	curve
verse	firm	worry	curb
verb	third		fur
germ	birth		blur
herb	birch		curd
stern	thirty		curl

OTHER EQUIVALENTS

a=e â=ê
 they eight care heir
 obey weight bare their
 prey freight fare there
 weigh neigh hair where
 sleigh veins fair stair
 reign whey chair pear
 skein rein pair

[Pg 38]

a=ö a=ô au=aw=ou
 what not call nor haul ought
 was odd raw for fault bought
 watch cot want corn cause sought
 wasp got walk cord pause caw
 wash hop salt short caught saw
 drop dog hall storm naught paw
 spot fog draw horse naughty draw
 talk morn thought thaw

ou=ow ew=û
 our how dew due
 out now few hue
 hour cow mew blue
 flour bow new June
 trout plow Jew tune
 shout owl pew plume
 mouth growl hue pure
 sound brown glue flute
 mouse crowd
 ground flower
 house drown

ew=oo=o=u o=oo=u
 grew do poor rude wolf wool
 chew you soon rule could foot
 crew to noon tool would good
 brew shoe whom school should hood
 drew prove food spool woman wood
 threw broad whose roof shook stood
 screw moon tomb broom crook pull
 strew goose stoop roost hook bush
 shrewd took full
 brook put
 book puss
 look

[Pg 39]

o=ü oy=oi
 come fun boy oil
 none gun joy soil
 son run Roy voice
 dove sup toy spoil
 love cup troy joint
 some sun join point
 ton hum coin choice
 won drum noise noise
 does plum toil moist
 touch nut
 glove shut
 month much
 none must

I. Review and continue to apply the principles of pronunciation, with a more complete mastery of the vowel and consonant sounds as found in Webster's dictionary.

II. Teach the diacritical marks found in the dictionary to be used. The marks needed will be found at the foot of each page of the dictionary.

III. Teach the use of the dictionary.

(1) See that every child owns, if possible, one of the new dictionaries, in which unphonetic words are respelled phonetically.

(2) See that all know the alphabet in order.

(3) Pupils practice finding names in the telephone directory, catalogs, reference books, etc.

(4) Practice arranging lists of words in alphabetical order, as in the following dictation exercise.

Rewrite these words in the order in which they would occur in the dictionary.

chance value
alarm hurdle
green evergreen
window feather
indeed leave
sapwood monkey
bruise kernel
double jelly

Also lists like these:—a step more difficult.

[Pg 40]

arbor angry
alarm after
artist age
afford apron
apple appear
athletic approve
assist answer
always anchor

After teaching the alphabetical order, with dictionary in hand, have the pupil trace the word to its letter, then to its page.

Having found his way to the word, he must now learn to read what the dictionary has to tell him about it. His attention is called to syllabification as well as to diacritical marks. (Those found at the foot of the page will furnish the key to pronunciation.)

He finds that his dictionary is a means of learning not only the pronunciation of words, but their meaning and spelling. Later, as soon as the parts of speech are known, he should learn the various uses of words—their grammatical uses, derivation, etc., and come to regard the dictionary as one of his commonest tools, as necessary as other books of reference.

But here the teacher's task is not done. Provided with the key to the mastery of symbols, her pupils may still fail to use this key to unlock the vast literary treasures in store for them. They must be taught *what to read*, as well as *how to read*. They must be introduced to the school library and if possible to the public library. Dr. Elliot has said: "The uplifting of the democratic masses depends upon the implanting at school of the taste for good reading."

Moreover that teacher does her pupils the most important and lasting service who develops in them not only *an appreciation of good literature*, but *the habit of reading it*.

*** END OF THE PROJECT GUTENBERG EBOOK HOW TO TEACH PHONICS ***

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