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.
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.

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.
When you get to qu, show \[\text{qu}\] 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.

## Teacher Tip

### Phonogram Sounds

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

### Vowels & Consonants

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

---

### Phonogram Flash Cards

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

---

### 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 or 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.**

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 /â-â-â/

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

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

Can you sing the third sound /â/? yes
Can you make /â/ 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

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

y /y-î-ê/

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 /î/? yes

Teacher Tip
Isolating Sounds
Be sure to isolate the sound /b/.
It is not /bû/. Some students will try to sing the /û/ sound and then argue it is a vowel.

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.

Teacher Tip
I and Y
The phonogram I also has three vowel sounds, /î-î-ê/, and one consonant sound, /y/.
Can you make /i/ louder and softer?  yes
Is your mouth open?  yes
Is it a vowel or a consonant sound?  vowel

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

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

How many consonant sounds does /y-i-i-e/ make?  one
How many vowel sounds does /y-i-i-e/ 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

**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
- quest
- quilt
- 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
- quest
- quilt
- quiz

**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.

**Optional Practice**

Spelling Rule 11
Q always needs a U; therefore, U is not a vowel here.

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

- Create a poster to illustrate Spelling Rule 11.
- Ask the students to teach the rule to someone else.
Part 2 Building Words

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. 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.

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 one pile and the rest of the phonograms in a second 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...
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-ē-ĭ/.
i, y, and e all say /e/.

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 /e/ and I say, "Use /i-i-ê-y/," which phonogram would you use?  
If a word includes the sound /ö/ and I say, "Use /o-ö-ö/," which phonogram should you use?  
If a word includes the sound /j/ and I say,"Use /g-j/," which phonogram should you use?  
If a word includes the sound /y/ and I say, "Use /y-i-i-ê/," which phonogram should you use?  
If a word includes the sound /k/ and I say, “Use tall /k/,” which phonogram should you use?  

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/.
Show me the phonogram /g-j/.  
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:

1. Say the word.  
   **Key:** Teacher Student
2. Read the sentence. Repeat the word.
3. Steps 3 and 4 are used only for multi-syllable words and one-syllable words that include say-to-spell tips.
4. The students say the word.
5. While the students segment the word, finger spell and cue which phonogram to use if there are multiple options.
6. The students write the word, sounding it out as they write.
7. **Help me write it.** Write the word as the students segment it aloud.
8. **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.
9. 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.

**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.

/i/ /ē/ /ĕ/
Some students mix up the spelling of these sounds and struggle to hear them clearly in words. The sounds /i/ and /ē/ are closely related. Say each sound and feel the position of your mouth. Notice that /i/ 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 /i/ or /ē/ closer to the other sound in some words. For example some dialects say pĭnk as pēnk.

Next, say /ē/ and /i/ and feel the position of your mouth. /ē/ is more forward and relaxed. /i/ is further back and more tense. Some dialects merge these sounds, saying tēn as tēn.

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.

<table>
<thead>
<tr>
<th>Spelling Analysis</th>
<th>List 1.A</th>
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</thead>
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<tr>
<td><strong>Word</strong></td>
<td><strong>Sentence</strong></td>
</tr>
<tr>
<td>1. map</td>
<td>Point to Los Angeles on the map.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Write Segment</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>map</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Sentence</th>
<th>Example</th>
<th>All first sounds.</th>
<th>G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>dog</td>
<td>The dog loves to play fetch.</td>
<td>dog</td>
<td>/dɒɡ/</td>
<td>/d-ɒ-g/</td>
</tr>
<tr>
<td>3.</td>
<td>hat</td>
<td>Dad forgot his hat on the beach.</td>
<td>hat</td>
<td>/hæt/</td>
<td>/h-a-t/</td>
</tr>
<tr>
<td>4.</td>
<td>fast</td>
<td>Jackson ran fast.</td>
<td>fast</td>
<td>/fæst/</td>
<td>Use /s-z/.</td>
</tr>
<tr>
<td>5.</td>
<td>bed</td>
<td>The hotel has a queen size bed.</td>
<td>bed</td>
<td>/bɛd/</td>
<td>/b-e-d/</td>
</tr>
<tr>
<td>6.</td>
<td>hand</td>
<td>Jules raised her hand.</td>
<td>hand</td>
<td>/hænd/</td>
<td>/h-a-n-d/</td>
</tr>
<tr>
<td>7.</td>
<td>bag</td>
<td>The bag is red.</td>
<td>bag</td>
<td>/bæɡ/</td>
<td>/b-ɑ-g/</td>
</tr>
<tr>
<td>8.</td>
<td>pink</td>
<td>The pink flower is beautiful!</td>
<td>pink</td>
<td>/pɪŋk/</td>
<td>Use /i-ɪ-ē-y/. Use tall /k/.</td>
</tr>
<tr>
<td>9.</td>
<td>cat</td>
<td>That is a funny cat!</td>
<td>cat</td>
<td>/kæt/</td>
<td>Use /k-s/.</td>
</tr>
<tr>
<td>10.</td>
<td>leg</td>
<td>His leg is broken.</td>
<td>leg</td>
<td>/lɛɡ/</td>
<td>/l-e-g/</td>
</tr>
<tr>
<td></td>
<td>Word</td>
<td>Sentence</td>
<td>Sound</td>
<td>All First Sounds</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>----------</td>
<td>-------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>bad</td>
<td>That is a bad apple.</td>
<td>/bād/</td>
<td>/b-a-d/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>soft</td>
<td>The cat likes the soft blanket.</td>
<td>/sōft/</td>
<td>/s-o-f-t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>soft</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>bat</td>
<td>The bat is next to the ball.</td>
<td>/bāt/</td>
<td>/b-a-t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bat</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>quilt</td>
<td>I folded the quilt.</td>
<td>/kwīlt/</td>
<td>/qu-ĭ-l-t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quilt</td>
<td>Underline the /kw/. Q always needs a U; therefore, U is not a vowel here.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>quilt</td>
<td>quilts, quilted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>last</td>
<td>The last piece is missing.</td>
<td>/lāst/</td>
<td>/l-a-ĭ-t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>last</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>last</td>
<td>Adj, Adv, V, N</td>
<td>lasts, lasted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

1. Say the **word**.

   **Key:** Teacher  
   Student

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

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

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**.

   The students **say the first syllable**.

5. 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.

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

7. **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.

8. 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.
**Tips for List 1.B**

### Words Ending in NK


### 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

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say-to-Spell</th>
<th>Say syllable</th>
<th>Segment...</th>
<th>Finger Spell &amp; Cue</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. skunk</td>
<td>There is a skunk near the log.</td>
<td>1 skünk</td>
<td>/skúŋk/</td>
<td>/s-k-u-n-k/</td>
<td>Use /s-z/. Use tall /k/. Use tall /k/.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>N, V</td>
<td>skunks, skunked</td>
<td></td>
</tr>
</tbody>
</table>

2. piglet | The piglet has big ears. | 2 pîg lët | /pîg/ | /p-i-g/ | Use /i-i-ê-y/. |

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>piglets</td>
<td></td>
</tr>
</tbody>
</table>

3. kitten | The kitten climbed into the tree. | 2 kît tën | /kît/ | /k-i-t/ | Use tall /k/. Use /i-i-ê-y/. |

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of Speech</th>
<th>Plural / Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>kittens</td>
<td></td>
</tr>
</tbody>
</table>

---
4. **rabbit**  The rabbit hopped across the field.  
   **rabb**  /rəb/  
   **bit**  /bɪt/  
   **bit**  /bɪ-t/  
   Use /i-i-ē-y/.

   *rab bit*  All first sounds.

5. **mitten**  The mitten is hanging on the line.  
   **mitten**  /mɪt/  
   **tɛn**  /tɛn/  
   **tɛn**  /t-e-n/  
   Use /i-i-ē-y/.

   *mit ten*  All first sounds.

6. **pumpkin**  Mom made pumpkin soup.  
   **pumpk**  /pʌmp/  
   **kin**  /kɪn/  
   **kin**  /k-i-n/  
   Use tall /k/. Use /i-i-ē-y/.

   *pump kin*  All first sounds.

7. **canyon**  The Grand Canyon is beautiful.  
   **kän yɔn**  /kæn/  
   **a-n**  /k-a-n/  
   **yɔn**  /j-ɔn/  
   **y-ɔ-n/  Use /k-s/.

   *canyon*  All first sounds.  
   **canyons**

8. **banquet**  The tables are set for the banquet.  
   **bǎn kwɛt**  /bən/  
   **a-n**  /b-a-n/  
   **kwɛt**  /kwɛt/  
   **qu-e-t/  Underline the /kw/.

   *ban quilt*  Underline the /kw/.  
   **banquets, banqueted**

9. **splendid**  The fireworks display was splendid.  
   **splēn did**  /splɛn/  
   **p-l-e-n/  **did**  /d-i-d/  
   Use /s-z/.

   *splendid*  All first sounds.

10. **grand**  What a grand room!  
   **grǎnd**  /grænd/  
   **r-a-n-d**  /g-r-a-n-d/  
   Use /i-i-ē-y/.

   *grand*  All first sounds.

11. **drab**  The landscape is drab.  
   **drāb**  /dræb/  
   **d-r-a-b/**

   *drab*  All first sounds.

---

31.1. Any vowel may say one of the schwa sounds, /ũ/ or /ĭ/, in an unstressed syllable or unstressed word.
<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Sentence</th>
<th>Syllables</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>timid</td>
<td>The timid turtle poked its head out of its shell.</td>
<td>2</td>
<td>/tɪm/ /ɪ-ɪ-m/</td>
<td>Use /i-i-ë-y/.</td>
</tr>
<tr>
<td></td>
<td>timid</td>
<td></td>
<td></td>
<td>/ɪd/ /ɪ-ɪ-d/</td>
<td>Use /i-i-ë-y/.</td>
</tr>
<tr>
<td></td>
<td>tim id</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>vast</td>
<td>The Pacific Ocean is vast.</td>
<td>1</td>
<td>/vɒst/ /v-a-s-t/</td>
<td>Use /s-z/.</td>
</tr>
<tr>
<td></td>
<td>vast</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>velvet</td>
<td>The pillow is made of velvet.</td>
<td>2</td>
<td>/vɛl/ /v-e-l/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>velvet</td>
<td></td>
<td></td>
<td>/vɛt/ /v-e-t/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vel vet</td>
<td>Any vowel may say one of the schwa sounds, /ʌ/ or /ɪ/, in an unstressed syllable or unstressed word.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>damp</td>
<td>The floor around the mop bucket is damp.</td>
<td>1</td>
<td>/dæmp/ /d-a-m-p/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>damp</td>
<td>All first sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Tips for List 1.C


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

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th># Syllables</th>
<th>Say-to-Spell</th>
<th>Say syllable</th>
<th>Segment…</th>
<th>Finger Spell &amp; Cue</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. contest</td>
<td>The kids are having a running contest.</td>
<td>2</td>
<td>kŏn tĕst</td>
<td>/kŏn/</td>
<td>/c-o-n/</td>
<td>Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/tĕst/</td>
<td>/t-e-s-t/</td>
<td>Use /s-z/.</td>
<td></td>
</tr>
<tr>
<td>2. conflict</td>
<td>The two men are having a conflict.</td>
<td>2</td>
<td>kŏn flĭkt</td>
<td>/kŏn/</td>
<td>/c-o-n/</td>
<td>Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/flĭkt/</td>
<td>/f-l-i-ĕ-t/</td>
<td>Use /i-i-ĕ-y/. Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. content</td>
<td>Which content is most important to include on the website?</td>
<td>2</td>
<td>kŏn těnt</td>
<td>/kŏn/</td>
<td>/c-o-n/</td>
<td>Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/těnt/</td>
<td>/t-e-n-t/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. contract</td>
<td>The woman is signing a contract.</td>
<td>2</td>
<td>kŏn trăkt</td>
<td>/kŏn/</td>
<td>/c-o-n/</td>
<td>Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/trăkt/</td>
<td>/t-r-a-c-t/</td>
<td>Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. abstract</td>
<td>This is an example of an abstract painting.</td>
<td>2</td>
<td>āb străkt</td>
<td>/āb/</td>
<td>/a-b/</td>
<td>Use /s-z/. Use /k-s/.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/străkt/</td>
<td>/s-t-r-a-c-t/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>¹C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

**content**
- N, V
- plural: contents
- past participle: contented

**conflict**
- N, V
- plural: conflicts
- past participle: conflicted

**contract**
- N, V
- plural: contracts
- past participle: contracted

**abstract**
- Adj, N, V
- plural: abstracts
- past participle: abstracted
6. **consistent**

Haley is a consistent player in every game.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| *consistent* | /kənˈsɪstənt/ | 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Say-to-spell /ʊ/. Any vowel may say one of the schwa sounds, /u/ or /i/, in an unstressed syllable or unstressed word. Use /s-z/. Use /ɪ-ɨ-ʏ/. Use /s-ɪ-s/.

7. **insistent**

Her parents are insistent.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| *insistent* | /ɪnˈsɪstənt/ | 31.1 Any vowel may say one of the schwa sounds, /u/ or /i/, in an unstressed syllable or unstressed word. Use /s-z/. Use /ɪ-ɨ-ʏ/. Use /s-ɪ-s/.

8. **compact**

The roller will compact the ground.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| *compact* | /kɒmˈpækt/ | 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Any vowel may say one of the schwa sounds, /u/ or /i/, in an unstressed syllable or unstressed word. Use /s-z/. Use /ɪ-ɨ-ʏ/. Use /s-ɪ-s/.

9. **complex**

Cars have complex engines.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| *complex* | /kɒmˈplɛks/ | All first sounds.

10. **rustic**

The barn is rustic.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| *rustic* | /rʌstɪk/ | 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.

11. **tranquil**

The mountains overlook a tranquil lake.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>tranquil</em></td>
<td>/trænkwɪl/</td>
<td>Underline the /kw/. 11Q always needs a U; therefore, U is not a vowel here.</td>
</tr>
</tbody>
</table>
12. **cabin**
   The cabin is in the woods.
   2  
   4

   **cabin**
   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  
   4

   **dentist**
   All first sounds.

| N | dentists |

14. **district**
   The financial district has tall buildings.
   2  
   4

   **district**
   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  
   4

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

| Adj, N | public |
Part 3  Words in Context

Review

- **Phonograms:** Dictate the phonogram sounds while students write the phonograms in a notebook.
  
  1. y /y-/  
  2. a /a-ä/  
  3. h /h/  
  4. t /t/  
  5. z /z/  
  6. c /k-s/  
  7. m /m/  
  8. o /o-ö-/  
  9. u /u-ü-/  
 10. i /i-ë-/  
 11. w /w/  
 12. x /ks-z/  
 13. r /r/  
 14. f /f/  
 15. v /v/  
 16. p /p/  
 17. g /g-y/  
 18. e /ë-/  
 19. s /s-z/  
 20. n /n/  
 21. b /b/  
 22. j /j/  
 23. d /d/  
 24. k /k/  
 25. l /l/  
 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.

**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.**
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)

### 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?

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>hats</td>
</tr>
<tr>
<td>map</td>
<td>maps</td>
</tr>
<tr>
<td>dog</td>
<td>dogs</td>
</tr>
<tr>
<td>bed</td>
<td>beds</td>
</tr>
</tbody>
</table>

*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

Place your hand on your throat as you say /s/ and /z/. Feel the shape of your 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 voicebox is off. With /z/ my voicebox 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.
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.

**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.

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.

<table>
<thead>
<tr>
<th>A</th>
<th>map</th>
<th>maps</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dog</td>
<td>dogs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>skunk</th>
<th>skunks</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>piglet</td>
<td>piglets</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>contest</th>
<th>contests</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>conflict</td>
<td>conflicts</td>
<td></td>
</tr>
</tbody>
</table>

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

**Plural Nouns**

<table>
<thead>
<tr>
<th>Level</th>
<th>Complexes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>maps, dogs, hats, beds, hands, bags, cats, legs, bats, quilts, (lasts)</td>
</tr>
<tr>
<td>B</td>
<td>skunks, piglets, kittens, rabbits, mittens, pumpkins, canyons, banquets, velvets, (damps)</td>
</tr>
</tbody>
</table>

**Teacher Tip**
**Plurals**
Practice the plurals using the spelling list level that your students are using.

**Teacher Tip**
**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.
### 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  I-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 |
Part 4  Words in Action

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.

Vocabulary

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

<table>
<thead>
<tr>
<th>con-</th>
<th>pact</th>
<th>tract</th>
</tr>
</thead>
<tbody>
<tr>
<td>flict</td>
<td>tent</td>
<td>plex</td>
</tr>
<tr>
<td>sist</td>
<td>ab-</td>
<td></td>
</tr>
</tbody>
</table>

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 *compact* with an /n/ sound. Feel how your mouth forms each sound. /konpakt/

Now say *compakt* 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*
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
dettract - 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 = assimilate
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.
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?* *abstract 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.

**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 3. soft bed
2. pink bag 4. last hat

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

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

**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**

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.”

**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.
## Writing Strong Sentences

<table>
<thead>
<tr>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the phrases from your dictation aloud.</td>
</tr>
</tbody>
</table>

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.

- **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
- 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.
Phonograms

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

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

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.

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

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.

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.

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.
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.
1.4 Consonants and Vowels

Write the consonants and vowels in the correct columns.

\[ a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, qu, r, s, t, u, v, w, x, y, z \]

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Vowels</th>
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</thead>
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</tbody>
</table>
## Spelling List 1
### Level ___

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th>Part of Speech</th>
<th>Plural, Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<td>3.</td>
<td></td>
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<td>4.</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.7A  Plurals Practice

Look at the picture. Write each noun as a singular or plural.

[Images of various objects such as a dog, a hat, a cat, a glass, a bag, hands, and more]
1.9 Phonogram Blitz
Level C

1.10C-1 Prefix, Root, and Suffix

Highlight the root *fix* (attach) in yellow.
Highlight the prefix *pre-* (before) in orange.
Highlight the prefix *suf-* (below or after) in orange.
Write the definition of each word based upon the morphemes on the lines.

<table>
<thead>
<tr>
<th>prefix</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

1.10C-2 Con- and Com-

Add *con-* or *com-* to each word. Write the definition of the new word based upon its morphemes.

<table>
<thead>
<tr>
<th>word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tract</td>
<td>to pull</td>
</tr>
<tr>
<td>flict</td>
<td>to strike</td>
</tr>
<tr>
<td>tent</td>
<td>to hold</td>
</tr>
<tr>
<td>pact</td>
<td>to press</td>
</tr>
<tr>
<td>plex</td>
<td>parts, to entwine</td>
</tr>
<tr>
<td>sist</td>
<td>to stand</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4. 
5. 
6. 
1.10C-3 Matching

Match the morpheme to the definition.

- **pact**  
  to hold

- **flict**  
  to press

- **tract**  
  from

- **tent**  
  to stand

- **con-**  
  with, together, completely

- **plex**  
  to pull

- **abs-**  
  to strike

- **sist**  
  parts, to entwine
### 1.12A  Reading Basketball

<table>
<thead>
<tr>
<th>map</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>band</td>
</tr>
<tr>
<td>bed</td>
<td>hand</td>
</tr>
<tr>
<td>bag</td>
<td>pink</td>
</tr>
<tr>
<td>cat</td>
<td>leg</td>
</tr>
<tr>
<td>bad</td>
<td>soft</td>
</tr>
<tr>
<td>bat</td>
<td>quilt</td>
</tr>
<tr>
<td>last</td>
<td>big</td>
</tr>
<tr>
<td>fast</td>
<td>sand</td>
</tr>
<tr>
<td>sink</td>
<td>list</td>
</tr>
</tbody>
</table>
Check Your Understanding 1

Phonograms

Write the phonograms as your teacher dictates them.

1. ____________  8. ____________  15. ____________  22. ____________
2. ____________  9. ____________  16. ____________  23. ____________
3. ____________ 10. ____________  17. ____________  24. ____________
4. ____________ 11. ____________  18. ____________  25. ____________
5. ____________ 12. ____________  19. ____________  26. ____________
6. ____________ 13. ____________  20. ____________
7. ____________ 14. ____________  21. ____________
Consonants and Vowels

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.

<table>
<thead>
<tr>
<th>a</th>
<th>h</th>
<th>o</th>
<th>v</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>i</td>
<td>p</td>
<td>w</td>
</tr>
<tr>
<td>c</td>
<td>j</td>
<td>qu</td>
<td>x</td>
</tr>
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<td>d</td>
<td>k</td>
<td>r</td>
<td>y</td>
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<tr>
<td>e</td>
<td>l</td>
<td>s</td>
<td>z</td>
</tr>
<tr>
<td>f</td>
<td>m</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>n</td>
<td></td>
<td>u</td>
</tr>
</tbody>
</table>

Spelling Rule

Underline the multi-letter phonogram.

quit    quilt    quiz
Dictation

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________

9. ____________________________

10. ____________________________