

## APPENDIX: Initial consonants

Write a word that begins with each consonant; give the sound of the letter and then pronounce the word.

b \_\_\_\_\_

c\* \_\_\_\_\_

d \_\_\_\_\_

f \_\_\_\_\_

g\* \_\_\_\_\_

h \_\_\_\_\_

j \_\_\_\_\_

k \_\_\_\_\_

l \_\_\_\_\_

m \_\_\_\_\_

n \_\_\_\_\_

p \_\_\_\_\_

qu \_\_\_\_\_

r \_\_\_\_\_

s \_\_\_\_\_

t \_\_\_\_\_

v \_\_\_\_\_

w \_\_\_\_\_

x \_\_\_\_\_

y \_\_\_\_\_

z \_\_\_\_\_

\*Special sounds: c when

followed by e, i, or y sounds like

s as in cent, city, cycle; followed

by other vowels, c sounds like k

as in cat, cut.

G when followed by e, i,

or y sounds like j as in gem,

gingerale, gypsy, giraffe, George;

g followed by any other letter has

a hard sound as in go, ghost.

**APPENDIX: Blends, Digraphs and Endings**

ch \_\_\_\_\_

spr \_\_\_\_\_

sh \_\_\_\_\_

sc \_\_\_\_\_

th \_\_\_\_\_

scr \_\_\_\_\_

wh \_\_\_\_\_

str \_\_\_\_\_

bl \_\_\_\_\_

sn \_\_\_\_\_

cl \_\_\_\_\_

sm \_\_\_\_\_

gl \_\_\_\_\_

sw \_\_\_\_\_

fl \_\_\_\_\_

tw \_\_\_\_\_

pl \_\_\_\_\_

shr \_\_\_\_\_

sl \_\_\_\_\_

thr \_\_\_\_\_

spl \_\_\_\_\_

kn \_\_\_\_\_

br \_\_\_\_\_

ph \_\_\_\_\_

cr \_\_\_\_\_

wr \_\_\_\_\_

dr \_\_\_\_\_

gh \_\_\_\_\_

fr \_\_\_\_\_

**Common Word Endings:**

ck \_\_\_\_\_

gr \_\_\_\_\_

dge \_\_\_\_\_

pr \_\_\_\_\_

ing \_\_\_\_\_

tr \_\_\_\_\_

tch \_\_\_\_\_

st \_\_\_\_\_

tion \_\_\_\_\_

## APPENDIX: Short and Long Vowels

### Short and long vowels

#### Short Vowels

**a**  
at  
tap  
Sam

**e**  
bet  
pet

**i**  
bit  
fin  
rid

**o**  
hop  
mop

**u**  
us  
cut

#### Long Vowels (with silent e at the end or two vowels together, the first long and the second silent.)

**a**  
ate  
tape  
same

**e**  
beet, beat  
Pete

**i**  
bite  
fine  
ride

**o**  
hope  
mope

**u**  
use  
cute

## APPENDIX: Vowel Pairs

### Vowel Pairs

Long first vowel, silent second vowel: “first one talks, second walks”

ay - day, say, pay

ai - pail, pain, train

ea - each, eat, seat, meat

ee - flee, meet, beet

ie - tie, pie - \*exceptions, field, niece, believe

oa - oat, goat, float, boat

oe - toe, hoe

ey - key, money

## APPENDIX: Special Letter Pairs

### Special Pairs

Some letter pairs create special sounds that do not follow precise patterns. The letter combinations appear in many words and create special sounds. For each of the combinations listed below suggest other words that follow the sound/letter patterns of the listed words.

au - haul, August, taught, daughter

aw - saw, awe, hawk, paw, pawn

ew - stew, grew, flew

oo - moon, soon, raccoon, hoot

oo - hook, took, foot, book

oi - oil, coil, point, coin

oy - boy, toy, voyage

ou- shout, proud, loud, round

ow, how, cloud, loud

ow, flow, blow, tow, sow

ui - suit\* Some other ui combinations - suite - sound of sw plus long e;

guilt (hard g followed by short i); guide - (hard g and long i)

## APPENDIX: R Combinations

### R Combinations

The letter *r* combines with vowels and consonants to produce more than one special sounds.

If *ar*, *er*, *or* are endings in multi-syllable words, their sound is /ûr/ -  
collar, hunter, motor

One syllable words ending in *er*, *ir* or *ur* also have the sound of /ur/ -  
her, fern  
sir, stir, first  
fur, burn

*ar* at the end of a word or followed by a consonant has the sound of /är/  
car, star, smart, dark

*or* at the end of one syllable words, or followed by a consonant other than *r* sounds like /ôr/  
or, for, horn, worn, hornet, horse

w in front of /or/ says /û/ - work, word, worst

w in front of /ar/ says /ôr/ - war, warn, warm

qu in front of /ar/ also says /ôr/ - quart, quarter

What additional examples of each of these *r* sounds can you suggest?

## APPENDIX: Dolch Basic Word List

The words below are necessary for a beginning reader to read. Many of the words do not follow precise phonetic rules; practice and memory will help bring sight recognition.

a	don't	I	only
about	down	if	open
after	draw	in	or
again	drink	into	our
all		is	out
always	eat	it	over
am	eight	its	own
any	every		
are		jump	pick
around	fall	just	play
ask	far		please
as	fast	keep	pretty
at	find	king	pull
ate	five	know	put
away	fly		
	for	laugh	ran
be	found	let	read
because	four	light	red
been	from	like	ride
before	full	little	right
best	funny	live	round
better		long	run
big	gave	look	
black	get		said
blue	give	made	saw
both	go	make	say
bring	goes	many	see
brown	going	may	seven
but	good	me	shall
buy	got	much	she
by	green	must	show
	grow	my	sing
call		myself	sit
came	had		six
can	has	never	sleep
carry	have	new	small
clean	he	no	so
cold	help	not	some
come	her	now	soon
could	here		start
cut	him	of	stop
	his	off	
did	hold	old	take
do	hot	on	tell
does	how	once	ten
done	hurt	one	thank

## APPENDIX: Basic Dolch Word List

that  
the  
their  
them  
then  
there  
these  
they  
think  
this  
those  
three  
to  
today  
together  
too  
try  
two

under  
up  
upon  
us  
use

very

walk  
want  
warm  
was  
wash  
we  
well  
went  
were  
what  
when  
where  
which  
white  
who  
why  
will  
wish  
with  
work  
would  
write

yellow  
yes  
you  
your



## APPENDIX: Homonyms and Homographs

Many words in English have several or many meanings. Often, the words sound the same but are spelled differently. See how many meanings you can suggest for the words in the list below. Write sentences or short phrases on the opposite page to show you know different meanings.

Begin with parts of the body: what meanings do you know besides the part of the body for **arm, artery, back, body, ear, eye, face, finger, foot hair, hand, head, leg, toe, mouth, neck, nose, shoulder, skin?**

What words with double meanings can you add to the list below?

anchor	game	order
art	giant	patient
break, brake	hand	pass
blue	hatch	patch
can	head	pen
case	heal	play
cash	hill	rare
center	knit	ring
change	last	run
charge	lead	shrimp
corn	lean	smart
course, coarse	leap	spare
corner	left	spell
crane	limp	switch
crew	list	tack
current	lip	tick
dart	lumber	tip
dash	mad	treat
diamond	master	watch
fair, fare	mean	wire
figure	meat, meet	yellow
fold	number	

## APPENDIX: Word Games

### WORD GAMES

A number of the suggestions that follow are adapted from *Games for Reading*, Peggy Kaye, Pantheon Books, 1984 and/or *The Alphabet Connection*, Pam Palewicz-Rousseau, Lynda Madaras, Schocken Books, 1979.

#### **Games that train the eye:**

Mazes, puzzles, drawings. See the mini-page for a maze; make your own puzzles by backing a picture from a magazine and dividing it into 4 or 5 unusual shapes. Make shapes so student wonders "Does this shape fit with that?"

Blindfolded drawing - begin with simple shapes; student imagines the shape; is blindfolded and student's pencil is placed on the paper and student draws the shape.

Picture/photograph memory - show picture, take away and ask questions (give student a chance to test you too).

How do I look? Strike a pose and ask student to copy it; then strike a pose, student copies it, then closes eyes, while you change some item. Student tries to remember what has been changed. Point of this is to train memory to notice differences.

Letter contest - choose a paragraph from a story and then choose a letter to find; count how many times it occurs. This is particularly good for times when student has not quite mastered all of the consonants or is confusing several.

Word Hunt - choose words that can be found in the supermarket (use ads). Begin by having the student describe as many items as he can remember that are found in the supermarket; write the words in a list; now go to newspaper ads and have student find as many of the words and repeats of words as possible; two students can race to see who has the most.

Labels - bring in pictures, a person or a scene or a room in a house; ask student to name and write out the different parts. Again competition between two students may work well.

Same and Different - practice for student who has difficulty with look-alike words. Make a pile of paper slips long enough to hold two sets of three and four letters; on some put identical sets of letters such as afn/afn, film/film- on others put different sets such as tries/tires, went/want, stop/spot - show student the strips quickly and ask "same or different?" Have student check his own answers.

Word concentration - make a set of cards for word concentration testing words that student has difficulty with - such as *should*, *could*, *where*, *what*, etc. Make two cards for each word, thirty cards in all, and turn out in rows of five, cards down. Player turns over two cards at a time to check for a match; later turns rely upon memory.

## APPENDIX: Word Games

Silly Sentences - Use index cards and make a series of sentence beginnings, middles and ends - mix up each series - student chooses one card from each pile and then reads the "silly" sentence.

Grandmother's trunk or variation - two or more students. Begin with "I am going on a trip. In my grandmother's trunk I packed \_\_\_\_\_," next player repeats 1<sup>st</sup> player's addition and adds another item until students can no longer remember all of the items.

### Games for Learning Sounds:

Test hearing by playing tape of sounds of familiar noises and ask students to identify - dripping water, refrigerator hum, bell, fire truck

Variations on Simon Says - Give a series of directions - be specific i.e. right, left. Ask student to repeat each direction and then add to it another direction. See how many different directions can be remembered all together.

Word bingo - make cards with different letters or letter combinations, 4 across by 5 down, students place beans on initial letters for the words announced; use basic vocabulary or other word lists that student should know.

Rhyming games, jump-rope chants, riddles, tongue twisters - practice makes perfect.

Where's the Sound? Three cups to hold the sound markers, pennies or jelly beans. Labels in front of the cups, beginning, middle and end. Ask: "Where's the t sound in taste? (2 times, one at beginning and also at end), the l-sound in silly? (2 times, middle and end) etc. Student places markers in the cup that describes where the sound is.

Word Families - How many words can be made using word family endings? Refer to the consonants and blends for beginning of the words and affix them common word ending. Some endings you might try are *at, ake, et, eat, eet, it, ight, ot, ope, ut, use*.

### Vocabulary Builders:

Alphabet words - by theme - animals, kitchen items, sports, jobs, feelings etc.

Words in a bag - fill one bag with word beginning, other with endings - students sees how many words he can make, writes them, uses them in sentences.

Go together - lists of words that belong together - winter words, angry words, types of cars, TV shows, school words

Match sets of words e.g. synonyms (same) or antonyms (opposites).

Scrambled letters - make words; scrambled words - make sentences. Sentences begin stories.