

Kindergarten Language

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.

From Foreword of *How to Teach Phonics* by Lida M. Williams

"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 thought getting and thought giving are uppermost." Care should be taken to not plow through the lessons. If a child needs more than one week on Week One, for example, teachers should be at liberty to stay on Week One.

As you are working on phonics, encourage students to look for the sounds in familiar places such as a Bible or a hymnal. If the student sees a letter that makes a sound other than that with which you have been working, don't shy away from a teachable moment. For example, in the daily lessons, the beginning 's' is taught first, but the student may see the ending 's' sound in the word baptism. When you have your practice time with phonograms, the student may or may not point out that that particular letter has more than one sound. If so, excellent! If not, you will get to that in due time. In other words, the suggested process to teach should not be a burden or barrier to learning, but it should be a helpful tool and guide so that all skills are mastered.

Parents are charged by God to teach their children His commands and promises (see Deuteronomy 6). Martin Luther affirmed this charge with a tool we call *Luther's Small Catechism*. Children are surrounded by language and they will pick up on words they hear frequently. Why not teach our children to read using Scripture, hymnody, and *Luther's Small Catechism*? By the time children learn to read, the words of the Ten Commandments, the Lord's Prayer, the Apostle's Creed, the Sacrament of Baptism, the Sacrament of the Altar, and daily prayers may indeed be familiar words. If not, this is a wonderful opportunity to make them familiar words. It would be a valuable thing, if possible, to have these words posted in the classroom or home. CPH offers a [Lutheran Poster Set](#).

We have also compiled [a list of cue words](#) for your reference for flash cards. These words should not be memorized by the student, but should be familiar words that can help prompt them to remember the sound they are learning.

Learning to read requires much repetition. The weeks will all feel very similar, but remember to keep lessons short. At the beginning, you may just be going through one or two sounds, which may not take very long at all.

Each day, in addition to oral language practice, should also include written language practice.

[Penmanship I](#) includes pages for practicing the alphabet, but also the phonograms being learned.

[Penmanship II](#) begins in Week 23 where students will begin work with long vowels. If short vowels are not mastered by Week 23, teachers should feel free to continue work with short vowels until mastery is attained. Work with long vowels will be addressed again in the 1st Grade Language lessons.

[Penmanship- The Catechism](#) contains portions of the Small Catechism with which students may practice their penmanship and their Learn by Heart work.

Link to reference text: [How to Teach Phonics](#)



Week 1

Topic:

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.

Textbook Reference:

How to Teach Phonics p. 2-5

Suggested Daily Schedule:

Day 1:

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.

Day 2:

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.

Day 3:

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.

Day 4:

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

Day 5:

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.

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.

Various exercises from Week 1 could be a fun game to intersperse occasionally in the language lessons.

Week 2



Topic:

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.

Textbook Reference:

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

Materials:

- *Luther's Small Catechism*
- Notecards for flashcards
- Chief Parts and Daily Prayers Cue Words ([PDF available here](#))

Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds b, d, f. Say the sound for b and have the student repeat it. Say the sound for d and have the student repeat it. Say the sound for f and have the student repeat it.
- Begin reading the Ten Commandments. When you get to the Third Commandment, make special note of the word "by."
 - Discuss the "b" sound. Write "b y" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'b.'"
 - Students acknowledge the b and the teacher writes 'b' under the word thus:

b y
b

- Pupil sound "b" several times, as it is written elsewhere on the black board.
- Proceed with "d" in the same way as above.
 - Note: In doing this, students are also learning the Ten Commandments.
 - Discuss the "d" sound. Write "d ay" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'd.'"



- Students acknowledge the d and the teacher writes 'd' under the word thus:

d ay
d

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

Day 2:

For the second lesson, review "b" and "d" 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 "f" is to be taught next and the type word chosen is "father." It is not necessary to teach the consonants in the order in which they occur in the alphabet Write the word "father." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, f ather, 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 "by" and "day," being sure that each one gives the sound correctly.

(1.) After teaching "f," go on a scavenger hunt for b, d, and f. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "Who killed his brother?" (Cain) "What was another name for the Promised Land?" (Canaan) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"By," "day" and "father" now become type words with which "b" "d" and "f" 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 "f," "forever", "forgive", 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. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

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."

Day 5:

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:

d ay
d
D

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 unable to give any sound at all, the card should be reversed and he readily gets the right sound from the word.



Week 3



Topic:

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.

Textbook Reference:

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

Materials:

- *Luther's Small Catechism*
- Notecards for flashcards
- Chief Parts and Daily Prayers Cue Words ([PDF available here](#))

Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds h, j, k. Say the sound for h and have the student repeat it. Say the sound for j and have the student repeat it. Say the sound for k and have the student repeat it.
- Begin reading the Creed. When you get to the Second Article, make special note of the word "Jesus."
 - Discuss the "j" sound. Write "J esus" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'j.'"
 - Students acknowledge the j and the teacher writes 'j' under the word thus:

J esus

j

- Pupil sounds "j" several times, as it is written elsewhere on the black board.
- Proceed with "h" in the same way as above.
 - Note: In doing this, students are also learning the Catechism.
 - Discuss the "h" sound. Write "h oly" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'h.'"
 - Students acknowledge the h and the teacher writes 'h' under the word thus:

h oly

h

- Pupil sounds "h" several times, as it is written elsewhere on the black board.

Day 2:

For the second lesson, review "h" and "j" 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 "k" is to be taught next and the type word chosen is "keeping." It is not necessary to teach the consonants in the order in which they occur in the alphabet Write the word "keeping." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, k eeping, 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 "Jesus" and "holy," being sure that each one gives the sound correctly.



(1.) After teaching "k," go on a scavenger hunt for j, h, and k. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "Where is Jesus?" (at the right hand of God) "What was another name for the Promised Land?" (Canaan) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"By," "day" and "father" now become type words with which "b" "d" and "f" 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 "f", "forever", "forgive", 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. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

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."

Day 5:

Review consonant cards

Week 4



Topic:

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.

Textbook Reference:

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

Materials:



- *Luther's Small Catechism*
- Notecards for flashcards

Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds l, m, n. Say the sound for l and have the student repeat it. Say the sound for m and have the student repeat it. Say the sound for n and have the student repeat it.

When Jesus' disciples asked Him to teach them to pray, He gave them what we call The Lord's Prayer.

- Discuss the "l" sound. Write "L ord" on the board or somewhere it may be repeatedly referenced.
- Point to the separated parts of the word and sound them slowly several times. Students should repeat.
- Teacher says, "Show the letter that says 'l.'"
- Students acknowledge the l and the teacher writes 'l' under the word thus:

L ord

l

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

Proceed with "m" in the same way as above, but return to the Ten Commandments, making special note of the m in mother in the Fourth Commandment.

- Note: In doing this, students are also learning the Catechism.
- Discuss the "m" sound. Write "m other" on the board or somewhere it may be repeatedly referenced.
- Point to the separated parts of the word and sound them slowly several times. Students should repeat.
- Teacher says, "Show the letter that says 'm.'"
- Students acknowledge the d and the teacher writes 'm' under the word thus:

m other

m

- Pupil sounds "m" several times, as it is written elsewhere on the black board.

Day 2:

For the second lesson, review "l" and "m" 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 "n" is to be taught next and the type word chosen is "name." It is not necessary to teach the consonants in the order in which they occur in the alphabet. Write the word "name." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, n ame, 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 "Lord" and "mother," being sure that each one gives the sound correctly.

(1.) After teaching "n," go on a scavenger hunt for l, m, and n. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "Who led the Israelites out of Egypt?" (Moses) etc. The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "money" appears, the pupils sound "m," the teacher pronouncing "oney" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "money," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "ey."

"Lord," "mother" and "name" now become type words with which "l" "m" and "n" 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 "l" it may be "love," "light," or "land," but let it be a word familiar to the class and easily remembered.

The teacher should previously go through the text and select the words she wishes to use as type words in teaching the consonant sounds. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.



Day 4:

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."

Day 5:

Review consonant cards

Week 5



Topic:

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.

Textbook Reference:

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

Materials:

- *Luther's Small Catechism*
- Notecards for flashcards

Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds p, r, s (as in see). Say the sound for p and have the student repeat it. Say the sound for d and have the student repeat it. Say the sound for r and have the student repeat it.
- Begin saying the Lord's Prayer. When you get to the Conclusion, make special note of the word "power."
 - Discuss the "p" sound. Write "p ower" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'p.'"
 - Students acknowledge the p and the teacher writes 'p' under the word thus:

p ower

p

- Pupil sounds "p" several times, as it is written elsewhere on the black board.
- Proceed with "r" in the same way as above.
 - Note: In doing this, students are also learning the Ten Commandments.
 - Discuss the "r" sound. Write "r emember" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'r.'"
 - Students acknowledge the d and the teacher writes 'r' under the word thus:



r
remember

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

Day 2:

For the second lesson, review "p" 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 "s" is to be taught next and the type word chosen is "son." It is not necessary to teach the consonants in the order in which they occur in the alphabet. Write the word "son." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, s on, 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 "power" and "remember," being sure that each one gives the sound correctly.

(1.) After teaching "s," go on a scavenger hunt for p, r, and s. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "What do we say when we make the sign of the cross?" (In the name of the Father, and of the Son, and of the Holy Spirit) "What is another name for Jesus?" (Savior) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"Power," "remember" and "son" now become type words with which "p" "r" and "s" 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 "f," "forever," "forgive", 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. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

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."

Day 5:

Review consonant cards

Week 6



Topic:

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.

Textbook Reference:

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

Materials:

- *Luther's Small Catechism*
- Notecards for flashcards

Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds v, w, g (hard g). Say the sound for v and have the student repeat it. Say the sound for w and have the student repeat it. Say the sound for g and have the student repeat it.
- Begin saying the Nicene Creed. Note all the v's. Make special note of the word "very."
 - Discuss the "v" sound. Write "v ery" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'v.'"
 - Students acknowledge the v and the teacher writes 'v' under the word thus:

v ery

v

- Pupil sounds "v" several times, as it is written elsewhere on the black board.
- Proceed with "w" in the same way as above. Say the 10 Commandments. When you get to the 10th Commandment, make special note of the word "wife."
 - Note: In doing this, students are also learning the Ten Commandments.
 - Discuss the "w" sound. Write "w ife" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'w.'"
 - Students acknowledge the w and the teacher writes 'w' under the word thus:

w ife

w

- Pupil sounds "w" several times, as it is written elsewhere on the black board.

Day 2:

For the second lesson, review "v" and "w" 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 "g" is to be taught next and the type word chosen is "God." It is not necessary to teach the consonants in the order in which they occur in the alphabet Write the word "God." Pupils recognize it at once as a sight word, and pronounce. Rewrite it, separating it thus, G od, 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 "very" and "wife," being sure that each one gives the sound correctly.

(1.) After teaching "g," go on a scavenger hunt for v, w, and g. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "Who asked for a sign from God with fleece?" (Gideon) "What did Jesus turn into wine?" (water) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:



As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"Very," "wife" and "God" now become type words with which "v" "w" and "g" 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 "f", "forever", "forgive", 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. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

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."

Day 5:

Review consonant cards

Week 7



Topic:

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.

Textbook Reference:

- *How to Teach Phonics* p. 6-8
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer

Materials:

- *Luther's Small Catechism*
- Notecards for flashcards

Suggested Daily Schedule:

Day 1:

Analyze Known Words in Teaching the Consonant Sounds.

- Introduce the sounds c (hard) and qu. Say the sound for c and have the student repeat it. Say the sound for qu and have the student repeat it.



- Begin reading the Ten Commandments. When you get to the Ninth Commandment, make special note of the word "covet."
 - Discuss the "c" sound. Write "c ovet" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letter that says 'c.'"
 - Students acknowledge the b and the teacher writes 'c' under the word thus:

c ovet

c

- Pupil sounds "c" several times, as it is written elsewhere on the black board.
- Proceed with "qu" in the same way as above, but read the book of Esther.
 - Discuss the "qu" sound. Write "qu een" on the board or somewhere it may be repeatedly referenced.
 - Point to the separated parts of the word and sound them slowly several times. Students should repeat.
 - Teacher says, "Show the letters that say 'qu.'"
 - Students acknowledge the qu and the teacher writes 'qu' under the word thus:

qu een

qu

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

Day 2:

For the second lesson, review "c" and "qu." It is better to have short and frequent lessons at first, than to present too many sounds at once, resulting in confusion.

(1.) Go on a scavenger hunt for c and qu. Have students find words with these sounds and help them pronounce the words. Frequent repetition is vital. Lutheran Service Book, Luther's Small Catechism, and other books are great options for the scavenger hunt. As students find words, add them to your list. Encourage students to also look for these sounds outside of their language lessons.

(2) Play the following game, but using the sounds that have already been learned. Say, "Who killed his brother?" (Cain) "What was another name for the Promised Land?" (Canaan) The Story Bible has a glossary in the back that may be of benefit in preparing for this game.

Day 3:

As new words are met containing known sounds, the pupils should apply their knowledge of phonics. For example, if the word "body" appears, the pupils sound "b," the teacher pronouncing "ody" underlining that part of the word as she tells it,—the pupil puts these sounds together and discovers the new word for himself. As sounds appear in other parts of the word, as in "body," students should be encouraged to recognize and say the familiar sound with help on the unfamiliar sounds "o" and "y."

"Covet" and "queen" now become type words with which "c" and "qu" 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 "f," "forever", "forgive", 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. We encourage the use of texts that provide language for life: The Ten Commandments, The Lord's Prayer, The Creed, Morning Prayer, Evening Prayer, Matins, Vespers, *The Story Bible*, etc.

Day 4:

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."

Day 5:

Review consonant cards



Topic:

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.

- Note: a blend is a combination of two letters in which each letter retains its own sound
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."

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

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar, Daily Prayers

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards
- Catechism Cue Words list

Suggested Daily Schedule:

Catechism blends:

- bread, plain

Bible story blends:

- bronze, flood, flee, place, plant, plague

Hymnal blends:

- bright, pleasure

Day 1:

gr ow	dr aw	pl ay
sk y	sm all	sl ay
fl ower	cr ow	st ay

Day 2:

st and	cl ean	fr ay
gl ass	pr ay	tr ay
br own	sp in	str ay

Day 3:

bl ue	sw ing	sl ow
st ore	sl ack	bl ow
tr ack	dw arf	gl ow

Day 4:

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

Day 5:

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

Week 9



Topic:

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.

- Note: a blend is a combination of two letters in which each letter retains its own sound
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."

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

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Catechism blends:

- crucified, glory

Bible story blends:

- creation, creeping, glean, slave

Hymnal blends:

- gladness,

Day 1:

gr ow dr aw pl ay
sk y sm all sl ay
fl ower cr ow st ay

Day 2:

st and cl ean fr ay



gl ass pr ay tr ay
br own sp in str ay

Day 3:

bl ue sw ing sl ow
st ore sl ack bl ow
tr ack dw arf gl ow

Day 4:

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

Day 5:

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

Week 10

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Topic:

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.

- Note: a blend is a combination of two letters in which each letter retains its own sound
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."

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

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Catechism blends:

- blood, bless, graciously,
- Bible story blends:

- blotted, greatest, grow



Hymnal blends:

- grace, blest, cloud, great

Day 1:

gr ow dr aw pl ay
sk y sm all sl ay
fl ower cr ow st ay

Day 2:

st and cl ean fr ay
gl ass pr ay tr ay
br own sp in str ay

Day 3:

bl ue sw ing sl ow
st ore sl ack bl ow
tr ack dw arf gl ow

Day 4:

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

Day 5:

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

Week 11



Topic:

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.

- Note: a blend is a combination of two letters in which each letter retains its own sound
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."

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

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrame of the Altar



Materials:

- Luther's Small Catechism
- Note cards for flashcards

Suggested Daily Schedule:

Sound through following words. Throughout the week, recite, read, and sing the readings and hymns containing these words:

Catechism blends:

- from, pray, steal

Bible story blends:

- frankincense, presence, pressing, priests, proclaim, property, prophesy, prophet, staff, stall, stature, steadfast, stiff-necked, stirred, stocks, stoned, stubborn

Hymnal blends:

- from, praise, preach, precious, prepare, preserve

Day 1:

gr ow	dr aw	pl ay
sk y	sm all	sl ay
fl ower	cr ow	st ay

Day 2:

st and	cl ean	fr ay
gl ass	pr ay	tr ay
br own	sp in	str ay

Day 3:

bl ue	sw ing	sl ow
st ore	sl ack	bl ow
tr ack	dw arf	gl ow

Day 4:

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

Day 5:

sh ine	ch erry	wh ich	th ere
sh ow	ch ildren	<u>th en</u>	th eir
sh e	ch urch	<u>th ey</u>	<u>th ey</u>
sh all	ch ase		
sh ould	ch est		

Week 12



Topic:

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.

- Note: a blend is a combination of two letters in which each letter retains its own sound
- 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."

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

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Sound through following words. Throughout the week, recite, read, and sing the readings and hymns containing these words:

Catechism blends:

- trespass, trespasses, true, trusts, Spirit

Bible story blends:

- transfigured, treasured, treasury, tree, trembled, tribulations, trumpets, trustworthy, spat, spy

Hymnal blends:

- triune, stripes, strength, stricken, stray, speak

Day 1:

gr ow	dr aw	pl ay
sk y	sm all	sl ay
fl ower	cr ow	st ay

Day 2:

st and	cl ean	fr ay
gl ass	pr ay	tr ay
br own	sp in	str ay

Day 3:

bl ue	sw ing	sl ow
st ore	sl ack	bl ow
tr ack	dw arf	gl ow

Day 4:

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

Day 5:

sh ine	ch erry	wh ich	th ere
sh ow	ch ildren	<u>th en</u>	th eir
sh e	ch urch	<u>th ey</u>	<u>th ey</u>
sh all	ch ase		
sh ould	ch est		



Topic:

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**.

- Note: a blend is a combination of two letters in which each letter retains its own sound
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."

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

- Note: a digraph is a combination of two letters representing one sound, as in ph and ey

Textbook Reference:

- *How to Teach Phonics* p. 10-11
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Sound through following words. Throughout the week, recite, read, and sing the readings and hymns containing these words:

Catechism blends:

-

Bible story blends:

- swarm, swear, twilight

Hymnal blends:

- swiftly

Day 1:

gr ow	dr aw	pl ay
sk y	sm all	sl ay
fl ower	cr ow	st ay

Day 2:

st and	cl ean	fr ay
gl ass	pr ay	tr ay
br own	sp in	str ay

Day 3:

bl ue	sw ing	sl ow
st ore	sl ack	bl ow
tr ack	dw arf	gl ow

Day 4:

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

Day 5:

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

Week 14



Topic:

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

â	ě	i	ö	ů
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

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

Textbook Reference:

- *How to Teach Phonics* p. 11-13
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards



Suggested Daily Schedule:

Day 1:

Short "a"

-at -an -ap -ad -ack -ag -and -ang -ank -ash -amp

Create and review flashcards for each phonogram.

Day 2:

Short "e"

-et -ed -en -est -end -edge -ent -ess -ell

Create and review flashcards for each phonogram.

Day 3:

Short "i"

-it -ick -id -ig -im -in -ip -ift -ing -ink -ill

Create and review flashcards for each phonogram.

Day 4:

Short "o"

-ob -od -ot -ock -og -op -ip -ong -oss

Create and review flashcards for each phonogram.

Day 5:

Short "u"

-ut -ub -uck -ug -um -un -uff -ung -unk -ump -ush -ust

Create and review flashcards for each phonogram.

Week 15



Topic:

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

â	ě	i	ö	ů
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

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

Textbook Reference:

- *How to Teach Phonics* p. 11-13
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Throughout the week, look for, read, and sing words with short vowels.

Day 1:

Short "a"

-at -an -ap -ad -ack -ag -and -ang -ank -ash -amp

Create and review flashcards for each phonogram.

Day 2:

Short "e"

-et -ed -en -est -end -edge -ent -ess -ell

Create and review flashcards for each phonogram.

Day 3:

Short "i"



-it -ick -id -ig -im -in -ip -ift -ing -ink -ill

Create and review flashcards for each phonogram.

Day 4:

Short "o"

-ob -od -ot -ock -og -op -ip -ong -oss

Create and review flashcards for each phonogram.

Day 5:

Short "u"

-ut -ub -uck -ug -um -un -uff -ung -unk -ump -ush -ust

Create and review flashcards for each phonogram.

Week 16



Topic:

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

â	ě	i	ö	ů
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

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

Textbook Reference:

- How to Teach Phonics p. 11-13



- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Throughout the week, look for, read, and sing words with short vowels.

Day 1:

Short "a"

-at -an -ap -ad -ack -ag -and -ang -ank -ash -amp

Create and review flashcards for each phonogram.

Day 2:

Short "e"

-et -ed -en -est -end -edge -ent -ess -ell

Create and review flashcards for each phonogram.

Day 3:

Short "i"

-it -ick -id -ig -im -in -ip -ift -ing -ink -ill

Create and review flashcards for each phonogram.

Day 4:

Short "o"

-ob -od -ot -ock -og -op -ip -ong -oss

Create and review flashcards for each phonogram.

Day 5:

Short "u"

-ut -ub -uck -ug -um -un -uff -ung -unk -ump -ush -ust

Create and review flashcards for each phonogram.

Week 17

Topic:

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			
â	ě	i	ö	ů
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

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

Textbook Reference:

- *How to Teach Phonics* p. 11-13
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Throughout the week, look for, read, and sing words with short vowels.

Day 1:

Short "a"

-at -an -ap -ad -ack -ag -and -ang -ank -ash -amp

Create and review flashcards for each phonogram.

Day 2:

Short "e"

-et -ed -en -est -end -edge -ent -ess -ell

Create and review flashcards for each phonogram.



Day 3:

Short "i"

-it -ick -id -ig -im -in -ip -ift -ing -ink -ill

Create and review flashcards for each phonogram.

Day 4:

Short "o"

-ob -od -ot -ock -og -op -ip -ong -oss

Create and review flashcards for each phonogram.

Day 5:

Short "u"

-ut -ub -uck -ug -um -un -uff -ung -unk -ump -ush -ust

Create and review flashcards for each phonogram.

Week 18



Topic:

Rhyming

Students will enjoy practicing their phonograms using rhyming words.

Hymns are an excellent way to work on rhyming words. Have students look at the words in the hymnal to identify the words that rhyme. What do they notice about rhyming words? (The ending is generally the same)

Textbook Reference:

- *How to Teach Phonics* p. 18
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

Day 1:

- Find rhyming words:

LSB 331

LSB 332

LSB 333

- Review flashcards for each phonogram.
- Work on Penmanship. Have students write some of the rhyming words from each hymn (pick a verse, for example).

Day 2:



- Find rhyming words:
LSB 344 (note that some of the words rhyme but are spelled differently)

LSB 357

LSB 358

- Review flashcards for each phonogram.
- Work on Penmanship. Have students write some of the rhyming words from each hymn (pick a verse, for example).

Day 3:

- Find rhyming words:
LSB 375 (note that three lines rhyme and the fourth does not)

LSB 395 (note the AABCCBDDEE rhyming pattern)

LSB 413 (What is the rhyming pattern? AABB)

- Review flashcards for each phonogram.
- Work on Penmanship. Have students write some of the rhyming words from each hymn (pick a verse, for example).

Day 4:

- Find rhyming words:
LSB 420 (What is the rhyming pattern? ABABCCDD)

LSB 450 (What is the rhyming pattern? ABABCD CD)

LSB 458 (What is the rhyming pattern? ABABCCD)

- Review flashcards for each phonogram.
- Work on Penmanship. Have students write some of the rhyming words from each hymn (pick a verse, for example).

Day 5:

- Find rhyming words:
LSB 498 (AABB)

LSB 596 (ABABCCD)

LSB 655 (AABB)

- Review flashcards for each phonogram.
- Work on Penmanship. Have students write some of the rhyming words from each hymn (pick a verse, for example).

Week 19



Topic:

Short Vowels

Textbook Reference:

- *How to Teach Phonics* p. 17
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

The short vowels should be very familiar at this point, but continued review is needed. Playing one game per day should provide necessary review.

Continue having children practice also with their Penmanship packets.



Throughout the week, look for, read, and sing words with short vowels.

Day 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.

Review flashcards for each phonogram.

Day 2:

"Fishing"

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

(Another version) 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.

Review flashcards for each phonogram.

Day 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.

Review flashcards for each phonogram.

Day 4:

"Run Home."

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."

Review flashcards for each phonogram.

Day 5:

"Scavenger hunt"

Using various materials (hymnal, catechism, Bible, magazines, other books), have the children search for words containing the short vowels, blends, or digraphs they have learned. They may simply point out the words or may write them on blank lines in their packet to practice penmanship.

Review flashcards for each phonogram.

Week 20



Topic:

Short Vowels

Textbook Reference:

- *How to Teach Phonics* p. 17



- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

The short vowels should be very familiar at this point, but continued review is needed. Playing one game per day should provide necessary review.

Continue having children practice also with their Penmanship packets.

Throughout the week, look for, read, and sing words with short vowels.

Day 1:

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"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?"

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

Review flashcards for each phonogram.

Day 2:

"Fishing"

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

(Another version) 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.

Review flashcards for each phonogram.

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"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.

Review flashcards for each phonogram.

Day 4:

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Review flashcards for each phonogram.

Day 5:

"Scavenger hunt"

Using various materials (hymnal, catechism, Bible, magazines, other books), have the children search for words containing the short vowels, blends, or digraphs they have learned. They may simply point out the words or may write them on blank lines in their packet to practice penmanship.

Review flashcards for each phonogram.



Week 21



Topic:

Short Vowels

Textbook Reference:

- *How to Teach Phonics* p. 17
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

The short vowels should be very familiar at this point, but continued review is needed. Playing one game per day should provide necessary review.

Continue having children practice also with their Penmanship packets.

Throughout the week, look for, read, and sing words with short vowels.

Day 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?"

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

Review flashcards for each phonogram.

Day 2:

"Fishing"

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

(Another version) 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.

Review flashcards for each phonogram.

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"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.

Review flashcards for each phonogram.

Day 4:

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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."



Review flashcards for each phonogram.

Day 5:

"Scavenger hunt"

Using various materials (hymnal, catechism, Bible, magazines, other books), have the children search for words containing the short vowels, blends, or digraphs they have learned. They may simply point out the words or may write them on blank lines in their packet to practice penmanship.

Review flashcards for each phonogram.

Week 22



Topic:

Short Vowels

Textbook Reference:

- *How to Teach Phonics* p. 17
- *Luther's Small Catechism* The Ten Commandments, The Creed, The Lord's Prayer, Holy Baptism, Confession, The Sacrament of the Altar

Materials:

- *Luther's Small Catechism*
- Note cards for flashcards

Suggested Daily Schedule:

The short vowels should be very familiar at this point, but continued review is needed. Playing one game per day should provide necessary review.

Continue having children practice also with their Penmanship packets.

Throughout the week, look for, read, and sing words with short vowels.

Day 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?"

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Day 2:

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Review flashcards for each phonogram.

Day 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.

Review flashcards for each phonogram.

Day 4:

"Run Home."

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."

Review flashcards for each phonogram.

Day 5:

"Scavenger hunt"

Using various materials (hymnal, catechism, Bible, magazines, other books), have the children search for words containing the short vowels, blends, or digraphs they have learned. They may simply point out the words or may write them on blank lines in their packet to practice penmanship.

Review flashcards for each phonogram.

Week 23



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 25-26

Suggested Daily Schedule:

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.

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.

Day 1:

- Have the children notice the effect of final "e" upon some of their short vowel words.
 - 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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the vowel digraphs in the same way: ea

- deaf seat bean

neat leaves meat

heat peach lean

please eagle clean

eat seam teach

mean stream glean

read squeal wean

- Note: 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.

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the vowel digraphs in the same way: ai

- 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

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention to the vowel digraphs in the same way: oa

- 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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the vowel digraphs in the same way: ay

- say day may gay

hay play slay pray

lay clay dray gray



nay bray way stay
pay tray sway spray
ray stray jay stray.

- Penmanship practice: [Penmanship II](#)

Week 24



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 25-26

Suggested Daily Schedule:

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.

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.

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All vowels are short unless modified by position.

Day 1:

- Have the children notice the effect of final "e" upon some of their short vowel words.
 - 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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the vowel digraphs in the same way: ea
 - deaf seat bean
neat leaves meat
heat peach lean
please eagle clean
eat seam teach
mean stream glean
read squeal wean



- Note: 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.

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the vowel digraphs in the same way: ai

- 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

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention to the vowel digraphs in the same way: oa

- 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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the vowel digraphs in the same way: ay

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

- Penmanship practice: [Penmanship II](#)

Week 25



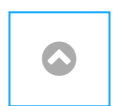
Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 25-26

Suggested Daily Schedule:



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.

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.

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"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.

Day 1:

- Have the children notice the effect of final "e" upon some of their short vowel words.

o	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
					<u>cut</u>	cute
					tun	tune

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the vowel digraphs in the same way: ea

o	deaf	seat	bean
	neat	leaves	meat
	heat	peach	lean
	please	eagle	clean
	eat	seam	teach
	mean	stream	glean
	read	squeal	wean

- o Note: 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.

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the vowel digraphs in the same way: ai

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



mail

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention to the vowel digraphs in the same way: oa

- 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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the vowel digraphs in the same way: ay

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

- Penmanship practice: [Penmanship II](#)

Week 26



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 25-26

Suggested Daily Schedule:

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.

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.

Day 1:

- Have the children notice the effect of final "e" upon some of their short vowel words.

- 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
				<u>cut</u>	cute
				tun	tune

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the vowel digraphs in the same way: ea

- deaf seat bean
- neat leaves meat
- heat peach lean
- please eagle clean
- eat seam teach
- mean stream glean
- read squeal wean

- Note: 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.

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the vowel digraphs in the same way: ai

- 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

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention to the vowel digraphs in the same way: oa

- 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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the vowel digraphs in the same way: ay

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

- Penmanship practice: [Penmanship II](#)

Week 27



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 25-26

Suggested Daily Schedule:

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.

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.

Day 1:

- Have the children notice the effect of final "e" upon some of their short vowel words.

- 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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the vowel digraphs in the same way: ea



- deaf seat bean
neat leaves meat
heat peach lean
please eagle clean
eat seam teach
mean stream glean
read squeal wean

- Note: 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.

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the vowel digraphs in the same way: ai

- 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

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention to the vowel digraphs in the same way: oa

- 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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the vowel digraphs in the same way: ay

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

- Penmanship practice: [Penmanship II](#)



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

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.

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.

Day 1:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)
- Day 3:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)
- Day 4:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)
Day 5:

- Call attention to the diphthongs oi, oy, ou, ow.

o 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 br ow
 sp oil ou 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

- Penmanship practice: [Penmanship II](#)

Week 29



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

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.

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.



Day 1:

- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)
- Day 4:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)
- Day 5:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)

Week 30



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

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.

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.

Day 1:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)



Day 4:

- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)

Week 31

Topic:



- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

As students reach mastery of these sounds, begin to challenge their spelling. Give them an ending, such as "oy" and ask, "if I wanted to spell boy, what letter would I need to add?" Work on this challenge using the entirety of Penmanship packets I and II and the [list of cue words](#).

Day 1:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention to the diphthongs oi, oy, ou, ow.

o	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

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)

Day 4:

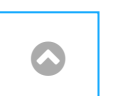
- Call attention to the diphthongs oi, oy, ou, ow.

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

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention to the diphthongs oi, oy, ou, ow.



o	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

- Penmanship practice: [Penmanship II](#)

Week 32



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

As students reach mastery of these sounds, begin to challenge their spelling. Give them an ending, such as "oy" and ask, "if I wanted to spell boy, what letter would I need to add?" Work on this challenge using the entirety of Penmanship packets I and II and the [list of cue words](#).

Day 1:

- Call attention again to the digraphs sh, ch, th, wh, th

o	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			

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Week 33



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

As students reach mastery of these sounds, begin to challenge their spelling. Give them an ending, such as "oy" and ask, "if I wanted to spell boy, what letter would I need to add?" Work on this challenge using the entirety of Penmanship packets I and II and the **list of cue words**.

Day 1:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Week 34

Topic:

- Long vowels



Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

By now, students will be very interested in reading. They have probably already demonstrated this interest by reading the titles of hymns, headings in the liturgy, etc. Take this a step further with the reading of the Psalms. Begin with Psalm 1 and read together, if only a few verses at a time. What a wonderful exercise to teach your scholar the value of being in the Psalms daily! The [Concordia Psalter](#) may be an excellent gift for your aspiring reader.

Day 1:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Week 35



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

By now, students will be very interested in reading. They have probably already demonstrated this interest by reading the titles of hymns, headings in the liturgy, etc. Take this a step further with the reading of the Psalms. Begin with Psalm 1 and read together, if only a few verses at a time. What a wonderful exercise to teach your scholar the value of being in the Psalms daily! The [Concordia Psalter](#) may be an excellent gift for your aspiring reader.

Day 1:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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
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sh ed	ch apter	thaw	wh isper	
sh ear	ch arm		wh istle	
sh epherd	ch eck			

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention again to the digraphs sh, ch, th, wh, th

o 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			

- Penmanship practice: [Penmanship II](#)

Week 36



Topic:

- Long vowels

Textbook Reference:

How to Teach Phonics p. 31

Suggested Daily Schedule:

By now, students will be very interested in reading. They have probably already demonstrated this interest by reading the titles of hymns, headings in the liturgy, etc. Take this a step further with the reading of the Psalms. Begin with Psalm 1 and read together, if only a few verses at a time. What a wonderful exercise to teach your scholar the value of being in the Psalms daily! The [Concordia Psalter](#) may be an excellent gift for your aspiring reader.

Day 1:

- Call attention again to the digraphs sh, ch, th, wh, th

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			

- Penmanship practice: [Penmanship II](#)

Day 2:

- Call attention again to the digraphs sh, ch, th, wh, th

o

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			

- Penmanship practice: [Penmanship II](#)

Day 3:

- Call attention again to the digraphs sh, ch, th, wh, th

o

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			

- Penmanship practice: [Penmanship II](#)

Day 4:

- Call attention again to the digraphs sh, ch, th, wh, th

o

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			

- Penmanship practice: [Penmanship II](#)

Day 5:

- Call attention again to the digraphs sh, ch, th, wh, th

o

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			

- Penmanship practice: [Penmanship II](#)

