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**AUTHOR** Cillizza, Joseph; Devine, John M.  
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**ABSTRACT**

This teaching module presents a systematic development of phonic information and generalizations that are applicable to the decoding process. Upon completion of this module, participants should be able to (a) apply phonic information in decoding a list of words, and (b) identify specific phonic components. Participants complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a postassessment test. (PB)

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TEACHER CORPS BILINGUAL PROJECT  
UNIVERSITY OF HARTFORD  
WEST HARTFORD, CONNECTICUT

DR. PERRY A. ZIRKEL, DIRECTOR

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MODULAR SEQUENCE:  
TEACHING READING TO  
BILINGUAL LEARNERS

TTP 002.05 INTRODUCTION  
TO PHONICS

JOSEPH CILLIZZA & JOHN M. DEVINE  
DEVELOPERS

SUSAN L. MELNICK  
DEVELOPMENT COORDINATOR

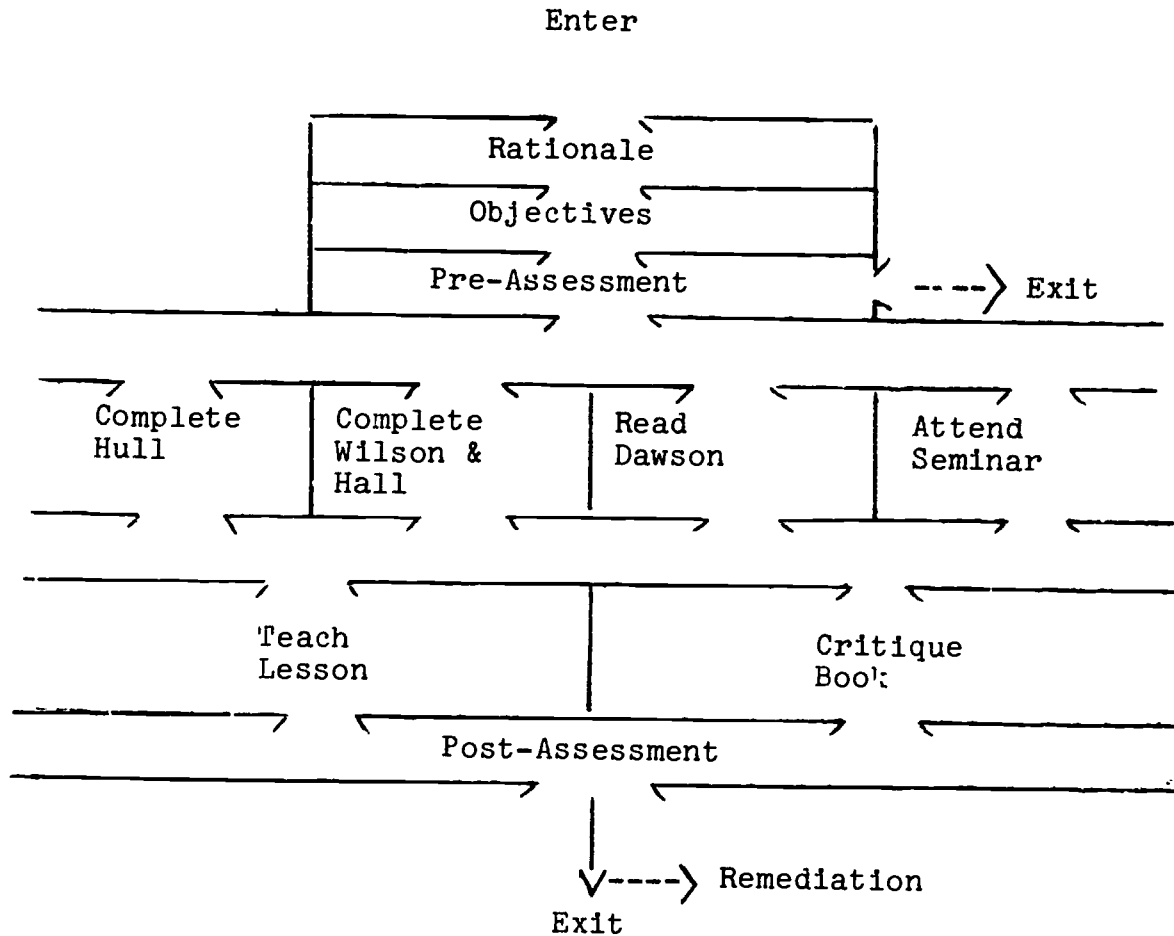
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# INTRODUCTION TO PHONICS



RATIONALE

Success in reading the English language is based on the mastery of the phonic elements of the language. These elements are generalized and are applied in the process of decoding words outside the framework of the students ready vocabulary. Sight word mastery has been proved to be an inefficient method of acquiring and mastering an extensive reading vocabulary.

This module presents a systematic development of phonic information and generalizations that are applicable to the decoding process. The knowledge of this information is a must for the teacher of reading for the development of the hierarchical body of reading skills.

The knowledge of phonic information is a must for any classroom teacher who teaches reading. This information forms both the basis of individual diagnosis and prescription and the bulk of the reading skills content transmitted to the child.

## OBJECTIVES

Given a series of learning alternatives on the introduction of phonics information, the participant will be able to:

- apply phonic information in the decoding of a list of words.
- identify specific phonic components
  - consonant blends and digraph
  - vowel digraph, diphthongs and r controlled vowels
  - short vowels
  - the schwa
  - basic generalizations

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Look at the nonsense words listed below, and do the following:

I. Mark the vowel sounds in each syllable which are:

A. Long —

B. Short ˘

C. Silent (cross out the vowel) /

D. Controlled  $\hat{r}$

II. Rewrite the words in the space provided after each in its phonemic representation using key symbols.

- |              |       |
|--------------|-------|
| 1. pregop    | _____ |
| 2. sobmote   | _____ |
| 3. bamtation | _____ |
| 4. anfor     | _____ |
| 5. fomisg    | _____ |
| 6. laczmle   | _____ |
| 7. girmast   | _____ |
| 8. untum     | _____ |
| 9. viltle    | _____ |
| 10. bafgoas  | _____ |
| 11. kubot    | _____ |

I. Required: Participant must select one of the options below:

- A. Complete the edited version of the section entitled "Consonants and Vowels" from Hull, Marion. Phonics for the Teacher of Reading. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1969).

Activity: Place a mask over the left hand column as you work through these sections. It will be necessary for you to make sounds out loud. Be sure that you are seated where it is possible. Now work out the first frame, move the mask down to check and proceed as you do each item.

Consonants:

1. The twenty-six letters of the alphabet can be divided into two major categories, consonants and \_\_\_\_\_.
2. There is some overlapping, however. Certain letters, notably w and y, sometimes function as vowels and at other times as \_\_\_\_\_.
3. All letters except a, e, i, o, u for our purposes will be considered \_\_\_\_\_.
4. There are forty-four sounds or phonemes in the English language, twenty-five of these being consonant phonemes.
- 21 There are \_\_\_\_\_ consonant letters.
- 25 There are \_\_\_\_\_ consonant phonemes (sounds).
- is not There \_\_\_\_\_ one letter for each phoneme.  
(is, is not)
5. Not only are there more phonemes than letters, but there are other inconsistencies, some letters are used to represent more than one sound. Certain sounds are represented by more than one \_\_\_\_\_.
6. We can divide the twenty-five consonant phonemes into two major groups:
  - a. Eighteen consonant phonemes identified by key symbols composed of single letters.
  - b. Seven consonant phonemes identified by \_\_\_\_\_ composed of two letter combinations.

key symbols

There will be a third group, the letters which represent no phonemes, the silent letters.

7. The first consonant phoneme we shall consider is that heard at the beginning of the word sat. Say sat out loud. Hold the first sound. The hissing sound of s originates in the mouth. It is called voiceless. Make the s sound and then make the sound that begins the word zoo. This is the voiced sound represented by the key symbol z.

yes Can you make this pair of sounds without changing the position of your lips, teeth and tongue? \_\_\_\_\_.

8. When we use the s as a key symbol, we will be referring to one of the forty-four phonemes and when we use the key symbol z, we will be referring to \_\_\_\_\_ of the forty-four \_\_\_\_\_ of the American-English language.
- one phoneme

9. The key symbol s represents one phoneme, but this phoneme is represented by at least six letter or letter combinations called graphemes. We use six different spellings to stand for the letter we hear in the beginning of sat.

Say the following words. The sound represented by the key symbol s is heard in each of these words:

- a. city  
b. bicycle  
c. receive

s Although it does not appear the sound in each word is represented by the grapheme \_\_\_\_\_.

10. Say the following words:

- a. scene  
b. miss  
c. schism

s The underlined graphemes are represented by the key symbol \_\_\_\_\_.

11. Several different graphemes (printed symbols) represent the phoneme identified by the letter s. The phoneme represented by the key symbol z also is represented by several graphemes. Read the list of words below.

- a. rose                      d. fizzle  
b. measure                e. scissors  
c. xerox



s One sound in each of these words is represented by the key symbol \_\_\_\_\_.

12. It has been noted that several different graphemes may represent the initial sound heard in sat and the initial sound heard in zoo. Write the key symbol either s or z which indicates each of the underlined graphemes in the following words:

z	s	a. an <u>x</u> iety	_____	f. <u>c</u> ircle	_____
z	z	b. i <u>s</u>	_____	g. <u>x</u> ylophone	_____
s	s	c. i <u>t</u> s	_____	h. <u>s</u> ugar	_____
s		d. <u>s</u> cent	_____		
z		e. <u>z</u> one	_____		

13. Say the word for. Now start to say the word for again but hold the first sound. This is the sound that will represent the key symbol f. The sound originates in the mouth. It is a \_\_\_\_\_ sound.  
(voiced, voiceless)

14. Say the word fan then say the word van. The first letter in word van is \_\_\_\_\_ (voiced, voiceless) and is represented by the key symbol v.

15. The f and v are very reliable letters. Each time we see them in a word they usually represent the phonemes heard in the beginning of fan and van.

Read the list of words below and identify each of the underlined graphemes with the correct key symbol either f or v.

f	a. <u>f</u> ine	_____
f	b. <u>f</u> ish	_____
v	c. <u>v</u> at	_____
v	d. <u>v</u> ail	_____

16. We have said that f is, in general, a reliable letter: when we see the letter f in a word, we expect, when the letter is spoken, to hear the sound represented by the key symbol \_\_\_\_\_. On the other hand, there are other letters which are used to stand for the sound represented by the key symbol f. What letters represent the sound of f in the word enough? \_\_\_\_\_. In the word phonics? \_\_\_\_\_.

17. Occasionally f represents the sound normally represented by the key symbol \_\_\_\_\_ as in the word of.

18. The phonemes we have heard up to this point could be spoken in isolation by just saying them. Some phonemes cannot be spoken without the help of a vowel sound. When trying to pronounce the initial phoneme in pan it comes out sounding like puh. Teaching a child to say that puh-an is pan is not correct. We should not sound this phoneme without using it in a word. For our purposes we will attempt to pronounce them in isolation, but keep in mind that it is difficult to pronounce these \_\_\_\_\_ (consonant, vowel) phonemes in isolation.
- consonant
19. Say the word grasp. The sound that the last letter makes is represented by the key symbol p. This sound is \_\_\_\_\_ (voiced, voiceless).
- voiceless
20. Form your lips as if you were going to make the sound represented by the key symbol p. Now make the sound and add the sound of your vocal cords. This sound is \_\_\_\_\_ and is represented by the key symbol b. It is the first phoneme heard in the word bat.
- voiced
21. Sometimes the p and b have no phonemes; that is, they are \_\_\_\_\_ letters (as in happy, tomb). The p and b as single letters are quite reliable as to the phonemes each represents. When we see them in words, we can expect them to represent the same sound as that of the key symbols \_\_\_\_\_ (voiced); \_\_\_\_\_ (voiceless).
- silent
- b, p
22. Read the list of words below and identify each of the underlined graphemes with the correct key symbol either p or b.
- |   |                     |
|---|---------------------|
| p | a. <u>pen</u> _____ |
| b | b. <u>bat</u> _____ |
| b | c. <u>nab</u> _____ |
| p | d. <u>hip</u> _____ |
23. We will represent the initial phoneme heard in doll and the initial phoneme heard in tan with the key symbols of d and t, respectively. Say doll and tan aloud. Then listen carefully to the initial phonemes represented by the d and t. The d represents the \_\_\_\_\_ (voiced, voiceless) phoneme
- voiced

of the pair; the t represents the \_\_\_\_\_ (voiced, voiceless) phoneme.

voiceless

t 24. These letters, too, are quite dependable. The \_\_\_\_\_ may be a silent letter as in better, and the \_\_\_\_\_ as in ladder.

d

25. The key symbol d represents the sound heard in doll, did, do and led. Read the words at the right to discover the second sound that d represents.

- a. puffed  
b. linked  
c. hoped

These d's represent the sound we associate with the key symbol \_\_\_\_\_.

t

26. Study the words at the right. Say each aloud. In these words the final d represents the key symbol \_\_\_\_\_. Does the suffix ed form a separate syllable in each? \_\_\_\_\_. Look at the letters preceding the suffixes (seated). They are either \_\_\_\_\_ or \_\_\_\_\_.

- a. seated  
b. wanted  
c. waited  
d. painted  
e. nuded  
f. sanded  
g. folded

d

yes

d, t

27. In general, the suffix ed forms a separate \_\_\_\_\_ when it is preceded by t or d. When the ed forms a separate syllable, the final d represents the sound we associate with the key symbol \_\_\_\_\_.

syllable

d

28. Does the suffix form a separate syllable in the words below? \_\_\_\_\_. Indicate the pronunciation of the suffix by checking the proper column. Indicate whether the underlined letter in each word represents a voiced or voiceless phoneme by checking the proper column. Two are checked for you.

no

	<u>Vds</u>	<u>Vls</u>		d	t	voiced	voiceless
t		x	a. jumped				
t		x	b. puffed				
d	x		c. screamed			X	
d	x		d. robbed				
d	x		e. called			X	
t		x	f. missed				
d	x		g. served				

- voiced 29. Pronounce the word go. Now say the initial phoneme in go. We will use the key symbol g to represent the hard sound, as heard in go. Say it aloud again. It is a \_\_\_\_\_ phoneme.  
(voiced, voiceless)
- gull 30. We use the key symbol g to represent the hard sound in the beginning of the word \_\_\_\_\_.  
(gentle, gull)
- k 31. The key symbol g also has a voiceless mate as heard in the initial sound of the word kid. From the word kid we will use the key symbol \_\_\_\_\_ to represent this voiceless sound.
- k k 32. Read the list of words below and identify each of the underlined graphemes with the correct key symbol either g or k.  
g k  
g k  
k
- |                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| a. <u>k</u> ite   | _____ | e. <u>q</u> ueen  | _____ |
| b. <u>g</u> et    | _____ | f. <u>s</u> chool | _____ |
| c. <u>g</u> old   | _____ | g. <u>l</u> ack   | _____ |
| d. <u>c</u> alled | _____ |                   |       |
- k,c,q, 33. What graphemes above did you associate with the  
chm,ck key symbol k? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- n 34. Study the words at the right. Say them aloud. The k is silent at the beginning of a word or syllable when followed by \_\_\_\_\_.  
a. knob  
b. unknown  
c. knit  
d. knack
- j, ch 35. Say the word jam out loud. Now pronounce the first phoneme in the word. The initial sound in the word jam will be represented with the key symbol j. Its counterpart, the initial sound heard in chair, will be represented by the key symbol ch.  
The \_\_\_\_\_ is voiced and the \_\_\_\_\_ is voiceless.
- ch 36. The two-letter combination used to represent the \_\_\_\_\_ sound is called a digraph.
- digraph 37. A \_\_\_\_\_ is a two-letter combination which represents a single speech sound.
38. The digraph ch is not a reliable grapheme. Study the words below.  
a. match  
b. ache  
c. chute

ch, k, s

What key symbols represent the grapheme ch in each of the above words? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

39. The sound represented by the key symbol j is also represented by more than one grapheme. Read the words below.
- gem
  - edge
  - soldier
  - joke

g, dg, di, j

What graphemes are represented by the key symbol j? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

40. We noted before that g is the symbol for the first phoneme in the word go. Now we see that the letter g also represents the soft sound we associate with the key symbol j. Let us examine some words to indicate if there is a good formula that we can use to determine when g is represented by g and when it is represented by j.

41. Study the words at the right. The letter g usually represents the sound we associate with the key symbol j (the soft sound) when it is followed by the vowels \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_. When it is followed by another letter than the above it is represented by the key symbol \_\_\_\_\_.
- |          |
|----------|
| a. gone  |
| b. gem   |
| c. gush  |
| d. gym   |
| e. giant |
| f. gate  |

e, y, i

g

42. Say we out loud. Now pronounce the first phoneme in the word we. This is a \_\_\_\_\_ (voiced, voiceless) phoneme. The voiceless counter-voiceless part of w is represented by the key symbol wh. The wh is \_\_\_\_\_ (voiced, voiceless).

voiced

voiceless

digraph

43. Wh is a single phoneme, but the key symbol has two letters we call it a \_\_\_\_\_. It is the first phoneme in the word why.

ans. will vary

44. The letter w is silent before r as in the word \_\_\_\_\_.

45. The grapheme u when following q often represents the consonant phoneme we associate with the key symbol w. We hear it when we say the words quilt and queen. Listen to the initial sound in once and one. We represent this phoneme with the key symbol \_\_\_\_\_.

w

46. Read the words below and indicate the phoneme that represents each underlined grapheme.

kw w  
wh wh  
w

- a. quick \_\_\_\_\_ d. was \_\_\_\_\_  
b. which \_\_\_\_\_ e. white \_\_\_\_\_  
c. wish \_\_\_\_\_

47. Say man, not and sing. Then pronounce the first phoneme in man and not and the last phoneme in sing. These are all \_\_\_\_\_.

voiced

(voiced, voiceless)

These phonemes are not counterparts.

48. The phoneme n does, however, have a relationship to the phonemes b and p. The n is classified as a nasal sound because when you make it air passes through your \_\_\_\_\_.

nose

49. The initial sound in the word man is represented by the key symbol \_\_\_\_\_.

m

digraph  
two

50. Ng is called a \_\_\_\_\_ because it has \_\_\_\_\_ letters.

51. The sound made at the end of the word sing is made by the key symbol \_\_\_\_\_.

ng

52. The initial sound in the word not is represented by the key symbol \_\_\_\_\_. N is associated with the key symbols d and t.

n

53. In the list of words below indicate the phoneme that represents each underlined grapheme.

m ng  
m n  
ng n

- a. mice \_\_\_\_\_ d. string \_\_\_\_\_  
b. mop \_\_\_\_\_ e. noble \_\_\_\_\_  
c. sing \_\_\_\_\_ f. nice \_\_\_\_\_

end

From the examples above it is evident that ng always comes at the \_\_\_\_\_ of a syllable.

54. We will use the key symbol h to represent the voiceless consonant heard at the beginning of the word he. This phoneme is never heard as

- final the \_\_\_\_\_ sound of a word or  
(initial, final)  
syllable.
- silent 55. The letter h is a dependable letter, except that  
it is very often \_\_\_\_\_ (as in hour).
56. Read the words on the right and  
then do the following work: a. calm  
The letter l is sometimes silent b. yolk  
when followed in the same syllable c. would  
by \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
- m, k, d 57. The initial sound in lad is represented by the  
key symbol \_\_\_\_\_.
- 1 58. The first phoneme heard in yes is a consonant  
represented by the key symbol y. This sound  
is heard only at the beginning of a word or  
syllable. Be sure you do not confuse it with  
the vowel phoneme. Which words have the phoneme  
represented by the key symbol y (consonant)?
- |        |           |            |
|--------|-----------|------------|
| yellow | a. yellow | e. bicycle |
| yet    | b. yet    | f. yacht   |
| yacht  | c. play   | g. beyond  |
| beyond | d. ice    |            |
59. The sound heard at the beginning of ship is very  
common, but there is no letter in the alphabet  
to represent it. We shall use the key symbol  
sh to represent the phoneme. It is \_\_\_\_\_  
voiceless (voiced,  
voiceless)
60. Hold the sound represented by the key symbol sh.  
Add voice to it. This is the phoneme which you  
hear in the middle of the word pleasure. Is there  
a letter in the alphabet to represent this sound? \_\_\_\_\_.
- no 61. We use the digraph zh as the key symbol to rep-  
resent the phoneme, although it is never represent-  
ed in a word with the grapheme \_\_\_\_\_.
- zh 62. The phoneme represented by sh is \_\_\_\_\_,  
voiceless (voiced, voiceless)  
and that represented by zh is \_\_\_\_\_.  
voiced (voiced, voiceless)

digraphs 63. Sh and zh are called \_\_\_\_\_.

64. Read the words below.

- |            |            |
|------------|------------|
| a. sure    | d. motion  |
| b. ship    | e. special |
| c. machine |            |

s, sh  
ch, ti, ci

The sound represented by the key symbol sh is represented in point by the graphemes \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

65. Read the words below.

- |             |             |
|-------------|-------------|
| a. pleasure | c. azure    |
| b. vision   | d. sabotage |

s, si, z, g

The graphemes that represent the phonemes zh in the words above are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

unvoiced

66. There are two remaining consonant speech sounds. They are a pair: one voiced, the other \_\_\_\_\_.

67. Th is a grapheme that represents two sounds. Th is used to represent the sound heard initially in the following words.

- |                |
|----------------|
| a. <u>this</u> |
| b. <u>that</u> |
| c. <u>them</u> |

unvoiced

The th in think is \_\_\_\_\_.  
(voiced, unvoiced)

voiced

The th in that is \_\_\_\_\_.  
(voiced, unvoiced)

no

68. The consonant letters c, q, and x represent \_\_\_\_\_ speech sounds.  
(one, no)

k

69. Q always represents the sound indicated by the key symbol \_\_\_\_\_ as in queen.

u

70. The letter q is always followed by the letter \_\_\_\_\_.

k, s

71. C represents the sounds indicated by the key symbols \_\_\_\_\_ and \_\_\_\_\_ as in came and call.

e, i, y

72. As with the soft or s sound of the letter c is indicated when it is immediately followed by \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.



73. Read the following words out loud.

- a. box
- b. xylem
- c. exist

ks  
z, gz

The letter x could be eliminated from our language and replaced by substituting \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

74. A digraph is a two-letter grapheme which represents \_\_\_\_\_ speech sound. The word brat \_\_\_\_\_ contain a digraph. Neither \_\_\_\_\_ (does, does not) the \_\_\_\_\_ or the \_\_\_\_\_ loses its identity. Both are sounded, but they are blended together. We shall call such combinations consonant blends.

one  
does not

b, r

75. Check those combinations in the following list that are not consonant blends.

th  
sh  
ch

bl	cr	tw	scr	spr	th
cl	dr	sc	sh	gl	sn
sl	fr	pr	ch	sm	str

silent

76. K followed by n as in knave, knee, knife is \_\_\_\_\_.

silent

77. When two like consonants appear in a word together usually only the first represents a phoneme; the second is \_\_\_\_\_ as in tell and supper.

gh, silent  
t

78. Say the following words; bright, sight, sought and ought. The \_\_\_\_\_ are usually \_\_\_\_\_ when followed by \_\_\_\_\_.

l

79. The letter \_\_\_\_\_ is sometimes silent when followed by m or k in the same syllable.

- eg. a. calm  
b. yolk  
c. folk

m, t

80. When b follows \_\_\_\_\_ or precedes \_\_\_\_\_ in the same syllable, the b is usually silent as in

- |                 |                 |
|-----------------|-----------------|
| a. <u>climb</u> | d. <u>dumb</u>  |
| b. <u>comb</u>  | e. <u>debt</u>  |
| c. <u>limb</u>  | f. <u>doubt</u> |

phonemes  
consonant

81. There are forty-four distinct \_\_\_\_\_ . Twenty-five of these are represented by \_\_\_\_\_ letters. \_\_\_\_\_ (consonant, \_\_\_\_\_ vowels)

## Vowels:

- vowels
1. The twenty-six letters of the alphabet are divided into two major categories. Consonants and \_\_\_\_\_.
  - voiced  
voiced  
vowels  
initial
  2. All vowel phonemes are provided by vibrating vocal cords. Vowel phonemes are therefore \_\_\_\_\_  
(voiced, voiceless).
  3. The letters a, e, i, o, u and sometimes w and y are classified as \_\_\_\_\_.
  4. The consonant y is always the \_\_\_\_\_  
(initial, final)  
letter in a word or syllable.
  5. Study the words below. Underline each y which is a consonant.
  - yellow  
yet
  - a. they  
b. yellow  
c. yet
  - d. may  
e. crazy  
f. beyond
  6. Y does not serve as a key symbol for a vowel phoneme. It is shown with the key symbol i or e when it represents a \_\_\_\_\_  
(vowel, consonant)  
phoneme.
  7. As a vowel, the w represents no distinct phoneme of its own. Therefore, it cannot be represented by a key \_\_\_\_\_. It is always used in combination with other words as in few, cow and two.
  - symbol
  8. Underline the words below in which w is used as a vowel.
  - threw  
two  
stew
  - a. water  
b. which  
c. two
  - d. threw  
e. dwarf  
f. stew
  9. The remaining five vowels \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ represent the nineteen vowel phonemes of our language. There \_\_\_\_\_ a one  
(is, is not)  
to one correspondence between phoneme and letter.
  10. For our study we shall divide the vowel phoneme into three major groups.
  - a, e, i, o,  
u  
is not

- a. Those represented by single letters
- b. Those represented by diphthongs
- c. Those represented by digraphs  
(b. + c. are combinations of letters)

one

Each of the single letters and each of the combinations of letters represent \_\_\_\_\_ phoneme.

11. One set of phonemes represented by single vowel letters are those which "say" their own names. Read the words below.

- |                |               |
|----------------|---------------|
| a. <u>take</u> | d. <u>no</u>  |
| b. <u>me</u>   | e. <u>use</u> |
| c. <u>ice</u>  |               |

name

The sound represented by the vowel is the same as the \_\_\_\_\_ of the vowel.

12. In phonics when a vowel represents its own name, it is said to have its "long" sound represented by a diacritical mark called a macron (-) placed above the letter. Place a macron above the vowels with the long sounds in the following words.

take  
go  
fine  
be  
save

- |         |         |
|---------|---------|
| a. take | e. fine |
| b. go   | f. once |
| c. save | g. all  |
| d. many | h. be   |

tame  
scene  
cute  
bone  
Joe  
pine

13. Study the words at the right. Indicate those vowels which represent their long sounds by placing a macron above them. Put a diagonal line (/) through each vowel which is silent.
 

a. tame
b. scene
c. cute
d. bone
e. Joe
f. pine

e  
e  
long

14. We can make a generalization about the above words. Study them again and complete the following. When a one syllable word has two vowels, one of which is a final \_\_\_\_\_, the \_\_\_\_\_ is silent and the first vowel usually represents the \_\_\_\_\_ sound. This generalization is said to have a pattern VCV.

15. This rule is helpful but is not perfect. Check the list of words below and check VCV after those that do follow the generalization

place  
late  
these  
clothes

- |          |       |            |       |
|----------|-------|------------|-------|
| a. come  | _____ | e. these   | _____ |
| b. there | _____ | f. clothes | _____ |
| c. place | _____ | g. some    | _____ |
| d. late  | _____ |            |       |

16. This generalization is of little value in helping to determine the vowel sound in words ending with the consonant-vowel pattern of VCV, even when such words are of one syllable. Study the words below. Indicate the vowels which represent the long sound by using the macron.

paste  
waste

- |          |          |
|----------|----------|
| a. dance | d. waste |
| b. paste | e. pulse |
| c. fence |          |

consonant  
long

17. We have noted that when we see the pattern of a single vowel followed by a single \_\_\_\_\_ and final e, the single vowel is likely to represent its \_\_\_\_\_ sound.

18. Another situation in which we often find the vowel to be long is that of the "open syllable." An open syllable is a syllable which ends with a vowel phoneme.

so  
ti ger  
so lo  
pa per  
me  
de lete

- Study the words at the right. Underline the open syllables, including open one-syllable words.
- |         |            |
|---------|------------|
| a. so   | e. suppose |
| b. solo | f. tiger   |
| c. pine | g. paper   |
| d. me   | h. delete  |

19. Place a macron above the five vowels (a, e, i, o, u) which represent their long sounds in the words below.

fa  
he  
si  
to  
hu

- |            |           |
|------------|-----------|
| a. fa vor  | d. to tal |
| b. he      | e. hu man |
| c. si phon |           |

open  
long

A single vowel is an \_\_\_\_\_ syllable and represents a \_\_\_\_\_ sound.

long  
e

20. Study the words at the right. Complete the generalization. When y is the final letter of a two syllable word, it represents the \_\_\_\_\_ sound of \_\_\_\_\_. Y also represents the long sound of e at the end of a syllable in multi-syllable words such as bypass, cypress and dynamic.

21. Each of the five not only represent a long sound but may also represent a "short" sound which is indicated by placing the diacritical mark of a breve (˘) over the vowel.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| a. $\overset{\text{˘}}{a}$ (an)  | d. $\overset{\text{˘}}{o}$ (hot) |
| b. $\overset{\text{˘}}{e}$ (fed) | e. $\overset{\text{˘}}{u}$ (cup) |
| c. $\overset{\text{˘}}{i}$ (pin) |                                  |

short

The vowels in the words above represent the \_\_\_\_\_ sounds.

i, o, u  
breve

22. The key symbols which identify the vowels when they represent the short sounds are: a, e, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ each with a \_\_\_\_\_ over it.

an

23. Pronounce the vowel phoneme in an. Rewrite an using the key symbols \_\_\_\_\_. Pronounce the following words. Circle those which have the same vowel phoneme as an.

ran  
grab  
tack

- |        |          |
|--------|----------|
| a. ran | d. above |
| b. all | e. grab  |
| c. can | f. tack  |

24. Place the correct diacritical marks above all the vowels which have the same sound as the vowel phoneme cup.

jump  
us  
runt

- |         |         |
|---------|---------|
| a. jump | d. us   |
| b. cube | e. runt |
| c. use  |         |

ed

25. Pronounce the vowel phoneme in ed. Rewrite ed using key symbols \_\_\_\_\_. Pronounce the following words. Circle those that have the same vowel phoneme as ed.

red  
met

- |        |         |
|--------|---------|
| a. red | c. meal |
| b. met | d. eat  |

26. The following words represent a CVC pattern.

- |        |        |
|--------|--------|
| a. ran | d. sit |
| b. red | e. gut |
| c. mop |        |

short

This pattern indicates that a word or syllable is closed. In a closed syllable or word the vowel is always \_\_\_\_\_.

27. Pronounce the vowel phoneme in rid and rod. These vowels represent the \_\_\_\_\_ sound and follow the \_\_\_\_\_ pattern.
- short  
CVC
- Circle the words below that have the same vowel phonemes as those indicated above.
- rot  
wit  
sit  
lot
- rope    rot    wild    wit    sit    lot
28. The generalization for the short vowel phoneme is most useful when it's stated.
- closed  
short
- A single vowel is an accented \_\_\_\_\_ syllable and usually represents the \_\_\_\_\_ sound of the word.
29. An exception to the generalization is found in words in which the i is followed by gh.
- long  
short
- The i represents the \_\_\_\_\_ sound and the gh is \_\_\_\_\_ in words such as:
- sight    might    right    fight
30. Do the words at the right illustrate another exception? \_\_\_\_\_.
- yes
- We find that when i or o is followed by ld, the vowel usually represents the \_\_\_\_\_ sound.
- long
- a. child  
b. wild  
c. old  
d. cold
31. Look at the following words:
- mane    same    rate    fate
- e
- We can see that the silent \_\_\_\_\_ at the end of a word has a purpose. It changes the meaning of the word as well as the \_\_\_\_\_ of the word.
- pronunciation
32. Say the following words out loud:
- comma    label    pupil    button    circus
- Listen to the phoneme in the underlined letter. The sound is uh and is called a schwa represented by ə. The sound made by the short vowel in the unaccented syllable of a word is called the \_\_\_\_\_.
- schwa

schwa

short vowel in the unaccented syllable of a word is called the \_\_\_\_\_.

33. When a vowel is followed by the letter r in the same syllable the vowel is called r controlled and is represented by the diacritical mark (^) placed over the vowel. Pronounce the following words.

- a. thirst                      c. worm  
b. term

same

These vowels followed by r all have the \_\_\_\_\_ sound represented by ur.

r

34. Ar is the phoneme heard in the word car. The a is \_\_\_\_\_ controlled.

r

35. Or is the phoneme heard in the word or, the o is \_\_\_\_\_ controlled.

l

36. We have been studying the vowel phonemes which are represented by a single vowel letter. We will now turn our attention to those which are represented by a combination of letters. Say "oil." The word oil is composed of two phonemes. They are represented by the graphemes oi and \_\_\_\_\_.

37. The oi functions as one phoneme called a diphthong. Although the diphthong is to be considered a single vowel phoneme, it resembles a "glide" from one sound to another. Examine the words below. Underline the grapheme in each word represented by a diphthong. Say each word out loud.

boil  
house  
cow  
coin  
employ  
mouse

- a. boil                      e. coin  
b. house                    f. employ  
c. cow                      g. mouse  
d. boy

diphthongs

38. Oi, ou, ow, oy are called \_\_\_\_\_.

diphthong

39. The second category of phonemes represented by two-letter vowels is that of the vowel digraph. The digraph differs from the \_\_\_\_\_ in that they do not have the gliding feature.

40. Underline the pair of vowels. Indicate the silent vowel by drawing a / through it. Mark the long vowel.

<u>r</u> ai <u>l</u>	sa <u>y</u>
pe <u>a</u> ch	fe <u>e</u> d
co <u>a</u> t	hu <u>e</u>
	fo <u>e</u>

a. rail  
b. coat  
c. say  
d. hue

e. peach  
f. foe  
g. feed

ai, ue, ay,  
oe, ea, ee,  
oa

The vowel digraphs are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
These digraphs have many exceptions and are not always pronounced as indicated.

41. There are two digraphs which do not represent phonemes not represented by a single letter grapheme. Pronounce the vowel phoneme in hook. The macron must be lengthened to cover both o's in food to show the pronunciation. The breve is lengthened to cover the two o's of \_\_\_\_\_.  
These marks are different from those which show the long or short sounds of single vowels.

hook

a. oo (food)

b. oo (hook)

42. Using food and hook as key words to aid you, mark the words below to show the pronunciation.

foot  
mooose  
toook  
looook  
sooon  
poool  
wooood  
toooth  
loooose

a. foot  
b. pool  
c. moose  
d. wood  
e. took

f. tooth  
g. look  
h. loose  
i. soon



- B. Complete the excerpt "Consonants" and "Vowels" from Wilson, Robert and Maryanne Hall. Programmed Word Attack for Teachers. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1968), pp. 7-32.
- C. Read the included selections listed below from Dawson, Mildred. Teaching Word Recognition Skills. (Newark, Delaware: International Reading Association, 1971).
1. Durkin, Dolores, "Fundamental Principles Underlying Phonics Information," University of Illinois, pp. 80-82.
  2. Clymer, Theodore, "The Utility of Phonic Generalizations in the Primary Grades," University of Minnesota, pp. 83-89.
  3. Bailey, Mildred Havt, "The Utility of Phonic Generalizations in Grades One Through Six," Northwestern Louisiana State College, pp. 90-95.
  4. Emans, Robert, "When Two Vowels Go Walking and Other Such Things," Ohio State University, pp. 120-128.
  5. Burmeister, Lou E., "Vowel Pairs," University of Texas, pp. 129-137.
  6. Stone, David R., "A Sound-Symbol Frequency Count," Utah State University, pp. 138-144.
- D. Attend teacher lecture/demonstration.

Activity: Lecture outline

1. Phonic analysis
  - a. Vowel generalizations
  - b. Consonant generalizations
2. The application of phonics information
3. Exceptions and anomalies of word attack

II. Optional: participant may select options below for extra credit:

- A. Teach a phonics lesson in an approved school situation. Make an audio-tape of the above for teacher evaluation.
  
- B. Read one of the books in the listed Bibliography and not specifically required for this module. Prepare and submit a written critique of this book to the module coordinator.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

## I. True or False

- \_\_\_ A. The following are all consonant blends: tw, pl, sn, qu.
- \_\_\_ B. The following words all contain a three-letter blend: bathroom, glimpse, astronaut.
- \_\_\_ C. The most common blends in the English language are the letters h, s, and d. S, l, r, u as in qu.
- \_\_\_ D. The terms "long" and "short" when used to describe vowel sounds generally refer to the relative length of the vowel sound.
- \_\_\_ E. The underlined vowel in the word "leopard" represents the sound of "a" controlled by "r."
- \_\_\_ F. Phonetic analysis is the means by which a child identifies meaningful parts of words.
- \_\_\_ G. The sound heard in the underlined vowel in April is short "i."

(3 pts. for each correct answer) (total 21 pts.)

## II. Multiple Choice (There may be more than one correct choice for an answer)

- A. How many phonemes does the word brought have?  
one      two      three      four      none of these
- B. Which of the following words contain a diphthong?  
bread    hook    pace    boy    none of these
- C. Which of the above words contain a vowel diagraph?  
bread    hook

D. The consonant sound of i is most easily confused with the following sound:

s      p      ch      l      none of these

E. The vowel combination ie is generally sounded like:

ee      ea      i-e      ui      all of these

F. Which of the following words contain a consonant digraph?

laughter    phonetic    hothouse    ungainly    all of these

G. The consonant "r" usually affects the sound of the vowel that precedes it. This is also generally true of the consonant letter:

p      t      l      n      none of these

(3 pts. for each correct answer) (total 21 pts.)

### III. Completion

A. The vowel sound heard in most unstressed syllables is called the \_\_\_\_\_ sound.

B. The consonants \_\_\_\_\_ and \_\_\_\_\_ usually have soft sounds in words when they are followed by e, i, or y.

C. When two consonants in a word combine to make one sound these combinations are called consonant \_\_\_\_\_.

D. If a one-syllable word has a single vowel followed by a \_\_\_\_\_ that vowel is usually short.

E. A word that is an example of the above generalization is \_\_\_\_\_.

F. If the first vowel in a word is followed by a single consonant, the \_\_\_\_\_ usually begins the second syllable.

G. A word that is an example of the above generalization is \_\_\_\_\_.

- H. A word that is not an example of the above generalization is \_\_\_\_\_.
- I. The letters of a consonant digraph are \_\_\_\_\_ separated when the word is divided into syllables.
- J. An example of this generalization is \_\_\_\_\_.

(5 pts. for each correct answer) (total 50 pts.)

#### IV. Application

Look at the following nonsense words:

droiting

laetsprooch

bamlinmininop

skele

A. Mark the vowel sounds in each syllable as:

1. Long —
2. Short ∪
3. Silent / (cross out vowel)
4. Schwa ə
5. Controlled ʔ

B. Underline:

1. Consonant blends and mark (b)
2. Consonant digraphs and mark (d)

C. Circle:

1. Vowel digraphs and mark (d)
2. Diphthongs and mark (dp)

(2 pts. for each correct answer) (total 8 pts.)

Competency will be certified when your module coordinator has ascertained that the submitted post-assessemtn is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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4. Gans, Roma. Fact and Fiction About Phonics. New York:  
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5. Heilman, Arthur. Phonics in Proper Perspective.  
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6. Hull, Marion. Phonics for the Teacher of Reading.  
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Co., 1969.
7. Schell, Robert. Letters and Sounds. Englewood Cliffs,  
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8. Wilson, Robert and Maryanne Hall. Programmed Word  
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Merrill Publishing Co., 1968.