

Spelling As Easy As ABC

Grade Level or Special Area: 7th Grade Language Arts

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Length of Unit: Three thirty-minute sessions and two fifty-five minute sessions to be scheduled over a two to five week time period, no more than one to two lessons weekly

I. ABSTRACT

In this unit, students will be reviewing phonics and will learn or relearn phonics rules that will not only help them master their 7th grade spelling list, but will help them learn how to spell most words. Students will examine each word on their 7th grade spelling list to decipher what phonics rules apply. The following provides the teacher with handouts of phonics rules and assignments and quizzes to promote learning.

II. OVERVIEW

A. Concept Objectives

1. Students acquire phonics tools to read, spell, and pronounce most words in the English language properly.
2. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing*)
3. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening.... (*Colorado State Standard 4 for Reading and Writing*)

B. Content from the *Core Knowledge Sequence*

1. Spelling (p. 158)

C. Skill Objectives

1. Use the rules of phonics to examine and decode the proper spelling of English words.
2. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
3. Use conventional spelling.... (*Colorado Benchmark for 7th Grade Reading and Writing*)
4. Use writing resources such as dictionaries ... to monitor spelling. (*Colorado Benchmark for 7th Grade Reading and Writing*)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. The teacher should be familiar with all 44 sounds of the English language. It is recommended that the teacher review all appendices in this unit before teaching this unit.

B. For Students

1. Phonetic awareness and decoding (Kindergarten, p. 7 *Core Knowledge Sequence*, First Grade, p. 23-24 *Core Knowledge Sequence*, and Second Grade, p. 43 *Core Knowledge Sequence*).
2. Students will have acquired the skills necessary for competent ... usage of a dictionary to check and correct words that present difficulty. (Grade 5)

IV. RESOURCES

- A. All resources needed to teach this unit are provided below.

V. LESSONS

Lesson One: One-Sound Letters (one, thirty-minute session)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students acquire phonics tools to read, spell, and pronounce most words in the English language properly.
 - b. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing.*)
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening (*Colorado State Standard 4 for Reading and Writing*)
2. Lesson Content
 - a. Spelling (p. 158)
3. Skill Objective(s)
 - a. Use the rules of phonics to examine and decode the proper spelling of English words.
 - b. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
 - c. Use conventional spelling (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. Materials

1. Appendix A: Spelling Words (one copy per student)
2. Appendix B: One-Sound Letters (one copy per student)
3. Appendix C: One-Sound Letters Assignment Answer Sheet

C. Key Vocabulary

1. Phonics – the rules of dealing with speech sounds

D. Procedures/Activities

1. Provide each student with a copy of Appendix A. This is the list of spelling words they will master in this unit. Give students an overview of this unit. (See unit abstract above.) They will be reviewing phonics and will learn or relearn phonics rules that will not only help with their 7th grade spelling list (Appendix A), but will help them learn most words! Sometimes the rules don't work because of the many languages that have influenced the English language. However, the rules do work for over 90% of words.
2. Give each student a copy of Appendix B. Explain to students that there are only 44 sounds in the English language. Together, review the 16 sounds on Appendix B.
3. Instruct students to work through their spelling list one word at a time. They are to write down the one sound letters for each word from their list. If the letter doesn't use the sound described in the list, they should not write the letter. Also, write letters twice if they occur twice. Assign this to be due on or before the next spelling lesson in a day or two's time. See Appendix C for answers.

E. Assessment/Evaluation

1. Check assignment described above. Award points for completeness. (See Appendix C.)

Lesson Two: The Usual Sounds of Five More Letters and Two-Letter Sounds (one, thirty-minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students acquire phonics tools to read, spell, and pronounce most words in the English language properly.
 - b. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing*)
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening (*Colorado State Standard 4 for Reading and Writing*)
2. Lesson Content
 - a. Spelling (p. 158)
3. Skill Objective(s)
 - a. Use the rules of phonics to examine and decode the proper spelling of English words.
 - b. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
 - c. Use conventional spelling (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

1. Appendix A: Spelling Words (one copy per student)
2. Appendix D: The Usual Sounds of Five More Letters and Two-Letter Sounds (one copy per student)
3. Appendix E: The Usual Sounds of Five More Letters and Two-Letter Sounds Assignment Answer Sheet

D. *Key Vocabulary*

1. Consonant – any letter in the alphabet that is not a vowel
2. Vowel – the letters a, e, i, o, and u in the English alphabet
3. Digraph – a pair of letters representing a single-speech sound

D. *Procedures/Activities*

1. Provide each student with a copy of Appendix D. After reviewing these five sounds, they have almost covered half of the sounds found in the English language. Read through *The Usual Sounds of Five More Letters* (Appendix D) together.
2. Instruct students to work through their spelling list identifying which words have “c’s”, “g’s”, “s’s”, “y’s”, and “w’s”. Then determine if those letters make their usual sounds in that word. Instruct students to underline letter sound being featured. Also alert students that letters must give the main sound of that letter to be underlined. Be careful! Some letters give other sounds depending on the phonics rule. (See Appendix E for answers.)
3. Read *Two Letter Sounds* (Appendix F) together. These are the last four consonant sounds. Instruct students to work through each word on their list and identify any two-letter sounds in their list. Assign this to be due on or before the next spelling lesson in a day or two’s time. See Appendix E for answers. Students have now been introduced to 25 of the 44 sounds in the English language! In addition, this concludes all of the consonant sounds. Nearly all other combination of consonant sounds can be sounded out one letter at a time and then blended, for example, *ng* and *nk*.

- E. *Assessment/Evaluation*
1. Check assignments described above. Award points for completeness. (See Appendix E.)

Lesson Three: “Short” Vowel Sounds, Silent E, and Silent Pairs (one, thirty-minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students acquire phonics tools to read, spell and pronounce most words in the English language properly.
 - b. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing*)
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening.... (*Colorado State Standard 4 for Reading and Writing*)
2. Lesson Content
 - a. Spelling (p. 158)
3. Skill Objective(s)
 - a. Use the rules of phonics to examine and decode the proper spelling of English language.
 - b. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
 - c. Use conventional spelling.... (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

1. Appendix A: Spelling Words (*two* copies per student)
2. Appendix F: Short and Long Vowel Rules
3. Appendix G: The Short-Vowel Sounds, Silent E, and Silent Pairs Assignment Answer Sheet

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Write the sentence “**At Ed’s it’s odd up there**” (*The Play Book: The Phonics Game*) on an overhead. Explain to your students that this simple sentence contains all of the short vowel sounds. That’s 33 of the 44 sounds!
2. Give each of your students a copy of Appendix F. Read through and discuss these rules together with your students. Also point out that the short vowel mark in the dictionary is a little u-shaped curve over the vowel. The long vowel marking is a straight line over the vowel.
3. Provide your students another copy of Appendix A. Instruct students to make the short or long vowel marking over each vowel in their list. If a vowel says its name, it is long. If it makes the sounds in at, Ed, it, odd, up – it is short. Note that there are some vowels which will be neither long nor short! Students should leave those vowels alone. (There are more rules coming in later lessons that will help them with these vowels.) Also, instruct students to write a capital “E” after any words that follow the *Silent E Rule* and to write a capital “SP” after words that follow the *Silent Pairs Rule*. Instruct students to only mark a word with a capital “E” if the “e” in question affects the sound of other vowels. Assign this to be due on or before the next spelling lesson in one to three day’s time. See Appendix G for answers. Now we’ve learned 38 of the 44 sounds!
4. Inform students there will be a quiz on Appendix F at the beginning of the next lesson.

- E. *Assessment/Evaluation*
1. Check assignment described above. Award points for completeness. (See Appendix G)
 2. Appendix H: Short and Long Vowel Rules Quiz

Lesson Four: Letters That Imitate (one fifty-five-minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students acquire phonics tools to read, spell, and pronounce most words in the English language properly.
 - b. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing*)
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening.... (*Colorado State Standard 4 for Reading and Writing*)
 2. Lesson Content
 - a. Spelling (p. 158)
 3. Skill Objective(s)
 - a. Use the rules of phonics to examine and decode the proper spelling of English language.
 - b. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
 - c. Use conventional spelling.... (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - d. Use writing resources such as dictionaries ... to monitor spelling. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- B. *Materials*
1. Appendix A: Spelling Words (one copy per student)
 2. Appendix H: Short and Long Vowel Rules Quiz (one copy per student)
 3. Appendix I: Letters That Imitate Rules (one copy per student)
 4. Appendix J: Syllables (one copy per student)
 5. Appendix K: Lesson Four Assignment Answer Sheet
- C. *Key Vocabulary*
1. Syllable – the part of a word which can be said in one piece; there is only one vowel sound in every syllable and every syllable must have a vowel sound
 2. Suffix – a part of a word which comes after the original word to make a new word
 3. Prefix – a part of a word which comes before the root word to make a new word.
 4. Root – the original word in which a suffix and/or prefix has been added
 5. Address – (v.) speak; or (n.) place of residence or business
 6. Beginning – start
 7. Despise – hate
 8. Environment – surroundings
 9. Excellent – outstanding
 10. Grammar – language rules
 11. Immediately – right away
 12. Interpret – to figure out
 13. Rhyme – word or line having the same sound as another
 14. Shepherd – (v.) to guide; or (n.) a person who takes care of sheep
 15. Sponsor – (v.) to support; or (n.) a person who supports another
 16. Succeed – accomplish something

17. Surprise – shock
 18. Tendency – inclination
 19. Truly – really
- D. *Procedures/Activities*
1. Begin class with Appendix H: Short and Long Vowel Rules Quiz. Answers are provided on Appendix F.
 2. Write this question on an overhead for students to answer: “You know that the letter c can sometimes sound like k as in car, or it can sound like s as in cent. There is a rule that tells you when it sounds like c and when it sounds like s. Can you figure it out? Consider these words: century, city, citizen, cycle, cat, cut cot, picnic.”
 3. Give each student a copy of Appendix I. Read *The Letter C* together. Notice words like succeed. The first c sounds like a k because it is not followed by an “e”, “i”, or “y”. The second c sounds like an s because it is followed by e. So, we say, “suk sess”. Also, note that the second e is silent and makes the first e say its name (*Silent Pairs Rule*, Appendix F).
 4. Instruct students to study their spelling list. Orally, work through all of the words with “c’s” in them. Notice how each one of them follows this rule.
 5. Now read together about *The Letter G* on Appendix I. Ask your students how this rule is similar to the letter c rule. (Answer: The same letters “e”, “i”, and “y” - make g change to a softer sound, in this case, “j”). Instruct students to study all words on their spelling list with g’s in them. Notice how each one with the exception of “beginning” follow this rule.
 6. Read together about *The Letter S*. Again, work through the spelling list orally. Note those words that follow *The Letter S* rules. Note that there are exceptions like analysis and occasionally.
 7. Read *The Letter Y together* as a class. Note that immediately, occasionally, particularly, probably, responsibility, sincerely, tendency and truly and rhyme follow these rules.
 8. Read *Another Way to Make Long Vowels* together as a class. Ask students to orally come up with some more examples of this rule.
 9. Read *PH, Ch, and QU* together. Note that the word scholar follows the *CH* rule.
 10. Provide each of your students with a copy of Appendix J. Read it together highlighting the defining parts of a syllable and the fact that the rules apply to each syllable.
 11. Read *Y in the Middle* together (Appendix I). Note that the “y” in the word analysis takes the sound of the short “i”. However, since the “y” is at the end of a syllable it is an exception to this rule.
 12. Read about *ED* together. Ask students to orally come up with some more examples of this rule.
 13. For homework, have students use their rules from Appendix F, Appendix I and Appendix J to explain why each syllable sound in the following words from their word list (Appendix A) sound the way they do. Tell students to look the words up in a dictionary if they are not sure where to break them up. Words: address, beginning, despise, environment, excellent, grammar, immediately, interpret, rhyme, shepherd, sponsor, succeed, surprise, tendency, and truly. Review the meaning of these words with your students. They should begin by breaking the word into syllables. They do not need to mention *One-Sound Letters* (Appendix B) or the usual letter sounds of “c”, “g”, “s”, “y”, and “w”. They should also skip mentioning the two-letter sounds of “ch”, “sh”, “wh” and “th” (Appendix D). Do the first few words on an overhead together to model this exercise.

Allow students class time to work on this assignment and assist students as needed. Assign this to be due before the next spelling lesson in two to five day's time. See Appendix K for the answers to this assignment.

14. Inform students that there will be a quiz on Appendices I and J at the beginning of the next lesson.

E. *Assessment/Evaluation*

1. Check assignment described above. Award points for completeness. (See Appendix K.)
2. Appendix L: Letters that Imitate and Syllables Quiz

Lesson Five: Diphthongs – Vowel Pairs that Blend Together (one fifty-five-minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students acquire phonics tools to read, spell, and pronounce most words in the English language properly.
 - b. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing*)
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening.... (*Colorado State Standard 4 for Reading and Writing*)
2. Lesson Content
 - a. Spelling (p. 158)
3. Skill Objective(s)
 - a. Use of the rules of phonics to examine and decode the proper spelling of English language.
 - b. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
 - c. Use conventional spelling.... (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - d. Use writing resources such as dictionaries ... to monitor spelling. (*Colorado Benchmark for 7th Grade Reading and Writing*)

B. *Materials*

1. Appendix A: Spelling Words (one copy per student)
2. Appendix L: Letters that Imitate and Syllables Quiz (one copy per student)
3. Appendix M: Diphthongs – Vowels that Blend Together (one copy per student)
4. Appendix N: Lesson Five Assignment Answer Sheet

C. *Key Vocabulary*

1. Diphthongs – vowel pairs that blend together to make one sound
2. College – school of higher learning
3. Control – be in charge of
4. Criticism – careful judgment
5. Definite – exact
6. Doesn't – a contraction for *does not*
7. Existence – the state of being
8. Hypocrisy – double standards
9. Knowledge – understanding gained through experience or study
10. Lieutenant – rank in the military
11. Muscle – power; tissue composed of fibers which causes the body to move
12. Offense – wrong doing; players whose primary duty is to attempt to score
13. Prejudice – opinion formed beforehand
14. Recognize – identify somebody or something seen before

15. Remembrance – the act of honoring the memory of a person or event
16. Responsibility – the state, fact, or position of being accountable to somebody or for something
17. Sacrifice – the giving up of something valued
18. Sincerely – genuinely
19. Written – in print

D. *Procedures/Activities*

1. Begin class with Appendix L: Letters that Imitate and Syllables Quiz. Answers are provided on Appendices I and J.
2. Put these words (oil, coil, coin, boil, boy, toy, joy, soy) on an overhead and ask your students if they can figure out a rule about when to use “oi” and when to use “oy” for the sound “oy” in the word boy. (Find answer on Appendix M.)
3. Provide each student with a copy of Appendix M. Read and discuss the handout together. As you read through the rules on Appendix M, refer to your spelling list and see if there are any words that use the rules on Appendix M.
4. For homework, have students use their rules from Appendix F, Appendix I, Appendix J, and Appendix M to explain why each syllable sound in the following words from their word list (Appendix A) sound the way they do. Tell students to look the words up in a dictionary if they are not sure where to break them up. Words: college, control, criticism, definite, doesn’t, existence, hypocrisy, knowledge, lieutenant, muscle, offense, prejudice, recognize, remembrance, responsibility, sacrifice, sincerely, and written. Review the meaning of these words with your students. They should begin by breaking the word into syllables. They do not need to mention *One-Sound Letters* (Appendix B) or the usual letter sounds of “c”, “g”, “s”, “y”, and “w”. They should also skip mentioning the two-letter sounds of “ch”, “sh”, “wh” and “th” (Appendix D). Do the first few words on an overhead together to model this exercise. Allow students class time to work on this assignment and assist students as needed. Assign this to be due before the next spelling lesson in two to five day’s time. See Appendix N for the answers to this assignment.
5. Inform students that there will be a quiz on Appendix M at the beginning of the next lesson.

E. *Assessment/Evaluation*

1. Check assignment described above. Award points for completeness. (See Appendix N).
2. Appendix O: Diphthongs Quiz

Lesson Six: The Last Few Rules! (one, fifty-five-minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students acquire phonics tools to read, spell and pronounce most words in the English language properly.
 - b. Students understand how to write and speak using conventional ... spelling. (*Colorado State Standard 3 for Reading and Writing*)
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, [and] listening.... (*Colorado State Standard 4 for Reading and Writing*)
2. Lesson Content
 - a. Spelling (p. 158)

3. Skill Objective(s)
 - a. Use of the rules of phonics to examine and decode the proper spelling of English words.
 - b. Expand spelling skills to include more complex words. (*Colorado Benchmark for 5th-8th Grade Reading and Writing*)
 - c. Use conventional spelling.... (*Colorado Benchmark for 7th Grade Reading and Writing*)
 - d. Use writing resources such as dictionaries ... to monitor spelling. (*Colorado Benchmark for 7th Grade Reading and Writing*)
- B. *Materials*
1. Appendix A: Spelling Words
 2. Appendix O: Diphthongs Quiz
 3. Appendix P: The Last Few Rules!
 4. Appendix Q: Lesson Six Assignment Answer Sheet
 5. Appendix R: The Last Few Rules Quiz
- C. *Key Vocabulary*
1. Achievement – accomplishment
 2. Analysis – examination
 3. Anonymous – unnamed
 4. Argument – quarrel
 5. Business – occupation; activity engaged in as a means of livelihood
 6. Conscience – sense of right and wrong
 7. Description – talk or writing intended to give a mental image of something given
 8. Medieval – relating to the Middle Ages
 9. Muscular – well-built
 10. Particularly – especially
 11. Persuade – convince
 12. Politician – a person who works in the business of a government
 13. Probably – most likely
 14. Occasionally – uncommonly
 15. Scholar – one who studies
 16. Thorough – complete
 17. Women – adult female persons
- D. *Procedures/Activities*
1. Begin class with Appendix O: Diphthongs Quiz. Answers are provided on Appendix M.
 2. Provide each student with a copy of Appendix P. Read and discuss the handout together. As you read through the rules on Appendix P, refer to your spelling list and see if there are any words that use the rules on Appendix P.
 3. For homework, have students use their rules from Appendix F, Appendix I, Appendix J, Appendix M, and Appendix O to explain why each syllable sound in the following words from their word list (Appendix A) sound the way they do. Tell students to look the words up in a dictionary if they are not sure where to break them up. Words: achievement, analysis, anonymous, argument, business, conscience, description, medieval, muscular, particularly, persuade, politician, probably, occasionally, scholar, thorough, and women. They should begin by breaking a word into syllables. They do not need to mention *One-Sound Letters* (Appendix B) or the usual letter sounds of “c”, “g”, “s”, “y”, and “w”. They should also skip mentioning the two-letter sounds of “ch”, “sh”, “wh” and “th” (Appendix D). Do the first few words on an overhead together to model this exercise. Allow students class time to work on this assignment and assist

students as needed. Assign this to be due before two to five days' time. See Appendix P for the answers to this assignment.

4. Inform students that there will be a quiz on Appendix P. Administer this quiz (Appendix R) in two to five days' time.
 5. Give a final spelling test of all 50 words in three to five days' time.
- E. *Assessment/Evaluation*
1. Check assignment described above. Award points for completeness. (See Appendix Q.)
 2. Appendix R: The Last Few Rules Quiz
 3. End of Unit Spelling Test

VI. CULMINATING ACTIVITY

- A. Spelling test on all 50 words (see Appendix A).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Spelling Words
- B. Appendix B: One-Sound Letters
- C. Appendix C: One-Sound Letters Assignment Answer Sheet
- D. Appendix D: The Usual Sounds of Five More Letters and Two-Letter Sounds
- E. Appendix E: The Usual Sounds of Five More Letters and Two-Letter Sounds Answer Sheet
- F. Appendix F: Short and Long Vowel Rules
- G. Appendix G: The Short-Vowel Sounds, Silent E, and Silent Pairs Assignment Answer Sheet
- H. Appendix H: Short and Long Vowel Rules Quiz
- I. Appendix I: Letters That Imitate
- J. Appendix J: Syllables
- K. Appendix K: Lesson Four Assignment Answer Sheet
- L. Appendix L: Letters That Imitate and Syllables Quiz
- M. Appendix M: Diphthongs – Vowel Pairs That Blend Together
- N. Appendix N: Lesson Five Assignment Answer Sheet
- O. Appendix O: Diphthongs Quiz
- P. Appendix P: The Last Few Rules!
- Q. Appendix Q: Lesson Six Assignment Answer Sheet
- R. Appendix R: The Last Few Rules Quiz

VIII. BIBLIOGRAPHY

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Appendix A
Spelling Words

Spelling Words

Achievement Address Analysis Anonymous Argument	Environment Excellent Existence	Knowledge Lieutenant	Recognize Remembrance Responsibility Rhyme
Beginning Business	Grammar	Medieval Muscle Muscular	Sacrifice Scholar Shepherd Sincerely Sponsor Succeed Surprise
College Conscience Control Criticism	Hypocrisy	Occasionally Offense	Tendency Thorough Truly
Definite Description Despise Doesn't	Immediately Interpret	Particularly Persuade Politician Prejudice Probably	Women Written

-Core Knowledge Sequence, 7th Grade, page 158

Appendix B
One-Sound Letters

One-Sound Letters

b	bit	
d	did	
f	fit	(blow out air, no voice)
j	jet	
k	kit	(from back of throat)
l	let	
m	map	(sound comes from nose)
n	not	(sound comes from nose)
p	pin	
q	quit	(sounds like kw ; “q” is always followed by a “u”)
r	rat	
t	top	(no voice)
v	vet	
x	ox	(sounds like ks together)
z	zap	

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994.

Appendix C

One-Sound Letters Assignment Answer Sheet

Achievement	v, m, n, t
Address	d, d, r
Analysis	n, l
Anonymous	n, n, m
Argument	r, m, n, t
Beginning	b, n, n
Business	b, n
College	l, l
Conscience	n
Control	n, l, r, l
Criticism	r, t, m
Definite	d, f, n, t
Description*	d, p <i>*Do not list "t" because it doesn't sound like "t" on the chart.</i>
Despise	d, p
Doesn't	d, n, t
Environment	n, v, r, n, m, t
Excellent	x, l, l, n, t
Existence	x, t, n
Grammar	r, m, m, r
Hypocrisy	p, r
Immediately	m, m, d, t, l
Interpret	n, t, r, p, r, t
Knowledge	n, l, d
Lieutenant	l, t, n, n, t
Medieval	m, d, v, l
Muscle	m
Muscular	m, l, r
Occasionally	n, l, l
Offense	f, f, n
Particularly	p, r, t, l, r, l
Persuade	p, r, d
Politician	p, l, t, n
Prejudice	p, r, d
Probably	p, r, b, b, l
Recognize	r, n, z
Remembrance	r, m, m, b, r, n
Rhyme	r, m
Sacrifice	s, f
Scholar	l, r
Shepherd	h, p, h, r, d
Sincerely	n, r, l
Sponsor	p, n, r
Succeed	d
Surprise	r, p, r
Tendency	t, n, d, n
Truly	t, r, l
Women	m, n
Written	r, t, t, n

Appendix D
The Usual Sounds of Five More Letters and Two Letter Sounds

The Usual Sounds of Five More Letters

C as in cat (no voice; from back of throat)

g as in got (with voice; from back of throat)

S as in sit (hiss sound between teeth)

y as in yes

W as in win

Two-Letter Consonant Sounds (also called digraphs)

ch as in chop

sh as in shop

wh as in whip

th as in that

Sources

Doyle, Dennis, *Phonics, Syllable and Accent Rules*. [On-line]. Available URL: <http://english.glendale.cc.ca.us/phonics.rules.html>, Date of Access: 7/14/03.

The Play Book: The Phonics Game. California: The Phonics Game, 1994.

Appendix E

The Usual Sounds of Five More Letters and Two-Letter Sounds Assignment Answer Sheet

The Usual Sounds of Five More Letters

C: college, conscience, control, criticism, muscular,
occasionally, particularly, recognize, sacrifice,
scholar, succeed (*note that second c is not included*)

G: argument, beginning, grammar, recognize

S: business, description, despise (*note that end s in not included*), doesn't, hypocrisy, muscle, muscular,
persuade, responsibility, sacrifice, scholar, sincerely

Y: none

W: women

Two-Letter Sounds (digraphs)

ch: achievement

sh: shepherd

wh & th: none

Appendix F

Short and Long Vowel Rules

The Short Vowel Rule

One vowel surround by consonants will be short.

Examples are: bat, bet, pin, pun

One vowel followed by a consonant will usually be short as well.

Examples are: on, id, and, off

You can break words up into syllables (if they are long) to check for this rule

Example: an ti dis es tab lish ment

The Silent E Rule

An “e” at the end of a word *or syllable* is silent and makes a vowel with one consonant between it and the “e” says its name.

Example: hat hate hate ful
 cub cube de fi nite

When you come across the 2-letter sounds (ch, sh, wh, and th) treat them as though they were only one letter.

Example bath bathe

Now you know why we drop the “e” and add “ing”. The “i” takes on the job of the silent e, making the vowel in front of it say its name.

Example hope hoping

For the same reason, hop must become hopping so that the “o” remains short.

Please note that sometimes an “e” is silent at the end of the word but does not affect the sound of other vowels.

Silent Pairs Rule

If two vowels are close together in a word, usually the first vowel says its name and the second vowel is silent – it acts as a kind of silent e.

Example meat neat

Y is sometimes part of a silent pair.

Example pay key Sunday

W is sometimes part of a silent pair.

Example low row yellow

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994.

Appendix G

The Short-Vowel Sounds, Silent E and Silent Pairs Assignment Answer Sheet

Letters in *italics* are short.

Bold letters are long.

E indicates *Silent E* rule.

SP indicates *Silent Pairs* rule.

Achievement Address Analysis Anonymous Argument E *	<i>Environment</i> E <i>Excellent</i> <i>Existence</i> *2	Knowledge Lieutenant	Recognize E Remembrance Responsibility Rhyme
Beginning Business	<i>Grammar</i>	Medieval Muscle Muscular	Sacrifice E Scholar Shepherd Sincerely Sponsor Succeed SP Surprise E
College*2 Conscience Control Criticism	<i>Hypocrisy</i>	Occasionally Offense	Tendency Thorough SP Truly
Definite*2 Description Despise E Doesn't*3	<i>Immediately</i> E <i>Interpret</i>	Particularly Persuade E Politician Prejudice*2 Probably	Women Written

-Core Knowledge Sequence, 7th Grade, page 158

* E is not silent, but it does make the u say its name. *2: Exception to silent E rule. *3: Exception to silent pairs rule.

Appendix H
Short and Long Vowel Rules Quiz

Name: _____

/15

Please fill in the blank.

The Short Vowel Rule

One vowel surround by _____ will be short.

Examples are: bat, bet, pin, pun

One vowel followed by a consonant will usually be short as well.

Examples are: on, id, and, off

You can break words up into _____ (if they are long) to check for this rule.

Example: an ti dis es tab lish ment

The Silent E Rule

An “e” at the end of a word *or syllable* is silent and makes a vowel with one consonant between it and the “e” _____ its _____.

Example: hat hate hate ful
 cub cube de fi nite

When you come across the 2-letter sounds (_____, _____, _____, and _____) treat them as though they were only _____ letter.

Example bath bathe

Now you know why we drop the “e” and add “ing”. The “i” takes on the job of the _____ e, making the vowel in front of it say its name.

Example hope hoping

For the same reason, hop must become _____ so that the “o” remains _____.

Silent Pairs Rule

If two vowels are close together in a word, usually the _____ vowel says its name and the second vowel is silent – it acts as a kind of silent e.

Example meat neat

_____ is sometimes part of a silent pair.

Example pay key Sunday

_____ is sometimes part of a silent pair.

Example low row yellow

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994.

Appendix I, page 1
Letters That Imitate

The Letter C

“C” makes the “s” sound if it is followed by an “e”, “i”, or “y”.
In all other cases, “c” will sound like “k”.

The Letter G

“G” makes the “j” sound when it is followed by “e”, “i”, or “y”.
In all other cases, “g” will sound like “g”.

Examples: gentle gin gym

The Letter S

“S” makes the “z” sound when it is surrounded by vowels.

Examples: rose rise de spise sur prise

“S” makes the “z” sound at the end of a word UNLESS “s” follows the letters “f”, “k”, “p”, “s”, or “t”.

Examples: his fans fins
 cuffs caps cats

(Notice that these five letters have no voice. “F” is pronounced with a blow. It is incorrect to sound f as “fa”. “K” comes from the back of the throat. “P” is a blow from the lips. “S” is sounded with a blow between the teeth. “T” is sounded with a blow from the tongue on the roof of the mouth.)

The Letter Y

“Y” makes the long “i” sound at the end of a word when it is the only vowel in a word.

Examples : my by shy

“Y” makes the long “e” sound at the end of a word when it is NOT the only vowel in the word.

Examples: baby contrary daddy ability

(Since an “e” at the end of a word is silent, we use a “y” to say “e’s” name.)

Another Way to Make Long Vowels

“I”, “e”, or “u” at the end of the **word** is *usually* long. (*There are exceptions!*)

Examples: hi he no flu

Appendix I, page 2

PH, CH and QU

“Ph” always makes the f sound.

Examples: phone phonics

“Ch” sometimes makes the k sound. Try both sounds – “ch” and “k” – to figure out which one works. Often, the word has an r in it if it sounds like k.

Examples: chord choir scholar

(Words with ph and ch which sounds like k were originally Greek.)

“Qu” always sounds like “kw”.

Y in the Middle

“Y” in the middle of a word act just like the letter “i”.

Examples: gym rhyme (In this case, “y” makes the sound of a long “i” because silent “e” is at the end of a the word “rhyme”.)

ED

“Ed” only sounds like a separate syllable when it follows “t” or “d”.

Examples: paint ed need ed

sounds of “t” or “d”.

Examples: packed (packt)fanned (fand)

(Note: It is as if the e in this case is silent and does not add another vowel sound or another syllable.)

When does the “ed” sound like “t”? *After letters that have no voice (“f”, “k”, “p”, and “t”)*

Examples: cuffed sacked capped

When does the “ed” sound like “d”? *After all letters that do have a voice.*

Examples: caved sagged stayed

(Note: Your voice will do this automatically, so don’t sweat these rules!)

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994.

Appendix J, page 1
Syllables

Syllables - the parts of words which can be said in one piece; there is only one vowel sound in every syllable and every syllable must have a vowel sound

Examples:

- cup** one piece, one syllable, short vowel sound
- ta ble** two pieces, two syllables. Note that in the “a” in the word ta ble is long because it is at the end of its piece.
- cy clone** two pieces, two syllables. Note that the “i” sound in the word cy clone is long because it is at the end of its piece.
- chi ro prac tor** four pieces, four syllables. Note that the “i” and first “o” are long because they are at the end of their pieces, and that the “a” and second “o” are short because they are surrounded by consonants in their syllables.
- in vest ment** Note that every syllable must have a vowel sound. It may be made by one or more vowel letter.
- Phil a del phi a** Every vowel sound must have a syllable.

Appendix J, page 2

- mat ted** Normally, divide a word between double consonants.
- in vite** Divide a word between consonant combinations that are pronounced with a pause.
- i o dine** Note the three long vowel sounds. Consider how your rules apply to each syllable. Rules which work for little words generally work for syllables.
- par tic u lar ly** Note that knowing the proper sound of a word will give you clues as to where to break up the syllables. The “a” and “i” are short, so they should be surrounded by consonants. The “u” stands alone and says its name because it is at the end of the syllable.
- know ledge** A root word is the original word (*know*). A suffix comes at the end of the word to make a new word (*ledge*). Divide a word between the root and suffix if the suffix has a vowel sound.
- re write** A prefix (*re*) comes before a root word to make a new word.

Sources:

Doyle, Dennis, *Phonics, Syllable and Accent Rules*. [On-line]. Available URL: <http://english.glendale.cc.ca.us/phonics.rules.html>, Date of Access: 7/14/03.

Phonics Rules. [On-line.] Available URL: http://www.corsswinds.net/~rozalski/Phonics_Rules.html, Date of Access: 7/14/03.

The Play Book: The Phonics Game. California: The Phonics Game, 1994.

Appendix K, page 1

Lesson Four Assignment Answer Sheet

AD	Short “a” - a vowel followed by a consonant is short. <i>(Can also make the short “u” sound depending on the meaning.)</i>
DRESS	Short “e” – a vowel surrounded by consonants is short. <i>(Note that you normally break up syllables between double consonants.)</i>
BE	Long “e” – a vowel at the end of a syllable is long.
GIN	Short “i” – a vowel surrounded by consonants is short.
NING	Short “i” – a vowel surrounded by consonants is short. <i>(Note that there are two “n’s” between the two “i’s”. If there were not two “i’s”, the first “i” would be long!)</i>
DES	Short “e” – a vowel surrounded by consonants is short.
PISE	Long “i” – silent “e” rule “Z” sound – when “s” is surrounded by vowels it makes the “z” sound. <i>(Note that a word is divided between consonant combinations that are pronounced with a pause.)</i>
EN	Short “e” – a vowel at the beginning of a syllable is short.
VI	Long “i” – a vowel at the end of a syllable is long.
RON	Short “o” – a vowel surrounded by consonants is short.
MENT	Short “e” – a vowel surrounded by consonants is short.
EX	Short “e” – a vowel followed by a consonant is usually short.
CEL	“S” sound – “c” makes the “s” sound because it is followed by an “e”.
LENT	Short “e” – a vowel surrounded by consonants is short. Short “e” – a vowel surrounded by consonants is short.
GRAM	Short “a” – a vowel surrounded by consonants is short.
MAR	Short “a” – a vowel surrounded by consonants is short.
IM	Short “i” – a vowel at the beginning of a syllable is short.
ME	Long “e” – a vowel at the end of a syllable is long.
DI	Exception! – “i” sounds like a long “e”
ATE	Exception! – “a” sounds like a short “u”
LY	Long “e” - “y” sounds like long “e” because it is not the only vowel in the word.
IN	Short “i” – a vowel at the beginning of a syllable is short.
TER	Short “e” – a vowel surrounded by consonants is short.
PRET	Short “e” – a vowel surrounded by consonants is short.
RHYME	Long “i” – “y” in the middle acts just like the letter “i”. In this case, the silent “e” rule makes the “y” sound like a long “i”.
SHEP	Short “e” – a vowel surrounded by consonants is short.
HERD	Short “e” – a vowel surrounded by consonants is short.

Appendix K, page 2

SPON
SOR

Short “o” – a vowel surrounded by consonants is short.
Short “o” – a vowel surrounded by consonants is short.

SUC
CEED

Short “u” – a vowel surrounded by consonants is short.
“S” sound – “c” sounds like “s” because it is followed by an “e”.
Long “e” – the first “e” is long because it is next to another vowel. The second “e” is silent (*Silent Pairs Rule*).
Appendix L, page two

SUR
PRISE

Short “u” – a vowel surrounded by consonants is short.
Long “i” – silent “e” rule
“Z” sound – “s” sounds like “z” because it is surrounded by vowels.

TEN
DEN
CY

Short “e” – a vowel surrounded by consonants is short.
Short “e” – a vowel surrounded by consonants is short.
“S” sound – “c” sounds like “s” because it is followed by a “y”.
Long “e” – “y” makes the long “e” sound because it is not the only vowel in the word.

TRU
LY

Long “u” – a vowel at the end of a syllable is long.
Long “e” – “y” makes the long “e” sound because it is not the only vowel in the word.

_____ - the part of a word which can be said in one piece; there is only one vowel sound in every syllable and every syllable must have a vowel sound

Examples:

Phil a del phi a Every _____ sound must have a syllable.

mat ted Normally, divide a word between double
_____.

know ledge A _____ word is the original word (*know*). A suffix comes at the end of the word to make a new word (*ledge*). Divide a word between the root and suffix if the suffix has a vowel sound.

re write A _____ (*re*) comes before a root word to make a new word.

Sources:

Doyle, Dennis, Phonics, *Syllable and Accent Rules*. [On-line]. Available URL: <http://english.glendale.cc.ca.us/phonics.rules.html>, Date of Access: 7/14/03.

Phonics Rules. [On-line.] Available URL: http://www.corsswinds.net/~rozalski/Phonics_Rules.html, Date of Access: 7/14/03.

The Play Book: The Phonics Game. California: The Phonics Game, 1994.

Appendix M
Diphthongs – Vowel Pairs That Blend Together

Diphthongs do not follow the silent pair rule.

OI & OY (*Sounds like boy.*)

The “oy” sound is spelled with “oy” when it is at the end of the word or syllable. Use “oi” when the sound is in the middle or at the beginning of a word.

Examples: oil coil boil boy loyal oyster

There are some exceptions like boyish, but usually the exceptions occur when a word is “in” a word.

AU & AW (*Sounds like awful.*)

The “aw” sound is spelled with “aw” when it is at the end of a word or syllable. Use “au” when the sound is in the middle or at the beginning of a word.

Examples: author haul Paul law saw

A third way to make the “aw” sound is “a” followed by one or two l’s.

Examples: always almost alternate

Note that there are some exceptions to this rule.

OU & OW (*Sounds like bow wow.*)

“Ow” at the end of a word or syllable, “ou” in the middle.

Examples: out pout oust now cowlick

There are some exceptions like town and brown.

OO (*Sounds like moo.*)

OO can make two sounds,

1. “OO” as in Moo. This is the same sound that ew and the long u make.

Examples: moon loon soon

2. “OO” as in Book.

Examples: book look cook

Exceptions: Sometimes one “o” can make the sound of two “o’s” as in to, do and who.

“Ew” can also sound like the name of the letter U, for example the word “few”. In this case, it carries a y sound as well.

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994

Appendix N, page 1
Lesson Five Assignment Answer Sheet

COL LEGE	Short “o” – a vowel surrounded by consonants is short Exception! – “e” is short; the silent “e” rule does not apply here. “J” sound – “g” makes the “j” sound when it is followed by an “e”.
CON TROL	Exception! – “o” sounds like a short “u”. Exception! – “o” is long.
CRIT I CISM	Short “i” – a vowel surrounded by consonants is short. Short “i” – “i” is short here because it is surrounded by consonants “S” sound – “c” makes the “s” sound if it is followed by an “i”. Short “i” – a vowel surrounded by consonants is short. Exception! – “s” makes the “z” sound even though it is not surrounded by vowels and even though it does not follow the letters “f”, “k”, “p”, “s” or “t”. However, the “c” that it follows does sound like an “s”.
DEF I NITE	Short “e” – a vowel surrounded by consonants is short. Short “i” – “i” is short here because it is surrounded by consonants. Exception! – “i” is short; the silent “e” rule does not apply here.
DOES	Exception! – “oe” sounds like short “u”. “Z” sound – when “s” is at the end of a word it makes the “z” sound.
N’T	<i>(Note that this is one syllable. The vowel in this case is replaced by the apostrophe.)</i>
EX IS TENCE	Short “e” – a vowel followed by a consonant is usually short. Short “i” – a vowel followed by a consonant is usually short. Short “e” – a vowel surrounded by consonants is short. <i>(Note that part of the silent “e” rule does not apply because there is more than one consonant between the first and second “e”.)</i> “S” sound – “c” makes the “s” sound if it is followed by an “e”. <i>(Note that the purpose of the “e” in this word is to make the “c” sound like an “s”!)</i>
HY	Short “i” – “y” in the middle of a word behaves just like the letter “i”; in this case it makes a short “i” sound because it is surrounded by consonants.
POC RI SY	Short “o” – a vowel surrounded by consonants is short. Exception! – “i” sounds like short “u”. Long “e” – “y” makes the long “e” sound when it is not the only vowel in a word.
KNOW	Exception! – silent “k” Short “o” – a vowel surrounded by consonants is short.
LEDGE	Short “e” – a vowel surrounded by consonants is short. “J” sound – “g” makes the “j” sound when it is followed by an “e”.
LIEU TEN ANT	Exception! – a French word; ‘ieu’ sounds like “ew”. Short “e” – a vowel surrounded by consonants is short. Short “a” – a vowel followed by a consonant will usually be short.

Appendix N, page 2

MUSCLE	Short “u” – a vowel surrounded by consonants is short. Exception! - “c” is silent for no particular reason and the silent “e” at the end serves no particular purpose either. (<i>Muscle is from Latin and comes from the word mouse! It was thought that the ripple of a muscle looked like a mouse crawling under one’s skin!</i>)
OFFENSE	Short “o” – a vowel followed by a consonant is usually short Short “e” – a vowel surrounded by consonants is short. Exception! – silent “e” is present to make the “s” sound like “s”
PREJUICE	Short “e” – a vowel surrounded by consonants is short. Short “u” – a vowel surrounded by consonants is short. Exception! – “i” is short even though there is a silent “e”. “S” sound – “c” sounds like “s” when it is followed by an “e”.
RECOGNIZE	Short “e” – a vowel surrounded by consonants is short. Short “o” - a vowel followed by a consonant is usually short. Long “i” – the silent “e” rule.
REMEMBRANCE	Long “e” – a vowel at the end of a syllable is long. Short “e” – a vowel surrounded by consonants is short. Short “a” – a vowel surrounded by consonants is short. (<i>Note that the silent “e” rule does not apply because there is more than one consonant between the first and second “e”.</i>) “S” sound – “c” sounds like “s” when it is followed by an “e”.
RESPONSE	Short “e” – a vowel surrounded by consonants is short. Short “o” – a vowel surrounded by consonants is short. (<i>Note that the syllable is broken before the “s”. “Sp” is a 2-letter sound and is treated as one letter.</i>)
SIBILITY	Exception! – “i” is short even though it is at the end of a syllable. Short “i” – a vowel surrounded by consonants is short. Exception! – “i” is short even though it is at the end of a syllable. Long “e” – “y” makes the long “e” sound when it is not the only vowel in a sentence.
SACRIFICE	Short “a” – a vowel surrounded by consonants is short. Exception! – “i” is short even though it is at the end of a syllable. Long “i” – the silent “e” rule. “S” sound - “c” sounds like “s” when it is followed by an “e”.
SINCERE	Short “i” – a vowel surrounded by consonants is short. “S” sound – “c” sounds like “s” when it is followed by an “e”. Long “e” – silent “e” rule
LY	Long “e” – “y” makes the long “e” sound when it is not the only vowel in a word.
WRITE	Exception! – “w” is silent. Short “i” – a vowel surrounded by consonants is short.
TEN	Short “e” – a vowel surrounded by consonants is short.

Appendix O Diphthongs Quiz

Name: _____

/10

Please fill in the blank.

Diphthongs do not follow the _____ pair rule.

OI & OY (*Sounds like boy.*)

The “oy” sound is spelled with “oy” when it is at the _____ of the word or syllable. Use “oi” when the sound is in the _____ or at the beginning of a word.

Examples: oil coil boil boy loyal oyster

There are some exceptions like boyish, but usually the exceptions occur when a word is “in” a word.

AU & AW (*Sounds like awful.*)

The “aw” sound is spelled with “aw” when it is at the _____ of a word or _____.. Use “au” when the sound is in the middle or at the _____ of a word.

Examples: author haul Paul law saw

A third way to make the “aw” sound is “a” followed by one or two _____’s.

Examples: always almost alternate

OU & OW (*Sounds like bow wow.*)

“Ow” at the end of a word or syllable, “ou” in the middle.

Examples: out pout oust now cowlick

There are some exceptions like _____ and brown.

OO (*Sounds like moo.*)

OO can make two sounds,

1. “OO” as in Moo. This is the same sound that ew and the long _____ make.

Examples: moon loon soon

2. “OO” as in Book.

Examples: book look cook

Exceptions: Sometimes one “o” can make the sound of two “o’s” as in _____, do and who.

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994

Appendix P
The Last Few Rules!

R-Controlled

R is so strong that it changes the sound of vowels in front of it.

Examples: er ir ur yr
 Her sir fur Myrna

All of these sound alike!

There and where sound like the “are” in care!

Or and ore sound alike.

Sometimes, words with r’s do follow the rules. For example, “fire”, “pure”, and “care” all follow the silent e rule. Watch out for those r’s!

If a short word or syllable ends in f, l, s, or z, we usually double the final consonant.

Examples: cuff buzz ball miss business

“I” before “E” EXCEPT after “C” or when sounding like “a” as in neighbor or weigh.

Examples: achievement deceive conscience

There are a few exceptions like either and neither. Notice that both of these words have silent pairs.

“A” at the end of a word or standing alone as its own syllable sounds like a short “u”.

Examples: America China tuba prob a bly

“ZH” sound

The “zh” sound is spelled by “s” or “z” followed by “i” or “u”.

Examples: vision treasure azure

“SH” sound

Sometimes the “sh” sound is spelled by “s” followed by an “i” or “u”

Examples: Russia mission sure

“T” will also sometimes sound like “sh” when followed by an “i” and another vowel.

Examples: partial Martian nation

“SHUN” sound

“sion”, “cion” and “cian” sometimes sound like “shun”.

Examples: mission fission suspicion politician

“SHUL” sound

“tial” and “cial” sound like “shul”.

Examples: partial martial racial facial

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994.

Appendix Q, page 1
Lesson Six Assignment Answer Sheet

A CHIEVE MENT	Short “u” – “a” sounds like a short “u” when standing alone as its own syllable. Long “e” – “ie” rule Short “e” – a vowel surrounded by consonants is short.
A NAL Y SIS	Short “u” – “a” sounds like a short “u” when standing alone as its own syllable. Short “a” – a vowel surrounded by consonants is short. Exception! – “y” sounds like a short “i” even though it is at the end of a syllable. Short “i” – a vowel surrounded by consonants is short.
A NON Y MOUS	Short “u” – “a” sounds like a short “u” when standing alone as its own syllable. Short “o” – a vowel surrounded by consonants is short. Exception! – “y” sounds like a short “i” even though it is at the end of a syllable. Exception! – “ou” sounds like short “u”.
AR GU MENT	Short “u” – strong “r” makes “a” sound like short “o”. Exception! – long “u” even though “u” is surrounded by consonants. Short “e” – a vowel surrounded by consonants is short.
BUSI NESS	Exception! - “i” is not pronounced; “u” sounds like a short “i”. “Z” sound – when “s” is surrounded by vowels it makes the “z” sound. Short “e” – a vowel surrounded by consonants is short. Second “s” – if a short vowel or syllable ends in “s” it is usually doubled.
CON SCIENCE	Short “o” – a vowel surrounded by consonants is short. “S” sound – “c” sounds like “s” when it is followed by an “i”. “Sh” sound – “s” followed by an “i” will sometimes make an “sh” sound. This is an odd one because the second “c” is somewhat of an extra letter. “S” sound – “c” sounds like “s” when it is followed by an “e”.
DES CRIP TION	Short “e” – a vowel surrounded by consonants is short. Short “i” – a vowel surrounded by consonants is short. “Sh” sound – “t” will sometimes sound like “sh” when followed by an “i” and another vowel.
ME DI E VAL	Short “e” – a vowel surrounded by consonants is short. Exception! – the “i” and “e” are blended to make the sound of a long “e”. Short “a” – a vowel surrounded by consonants is short.

Appendix Q, page 2

MUS CU LAR	Short “u” – a vowel is short when it is surrounded by consonants. Long “u” – a vowel is long when it is at the end of a syllable. Short “i” – strong “r” makes “ar” sound like short “u”.
PAR TIC U LAR LY	Short “o” – strong “r” makes “a” sound like a short “o”. Short “i” – a vowel surrounded by consonants will be short Long “u” – a vowel standing alone as a syllable will sometimes be long. Short “o” – strong “r” makes “a” sound like a short “u”. Long “e” – “y” makes the long “e” sound when it is not the only vowel in a word.
PER SUADE	Short “u” – strong “r” makes “e” sound like a short “u”. Exception! – “ua” sounds like a blended long “u” and long “a”.
POL I TI CIAN	Short “o” – a vowel surrounded by consonants is short. Short “i” – a vowel standing alone as a syllable is sometimes short. Exception! – “i” is short; normally a vowel at the end of a syllable is long. “Shun” sound – “cian” sometimes sounds like “shun”.
PROB A BLY	Short “o” – a vowel surrounded by consonants is short. Short “u” – “a” sounds like short “u” when it stands alone as its own syllable. Long “e” – “y” makes the long “e” sound at the end of a word when it is not the only vowel in the word.
OC CA SION AL LY	Exception! – “o” is long in this case; normally it would be short since it is one vowel followed by a consonant. Long “a” – one vowel at the end of a syllable is long. “Shun” sound – “sion” sometimes sounds like “shun”. Short “a” – one vowel followed by a consonant will usually be short. Long “i” – “y” makes the long “e” sound when it is not the only vowel in the word.
SCHOL AR	“K” sound – “ch” often makes the “k” sound when the word has an “r” in it. Short “o” – a vowel surrounded by consonants is short. Short “e” – strong “r” has made the “a” in front of it sound like a short “e”.
THOR OUGH	Short “u” – strong “r” has made the “o” in front of it sound like a short “u”. Exceptions! – “ou” sounds like long “o”; “g” is silent; “h” is silent.
WOM EN	Exception! – “o” makes the short “i” sound. Short “e” – a vowel followed by a consonant will usually be short.

Appendix R
The Last Few Rules Quiz

Name: _____

/10

Please fill in the blank.

R-Controlled

R is so strong that it _____ the sound of vowels in front of it.

Examples: er ir ur yr
 Her sir fur Myrna

All of these sound alike!

If a short word or syllable ends in f, l, s, or z, we usually _____ the final consonant.

Examples: cuff buzz ball miss business

“I” before “E” EXCEPT after “_____” or when sounding like “a” as in neighbor and weigh.

Examples: achievement deceive conscience

“A” at the end of a word or standing alone as its own syllable sounds like a short “u”.

Examples: America _____ tuba

“ZH” sound

The “zh” sound is spelled by “_____” or “z” followed by “_____” or “u”.

Examples: vision treasure azure

“SH” sound

Sometimes the “sh” sound is spelled by “s” followed by an “i” or “_____”

Examples: Russia mission sure

“T” will also sometimes sound like “sh” when followed by an “_____” and another vowel.

Examples: partial Martian nation

“SHUN” sound

“sion”, “_____” and “cian” sometimes sound like “shun”.

Examples: mission fission suspicion politician

“SHUL” sound

“_____” and “cial” sound like “shul”.

Examples: partial martial racial facial

Adapted From: *The Play Book: The Phonics Game*. California: The Phonics Game, 1994.