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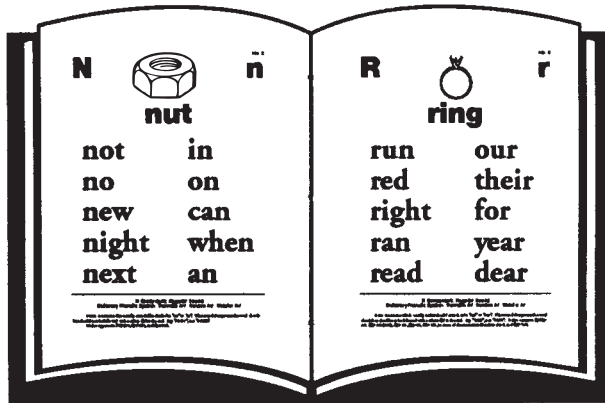
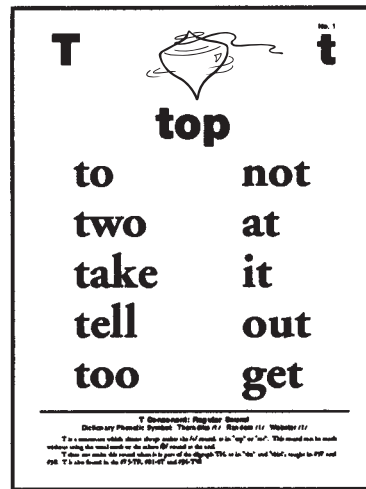
What Can you Do with these Charts?

- **Hang one up**

Teach from it emphasising the phoneme sound in the words.

Display it for a while.

Refer to it when the sound comes up in other lessons.



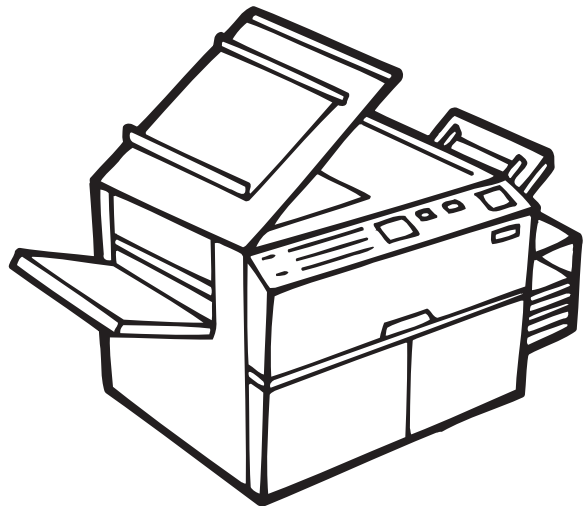
- **Use it in a book**

Turn to specific pages as needed for tutoring and small group instruction.

- **Photocopy a chart**

Let your students take it home.

Cut out the words for a word wall or pocket chart.



Introduction

Here is a complete phonics curriculum in just one book. This book contains all or more of the phonics taught in most basal readers or other complete phonics programs. Teaching phonics can be done in many ways; these charts are just one way. They are a ‘teaching tool’. See the suggestions for using them on pages 3 and 5.

These charts are efficient because using one chart a day (the Sound-of-the-Day plan) covers a complete course of phonics in 98 days, or about 20 weeks of the school year. Tutoring or other special education situations may take more or less time. Often a teacher may cover one section of the charts in this book, and then, at a later time or other year level, do a more advanced section.

The charts can be used as early as kindergarten to teach phonemic awareness. Real reading should not be expected, but the students will be made aware of the different phonemes in English and of the idea that each phoneme can be represented by letters.

The charts can be used in the early years (1–4) for real phonics instruction where reading some of the example words is expected and the students are exposed to all of the phoneme–grapheme (sound–letter) correspondences. They can also be used in upper years in remedial reading, ESL classes, or for Adult Education.

These charts are presented in a suggested teaching order. This teaching order is based on frequency counts of phoneme–grapheme occurrences in the English language. In other words, easy consonants occur more frequently than short vowels; and short vowels occur more frequently than long vowels. Furthermore, the consonant T in chart 1 occurs more frequently than the consonant N in chart 2. Saying the same thing in another way, students are likely to need to know how to sound out the letter T before they need to sound out the letter N. Actually, this fine grading is not too important. More important is that students should learn the easy consonants and short vowels before they learn less common consonants like Q or Z. However, the teacher can select any teaching order, perhaps tying the chart use into other lessons where appropriate.

T**t****top****to****it****time****at****two****but****take****not****try****what****T Consonant: Normal Sound****Phonetic Symbol: /t/**

T is a consonant which almost always makes the /t/ sound, as in 'top' or 'sat'. This sound can be made without using the vocal cords or the schwa /ə/ sound at the end.

T does not make this sound when it is part of the digraph TH, as in 'the' and 'thin', taught in charts 37 and 38. T is also found in charts 74 – TR, 80 – ST and 93 – TW.

Phonics Survey Directions

Phonics is an important and useful skill associated with reading. Poor ability in phonics does not always mean poor reading ability, but if reading ability is poor, it can often be aided by having part of the instruction include phonics lessons.

How to Test Using the survey test sheet on the next page, ask the student to read the nonsense words aloud. Explain that these are not real words. If the student makes an error, allow a second chance (but not a third).

How to Score Using a copy of the survey, mark each letter read incorrectly. At the right-hand margin, note if the student was 'Perfect', 'Knew Some', or 'Knew None' for each of the following skills: consonants, short vowels, long vowels, difficult vowels. This information will be very useful in selection material for phonics instruction.

Repeated Use This survey may be repeated at a later date after more phonics instruction, or the teacher can make up nonsense words for testing and instruction.

Vowel Sounds

Short Vowels

a as in 'at' /ă/
e as in 'end' /ĕ/
i as in 'is' /ĭ/
o as in 'hot' /ŏ/
u as in 'up' /ŭ/

Long Vowel

Digraphs

ai as in 'aid' /ā/
ay as in 'say' /ā/
ea as in 'eat' /ē/
ee as in 'see' /ē/
oa as in 'oat' /ō/
ow as in 'own' /ō/

Diphthongs

oi as in 'oil' /oi/
oy as in 'boy' /oi/
ou as in 'out' /ou/
ow as in 'how' /ou/

Vowel Exceptions

ea as in 'read' /ĕ/
ea as in 'seat' /ē/

e (silent) as in 'come'

y as in 'yes' /y/

le as in 'candle' /əl/
al as in 'pedal' /əl/
ul as in 'awful' /əl/

Long Vowels

Open-Syllable Rule

a as in 'baby' /ā/
e as in 'we' /ē/
i as in 'idea' /ī/
o as in 'so' /ō/

Schwa

a as in 'ago' /ə/
e as in 'happen' /ə/
o as in 'other' /ə/

Vowel Y

y as in 'try' /ī/
y as in 'funny' /ē/

Double O

oo as in 'soon' /ōō/
oo as in 'good' /ŏŏ/
u as in 'truth' /ōō/
u as in 'put' /ŏŏ/

Long Vowels

Final-E Rule

a as in 'make' /ā/
e as in 'here' /ē/
i as in 'five' /ī/
o as in 'home' /ō/
u as in 'use' /ū/

Vowel Plus R

er as in 'her' /ər/
ir as in 'sir' /ɪr/
ur as in 'fur' /ɪr/
ar as in 'far' /är/
ar as in 'vary' /är/
or as in 'for' /ôr/

Broad O

a (l) as in 'also' /ô/
a (w) as in 'saw' /ô/
a (u) as in 'auto' /ô/

'ea' makes both a long and a short E sound.

E at the end of a word is usually silent and sometimes makes the preceding vowel long.

Y is a consonant at the beginning of a word. (yes)
 Y is long I in a one syllable word or middle. (cycle) (by)
 Y is long E at the end of a polysyllable word. (funny)

final LE makes a schwa plus L sound.
 final AL makes a schwa plus L sound also.
 final UL makes a schwa plus L sound also.