



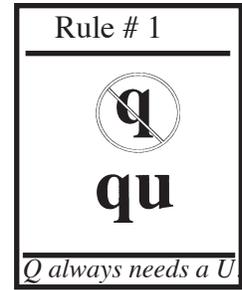
DICTATE CONSONANT AND VOWEL PAGE

Objectives:

- To build the Consonant and Vowel Reference Page in the Learning Log.
- To define consonants, vowels, and syllables.
- To apply and say rules 1, 2, 3, 4, 5, 6, 27. [Show rule cards after Step 20.]
- To learn some spelling markings using the single underline and numbers.

Prepare to Teach:

- Start by Building the Consonant Page in your teacher's Learning Log.
- Note that Black Log students cover some additional, more advanced material.
- Practice out loud the teaching dialogue as you create your log.
- Compare your finished page with the sample for your type of log in Appendix C-- P1/ B1.
- Add lines to a board as described in Step 1 or make an enlarged chart from SWR Chart Pack.



SWR Step 2 encourages orally blending sounds together to say words. In Steps 5 and 6, students start hearing, saying and writing phonograms using all their common sounds in the order of frequency. Step 9 is the first and most important reference page. This chart is taught at the beginning of every year, to every level of student. It divides the first 26 phonograms into consonants and vowels and teaches the difference. It moves from all the sounds a phonogram can possibly make to the particular sound it makes in a given word. It casually exposes students to one-fourth of the spelling rules. It introduces one-half of the SWR special spelling markings. **Note that a red pencil is reserved for reference pages to emphasize the focus highlighted by each particular chart.**

Kindergarten or younger students can just participate orally as the teacher builds this page on the board. Later, when their letter formation is no longer labored, come back and have them build the page in their log from your dictation. A first grade (primary) class is typically ready to build this page by the second week of school after an introduction of the first 26 phonograms. See sample lesson plan on p. 225. Older students may be ready to build this page on the first day or two of instruction.

Introduce the Topic.

“All people are either male or female. Each has strengths and weaknesses, and together we make up the human race. We would not last long without each other. Alphabet letters can be divided into two types.” Hold up cards *a* and *c*. “What is the difference between these two phonograms?”

“Single-letter phonograms are either consonants or vowels. Consonants make short, quick sounds. Vowels make longer, louder sounds. Without a vowel no one could understand your call for help—/h-l-p/. They also would not know your need if you used only the vowel /e/. Combine them to get /h-e-l-p/. Try to say your name with only consonants or only vowels. We need both.”

Elicit Active Student Participation.

Actively educate. Do not pass out a sheet of words or rules for students to copy. Do not introduce completed charts for students to study. Reference pages are built with direct student involvement. The instructor leads student discovery. Participation in the step-by-step construction of a reference page helps the student cement new concepts in his mind. He learns by doing.

This same reference material is covered again at the beginning of EVERY year that we teach this program. Think of the first presentation of this page as exposure. It provides the big picture and sets the stage for spelling dictation. Mastery of these concepts will come with review and application over time.

**Reference Pages
are built with
step-by-step
active involvement
between teacher
and student.**

All ages can benefit from this teaching. A preschooler can organize letters as consonants and vowels and see that a phonogram with three sounds will make only one of those sounds in a given word. He can hear how to blend sounds to make words. He can echo rules that apply. Challenge experienced students to dig more deeply, discussing some of the optional or advanced side notes. Cover the basic material and use the art of teaching to determine how much extra detail to give any particular class.

Give Clear Instruction for Placement on the Page.

In the Primary and formatted Black Logs, some information is preprinted. Build-from-scratch Black Log students add some of this information. When dictating, give precise horizontal and vertical directions for placement on the page. Use margin guides to create straight columns. Student work will be neater if the student starts at the corner where the vertical margin line and the base line meet.

Interaction with a teacher is vital. Follow the instructions to present this valuable material. Train your student to listen carefully and follow instructions accurately, engaging his mind to concentrate. Never let a student copy reference pages from this teacher manual or the teacher's master Log!

Teach the Top Portion of the Consonant/Vowel Page.

“Turn in your Learning Log to Reference Page One. This covers consonants and vowels.”

1. DEFINE TERMS AS NEEDED. Before teaching the consonant portion, teach the meaning of consonants and vowels. Review the terms again in the vowel section. Then, when you start building actual words, explain the meaning of syllable. A word consists of one or more syllables.

A consonant is any letter that is not a vowel. The word *consonant* literally means “sounding with something.” Consonant sounds are blocked by the organs of speech as the sound is pushed or exploded past throat, teeth, tongue, nose, or lips. (Point to each body part as you say the name for that part.) In forming a consonant, the voice is compressed or stopped. When voiced correctly, **we cannot shout a consonant sound.**

A vowel is any letter that is not a consonant. Our mouths are relatively open when we say a vowel; nothing blocks the sound. Vowels pass through the mouth and throat with little obstruction from teeth, tongue, or lips. Only vowels can say their letter names in words. **We can shout a vowel sound.**

A syllable is a rhythmic “chunk” of a word. A syllable is pronounced with one sound of your voice. **Every syllable must have a vowel.** We call syllables that end with a vowel “open syllables.” Why? We end the syllable with our mouths open.

Different techniques help students grasp the meaning of *syllable*.

a. “Vowelize” the syllables. Tightly close your mouth, thereby stopping the production of any consonant sounds through the teeth, lips, tongue, or throat. Put your hand on your throat, and hum a word. This is the preferred and most reliable method.

con-so-nant:	MM-mm-mmm (three syllables)
vow-el:	MM-mm (two syllables)
hip-po-pot-a-mus	mm-mm-MM-m-mm (five syllables)

b. Clap or stamp. Count syllables by marching or clapping.

c. Use the hand under the chin. Put your hand under your chin and say the word. Feel the number of times your chin opens to say a vowel. Each syllable must have a vowel.



2. **Dictate Consonants.** Read aloud the titles in the preformatted logs. Dictate them for build-from-scratch log students. For example, say: “Use the first line as a base line. Center the title, ‘Consonants.’ Capitalize the first letter of title words. Think to spell, Con-so-nants.”

Teachers for all types of logs will say, “Under ‘Consonants,’ without skipping a line, write the consonants as I dictate them. Watch me say the phonogram sound or sounds and repeat it after me. Then look down and write it, saying it softly a second time as you write. Say it out loud with your mouth, not just in your head. Keep the letters close, side-by-side.” The teacher refers to her log, but she writes point-by-point on the board so the student can proofread.

Dictate the consonants in alphabetical order. Leave an extra space the size of a round letter before and after QU, to show that this is a two-letter phonogram.

Con so nants

b c d f g h j k l m n p qu r s t

w x **y** z

C says /s/ before E, I, or Y.
 G may say /j/ before E, I, or Y.
 Q always needs a U. U is not a vowel here.
 Z never S says /z/ at the beginning of a base word.

Primary Learning Log

Top portion of the
Consonant/ Vowel Page

See full page sample on p. 208.

Red markings in bold

3. **Analyze the Consonants.** The rules about the consonants are printed in small type in the Primary Learning Log. Do not expect young children to read these notes. When classroom teachers or tutors send the books home, parents will see ideas taught on the page. Instructors have the reminder of the key points as well. Black Log students will add sample words for the C and G rule. Compare the Primary Log and the build-from-scratch Black Log in Appendix C on pages 208 and 212.

a. Count the consonant sounds. “Let’s read the consonants one by one. If a consonant has two possible sounds, say together: “Two sounds. Add a red check.” When finished, ask: “How many can make more than one consonant sound?” (three).

Older students may know that QU and X can also make additional sounds. The second sounds will be taught later with the advanced-level phonograms in Step 38.

b. Notice the uniqueness of the phonograms QU and Y.

“**QU** is two letters. *Q always needs a U. U is not a vowel here* [R1]. With red, underline /qw/. In spelling words, we underline multi-letter phonograms. On a reference page, we mark **with red** ideas we emphasize on that page. An underline is a line UNDER (not on) the line.”

“**Y** can be a consonant or a vowel. With red, **circle** the Y. **As a consonant, Y makes only one sound!** At the beginning of a base word it sounds like /y/ as in *yard, yes, yet, midyear, beyond (be+ yonder)*. The other two phonogram sounds for this letter are **vowels**. Y is the only single letter commonly used as either a consonant or a vowel.” Y is a stand-in for I at the end of a word since *English words do not end in I* [R6].

c. Discuss the three consonants with two different sounds. “Rules sometimes help narrow down the sound in specific words.”

— “*C usually says /k/, but C says /s/ before E, I, or Y.*” [R2]. We can tell which sound the C makes in a word by the letter next door. The C is very consistent.

— “**G** usually says /g/, but G MAY say /j/ before E, I, or Y.” [R3]. G may also say /g/ before E, I, or Y. We say *get* not *jet*.

— “**Z**, never S, says /z/ at the beginning of a base word.” [R27]. If S begins a word, it uses its first sound. In other positions it can make either sound, but most often will say /s/.

Primary Log teachers should SKIP AHEAD now to SWR p. 53, point 6!

Con so nants

b c d f g h j k l m n p q r s t v w x y z

C usually says /k/ ... g usually says /g/

<i>cap</i>	<i>gap</i>
<i>cot</i>	<i>got</i>
<i>cuts</i>	<i>guts</i>
<i>clip</i>	<i>grip</i>
<i>arc</i>	<i>bag</i>

but C says /s/ ... and g may say /j/ before e, i, y.

<i>cent</i>	<i>gent</i>
<i>city</i>	<i>gin</i>
<i>cyst</i>	<i>gyp</i>

Black Learning Log

Top portion of C/V Page

To dictate each word sample: say it, use it in a sentence and then help students sound it out sound-by-sound. Example: cap -- See the red cap. /k-a-p/.

With red, bold the e, i, y in

- cent, gent*
- city, gin*
- cyst, gyp*

Older students new to the program wait until after completing the vowel portion to underline the O in Con-so-nant.

d. Illustrate the C and G rules. (Dictate horizontally, leaving space between words.)

“When will the C and G say their most frequent sound (their hard sound)?”

First sound:	<i>cap</i>	→	<i>gap</i>	(before an A)
	<i>cot</i>		<i>got</i>	(before an O)
	<i>cuts</i>		<i>guts</i>	(before a U)
	<i>clip</i>		<i>grip</i>	(before any consonant)
	<i>arc</i>		<i>bag</i>	(before nothing)

[The focus is where the single letter C can say /k/. Alternate phonograms spell /k/ in these locations: *kangaroo, chasm, koala, kumquat, khan, Christ, back, trek, epoch.*]

“When will C and G say their second sound (their soft sound)?”

“C and G say their second sound only before E, I, or Y. The C consistently does. G usually does. With red, write the E, I and Y to highlight the reason for the change.”

Second sound:	<i>cent</i>	→	<i>gent</i>	
	<i>city</i>		<i>gin</i>	
	<i>cyst</i>		<i>gyp</i>	(or alternatives: <i>cym-bal, gym</i>)

Teacher Note: In the next two steps, we will first demonstrate one of three ways we can spell the /k/ sound before E, I, or Y. Next, we will show how G can say /j/ only before E, I, or Y, but it does not have to say /j/. Words adopted into the language during the Old English time period have retained the hard /g/ before those letters. High frequency examples included in the *Wise Guide* spelling list: *get, give, girl, gift, begin, finger, together.*

“Other phonograms can spell /k/ before E, I, or Y. Beside *cent* write *Kent*.” On the same line with *city*, write *kitty*. On the same line with *cyst*, write *stinky*. No red is needed in the next two steps.

e	cent	Kent	gent	
i	city	kit-ty	gin	
y	cym-bal	ink-y	gym	

“Latin-based words, like *gent*, have G say /j/ before E, I, or Y. Beside *gent*, write *get* /g-e-t/. Add in parentheses (*not jet*). *Get* is an early English word. The G in Early English only said /g/. Today an English word MAY say /j/ before E, I, or Y. If it doesn’t, we know why.

e	cent	Kent	gent	get (not jet)
i	city	kit-ty	gin	be-gin
y	cym-bal	ink-y	gym	bog-gy

4. REINFORCE C/G RULES. Ideas for digging more deeply with seasoned students:

a. Optional reinforcement of C [R2]: Write some or all of the following on the board. Ask students to identify each C sound and explain why.

countenance	ice cream	circus	bicycle	succeed
accident	circumference	cynical	jaundice	efficacy

The answer should be either C says:

— /k/ because it’s NOT followed by (E, I, or Y).

— /s/ because it is followed by — (either E, I, or Y — whichever applies).

b. Optional reinforcement of G [R3]: Write some or all of the following on the board. Ask students to identify each G sound and explain why.

geography	garbage	negligent	strategic
genius	gist	baggage	gigantic

The answer should be either:

— /g/ because it’s NOT followed by — (either E, I, or Y)

— probably /j/ because it’s followed by — (either E, I, or Y)

5. APPRECIATE THE LONG-TERM VALUE OF THESE RULES. You will see the C/G rules concept show up again later in the program to explain other spelling rules and challenges.

— In **Step 17** we add a silent E to *notice* and *change* so C will say /s/ and G will say /j/.

— In **Step 29** we drop the E in *noticing* but not in *noticeable*. In English words, a C before an I will say /s/ but not before an A. Likewise, we drop the E in *changing* but not in *changeable*.

— **With Latin derivatives that end with C**, we insert a K to keep the /k/ sound when adding an ending that starts with E, I, or Y. See Wise Guide p.126 (*picnic* — *picnick-ing*). Other examples: *mimicking*, *colicky*, *garlicky*, *panicky*. Without a K the C softens (*criticism*, *toxicity*).

— In **Step 38** we will learn advanced phonograms (*cu*, *gh*, *gu*, *ge*, *gi*), which are designed to accommodate the reliable C/G rules.

Advanced: Even tricky C and G can be easily explained.

“C usually says /k/, but C says /s/ before E, I, or Y.” [R2]

(1) Foreign words do not necessarily follow English spelling rules.

Celtics — /keltiks/ or /seltiks/? The Gaelic form is /keltiks/. When conformed to American spelling rules, we say /seltiks/, as in the sports team the Boston Celtics.

Caesar — AE is an advanced phonogram that says /E/. (See page 180.) The C still precedes the sound of /E/ even though the next letter is not technically an E.

façade — The French use a cedilla to show the letter says /s/. We adopted the foreign spelling but our typewriters may not have a key for ç.

(2) Sometimes a C is retained for other spelling reasons.

soc-cer — The first says /k/ and closes the syllable. The second C is silent.

mus-cle — The silent C in the root word is heard in the derivative *muscular*.

cor-pus-cle — The silent C in the root word is heard in *corpuscular*.

“G usually says /g/, but G may say /j/ before E, I, or Y.” [R3] French, Italian, and Spanish words create advance phonograms to clarify the G sound. See SWR p. 180.

A **gh** or **gu** before E, I, or Y preserve the sound /g/ (spagh**etti**, **guy**). A **ge** or **gi** before any letter other than E, I, or Y, indicates /j/ (page**ant**, **Georgia**, **region**).

6. REVIEW THE MAIN POINTS ABOUT CONSONANTS (all levels of students).

♥ Q never stands alone. Q always needs a U. [R1]

♥ The Y has only one consonant sound. It also has two vowel sounds.

♥ Only three, single-letter consonants (c, g, s) make more than one consonant sound.

Teach the Vowel Portion at the bottom of the Consonant/Vowel Page.

1. DISCUSS THE NEXT SUBTITLE. Build-from-scratch Black Log students skip a line and center “Vow-els.” Capitalize the first letter. Underline /ow/; it’s a two-letter phonogram. Put a 2 over the /z/; it makes the second sound. Review the definition of Consonant and Vowel. See page 49.

2. DICTATE SINGLE VOWEL PHONOGRAMS. “On the first line in the first column under ‘Vowels,’ write the phonogram /a-A-ah/.” Student says the phonogram sounds and writes **a**. The teacher writes it on the board. “Under /a-A-ah/, write /e-E/.” Student echoes and writes. Continue DOWN with **i, y, o, u**. “**With red**, circle the Y. At the beginning of a word, Y is a consonant. Elsewhere it substitutes for I. **Bracket I and Y**. These letters have a strong connection. **Y is the “stand-in” for I.**”

3. SHOW VOWELS AS MORE COMPLEX. “Most single consonants make only one sound. All single vowels make at least two; half of them make three. I will dictate a word for each vowel sound in the order of frequency. We’ll discover one way a vowel regularly makes the second sound.”

4. USE TEACHER DICTATION FOR WORDS. Give clear instructions where the student should write. For example, “On the same line with /a-A-ah/, in the next column, illustrate the sound /a/. Am. I am your teacher. — am.” Next, “On the same line with *am* in the next column, write...”

Before a student writes, clarify which phonogram to use if more than one single letter can make that sound (See upcoming examples: *is, gym, cry*.) At first, he will need coaching. Ask a question and have him echo the reply. In time, the student will respond with fewer prompts.

a	am	apron	wasp
e	elk	me	
i	is	item	
y	gym	cry	
o	ox	go	to
u	up	unit	put

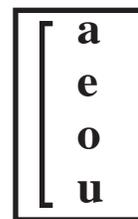
Vowel Portion of CV Page

- Same words used first year in either log. (Several advanced versions are provided on pp. 57-58 for older, returning students.)
- Red markings in bold.
- Fingergrams are extremely helpful. See SWR inside back cover for spelling dictation guide.
- Non-readers may watch and participate verbally as teacher writes on the board.

Illustrate Vowel Sounds with Sample Words.

a	/a/	/A/	/ah/
	<p>am</p> <p>“I <u>am</u> your teacher.” /a-m/</p> <p>This is the most common sound for the phonogram.</p> <hr/> <p>Teacher Note: Single vowels can make the second sound, (taught next), in one of three ways. On this reference page, we orally introduce the most frequent reason in two parts: as it applies to A,E,O,U and as it applies to I and Y. Join the adventure to discover vital, but little known, secrets to the English language.</p>	<p>apron</p> <p>“Wear an <u>apron</u> when cooking.” Syllables? (<i>Two</i>) /A/- /p-r-o-n/</p> <p>Spelling words in the log are spaced between syllables and marked.</p> <p>Marking? <i>With red, underline /A/.</i> [Student echoes and writes.]</p> <p>Why did it say /A/? <i>A said /A/ at the end of a syllable.</i> [Student echoes.]</p> <p>Does A usually say /A/ at the end of a syllable? <i>Yes! A-E-O-U usually say /A-E-O-U/ at the end of a syllable.</i> [Student echoes.]</p> <p>Why red? <i>It’s what we’re learning on this line.</i> [Student echoes.]</p>	<p>wasp</p> <p>“I see a <u>wasp</u>.” /w-ah-s-p/</p> <p>Teach Marking: <i>With red, put a 3 over /ah/.</i> [Student echoes and writes.]</p> <p>Why add a three? <i>It’s the third sound of the phonogram.</i> [Student echoes.]</p> <p>Why red? <i>It’s what we’re learning on this line.</i> [Student echoes.]</p> <hr/> <p>Note: We only use a 2 over a single letter phonogram when the reason for the second sound isn’t governed by a rule. The underline in <i>a-pron</i> highlights one of four reasons that a vowel can make the second sound. Step 19 will later cover them all.</p>

e	/e/	/E/
	<p>elk</p> <p>“An <u>elk</u> is a strong animal.” /e-l-k/</p> <p>Marking? <i>No markings needed.</i> [Student echoes.]</p>	<p>me</p> <p>“Please, give it to <u>me</u>.” /m-E/</p> <p>Marking?: <i>With red, underline E.</i> Why /E/? <i>E said /E/ at the end of a syllable.</i> Usually? <i>Yes, A-E-O-U usually say /A-E-O-U/ at the end of a syllable.</i> Why red? <i>It’s what we’re learning on this line.</i></p>



Add this sketch on the corner of the board and point to it when reciting the /A-E-O-U/ rule.

i	/i/	/I/
	<p style="text-align: center;">is</p> <p style="text-align: center;">“What <u>is</u> her name?”</p> <p style="text-align: center;">/i-z/</p> <p style="text-align: center;">Teacher clarifies: Use use /s-z/</p> <p>Markings? <i>With black put a two over the phonogram that says /z/. [Student echoes.]</i></p> <p>Why add a 2? <i>To show it is the second sound. No rule tells us to expect it. [Student echoes.]</i></p> <p>Why not use red? <i>The focus on this line is on a vowel. This is a consonant, not a vowel. [Student echoes.]</i></p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">i</p> <p style="text-align: center; font-size: 2em;">y</p> <p style="font-size: 0.8em;">Add sketch on board under /A-E-O-U/ box.</p> </div> <p style="text-align: center;">item</p> <p style="text-align: center;">“What is the first <u>item</u> on the list?”</p> <p style="text-align: center;">Syllables? (<i>Two</i>)</p> <p style="text-align: center;">/I-/t-e-m/</p> <p>Markings? <i>With red, underline /I/.</i></p> <p>Why did it say /I/? <i>I said /I/ at the end of a syllable.</i></p> <p>Does I usually say /I/ at the end of a syllable? [Students often incorrectly say, “yes.” If so, repeat together the A, E, O, U rule. An I is not on that list.]</p> <p>Add above new rule sketch: <i>I and Y usually say /i/ at the end of a syllable, but may say /I/. [Student echoes.]</i></p> <p>If I says /I/ at the end of a syllable, we underline it. If it doesn’t, we’re not surprised.</p> <p>Why underline with red? <i>It’s what we’re learning on this line.</i></p>
y	/i/	/I/
	<p style="text-align: center;">gym</p> <p style="text-align: center;">“Play basketball in the <u>gym</u>.” — <i>gym</i></p> <p style="text-align: center;">Teacher: Use /g-j/; use stand-in for /i/</p> <p style="text-align: center;">/j-i-m/</p> <p>Why does G say /j/? <i>G may say /j/ before E, I, or Y. [Student echoes.]</i></p> <p>Markings? <i>No markings needed. [Student echoes.] G makes the second sound, but the reason is visible in the word.</i></p> <p>The vowel Y stands-in for I. This is the first of its two vowel sounds. [Student echoes.]</p> <p>Teacher Note: See SWR page 220 for a summary of all spelling markings.</p>	<p style="text-align: center;">cry</p> <p style="text-align: center;">“If you don’t like me, I will <u>cry</u>.”</p> <p style="text-align: center;">Clarify: Use /k-s/; use stand-in for /I/</p> <p style="text-align: center;">/k-r-I/</p> <p>Markings? <i>With red, underline the stand-in for I.</i></p> <p>Why did Y say /I/? <i>Y said /I/ at the end of a syllable.</i></p> <p>Usually? <i>No! Y usually says /i/ at the end of a syllable, but may say /I/. [Student echoes.]</i></p> <p>If the letter Y says /I/ at the end of a syllable, we underline it. If it doesn’t, we’re not surprised.</p> <p>Why underline with red? <i>It’s what we’re learning on this line.</i></p>

Teacher Note: Unstressed vowels can be hard to distinguish by sound alone. The classic approach is to exaggerate these muddled sounds to match them to the written word. This builds a strong mental link to actual spelling without making us talk funny. We think-to-spell the unstressed O in *a'-pron* as /o/, the unstressed vowel Y at the end of words like *bod'-y* as /i/, and the unstressed E in *i'-tem* as /e/.

The way we treat these types of unstressed vowels is discussed in detail on SWR Step 12.

- Pages 78-79 address an unstressed vowel at the end of a syllable like *a-bout'* or *ex'-tra*.
- Pages 82-85 address the importance of keeping the Y/I connection and the E/I distinction.
- Page 87 covers an unstressed vowel within a syllable like *hu'-man*.

O	/o/	/O/	/OO/
	<p>ox “The <u>ox</u> pulled the wagon.” /o-x/</p> <p>Marking? <i>No markings needed.</i></p>	<p>go “May I <u>go</u> to the store?” /g-O/</p> <p>Marking? <i>With red, underline O.</i></p> <p>Why underline? <i>To show the reason that O said /O/. [Student echoes.]</i></p> <p>Why did O say O? <i>O said /O/ at the end of a syllable.</i></p> <p>Does O usually say /O/ at the end of a syllable? <i>Yes.</i></p> <p>Prove it! <i>A-E-O-U usually say /A-E-O-U/ at the end of a syllable.</i> →</p> <p>Why underline with red? <i>It’s what we’re learning on this line.</i></p>	<p>to “I want <u>to go to</u> the store.” /t-OO/</p> <p>Marking? <i>With red, put a 3 over /OO/.</i></p> <p>Why a three? <i>It’s the third sound of the phonogram.</i></p> <p>Why with red? <i>It’s what we’re learning on this line.</i></p> <div data-bbox="1224 674 1360 909" style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;"> <p>a e o u</p> </div>
U	/u/	/U/	/oo/
	<p>up “Go <u>up</u> the stairs.” /u-p/</p> <p>Marking? <i>No markings needed.</i></p>	<p>unit “We will finish this <u>unit</u> soon.” Syllables? (<i>Two</i>) /U/-n-i-t/</p> <p>Marking? <i>With red, underline U.</i></p> <p>Why underline? <i>To show the reason that U said /U/. [Student echoes.]</i></p> <p>Why did U say /U/? <i>U said /U/ at the end of a syllable.</i></p> <p>Does U usually say /U/ at the end of a syllable? <i>Yes.</i></p> <p>Prove it! <i>A-E-O-U usually say /A-E-O-U/ at the end of a syllable.</i></p> <p>Why underline with red? <i>It’s what we’re learning on this line.</i></p>	<p>put “Put your feet on the floor.” /p-oo-t/</p> <p>Marking? <i>With red, put a 3 over /oo/.</i></p> <p>Why a three? <i>It’s the third sound of the phonogram.</i></p> <p>Why with red? <i>It’s what we’re learning on this line.</i></p>

During the year, reinforce these key concepts by referring back to this reference page. For example, when discussing the marking of a new word, you can ask, “Like what word on the Consonant/Vowel Page?” The segment, Reviewing Consonant and Vowel Rules on volume one of the Hidden Secrets DVD, available at BHI, demonstrates how to review this entire page.

Please don't expect either yourself or your students to understand all the ins and outs of this material at first. This program starts with a rapid exposure of the key puzzle pieces to the language. We introduce the essential principles and continue to use them. Some people need more repetition to see the big picture. Keep moving. All concepts will be reiterated as you go. Understanding will grow day by day. In time these concepts will be retained.

Alternative Words for the Consonant Vowel Reference Page

Students repeating the program multiple years might enjoy a variation from the basic sample words in the vowel section. The different sounds for single vowels can be illustrated using names of books in the Bible, words from the chemistry periodic table, or states in the United States. Reserve these alternate pages for students well experienced in the program. Several of the sounds are not covered by the categories. Substitutes are provided with a related link described below the list.

Use names of books in the Bible. (Red markings are in bold.)

a	Acts	<u>A</u> mos	Ez ra ³
e	Ex <u>o</u> dus	<u>P</u> e <u>t</u> er	
i	<u>L</u> e vit i cus	<u>T</u> i tus	
y	Tim <u>o</u> <u>th</u> y ²	<u>c</u> ry	
o	Prov <u>e</u> rbs ²	<u>J</u> o el	to ³
u	Num <u>b</u> ers ²	Sam <u>u</u> el	bush ³

cry — Jeremiah would *cry* so much he is known as “the crying prophet.”

to — The full title for the book of Romans is “The Epistle *to* the Romans.”

bush — A *bush* is what Moses saw burning.

An alternative to Peter would be E-ze-ki-el. An alternative to Samuel would be Joshu-a.³

Use chemicals from the Periodic Tables. (Red markings are in bold.)

a	cal ci um	<u>t</u> i <u>t</u> a ni um	<u>c</u> o balt ³
e	nep <u>t</u> u ni um	<u>n</u> e on	
i	sil i con	<u>n</u> i <u>t</u> ro gen	
y	ox y gen	<u>h</u> y <u>d</u> ro gen	
o	cop <u>p</u> er	<u>b</u> o ron	to <u>d</u> ay ³
u	gal li um	<u>r</u> u bid i um	full ³

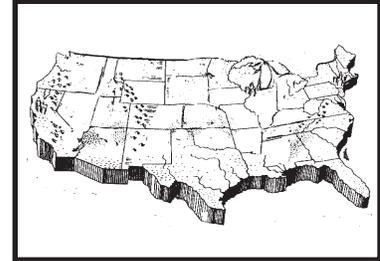
today — “*Today* we know many elements in chemistry, but you may discover another.”

full — “Do you have a *full* understanding of periodic tables?”

Red markings should be used only for the vowel emphasized at that point. For example, in the word *nitrogen* both the I and O are underlined, but only the I should be underlined with red because we are teaching the vowel sounds for the I at this point. Likewise, *Alabama* below illustrates all three sounds for the letter A. We mark with red only the 3 over the final A because that is the sound we are illustrating with that word.

Use the states in the United States. (Red markings are in bold.)

a	Kan ² sas	<u>A</u> las ³ ka	Al <u>a</u> bam ³ a
e	Tex as	<u>Or</u> <u>e</u> gon *	
i	Con nec ti cut	<u>I</u> <u>o</u> wa ³	
y	Ma ry land	Wy <u>o</u> ming	
o	Wis con sin	<u>Q</u> hi <u>o</u>	³ tomb
u	Ken tuck y	<u>U</u> tah **	³ bush el



tomb — “Where is the *tomb* of George Washington?” (Virginia -- at Mount Vernon)
 bushel — “Name a state known for growing corn by the *bushel*.” (Iowa)

* An alternative to Oregon would be Min-ne-o-ta. ³

** *ah* (in Utah) is an advanced two-letter phonogram. See Step 38.

Joke related to a state name:

I asked my friend, “Where was your mom born?” He replied, “Alaska.” I said, “Never mind. I’ll ask her myself.”

Fun Bonus Question:

Why do *Arkansas* and *Kansas* look alike but sound different?

Both words trace to Native Americans.

Arkansas follows a French influence. The last A says /ah/ and the final S is silent. In French “bas” means “low” and rhymes with “pa.”

Kansas more closely matches the English pronunciation where the A in a closed syllable usually says /a/ and a final S is rarely, if ever, silent.

The Consonant/Vowel Page does more than meets the eye at first. Expose students to these ideas, but don’t worry about full understanding in the beginning. Keep moving in the program. After repetition over time, the patterns taught will be internalized.