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SAMPLE

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KS Section K List 5 The phonograms **o** and **u**

prob-lem Say the short 'e' sound clearly for spelling. / 'problem' → 'proh-uhm'

gold In British English, **o** before 'l' is usually pronounced using the long sound 'oh!', but in Australia it sounds more like the short sound 'oh'.

front Review the phonograms which can represent the sound 'f' (usually **u** or **o**), less frequently **oh**. Once the word is written place a **o** over **o** to assist reading.

din-go Teach this new rule: The phonogram **o** usually represents 'oh' at the end of a multi-syllable word. Explore the other phonograms that could represent the sound 'oh' (**ow**, **oa**, **oe** and **ough**). Note that **ng** is not a phonogram. In these words because the syllable break comes between, although the 'ng' sound can be heard in rhythm of speech.

flā-mīn-go Pronounce **a** in **flamingo** as 'ah' for spelling. / 'flin-geh' → 'ding-geh'

com-man / 'flā-mīn-geh' → 'flā-mīng-geh'

pos-sum Say the double consonants clearly in both syllables for spelling. In all three words the vowel in the second syllable is shortened to schwa in rhythm of speech.

but-ton / 'kōm-mōn' → 'kōm-uhm' / 'pōs-sūm' → 'pōs-uhm' / 'būt-ton' → 'būt-uhm'

ad-ult Ensure adult is pronounced clearly as 'ad-uh', not 'ad-oh'. The letter 't' changes sound somewhat when it comes after a vowel (known as 'dark T').

ūse u-ſū-əl The base word of **usual** is **use**. Pronounce **usual** with three syllables for spelling. In rhythm of speech it sounds as only two syllables. / 'yoo-zoo-əl' → 'yoo-zuh'

būz-y The phonogram **u** in **bug** says 'i'; not one of its normal phonogram sounds, so it needs a box around it. Pronounce it as 'buz-ee' for spelling. Place **z** above **s**. Review the rule for **y** representing 'ee' at the end of multi-syllable words. / 'buz-ee' → 'buz-ee'

K6 Section K List 6 The phonogram **y**, the one one double rule

en-ē-mū Reinforce the rule that the phonogram **y** usually represents the sound 'ee' at the end of multi-syllable words. Pronounce the middle syllable clearly for spelling. Place **l** over **e** and **l** to show their short sounds. / 'en-e-nee' → 'en-uh-nee' / 'grā-vi-tee' → 'grāv-uh-tee'

grav-i-ty I to show their short sounds.

ug-ly Vowels usually say their first sound when followed by a consonant in the same syllable.

sev-en sev-en-ty Larger number words are usually derivatives of a smaller number base word. The base words of **seventy** and **ninety** are **seven** and **nine**. Review the rule that we remove silent **e** when adding an ending beginning with a vowel - the silent **e** is kept in **ninety** because the **ty** ending does not begin with a vowel. / 'sev-en' → 'sev-uhm'

nine nine-ty Review the **one one double rule**: if a word has one syllable, one vowel and one consonant at the end, double the final consonant before adding an ending beginning with a vowel.

lin-en The remainder of the words in this list have a **one one** structure in their first syllable, and students may be tempted to apply the rule to these words (**lin-nen**, **plan-nel**).

plan-et Reinforce the concept of a base word and that syllables like **en**, **et**, **on** and **it** are not endings. As with many multi-syllable words, pronounce the schwa-shortened syllables clearly for spelling. / 'līn-uhm' → 'līn-uhm' / 'plān-et' → 'plān-uh'

lem-on Saying and sounding each syllable of **lemon** and **melon** will ensure these words are not confused in spelling. / 'lem-on' → 'lem-uhm' / 'mel-on' → 'mel-uhm'

mel-on Once again, pronounce the unstressed vowels clearly in **habit** and **camel** for spelling.

hab-it / 'hāb-it' → 'hāb-uh' / 'kām-el' → 'kām-uh'

cam-el **fixing** should use double **x** according to the **one one double rule**. But because **x** is one of the 'never double' letters it does not use the rule.

fix 'fix-īg

Teacher notes and rules

The sound 'oh' at the end of a word
The phonogram **o** usually represents the sound 'oh' at the end of a multi-syllable word.

The sound 'ee'
The phonogram **y** usually represents the sound 'ee' at the end of multi-syllable words.
Exceptions: **money, honey, monkey, donkey**
The phonogram **e** usually represents the sound 'ee' at the end of a syllable.

Adding the endings s or es to words ending in the letter o
The ending **es** is usually added to a base word ending in the letter **o**, unless the word has something to do with music, where the endings **s** is used.

The one one one double rule
If a base word has **one syllable, one vowel and one consonant** at the end, **double** the consonant when adding an ending beginning with a vowel.

The 'never double' letters
The 'never double' consonants are **h, j, k, q, v, w, x** and **y**.
The 'never double' vowels are **a, i** and **u**.

Review words
y representing 'ee':
happy tiny party
body fancy copy
country sorry carry
fuzzy pretty funny
city early

Phonograms
o u y

Essentials
Ensure all students know the days of the week, months and numbers. Provide extra assistance if they do not.

Focus: base word
Reinforce the concept of a base word and the endings that can be added to it.

Word origins
Research and discover where these things got their names:
• the days of the week
• the months of the year
• the planets in our solar system.
Most of these were named by the ancient Greek and Romans after their festivals, leaders and gods.

Student activities

Endings: ez after o Review the rule for adding the endings **s** and **es** to words ending in the letter **o**. Write this list on the board and have students write the plurals with **s** or **es** according to the rule.
potato tomatoes dingo flamingo piano Fello

Endings: one one one double rule Review the **one one one double rule**: Hand out the **One one double applicator form** from the **Readables** section and have students choose a word from the list below to complete the form.
rest swim hop trust put feel bend show

One to five Write these on the board for students to complete. If they struggle to find words they can use their own list for reference.
1. Write one word which contains the phonogram **ee** (double 'ee').
2. Write two words where the phonogram **a** says its third sound 'ah' at the end of a word.
3. Write three words where **a** says its third sound 'ah' within a word.
4. Write four multi-syllable words ending in the sound 'ee'.
5. Write five words which have the pattern consonant - vowel - consonant - syllable break - vowel.

Workbook 8 Have students complete pages 7-9, covering days of the week, months and numbers, plus other rules from the week.

Weekly testing Continue testing each Friday using the 'Weekly test' section of **Test Book C1**. Give a test of the week's 24 words and have students write any corrections in the spaces provided.

BACKUP

EXTEND

Explanation marks

Derivatives (on same line)

Extend: advanced exercises and concepts for established students

Backup: help and review for beginning students

Previous section reference

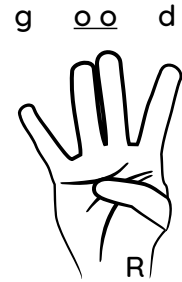
Rule type



Dictating words

Procedure for dictating a one-syllable word

- 1 Teacher** Says the word, clearly and precisely (e.g. **good**).
Says a sentence containing the word ('We like to eat **good** food').
Repeats the word (**good**).
Shows fingers to represent each phonogram in the word.
- Students** Sound the word as they look at the fingers.
- 2 Teacher** Discusses which phonograms must be used if any are unclear (**oo**, not **u**, because two fingers are used). If a sound can be represented by the same fingers (e.g. **ea** and **ee** in **feet**), tell the students which phonogram to use.
- Students** Write the word in their Student Book, sounding softly as they write. Then they should attempt to mark the word (**good**).
- 3 Teacher** Writes the word on prepared lines on the board as the students sound it.
- Students** Check the spelling of the word.
- 4 Teacher** Discusses any rules which apply and teaches any new rules if applicable.
- Students** Check the marking.
- 5 Teacher** Asks the students to read the word. If the word is spelt differently from the way it is spoken, students should read the word for spelling, then for speaking (see 'Reading for spelling or speaking' in the next section).
- Students** Read the word as instructed.



When all words have been dictated

- Students** Read all the words again both for spelling and speaking.
- Teacher** Reviews any rules learned and gives students practice in applying them to other words.
Gives a quick written test on the set of words learned for the lesson.



The teacher must not write the word on the board **before** the students have written it in their books. Copying will *not* challenge the students to think analytically.

TERM ONE | WEEKS 1-4

Up to speed

The first four weeks of *Teacher Book C* are designed to bring new students up to speed quickly, and provide a refresher for existing students. Students review and practice phonological awareness, handwriting, the phonograms, base words and endings, grammar and sentences.

Students also go through two 'review lists' of 60 words each from *Teacher Book A* and *Teacher Book B*, which cover all the rules learned so far.

It is recommended to have on hand a copy of both *Teacher Books A* and *B*, plus single copies of *Workbooks 1-7*. These will assist greatly in review – providing word and rules reference, teaching pointers and whole-class exercises.



The sounds 'igh', 'ee', 'u' and 'uu'

mint list kind find	The phonogram i may say its second sound 'igh' before two consonants, but it does not always do so, as shown by the words mint and list . Place 2 above i in kind and find because the rule allows the phonogram i to say 'i' or 'igh' in that position.
right *high	Fingers will show which phonogram represents the sound 'igh' in right . The phonogram igh may only represent the sound 'igh' before the letter t . The word high is an exception, along with nigh , sigh and thigh .
hap-py	The phonogram y usually represents the sound 'ee' at the end of multi-syllable words. Pronounce p clearly in each syllable of happy .
most lost	The phonogram o may say its second sound 'oh' before two consonants (most , post), but it does not always do so, as shown by the words lost and font . Place 2 above o in most because the rule allows o to say 'o' or 'oh' in that position.
mother love	The spelling rule about the sound 'u' before 'v' or 'thh' tells us to use the phonogram o to represent the sound 'u' before 'v' or 'thh', but the equivalent reading rule does not apply – the phonogram o does not always say 'u' before v or th . Therefore students should place 4 above o in both mother and love . Place 2 above th in mother as no rule governs its sounds. In love , silent e prevents the letter v from ending a word. Mark it with a cross. In the next list, students will learn the rule that the phonogram er ('er' of father) usually represents the sound 'er' at the end of a multi-syllable word.
look	Teach the spelling rule that sound 'uuk' is always represented by the pattern ook (not uc , uk , uck , ooc or oock). The equivalent reading rule also applies: the pattern ook usually says 'uuk', except in the word spook . Because this rule is operating we do not need to place 2 above oo in look .

Remember!

Ensure that students do as much of the analysing of the words as they are able. Only supply information which you are not able to draw from them.

Do not allow students to copy the spelling words.

**The phonograms i and o before two consonants**

Reading rule

C2

D3

The phonogram **i** may say its second sound 'igh' before two consonants (**child, mind**), but it does not always do so (**mint, wilt, limp**).

child children kind find mind behind

The phonogram **o** may say its second sound 'oh' before two consonants (**most, post**), but it does not always do so (**cost, font**).

most lost post both moth roll

The sound 'ee'

Spelling rule

C4

D1

The phonogram **y** usually represents the sound 'ee' at the end of multi-syllable words.

happy lady baby

The sound 'igh'

Spelling rule

D3

K4

The phonogram **y** usually represents the sound 'igh' at the end of a word.

my by try fly cry dry sky

The phonogram **igh** may only represent the sound 'igh' before the letter **t**.

Exceptions: **high, sigh, nigh, thigh**

high right night light fight might sight

The phonogram **i** may represent the sound 'igh' at the end of a syllable (not word)...

tiger lion tiny quiet

...before two consonants...

child kind find mind behind blind wild

...or when silent **e** ends the word.

wife provide site bite invite five nine nineteen

The sound 'u'

Spelling rule

B1

D5

The phonogram **o** always represents the sound 'u' before the sounds 'v' or 'thh' (**love, mother**). Note, however, that the phonogram **o** does not always say 'u' before the phonograms **th** or **v** (**moth, move, drove**).

brother mother other love dove above

The pattern ook

Spelling/reading rule

B2

H6

Spelling: The sound 'uuk' is always represented by the pattern **ook**.

Reading: The pattern **ook** usually says 'uuk'. Exception: **spook**

book look took cook hook spook

**Student activities**

- Spelling test** Test some of the words that have been learned so far on paper. Have the students read the words aloud. Stop after each word and discuss any misspellings and show how applying the rules would help with spelling.
- Silent e practice** Write words on the board such as **like, ride, rope, take, came, gate** and **late**. Have the students read these words. Then remove the silent **e** from each one. Have students read the word which remains and compare the difference.
- Finding words which refer to a person** Have students search the words they have done so far, finding words which could refer to a person (**she, me, lady, mother**, etc.) and let them write them on a sheet of paper or on the board.

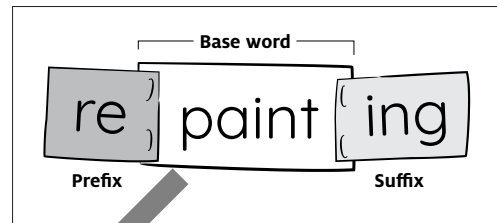
Base words

It is necessary for students to thoroughly understand the concept of a **base word** in mastering the rules, particularly the rules for adding suffixes and prefixes.

A base word is the simplest form of a word which is complete in meaning. It may have prefixes and suffixes added to it to change the form of the word, but not change the essential meaning.

paint cannot be broken – it is a base word. **painter, painting, painted** and **repaint** all come from the base word **paint** and are related to it in meaning. New words created from base words are called **derivatives**. Derivatives are written on the same line as their base word in the students' books.

Words such as **cat, mat, bat** and **fat** are not derived from each other – they are simply rhyming words. The base word of **kitten** can be neither **kit** nor **ten**, because these two words are not related in any way to the meaning of **kitten**. So **kitten** is a base word.



Base word	Derivatives				
help	helps	helping	helper	helped	helpful
farm	farms	farming	farmer	farmed	

Parts of speech

The parts of speech are important to understand in the context of endings, because adding an ending will frequently change the part of speech (e.g. the verb **ride** changes to the noun **rider** when the **er** ending is added). Spend a lesson reviewing the four parts of speech learned so far.

- Nouns** Have students think of things which they can see, feel and touch, hear and taste (e.g. **desk, flower, air, sky, city, noise**). Explain that these words are **nouns**. Words which name people (e.g. **man, girl, farmer, Emily**) and places (e.g. **country, valley, Canberra**) are also nouns.
- Verbs** Ask students to think of things which they can do with their hands (e.g. clapping, washing dishes, making a bed, playing the piano). Explain that these 'doing words' are **verbs**. Have several students compose sentences about the things they can do.
- Adjectives** Explain that words which describe things are called **adjectives**. Adjectives are usually used next to a noun (person, place or thing). The following words can describe something:

kind	cold	dear	big	high
fast	old	low	hot	nice

Have students give a word which each adjective could describe (e.g. a **kind** lady).

- Adverbs** **Adverbs** are words that show *when, where* or *how* an action is done. Explain that many adverbs (especially those that show *how*) end with the ending **ly**. Share these examples:

When do I pay my bills? **monthly** *Where* do I keep my cat? **inside** *How* do I brush my hair? **neatly**

Have students add **ly** to the list of adjectives above and discuss how **ly** can turn an adjective into an adverb.

Distribute the chart from *Teacher Toolbox C* and have students put the following words under the correct part of speech. Some words may be in more than one column. If students place a word in a particular column not listed, ask them to explain it with a sentence (e.g. 'I hit the golf ball into the **rough**' uses **rough** as a noun).

- | | | | | |
|---------------|----------------|-------------------|-------------------|------------------|
| 1. weigh (v) | 5. rich (adj) | 9. ride (v) | 13. thought (n/v) | 17. dodge (v) |
| 2. weight (n) | 6. judge (n/v) | 10. bring (v) | 14. main (adj) | 18. mainly (adv) |
| 3. catch (v) | 7. rough (adj) | 11. enough (adj) | 15. mane (n) | 19. kitchen (n) |
| 4. fetch (v) | 8. cough (n/v) | 12. roughly (adv) | 16. richly (adv) | 20. enough (adj) |

Summary: 'Up to speed'

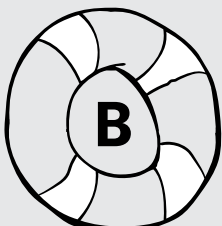
The phonological awareness test given at the beginning of this section is often the keenest indicator of baseline student knowledge, and is usually reflective of their exposure to literacy in the home before beginning school. What is harder to gauge is students' *ability* to acquire new knowledge, and to manipulate and build their existing knowledge.

These first weeks of reasonably intense review should identify those students who need extra assistance in learning the phonograms, the rules, or perhaps other aspects of LEM Phonics such as handwriting. This assistance can come in the form of teacher aides, parents, or even other students.

Beginning/Developing/Established

There are three broad levels of knowledge and ability that LEM Phonics provides for – **beginning, developing** and **established**. These levels are translated to actions in the course work – **backup, do it!** and **extend**.

BEGINNING



Backup

Students in the **beginning** group will need extra review and attention to grasp concepts and progress through the program. Students may be placed in this group because they have had little or no exposure to phonics in the home or classroom and need some time to adjust, or their general ability is not at the same level as the majority of students. Students with above average natural ability but no phonetic training may initially be placed in this group, but will usually adapt quickly and are likely to move up.

The actions of **backing up** and reviewing are essential for the beginning student. Throughout the word list pointers to previous (simpler) words and concepts are provided to assist beginners and provide **backup** for concepts that may not have been fully understood the first time around.

DEVELOPING

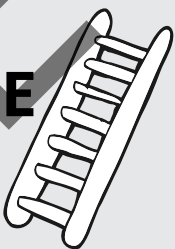


Do it!

The standard course work is aimed at the **developing** student, taking the philosophy point of 'building on the known' and incrementally building literacy knowledge on previously learned concepts at a steady pace.

The action for the developing student in the main stream is simply this: **do it!**

ESTABLISHED



Extend

The **established** group will grasp most aspects of LEM Phonics quickly and easily, and will require extension to maintain interest. One of the most rewarding tasks for this group is to be involved in assisting students in the other two groups. Explaining concepts to their peers is extremely helpful in developing knowledge and character in students – but it needs to be monitored carefully. In addition to this practice, extension work and pointers to higher level concepts are provided throughout the word list.

The action for established students must be **extend** – always seeking to grow in knowledge and to explore the limits of their ability.



glad stamp	Review the sounds for the phonogram a ('a', 'ay', 'ah', 'aw', 'o'). The first sound of vowels is always a short sound (the fifth sound of a is also a short sound). Review the rule that vowels usually say their first sound when followed by a consonant in the same syllable.
left rest west	Pronounce the phonograms clearly in left , rest and west . Ask students if they know any other phonograms that could represent the short 'e' sound (ea) – use the sound charts to assist if necessary.
swim	Review the three sounds of i ('i', 'igh', 'ee'). After dictating the word swim , have students tell you if each of the phonograms is a consonant or vowel.
hop fox	Review the four sounds of the phonogram o ('o', 'oh', 'oo', 'u'). Like a , o has a second short sound, saying 'u'. After dictating the word fox , talk about the phonogram x and discuss which two sounds make up the 'ks' sound ('k' and 's').
bus trust	Review the four sounds of the phonogram u ('u', 'yoo', 'oo', 'uu'). u also has a second short sound which says 'uu' (put). Reinforce again the reading rule that vowels usually say their first sound when followed by a consonant in the same syllable.
cap ¹ -i-tal	Dictate the syllables for cap-i-tal , pronouncing the first sounds of a and i clearly: 'kap-i-tal'. When students have told you how to write it, read it for speaking using the schwa sound: 'kap-uh-tuhl'. Ask if any students recall the rule for vowels at the end of a syllable (vowels may say their long sounds in this position). The i in cap-i-tal may say its long sound 'igh' ('kap-igh-tal'), but here it does not. Place 1 over i.
spi ¹ -rit	Dictate spirit in a similar way to capital and examine the syllables and sounds.

K2 Section K List 2 Long vowels

e- <u>qual</u>	Dictate equal for spelling: 'ee-kwal' and once again review the rule that vowels may say their long sounds at the end of a syllable. Read it for speaking afterwards: 'ee-kwuhl'.
hu-man	The phonogram u has two long sounds 'yoo' and 'oo'. We only number the long sound at the end of a syllable if it is the less common third sound. 'hyoo-man' 'hyoo-muhn'
² i-tem	i may say 'igh' at the end of a syllable. Add 2 above, because i uses a 'permission' rule (may say) rather than a 'prescription' rule (usually says). 'igh-tem' 'igh-tuhm'
na-vy	a , e , o and u will <i>usually</i> say their second sound at the end of a syllable, so we do not need to place 2 over a .
no-bod-y cu-cum-ber	Compare the first letter o in nobody with the second and discuss why they say different sounds (one is at the end of a syllable, the other is followed by a consonant in the same syllable). Do the same with the letter u in the word cucumber .
mo-ment e-vil	Students should be able to spell mo-ment and e-vil if the syllables are stated clearly. Once again note o and e saying their second (long) sounds. 'ee-vil' 'ee-vuhl'
mo- <u>tor</u>	Dictate motor as 'moh-taw' for spelling, sounding the or phonogram. In rhythm of speech it sounds as 'moh-tuh'. Underline the multiple phonogram or .
po-em po-et po- ¹ e-try	Pronounce the short 'e' sound and the syllables clearly in poem , poet and poetry . Place 1 over e in poetry to show it saying its short sound despite being at the end of a syllable.
zeb- ³ ra ze-br ³ a	The Oxford Dictionary gives two pronunciations: 'zeb-rah' and 'zee-brah'. Discuss with students which pronunciation they prefer, and where the syllable break should be and why (after e for 'zee' and after b for 'zeb'). Place 3 above a where it says 'ah'.
stud-y stu-dent	study is the base word of student . The syllable break changes in stu-dent , allowing u to say its second sound at the end of a syllable. Review the rule that y usually represents the sound 'ee' at the end of a multi-syllable word. 'styoo-dent' 'styoo-duhnt'

**Vowels before a consonant in the same syllable**

Reading rule

A1

RA1

A vowel usually says its first sound before a consonant in the same syllable.

Vowels at the end of a syllable

Reading rule

A1

D1

The vowels **a**, **e**, **o** and **u** usually say their long sounds 'ay', 'ah', 'ee', 'oh', 'oo', and 'yoo' at the end of a syllable.
The vowels **i** and **y** may say their long sounds 'igh' and 'ee' at the end of a syllable.



Student activities

1. **Phonograms** Write just these phonograms (without the numbers) on the board and ask students to say all the sounds. Then add the numbers and ask them to say the specific sound.

ē³ a ē² o⁴ u ē¹ a ā³ ū¹ ū³ ō³ ē² w
 a² u c¹ fh² c² y¹ qu¹ g² ē² a ā⁵

2. **Written expression** Write the following outline on the board about the topic *water*:

- How we get water
- What we use water for
- Water bodies such as lakes, sea, rivers

Divide the class into three groups, who will write about one of the outline topics. Work orally with all students first, hearing their ideas for the different sections of the outline, and then have students write several sentences about their topic. Have students use a new line to begin the sentences about each new point – the beginning of *paragraphing*. When students have finished their written work, choose one or two students from each group to read their work to the class.

3. **Grammar: phrases** Review the definition of a *sentence* (a group of words which tells a complete thought), and review the fact that sentences must begin with a capital letter and end with a full stop or question mark. Introduce *phrases* by following these steps:

- Say these words to the students: in the garden
- Ask them if those words make sense. Explain that we need more words to make the meaning clear.
- Now say this sentence: A dog is in the garden.
- Ask if those words make sense. Yes they do! It is a complete thought. 'In the garden' does not have a clear meaning – it is only part of a sentence. It is a *phrase*.
- Write the definitions of sentence and phrase on the board and have students copy them into their books:

A *sentence* is a group of words which tells a complete thought.

A *phrase* is a group of words which forms part of a sentence, but is not a complete thought.

4. **Workbook 8** Issue students with *Workbook 8: Read, Spell, Go!* and have students complete pages 1–3.
5. **Weekly test** Issue students with *Test Book C*. Each Friday give a test of the week's 24 words and have students write any corrections in the spaces provided. Continue this practice throughout the program.

Review words

Short vowel sounds

it	is	am	
and	in	into	has

Long vowel sounds

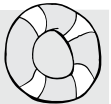
me	he	she
so	go	my
o-ver	ba-by	la-dy
e-ven	ti-ger	qui-et

Phonograms

a e i y o u

Focus: vowels

Use the vowel chart in *Teacher Toolbox C* to review all the vowel sounds, focusing on which ones are long and short.



BACKUP

Third sounds

Review the third sounds of the vowels. Create a small chart with the headings ā³ ('ah'), ī³ ('ee'), ō³ ('oo') and ū³ ('oo'). Find at least two words for each.

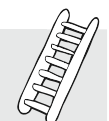
Examples:

ā ³ ('ah')	ī ³ ('ee')	ō ³ ('oo')	ū ³ ('oo')
father	police	move	super
fast	alien	to	flute
past	pizza	prove	rude

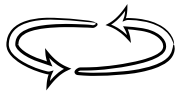
Syllables

Write these words with different syllable breaks and have students read them using the rule for long vowel sounds.

mod-el/mo-del
 co-bra/cob-ra
 ro-bot/rob-ot
 se-cret/sec-ret



EXTEND



Revision: Section L

The review week at the end of each section is for general revision. It can be a time for testing of words, more work in sentence writing, reviewing the rules and principles taught, and application of rules to unknown words. Students should write review tests and dictations in the 'review tests' section of *Test Book C*.

Day 1

Word test Test the following words:

- | | | | | |
|------------|-------------|--------------|----------------|--------------|
| 1. refuse | 5. pure | 9. ice | 13. simple | 17. describe |
| 2. bone | 6. horrible | 10. increase | 14. loose | 18. servant |
| 3. file | 7. medicine | 11. space | 15. prove | 19. paddle |
| 4. twinkle | 8. mixture | 12. palace | 16. engagement | 20. opposite |

Correct this test quickly after completion and then discuss any errors with students, particularly common class errors. Have students record any errors in the 'corrections' section in their *Test Book C* and relearn those words carefully. Have students review the days of the week, ready for the Day 2 test.

Day 2

Word test Test the following words as well as any common errors from the previous day.

- | | | | | |
|------------|------------|-------------|-----------|--------------|
| 1. arrival | 5. drive | 9. centre | 13. loss | 17. terrible |
| 2. improve | 6. tired | 10. promise | 14. save | 18. famous |
| 3. endure | 7. imagine | 11. cabbage | 15. bake | 19. continue |
| 4. picture | 8. freeze | 12. excuse | 16. verse | 20. complete |

Be certain to use a short sentence when dictating the various derivatives, so that students can clearly understand which one to use, e.g. 'I **go** to the shop.' He **goes** to the shop.' Correct this test as soon as possible after completion and discuss any errors. Have students record their errors in their *Test Book C* and relearn them.

Day 3

Word test: alternate phonograms Test any errors made on the previous day, and then test these words which could have alternate phonograms:

- | | | | | |
|------------|-------------|------------|-------------|-------------|
| 1. machine | 3. sentence | 5. lettuce | 7. freeze | 9. loose |
| 2. lose | 4. centre | 6. verse | 8. increase | 10. servant |

Silent e test Test the following words and ask students to mark the silent **e** correctly. Discuss the silent **e** markings and any extra markings required.

- | | |
|----------------------------------|---|
| tem-pl ^v e | Every syllable must have a vowel. Silent e provides one. |
| prom-is ^x e | Sometimes silent e is helpless. |
| ch ^h arg ^e | Silent e allows g to say 'j'. |
| rang ^e | Silent e can do two functions at once. It allows a to say 'ay' and c to say 's'. |
| sen-tenc ^e | Silent e allows c to say 's'. |
| bon ^e | Silent e allows o to say its long sound 'oh'. |
| vers ^x e | Silent e is helpless. |
| en-gag ^e | Silent e can do two functions at once. It allows a to say 'ay' and g to say 'j'. |
| sol ^x ve | The letter v may not end a word. Silent e stands in its place. |
| con-tin- ^x ue | The letter u may not end a word. Silent e stands in its place. |



Section L test

Students will write their answers to this test in the 'section tests' section of their *Test Book C*. Students should achieve 80% or above in the *Words* test to move on with the word list. If students are weak only in dictation or in base words and endings, provide more practice in those areas but move on with the word list.

Words

- | | | | | |
|----------------|---------------|--------------|--------------|--------------|
| 1. else | 11. temple | 21. slide | 31. solve | 41. increase |
| 2. range | 12. charge | 22. entry | 32. police | 42. picture |
| 3. fine | 13. culture | 23. nature | 33. tire | 43. horrible |
| 4. waste | 14. including | 24. distant | 34. space | 44. freeze |
| 5. sponge | 15. possible | 25. wisdom | 35. driven | 45. pure |
| 6. costume | 16. lettuce | 26. sentence | 36. medicine | 46. centre |
| 7. arrangement | 17. sensible | 27. probable | 37. bone | 47. prove |
| 8. visible | 18. machine | 28. bridal | 38. bake | 48. loose |
| 9. ripple | 19. capture | 29. bronze | 39. paddle | 49. describe |
| 10. cure | 20. assemble | 30. invade | 40. arrive | 50. continue |

Mark the spelling test out of 50, taking off one mark for each word spelt wrongly.

Dictation

Tired Tim had a terrible day. It began with his medicine. His servant gave him a horrible mixture of lettuce and cabbage on a bronze plate. Tim refused to eat it, even though it promised to improve his nature. In the end he had no excuse and had to endure the arrangement.

Mark the dictation out of 30. Take off one mark for each word spelt wrongly, each capital missed and each full stop not entered.

Base words and endings test

- | | |
|--------------|--------------|
| 1. baking | 6. proving |
| 2. iciest | 7. filer |
| 3. lettuces | 8. charged |
| 4. senseless | 9. solved |
| 5. excusing | 10. refusing |

Mark the base words and endings test out of 10. If students get the base word correct but not the ending take half a mark off. If they get the ending correct but not the base word do likewise.



beach pea steam	Review the sounds of the phonogram ea ('ee', 'e', 'ay') and find some example words. ea is a very common phonogram but there are not many rules to show when to use ea instead of ee – indeed many ea/ee words are homophones (e.g. steal/steel). Homophones are not shown in this list but keep students on the lookout for them. Tell students which phonogram represents 'ee' in beach , pea and steam .
peace	Silent e allows c to say 's' in peace . Tell students which 'ee' phonogram to use.
re-peat	There are two 'ee' sounds in repeat . Fingers will show the first, but the second will need to be clarified as ea . Say the first syllable clearly. /ree-peat' /ruh-peat'
ea-glē	Ask students which phonogram usually says 'ee' at the end of a syllable (e). eagle uses ea in that position. Silent e provides a vowel in the last syllable. /ee-gl' /ee-guhl'
di ¹ - <u>ea</u> sē ² x	This word was originally dis-ease (literally 'not at ease'). When the word is combined, the first s sounds as 'z' and the syllable break changes. /di-zeez' /duh-zeez'
sp <u>re</u> ad ² in-st <u>ea</u> d ² de <u>a</u> th ²	The second sound of ea is unique because it is the only two-letter phonogram that may say the short sound 'e'. Fingers alone will show the spelling of spread , instead , and death when dictating, because there are no other options to represent the sounds.
w <u>ea</u> p-on ²	Once again fingers will show the first syllable, but dictate the last syllable clearly to show which vowel to use. /wep-on' /wep-uhn'
st <u>ea</u> d-y ² st <u>ea</u> d-fast ²	Fingers will show to use ea in these words. Review the rule for y at the end of multi-syllable words, and note a representing 'ah' before two consonants in steadfast .

re <u>a</u> l re-al- ¹ i-ty	The phonogram ea splits into two sounds when real forms the derivative re-al-i-ty .
me <u>a</u> n me <u>a</u> nt he <u>a</u> l he <u>a</u> lth	Dictate mean and heal together, then the derivatives meant and health . Explain ea representing 'ee' in mean and heal . The sound changes from 'ee' to 'e' in the derivatives.
bre <u>a</u> th bre <u>a</u> thē ²	In breath and breathe , the phonogram ea changes in the opposite direction, from 'e' to 'ee'. The th phonogram also changes from 'th' to its second sound 'thh'.
w <u>ea</u> lth w <u>ea</u> lth-y	Fingers alone will show the spelling of wealth . Discuss how the ending y can change a noun into an adjective (wealthy).
be <u>a</u> - ³ u-ty be <u>a</u> - ³ u- ¹ ti- ⁴ ful	In beauty , ea says its first sound 'ee' and u its third sound 'oo'. The sounds 'ee' and 'oo' blended together create the sound 'yoo'. Say three syllables clearly for spelling, even though it sounds like two. Treat the derivative beautiful in the same way. Place 4 over u in the ending ful . /bee-oo-tee' /byoo-tee' /bee-oo-ti-fuul' /byoo-tuh-fuhl'
i ² -de-a	Review the rule that a usually says 'ah' at the end of a word. ea is not a phonogram in the word idea because the syllable break comes between the letters. Place 2 above i as it does not always say 'igh' at the end of a syllable. /igh-dee-ah' /igh-dee-uh'
pi <u>e</u> -ap-plē	This is a compound word made up of pine and apple . As the word apple is an actual word and not an ending, the e is kept in pine . Silent e in pine allows i to say 'igh' and in apple provides a vowel for the last syllable. /pighn-ap-pl' /pighn-ap-uhl'
w <u>h</u> eat w <u>h</u> ile w <u>h</u> is-per	Discuss the sound 'w' and the phonograms that can represent it (w and wh). Fingers will show the spelling of the 'w' sound in wheat , while and whisper , but students will need to be told the ea phonogram in wheat . Pronounce the last syllable of whisper clearly to show the 'er' sound. /wis-per' /wis-puh'
w <u>h</u> ole	In the pattern who the w is often silent. Pronounce the silent letter for spelling. Silent e allows o to say 'oh', but the l tends to shorten the sound. /w'hohl' /hohl'



The phonogram a saying 'ah'



Reading rule

K3

The phonogram **a** usually says its third sound 'ah' at the end of a word.
The phonogram **a** usually says its third sound 'ah' before a consonant and another **a** at the end of a word.

The pattern who



Reading rule

I3

The letter **w** is silent in the pattern **who**. **wh** is not a phonogram in this case.



Student activities

1. Grammar: commas for lists Write this list of animals on the board and have students arrange them in alphabetical order on scrap paper (review alphabetical order if necessary):

lion tiger giraffe zebra elephant

Then have them write the list of words in a sentence, explaining that commas must go between the items in the list. Before the last item, we use the word **and** instead of a comma.

Elephants, giraffes, lions, tigers and zebras are animals which live in the jungle.

Ask students to write their own lists of animals for other categories, such as:

- Animals which can be pets
- Animals which are found on a farm.

2. Written expression: research project Introduce the concept of *research*: the careful investigation and study of a particular subject or thing. Have students choose an Australian animal or bird from their word list to research, using the internet, encyclopedias or reference books that may be available. Write these points down on the board to use as guidelines:

- Description
- Food
- Its young (babies)
- Habits and behaviours
- Other interesting facts

Teach students to make notes as they are researching. When they have collected information and written down notes about their animal, have them record their work on pages 42 and 43 of Workbook 8. This project may take more than one week to complete.

3. Homophones Write, review and discuss these **ea/ee** homophones. Ensure students are aware of the meanings of the different words.

beach/beechn tea/tee real/reel
heal/heel meat/meet read/reed

4. Weekly testing Continue testing each Friday using *Test Book C*.

5. Workbook 8 Have students complete pages 40–41, providing exercises in commas and homophones.

Review words

a saying 'ah' at the end

umbrella extra

a saying 'ah' before a consonant and another **a** at the end

koala banana
data drama

ea says 'ee'

dream each clean
mean east steal

ea says 'e'

head dead thread
heavy leather feather

ea says 'ay'

great break steak

Phonograms

ea wh a c y

Focus: the phonogram ea

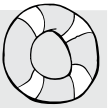
Review the three sounds of **ea** ('ee', 'e', 'ay') and use the sound charts to explore the other phonograms that can represent those sounds. One of the most common phonogram choices students will need to make for the 'ee' sound is between **ea** and **ee**. Unfortunately there are no rules to assist and in many cases context is required because they are homophones (e.g. **meet/meat, week/weak**).

'ee' to 'e' and back again

What do you notice about the 'ee' sound in **deep > depth** and **heal > health**? (It changes to 'e' in the derivative.) Find the meaning of the word **stealth**. What is the base word? (**steal**)

Think about the word **wealth**. If it used the same pattern as **health** and **stealth**, what could the base word be, and what could it mean?

(The word **well** used to be spelt **weal**, and **wealth** meant 'welfare and prosperity').



BACKUP



EXTEND