

# Developing Better Reading

## by the Phonetic Method

to lead pupils into good, green reading pastures by way of the old, proven phonetic trail.

### For Faithful Teachers

- who have little or no knowledge of phonics, or who do not know how to teach reading by the phonetic method.
- who have pupils who are past the first grade, but have not had phonics, or for some reason have failed to grasp it properly.
- who want to help the pupils to become good readers and are willing to put forth the extra effort that is needed to give them this privilege.

### To Teach This Course Successfully

- digest everything in this book carefully from beginning to end, and study the pupil's book before beginning to teach.
- read and follow all directions carefully day by day.
- have the pupils master each lesson thoroughly before proceeding to the next one.

### Important!

If you will take time to put forth the effort necessary to teach this *thirty-day course successfully according to the directions above*, you will have helped your pupils to establish good habits that will be *invaluable in all their studies and throughout life*.

## Purpose of This Book

This book was published so that teachers may help their pupils to become good readers for the glory of God. It is our Biblical conviction that the ability to read well is of great importance, since communication was founded by God, and since His Word is understood through reading.

The greatest purpose for reading is expressed in John 20:31: "But these are written, that ye might believe that Jesus is the Christ, the Son of God; and that believing ye might have life through his name." We must read what is written in order to believe, and by believing we have everlasting life.

Good reading comprehension is important to being Biblically educated. First we feed our own souls, and then we share it with others. It is indeed a part of carrying out the Great Commission. It is also a fortification against false doctrine, helping us to stand in this present evil day.

## Plan of This Book

This book is designed to provide an orderly, concentrated method of teaching phonics in a logical sequence so that each new teaching is built upon a solid foundation, enabling a pupil to understand and learn well.

The first five lessons present five basic understandings—the alphabet, the consonants and their sounds, the vowels and their sounds, the meaning of a syllable, and the meaning of an accent. The meanings of *syllable* and *accent* are important, because many pronunciation rules are given according to syllables and accents.

Included in this course are lists of words that are to be used as oral reading tests, thus permitting a teacher to check on a pupil's progress.

Definitions and rules of pronunciation, spelling, and syllabication are simply and clearly stated and distributed throughout the book to provide for a systematic and logical learning process.

This course is concentrated so that a pupil may soon go on with other subjects in school, unhindered by reading disabilities. However, each lesson may be spread over a number of days if necessary for its mastery by the pupil, which is essential.

### What Is Reading?

Reading is a basic skill used by Christians for the primary purpose of understanding God's full and complete revelation to man—the Word of God. Also, reading is basic to the learning of all other subjects in school.

Reading is a basic discipline that requires concentration; thus it helps us to exercise our senses and prepares us for the study of the Scriptures throughout life. Good reading is a difficult skill to learn and requires a long time to develop fully.

Reading is an effective tool by which we learn from people who are no longer living or who are in faraway places.

Reading is important, for it gives us daily access to the wisdom of One far greater than Solomon—wisdom that the world can never give. We can receive this wisdom through the Word of God and by it find the way to eternal life.

### **What Do the Reading Skills Include?**

The foundational skill for reading is word recognition. It is because of the lack of this foundational skill that many fail in the skills built upon this one. The phonetic method of teaching this skill enables a pupil to understand the principles of word building and to recognize new words for himself.

Reading skills also include the ability to understand word meanings, comprehend the thought of the writer, organize these thoughts in the reader's mind, use the dictionary, make sound judgments, and draw sound conclusions from what is read.

### **Why Is There a Need for Remedial Reading?**

Some may think that poor reading is an incurable "disease" contracted by certain pupils. It is a "disease" to which some pupils seem more susceptible than others, and it is becoming more widespread and threatening in our time. We need not wonder at this, for we are in the closing days of time, which the Scriptures call *perilous*; and Satan, through men, is making it so. His mastermind is working through evil men to accomplish a breakdown in the very thing that gives men access to the mind of God and that is our main source of mind development, that is, reading. When we talk about reading in this way, we do not mean the reading that is for entertainment, but the reading that requires mental activity and feeds the soul.

The very fact that we have provided a course in developing better reading shows that we believe that there is a remedy for poor reading; and indeed there is, for God has a remedy for all evils. To find and apply an effective cure to this threatening problem, we need to get at the root of the cause.

### **What Is the Cause?**

Unless there is a physical or mental problem on the part of the pupil, poor reading is likely a spiritual problem, which many have approached in a superficial way and have therefore achieved only superficial results. In dealing with

## Flash Cards

### Introduced in Each Lesson

Lesson	Flash Card Set Numbers
1 —	1
2 —	2
3 —	3 (long and short vowels)
9 —	3 (ä)
10 —	3 (ə)
11 —	8 (soft and hard s)
12 —	4 (ng) 8 (ed)
13 —	8 (y at the end of an unaccented syllable )
14 —	3 (yū, ū) 9 (a-e, i-e, o-e, u-e)
15 —	8 (y at the end of an accented syllable, three sounds of y)
16 —	5 (ai, ay, ee, ea, ie, oa, oe, ow, ue)
17 —	5 (sh, ch, th, <u>th</u> , wh)
18 —	6 (initial blends)
19 —	6 (final blends) 9 (ind, ild, old, oll, olt, ost) 10 (igh, ight, tch)
21 —	3 (ù, ô*) 5 (ōō, cw, oo, aw, au)
22 —	7
23 —	4 (är, ôr*, èr) 9 (ar, er, ir, or, ur, air, eer, ear, oar, wor)
24 —	4 (nk, zh) 5 (ph, gh) 8 (soft and hard ç, soft and hard g) 9 (c, g)
26 —	10

\*The Bible Nurture and Reader series flash cards listed above use the symbol ô for the sound taught in this book as the symbol ó.

# The Alphabet

## Before the Workbook Work

1. Introduce this short six-weeks' course to the pupils. Tell them that its purpose is to help them to become good readers. Tell them that good reading is important in reading and understanding the Bible and in working out most of their other subjects in school. It will take hard but pleasant work to get through this course successfully, but if they will apply themselves diligently to every lesson and do all that they are told to do, they will be well on the way to being good readers and will be richly rewarded. Go over the introductory page with them. Surely it is worth hard work to learn to read God's message to us through the Word. Encourage them to read what is on the ladder each day and to do exactly according to all that this page tells them. It is the way to success in reading.
2. Show the pupils that two or more pages are used for some lessons, and that the end of each lesson is marked with a stop sign. Introduce the following words from Lesson 1 to the pupils if they do not know them; then encourage the pupils to read their own directions.

alphabet	English	capital	manuscript	curative
practice	minutes	forward	backward	copy

## After the Workbook Work

1. Listen to each pupil say the ABC's forward. Show them how to do memorization of anything by giving specific instructions for learning the alphabet backward, as they are told to do in the last set of directions, which is marked with a star. Be sure to tell the pupils that the star indicates something to come back to each day and work on until it is finished according to directions. In some lessons in this Teacher's Manual, certain parts are marked with a star, which is for the same purpose.

To learn to memorize well, begin memorizing a small part. Add a little more and review that until it is memorized well. Stress this. The pupils should not go on until they can recite each part easily and well. Regardless how much they are tempted to tackle more, they should not do it. Taking each step thoroughly is a very valuable habit and discipline. Although this method may seem slow, it is actually faster and better. To show just how this is done, start memorizing the alphabet backward in class, insisting that they follow

the preceding instructions. If the pupils at any time give indication of disobedience on this point, help them not to want to disobey again.

2. Flash the alphabet flash cards out of regular order, and have the pupils say the names of the letters, both capital and small letters in manuscript and cursive writing.

Have the pupils tell you how many letters there are in the English alphabet. Ask them how many of our English words are made up of these letters. (All of them are.) Tell them that there are thousands of words made up of these letters; but if we learn the sounds of these twenty-six letters and a few rules for sounding words, we can learn to read almost any word quite easily and quickly. This is what we want to do in this course.

- ★ Give ear training each day in class according to the suggestions in this book until *each* exercise is *easy* for *each* pupil.

## Lesson 2

# Consonants

## Before the Workbook Work

1. Ask the pupils whether they remember:
  - a. how many letters are in the alphabet. (twenty-six)
  - b. how many of our English words are made up of these letters. (all)
  - c. what they are supposed to do before starting each lesson. (Read the introductory page and do according to it.)
  - d. what they are supposed to do yet from Lesson 1. (Study the ABC's backward until they know them well.)
  - e. how they are supposed to memorize. (a little at a time, getting each part thoroughly before going on)

Tell the pupils that remembering is a habit. We usually remember what we want to remember. They should remember these things and the things that they learn in each lesson without having to be reminded constantly.

2. Introduce the following words from the workbook lesson (if necessary) so that the pupils can read the directions themselves.

consonants    breath    voice    organs    squares    underline

3. You may want to name the things in the pictures in their workbooks for them. The names of the things to be underlined are given in the answers to this lesson.

3. The pupils should show that they have learned well the meaning of a vowel digraph and the pronunciation and spelling rules in this lesson.

## Answers

### A. (Oral Work)

B. day	may	own	bowl
maid	way	road	sown
hail	sail	soak	low
nail	wait	moan	oak
hay	ray	roam	coat
bay	pail	oats	foam

### C. (Oral Work)

### D. (Oral Work)

E. chilly	misses
gazing	saved
running	fixed
seeded	packed
reaped	tugged
F. chill-y	seed-ed
gaz-ing	miss-es
run-ning	

## Consonant Digraphs

### Before the Workbook Work

1. Show the pupils the following vowel digraphs on flash cards, and have them give the sounds according to the pronunciation rule they learned in Lesson 16.

ai ay ee ea ie ye oa oc ow ue

2. Say the following words, and have the pupils decide what vowel digraph the word has. If the pupils give a correct digraph according to the rule but not according to spelling, such as saying *ee* for the word *mean*, give them credit for the right sound, but correct the spelling for them.

hue	toe	quail	moan	hoe	paid
tied	mean	pay	fail	row	weed
soap	bait	bean	jay	keep	goat

3. Review the three sounds of *y* and examples of the different sounds in words.
4. Review:
- what we do with a word that ends with *y* preceded by a consonant before adding a suffix beginning with a vowel.
  - what we do with a word ending with *e* before adding a suffix beginning with a vowel.

- c. what we do with a word that has one consonant after a short vowel sound before adding a suffix beginning with a vowel.
5. Have the pupils read the title of this lesson, and then review what a vowel digraph is. Have them tell what they think a consonant digraph would be. Ask them to give a definition of *digraph* that could apply to either a vowel or a consonant digraph. (A combination of two letters that form only one sound, which may be a sound different from the usual sound of either letter, is called a digraph.)
6. Do the pupils remember the pronunciation and spelling rule from Lesson 16? Make sure that they do.

### After the Workbook Work

1. Give the timed test for word pronunciation. There are 117 words in the four exercises of words to be sounded.
2. Give the following italicized words as spelling words.
- When you *shake* hands, shake heartily.
  - Obedience is as a *chain* of gold.
  - A sudden wish or desire is only a *whim*.
  - We like to *poach* our eggs.
  - We got a *whiff* of something that smelled good.
  - Shall I *show* you what to do?
  - "Godliness *with* contentment is great gain."
  - Which* way shall we go?
  - A *hush* came over the congregation.
  - The love of God *reaches* even me.
  - We have great *riches* in Jesus.
  - I was *hoping* that you would come.
  - The rabbit was *hopping* farther and farther away.
  - Who is *tapping* on the table?
  - They were *filing* papers away.
  - Whining* is a bad habit.
  - Curing* meat smells good.
  - He gets the pitch on a *tuning* fork.
3. Give the following words to the pupils, and have them decide whether they hear the breath or voiced sound of *th*.
- |         |       |       |          |       |        |
|---------|-------|-------|----------|-------|--------|
| with    | thumb | there | thousand | bathe | bath   |
| thimble | those | them  | the      | thorn | wither |



- Have the pupils show that they know the definition of *consonant digraph*.
- Review the meaning of *vowel digraph*, and have the pupils name one or more for each long sound. Review also which ones are used only at the end of a word or syllable, which are never used at the end of a word or syllable, and which may be used at either place.
  - a vowel digraph used at the end of a word or syllable: *ay*
  - vowel digraphs never used at the end of a word or syllable: *ai, oa, ou*
  - vowel digraphs used at either place: *ee ea ie ye oe ow ue*
- If the pupils had any difficulties with Exercise D, review the spelling rules in these lessons and give them the words to write on the chalkboard.
- Have the pupils show that they have learned the meaning of *consonant digraph*.

## Answers

(Oral Work)

<u>ch</u> ain	she <u>en</u>	pu <u>ch</u>	she <u>et</u>	shopping	shop-ping
<u>re</u> ach	pe <u>ach</u>	che <u>ck</u>	te <u>ach</u>	whipping	whip-ping
<u>co</u> ach	she <u>ep</u>	bee <u>ch</u>	po <u>ach</u>	wishing	wish-ing

(Oral Work)

(Oral Work)

chasing	chas-ing	chatting	chat-ting
shipping	ship-ping	chiming	chim-ing
shading	shad-ing	shining	shin-ing
reaching	reach-ing	shelling	shell-ing
		chafing	chaf-ing
		whining	whin-ing

E. (Oral Work)

## Lesson 18

# Initial Consonant Blends

## Before the Workbook Work

- Review the vowel and consonant digraphs on flash cards. You may want to let the pupils say as many words as they can think of that contain each digraph.
- Say some words from Lesson 17, and have the pupils say *long* or *short*, according to what vowel sound they hear.

## After the Workbook Work

1. Give the timed test for word pronunciation. There are 116 words in the two exercises.
2. Have the pupils use correctly in a sentence each word from the last exercise.
3. Have the pupils show that they know the syllabication rules in this lesson.

## Answers

A.	2	2	3	4
	2	3	5	3
	2	3	2	4
	2	3	2	2
	3	3	2	3
	3	3	4	3
	3	2	3	3
	3	3	3	3
	2	3	3	3
	3	2	3	3
	2	3	2	3
	3	3	3	4
	4	4	4	4
	4	3	3	4
	5	4	3	6
	4	4	3	3
	3	6	4	3
	3	5	3	3
	5	4	4	3

## B. (Oral Work)

C.	qual-i-ty
	di-al
val-u-a-ble	mag-nif-i-cent
li-on	prov-i-dence
cru-el	pi-o-neer
cre-ate	po-et
hi-ber-nate	sci-ence
po-li-o	ru-in
i-de-a	dis-a-gree
a-like	u-nit
mon-u-ment	ri-ot
grad-u-ate	tri-al
gi-ant	vi-o-let
mag-a-zine	an-i-mal
hes-i-tate	du-et

## Lesson 30

# General Review

## Before the Workbook Work

1. Inform the pupils that this is a review of the lessons they have studied. There are many pages in this review, but it does not have as much work as it might appear to have. Encourage them to do their very best, without looking back to their lessons for help.

2. Have the pupils show that they remember the syllabication rules from Lesson 29.

### After the Workbook Work

1. Give the timed test for word pronunciation. There are sixty-five words.
2. Discuss any mistakes with the individual pupils to be sure they understand what the problem was.

### Answers

- A. c  
b  
a
- B. 1. X peaceable  
X courageous  
X mileage  
2. X judgment  
X wholly  
X ninth  
X truly  
3. X boxed  
X vexed  
X mixing  
4. X slyness  
X ladylike  
X babyhood  
5. X either  
X seize
- C. can-dle 5      rob-in 7  
sign-board 2      screech 1  
im-pure 4      vel-vet 6  
pow-er-ful 3      du-ty 7  
trum-pet 6      fog-gy 3 and/or 6  
clever 7      empty 6  
hol-i-day 9      pub-lic 6  
shad-ow 7      day-break 2  
qui-et 8      thought 1  
so-lo 7      wrin-kle 5
- mot-to 6      ships 1  
po-nies 7      gra-vy 7  
stee-ple 5      so-ber 7  
jan-i-tor 9      fish-hook 2  
clo-ver 7      fluff-y 3  
tim-id 7      wish-es 3  
tri-al 8      re-write 4  
po-li-o 7 and 8      bon-net 6  
free-ly 3      ha-zy 7  
self-ish 3      crack-ie 5
- D. (Oral Work)
- E. (Oral Work)
- F. 1. consonants  
2. vowels  
3. a e i o u W y  
4. root  
5. prefix  
6. suffix  
7. compound  
8. syllable  
9. vowel  
10. blend  
11. diphthongs *ou ow oi oy*  
12. digraph  
13. macron  
14. breve

- |                    |                      |
|--------------------|----------------------|
| 15. <i>ù</i>       | 23. <i>j</i>         |
| 16. <i>ŋ</i>       | 24. <i>e i y</i>     |
| 17. schwa <i>ə</i> | 25. vowel consonant  |
| 18. <i>ä</i>       | 26. long             |
| 19. <i>yü</i>      | 27. short <i>i o</i> |
| 20. <i>ó</i>       | 28. long <i>v</i>    |
| 21. schwa          | 29. first long       |
| 22. <i>s</i>       | 30. root word        |