

REMEDIAL READING DRILLS

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DIRECTIONS

The Remedial Reading Drills are designed primarily to aid children who have become retarded in reading. In applying these exercises the remedial teacher should first determine the status of the child and whether these exercises are applicable to his difficulties. In general, the exercises are most effective with children having the following characteristics: (1) the reading status of the child is below the fourth grade; (2) the child has a severe special reading disability; (3) the child is educable in sound blending; (4) any extreme visual or auditory defects have been corrected; (5) the child is motivated and cooperative. In many cases cooperation may be difficult until some degree of success has been attained.

HOW TO INTRODUCE THE METHOD TO THE CHILD

Before introducing the Remedial Reading Drills the teacher should spend the first few days in securing the child's cooperation, in showing him success, and in introducing the phonic method represented by the Drills to him. The following suggestions may aid the teacher in achieving these aims:

1. *Solicit the Child's Cooperation.* For children who have failed to learn to read, the greatest incentive is showing them success at all times and especially at the beginning of training. For this reason the teacher should always aim to present the child with a task that he will master readily. It will be noted that the drills have been constructed with this principle in mind.

2. *Introduce the Method Gradually.* Before remedial training is begun the teacher should explain to the child his difficulties as well as the new method which is to be used. The following preview of the method may be used to give the child fresh hope.

The child is shown the letters *s*, *a*, *c*, *t*, and *p*, and if he is unfamiliar with the sounds of these letters, is taught them. For example, *a* may be written on the board. The instructor may tell the child that when a baby cries it says "a-a-a" (*a* as in cat). The letter is erased, and the child is asked to reproduce *a* in writing *from memory*, and to say *a* at the same time. This may be done several times. Then the child may be shown the letter *s* and told that it sounds like the hiss of a snake, "s-s-s-s". Then the child may write *s from memory* and sound *s* at the same time. The letters *s* and *a* may be presented irregularly until the child knows both of these. Similarly, *c*, *t*, and *p*, are presented and worked upon until the child knows the five simple sounds. When this task is finished, the instructor may present the child with the word *c a t* and have the child call out sounds one at a time. He is shown that these three sounds may be blended into a word. Then the words *cat*, *pat*, *tap*, *cap*, *at*, *sap*, *sat*, are written on the board or on paper and the child is aided in blending these sounds and calling out the words. It should be explained to the child that because he knows the sounds of five letters he can now readily read at least seven words. An explanation may follow in which the child is shown that he could start with short words and proceed to more complex words which he would soon be able to read as readily.

With most children the procedure just outlined takes only a few minutes. The child now experiences success and realizes that he can learn sounds fairly easily. Even with some children of subnormal intelligence this first period is sufficient to teach the sounds of most of the consonants and of one or two vowels. Other slower learners may require a week or even two or three weeks to reach the same stage. To insure success at the outset of training the child should be presented only with tasks which he is able to master. Although simple, the pre-drill period is given as an extra precaution against any chance of failure.

3. *Teach or Review the Sounds of the Short Vowel a and Most of the Consonants.* During the pre-drill period the child may be told that he must sound rather than spell words. He should first be taught the sound of the vowel *a* as described above. Consonants are introduced and taught in the same manner, emphasizing the sounds which prove difficult for the individual child. Each difficult sound may be taught in the following manner:

The instructor should write the symbol *t*, for example, and should tell the child the sound of the symbol and associate the sound with some concrete experience of the child. A picture of “teeth” from a toothpaste advertisement, or the sound of a clock may aid the child to recall the sound. The child may then go to the board and write *from memory* the symbol *t*, sounding it at the same time. If it is a difficult sound he may write it several times, over and over again, saying the sound every time so as to familiarize himself with it graphically, visually, and vocally. Another consonant may be introduced and taught in the same manner. Then *t* may be re-introduced and alternated irregularly with the new sound, and so on. If the stimulus of a game is needed, the child may be asked to find magazine pictures of objects beginning with that sound.

When the sounds of most of the consonants and of the short vowel *a* have been taught in isolation, the next task is to train the child in the ability to blend sounds.

4. *Teach Sound Blending.* The next problem which is likely to present itself is the child's inability to blend sounds. In some cases the acquisition of this ability requires considerable attention.

At first the child is shown by verbal demonstrations that *c-a-t* (sounds—not letters) say “*cat*.” Usually the child may learn by following the instructor on several words. It is essential, of course, to give each letter the sound exactly as found in the word, avoiding any superfluous sound, such as the vocal additions often put at the end of the isolated sounds of *b*, *k*, *p*, (buh, kuh, puh) or at the beginning of *m*, *n*, *l*, *r*, etc. If some difficulty arises in blending the sounds into a word, the instructor may have to devote some time to this type of practice. The following methods are suggested:

First, write the words *c a t*, *s a t*, *m a t*, on the board and have the child sound each letter in isolation. At first the child should be allowed to vocalize the letters at his own rate of recall, then to repeat the sounds a little faster, then still faster until the blend is made. In other words, the child may be asked to sound the sequence of letters several times at an increasing rate. This procedure may be necessary at first until the child is able to blend the sounds into a word fairly well. If this method does not produce results the following method may be tried.

After the instructor has written a number of words, such as *c a t*, *m a n*, *s a t*, *r a t*, *b a t*, *l a p*, *s a p*, *m a p*, and has aided the child in blending the sounds he may then dictate the words as wholes to the child by telling him to write, for example, the word “*cat*.” If he does not know how to start he may be asked to say “*cat*,” and then asked to tell with what sound the word “*cat*” starts. He may then say and write the sound *c*. Then “what is the next sound?” (demonstrate) “*cat*,” *c-a-t*, etc. In brief, allowing the child to dissect words and analyze their parts, then to write them from dictation while saying them will aid him in blending sounds.

Another device may be used as a variation from the other two. The child may sit with his back to the instructor and the instructor may sound words of two sounds at first, then of three sounds, and then of four sounds. For example, the instructor may first say, what word is *m-ay*, *sh-e*, *b-e*, etc. (sounding each element separately). If the child is able to call out these words, increase the sounds to three letters such as *b-a-d*, *s-a-t*, etc. Another variation of this device is first to sound *m-e*, very rapidly. Then the word *m-e* may be said more slowly until there is a definite break between the sounds. The sounds may be given at the rate of two per second, and the time interval may be increased to one sound per two or three seconds, for both two and three letter words.

When the child knows the sounds of most consonants and the sound of the vowel *a*, and is able to blend three sounds into a word (even inadequately or slowly) he is ready to begin practicing in the Remedial Reading Drills.

DIRECTIONS FOR REMEDIAL INSTRUCTION

The following directions are given to aid the teacher in the use of the Remedial Reading Drills and supplementary exercises:

1. *Always Begin with Drill 1.* After the initial training period the child should be ready for Drill 1. Allow the child to read this drill at his own rate. If it seems too easy for him, remember that success on it is another stone in building confidence.

2. *Teach the Child to Respond to Individual Symbols.* Although many systems of phonics prefer combining the vowel with the last consonant, the Remedial Reading Drills should be read as indicated by the spacings, one letter at a time, sounding out *c-a-t*, “*cat*,” *m-a-t*, “*mat*,” etc. Combining the last two sounds may confuse the child by teaching him to carry over the last of one word into the next word because of a perseverative tendency. If this occurs, the child should be shown how to sound each symbol separately, i.e., *s-a-t*, “*sat*,” etc. At a later stage, combinations of blends are introduced in the drills to aid the child in reading more than one sound at a time. It has been found that slow accurate reading of the first drills makes for more accurate and more rapid blending of sounds later, and eventually for more efficient reading.

3. *All Drills Should Be Read Orally.* This procedure is necessary for two reasons. The first is that articulation serves as an aid to learning and retention. The second is that the oral reading provides an opportunity for the teacher to note any erroneous responses and correct them at their initial appearance.

4. *Stress Accuracy and Disregard Speed.* The child should read the drills only as fast as he can read them accurately.

5. *Do Not Rush the Child or Allow Him to Skip Drills.* If a child is forgetting previously learned material it is an indication that he is going too fast. Skipping large portions of each drill or completing too many drills in one lesson may cause the child to forget some of the sounds when he meets them later.

6. *Present the Drills in the Order Given.* The order of the drills should not be varied since the sounds of each drill are dependent upon what has gone before. Repetition is not necessary because of the frequent review drills and numerous repetitions of each word. Progress from page to page is the child’s measure of success.

7. *Use the Grapho-Vocal Method.* The grapho-vocal method refers to the method of teaching in which the child writes a letter or word from memory and says the sound of the letter or word at the same time. The following procedure of using the method in connection with the drills is recommended:

Allow the child to continue reading from the drills until he shows signs of fatigue or inaccuracy. At this point, wherever it occurs, ask the child to stop reading and go to the blackboard. Then ask the child to write the difficult sound and at the same time to say the sound. Have him write it five or ten times while saying it so that he will become familiar with the symbol and its sound. Then ask him to close his eyes while writing and saying it. Next dictate whole words and ask the child to write them by saying out loud each sound as he writes its symbol. Always have the child break up the whole word into separate sounds and sound each symbol while he is writing it

This method of saying the sound and writing it, then blending the sounds into a word, aids retention, and also aids in the teaching of sound blending. It should be noted that the reading of the drills consists of saying isolated sounds and combining them into words. This is a *synthetic process*. Dictating words to the child for him to break up the whole word into its component sounds is an *analytic process*. Thus the child may work on the drill words synthetically by reading the drills, then analytically by writing them from dictation by the grapho-vocal method.

The grapho-vocal method may also be used to familiarize the child with a new sound before introducing it in the drills.

8. *Use Concrete Associative Aids.* Another effective device for helping the child to learn a new sound is to associate the sound (and its symbol) with some concrete experience. For the sound of *sh*, for example, you may associate a mother or a teacher putting her finger to her lips and saying “sh” when the children are making too much noise. Then when the child has difficulty with the sound in reading or in the drills, you may say, “What does your mother say when she’s afraid you’ll awaken the baby?” Usually the child responds by saying “sh” and at the same time raising his finger to his mouth, but the overt motor response gradually decreases as the sound is mastered.

Similarly the sound of *ou* may be associated with a pinch, the short *e* with a deaf man putting his hand to his ear, etc. The teacher should find specific associative aids in relation to the experiences of the particular child.

9. *When to Introduce Sentence Reading.* Although the drills are very essential in remedial training, they in themselves, will not teach a child to read. They are essential in developing correct responses to written symbols, and also in giving the child a start in reading and an independent attack on new words. Sentence and story reading, however, must be introduced to supplement the drill material.

No general rule can be given as to when sentence reading should be introduced. If a child is sufficiently motivated and is able to read the drill material without becoming fatigued, very little sentence reading should be introduced until the child has completed a number of drills. On the other hand, if the child requires variation in approach (i.e. variation from reading the drills, reading drill-words which the teacher writes on the board, or writing drill-words from dictation), sentence reading may be introduced even after Drill 1. If the teacher finds it advisable to introduce this type of variation she may introduce, at any point in the drills, simple sentences which include only those sounds already learned. Even after the completion of Drill 1 a child can read sentences such as “*A man and a cat had a mat. A cat had a rat,*” etc. Frequent words which do not occur in the drill system, as *the*, *was*, may be taught as word wholes and introduced over and over again in various sentences so that these words will become a part of the child’s reading vocabulary. Thus a teacher may ask the child to read in the drills to the point where he becomes fatigued and begins to make mistakes. She may then ask him to write words on the board by the grapho-vocal method as described above. He may turn to the drills or he may read simple sentences which include words containing drill sounds. This variation should keep up the interest of children who require such motivation.

As the child progresses in the drills, more and more sentence reading can be given him. Short stories composed of words containing only drill-sounds, with a few non-drill words taught as word-wholes, may be written by the teacher for the child to read. It should be explained to the child that the symbol *was* says “*was*” (as a whole) in the same way as the sound of *ee* as in keep says “*ee*”.

10. *When to Introduce Story Reading.* Primers and first readers are too elementary in content for older children who have a reading disability. For these and other reasons it is frequently advisable to eliminate the reading of stories from readers until the child is ready to read from a more advanced book. It is recommended that the reading of books be discontinued until the child has covered at least the first twenty-six drills and preferably until he has completed the whole of Part I. When the child has mastered this part of the drills he should be ready to begin reading from a second- or third-grade book. No definite time interval can be given since the advancement of the child depends upon the duration of the lesson, the number of lessons per week, and the learning ability of the child. In some cases when thirty-minute individual lessons were given five days a week, these initial drills were covered in from two to four weeks. For children of slower learning ability Part I required from six to ten weeks of practice.

11. *How to introduce Story Reading.* Not all elementary readers are suitable for story reading even after the child has completed Part I of the Drills. However, any book which is primarily phonic and which is not too elementary in content for the child in question may be used

Primers and picture stories are eliminated from the child's reading lessons. This is quite necessary for reading disability cases, since many of them have become very clever at reading stories from pictures without any reference to the words in the story. It is essential to train the child to give all of his attention to the symbols, and therefore pictures are eliminated.

The method of transferring the reading knowledge which has been acquired in the drills to story reading is as follows:

The teacher may ask the child to read, directing him to sound out every word that he does not know by sight. With these directions the child will face two major difficulties. The first is the reading of words which cannot be sounded according to his present knowledge of sounds. There will also occur many words whose sounds are not in the drills at all. In such cases the teacher should not allow the child to sound these words but should tell them to him and allow him to go on. This should be done for every word which the child does not know immediately and which cannot be sounded. For example, if the child is reading the sentence, "*Once there was a poor man who had five cows*," the teacher should say, "*Once there was*" (because these cannot be sounded by the child) and then allow the child to sound the rest of the words. If he does not recognize the word *who* but begins to sound it phonetically, the teacher should just say "*who*." This procedure eliminates confusion in reading.

The second difficulty is that the child may forget a specific sound such as *oo* in the word *poor*. The teacher should not tell him the sound, but should point to or underline the configuration. Thus the child transfers the knowledge of the drill-sounds from the drills to book reading with the aid of the teacher. Although some children readily make this transfer by themselves, others must be aided by the teacher. It should not be expected that a child who can read keep, seen, etc., in the drills can readily read them out of a book. Thus the child reads the story from the book by sounding out all words which he can now sound, and by being told the other words by the teacher.

12. *Teach Non-Drill Words as Wholes.* By the method given above the child gradually acquires a reading vocabulary through two approaches. First, he may sound out the word *cat*, and later, after several such soundings, may begin to recognize the word *cat* as a whole. Secondly, a child may learn some words, such as *was* because the teacher has told him the word over and over again in the story. The word incidentally becomes a part of his reading vocabulary. Practice on some common words may, however, be necessary for the purpose of overcoming plateaus in learning. The following method is recommended:

After the child has been given a book to read, the teacher should keep a record of certain common words which she is forced to tell the child every time they occur in the story. The teacher will readily discover which words are stumbling blocks in the child's reading. For these words special drill must be given. This may be done by various methods. First, the teacher may go over the story before the child reads, and may drill the child upon these words by asking him, "What is this word, what is this?" etc. If he is having trouble in remembering the words, he may go to the board and write the words from memory. Or the teacher may type these words on small cards and present them to the child again and again by the flash-card method. This may be repeated from day to day until the words no longer cause difficulties. This practice will have to be continued as other words come up throughout the remedial reading period. This should not be done, however, for words that can be sounded unless the child fails to learn these words as wholes after a great number of presentations in which he has had to sound out the word many times.

The drills should not be dropped when story reading begins. On the contrary, the greater proportion of the time of the remedial reading lesson should be devoted to the drills. The drills should be continued for the purpose of introducing new sound values and also for teaching the child to combine small units into larger visual units. Instead of reading the word *tan* as *t-a-n*, the child may learn to respond to the word *t-an* (sounding *an* as a whole).

When Part III is reached the emphasis should be placed on reading and word study, rather than on phonic material. Nevertheless a short period of drill work each day should be continued until the drills are completed.

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PART 1. Introductory Sounds

Drill 1

a b c d f g h j l m n p r s t x

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| s a t | m a t | r a t | b a t | c a t | f a t |
| c a p | s a p | m a p | t a p | l a p | r a p |
| a m | r a m | S a m | h a m | d a m | j a m |
| r a g | b a g | t a g | w a g | h a g | l a g |
| c a n | m a n | r a n | t a n | f a n | p a n |
| s a d | m a d | h a d | l a d | p a d | d a d |

| | | | |
|-------|-------|-------|-------|
| s a t | s a p | S a m | s a d |
| m a p | m a n | m a d | m a t |
| t a n | t a p | t a g | t a x |
| c a b | c a t | c a p | c a n |
| b a g | b a d | b a n | b a t |
| h a t | h a m | h a g | h a d |
| r a p | r a t | r a n | r a g |
| l a d | l a p | f a n | f a t |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| s a t | m a n | f a t | t a n | p a t | b a n |
| m a p | c a n | m a d | c a t | m a n | c a b |
| r a g | c a t | l a p | h a m | b a t | t a p |
| j a m | f a n | d a m | h a d | t a g | r a p |

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| sat | cap | rag | can | sad | mat | sap |
| ram | bag | man | mad | rat | map | Sam |
| tag | ran | had | bat | tap | ham | wag |
| tan | lad | cat | lap | dam | hag | fan |
| pad | fat | rap | jam | lag | pan | dad |

Drill 2

o

| | | | | |
|-------|-------|-------|-------|-------|
| h o t | p o t | n o t | r o t | g o t |
| s o b | r o b | m o b | f o b | b o b |
| h o p | m o p | t o p | p o p | l o p |
| c o g | f o g | h o g | j o g | b o g |
| s o d | r o d | n o d | h o d | p o d |

| | | | |
|-------|-------|-------|-------|
| h o p | h o t | h o g | h o d |
| p o p | p o d | p o t | p o d |
| c o b | c o g | c o d | c o t |
| T o m | t o p | t o p | T o m |
| r o b | r o d | r o b | r o t |
| m o p | m o b | m o p | m o b |
| s o b | s o d | s o d | s o b |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| h o t | m o p | n o t | t o p | p o t | l o p |
| r o b | h o p | r o d | h o g | r o t | h o d |
| g o t | T o m | n o d | s o b | j o g | p o p |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| dot | mop | Tom | cob | jog | pop | hot | cog |
| log | pot | hog | lot | sod | fob | got | bob |
| not | fog | log | pod | pop | rob | sob | rot |

Drill 3 — Review

a

o

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| sat | bag | ram | cap | lad | tan |
| hog | sod | top | got | mob | not |
| tag | ran | ham | mop | fog | rod |
| lap | man | hat | rob | log | dot |

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| cat | cot | hat | hot | pat | pot |
| rat | rot | map | mop | had | hod |
| hog | hag | sod | sad | top | tap |
| cob | cab | pad | pod | not | Nat |

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| pot | cat | bag | log | hod | lad |
| mat | mop | cob | cap | tan | Tom |
| hod | jog | fat | fob | nag | lap |
| ran | cog | cot | sob | fan | lad |
| rob | bat | sad | pop | lot | man |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| bob | lot | tap | jog | mat | pop | fat | pad |
| rob | bat | sob | fan | cat | hot | job | cap |
| rod | wag | got | map | ran | cob | man | cog |
| jam | sat | mop | rag | pod | lap | not | had |

Drill 4

i

| | | | | |
|-------|-------|-------|-------|-------|
| s i t | f i t | h i t | b i t | k i t |
| h i m | r i m | d i m | J i m | T i m |
| s i p | r i p | n i p | l i p | d i p |
| w i n | t i n | s i n | f i n | b i n |
| f i g | r i g | p i g | b i g | d i g |
| h i d | l i d | d i d | k i d | m i d |
| r i b | f i b | b i b | f i b | r i b |
| m i x | s i x | f i x | s i x | m i x |

| | | | |
|-------|-------|-------|-------|
| h i t | h i m | h i d | h i p |
| s i n | s i t | s i p | s i x |
| r i b | r i m | r i p | r i g |
| t i n | T i m | t i p | t i n |
| l i d | l i p | l i t | l i p |
| p i g | p i n | p i t | p i g |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| s i t | h i m | f i t | r i m | h i t | d i m |
| s i p | w i n | r i p | t i n | h i p | s i n |
| r i d | h i d | r i g | h i t | r i m | h i p |
| m i d | d i g | b i n | d i p | p i t | l i p |
| f i n | b i g | k i d | f i b | s i x | r i b |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| t i n | f i b | p i g | s i n | b i t | r i p | p i n | s i p |
| j i g | n i p | h i m | h i p | d i d | l i p | d i p | m i x |
| h i t | b i n | h i t | f i n | f i g | s i x | l i p | h i d |
| b i g | f i t | d i g | s i t | m i d | r i g | r i b | f i x |

Drill 5 — Review

| a | | | o | | i | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| sat | cap | rag | can | sad | mat | | |
| not | sob | hop | cog | sod | pot | | |
| sit | him | sip | win | fig | hid | | |
| mat | sap | rob | mop | fit | rim | | |
| | | | | | | | |
| hat | hot | hit | pat | pot | pit | | |
| tap | top | tip | had | hod | hid | | |
| big | bog | bag | lip | lop | lap | | |
| hat | hit | hot | top | tap | tip | | |
| | | | | | | | |
| fit | sat | dot | mop | cap | sip | | |
| rag | rim | rob | sip | sad | sob | | |
| pod | rip | mat | lag | dim | hot | | |
| bag | pot | log | nip | jig | man | | |
| hip | sob | fan | cat | did | fob | | |
| mix | rod | wag | dip | got | map | | |
| | | | | | | | |
| pan | sod | lot | pit | jog | six | rip | ram |
| rat | hog | dot | Sam | pop | can | kid | rap |
| sad | big | wag | fin | nod | dip | dig | top |
| Jim | tan | bog | jab | mob | dam | cot | rim |

Drill 6

u

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| n u t | h u t | c u t | g u t | b u t | j u t |
| f u n | r u n | n u n | s u n | g u n | b u n |
| u p | p u p | s u p | c u p | s u p | p u p |
| r u g | m u g | p u g | j u g | d u g | b u g |
| h u b | r u b | t u b | r u b | h u b | t u b |
| b u d | m u d | c u d | m u d | b u d | c u d |
| s u m | h u m | g u m | r u m | g u m | s u m |

| | | | |
|-------|-------|-------|-------|
| h u t | h u m | h u g | h u b |
| r u n | r u g | r u b | r u m |
| b u s | b u t | b u g | b u n |
| s u p | s u n | s u m | s u n |
| c u t | c u p | c u d | c u p |
| g u n | g u t | g u m | g u n |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| c u p | f u n | h u b | s u m | r u g | b u d |
| h u t | r u n | b u s | c u t | s u p | n u t |
| s u n | c u p | b u t | r u g | h u m | n u n |
| m u d | h u m | r u b | r u n | p u p | m u g |
| s u p | n u n | t u b | g u m | p u g | c u d |

| | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| hut | mud | hug | rub | bus | cud | sum | jug | run |
| tub | dug | jut | tug | gun | bun | rum | hub | nut |
| gun | up | cut | sun | tub | gum | mud | fun | hum |
| hut | pup | gut | mug | jut | bug | bun | sum | cup |

Drill 7—Review

a i o u

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| pad | fat | rap | jam | lag | pan | mad |
| tin | fib | pig | lid | bit | rip | him |
| big | sat | cap | dig | am | fit | hip |
| dot | mop | Tom | cob | jog | pop | sob |
| pan | not | pit | dig | hop | hid | sat |
| cup | fun | hub | sum | rug | bud | hut |

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| big | bag | bog | bug | cat | cot | cut |
| hit | hot | hut | hat | sap | sup | sip |
| rum | ram | rim | jug | jog | jig | jog |
| bit | bat | but | hum | him | ham | him |

| | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| pot | fin | sum | hit | nut | cob | tug |
| sad | but | dim | rug | dam | hit | cud |
| got | dad | bun | nap | gum | mud | top |
| sat | dot | mop | tin | cup | fun | bit |
| fib | sip | sum | cob | rug | pop | nun |
| rag | can | hut | pin | run | fob | up |
| sin | tug | rat | pit | hog | but | map |
| sip | lot | Sam | sod | hit | mug | had |
| gun | pit | cat | pop | kid | lad | bus |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| fib | hag | bat | sum | bun | cot | pit | six |
| top | mob | tan | tub | pug | hid | rip | bat |
| nod | wag | him | dug | pup | dot | hip | dad |
| mix | bob | man | dip | jut | nun | pop | dam |
| bag | rod | bug | pod | Jim | map | cud | got |

Drills 8

ee

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| d ee d | f ee d | h ee d | n ee d | s ee d | w ee d |
| b ee r | d ee r | j ee r | l ee r | p ee r | d ee r |
| f ee l | h ee l | r ee l | k ee l | p ee l | f ee l |
| s ee k | w ee k | p ee k | m ee k | r ee k | l ee k |
| p ee p | w ee p | k ee p | d ee p | w ee p | k ee p |
| b ee t | f ee t | m ee t | f ee t | m ee t | b ee t |
| d ee m | t ee m | s ee m | t ee m | s ee m | d ee m |

| | | | | |
|--------|--------|--------|--------|--------|
| r ee d | r ee f | r ee k | r ee l | r ee d |
| d ee r | d ee p | d ee d | d ee m | d ee p |
| p ee r | p ee l | p ee k | p ee p | p ee l |
| s ee | s ee n | s ee k | s ee d | s ee m |
| w ee | w ee d | w ee k | w ee p | w ee k |
| k ee l | k ee n | k ee p | k ee n | k ee p |

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| d ee r | r ee d | p ee r | s ee | d ee p | d ee d |
| b ee | r ee f | p ee l | f ee | s ee n | r ee k |
| b ee r | w ee | f ee t | w ee d | l ee | p ee k |
| m ee t | k ee l | l ee k | m ee k | k ee n | b ee t |
| s ee k | f ee l | l ee r | n ee d | w ee k | k ee p |

| | | | | | | |
|------|------|------|------|------|------|------|
| deem | reel | peep | beef | seep | feed | weep |
| leek | heel | keen | deep | reed | peel | seem |
| beet | feet | week | leer | heed | keep | need |
| eel | jeer | teem | keel | deed | seem | meet |

Drills 9

sh

| | | | |
|--------|--------|--------|--------|
| d a sh | c a sh | g a sh | l a sh |
| m a sh | r a sh | s a sh | d a sh |
| d i sh | f i sh | w i sh | d i sh |
| g u sh | m u sh | h u sh | r u sh |

| | | | |
|---------|---------|---------|---------|
| sh ee p | sh ee t | sh ee r | sh ee n |
| sh o d | sh o t | sh o p | sh o d |
| sh i p | sh i n | sh u n | sh u t |

| | | | |
|---------|---------|---------|---------|
| sh ee p | d a sh | sh i p | m a sh |
| sh o d | d i sh | g u sh | sh ee t |
| c a sh | sh i n | r a sh | sh o t |
| f i sh | m u sh | sh ee r | g a sh |
| sh u n | s a sh | sh o p | w i sh |
| h u sh | sh ee n | l a sh | sh u t |
| sh a m | l a sh | sh ee t | ru sh |

| | | | | | |
|-------|-------|------|-------|------|-------|
| sheep | shod | cash | fish | shun | hush |
| dash | dish | shin | mush | sash | sheen |
| ship | gush | rash | sheer | shop | lash |
| mash | sheet | shot | gash | wish | shut |

Drill 10

oo

| | | | |
|--------|--------|--------|--------|
| b oo t | h oo t | r oo t | h oo t |
| b oo n | m oo n | s oo n | n oo n |
| c oo l | f oo l | t oo l | p oo l |
| r oo m | l oo m | d oo m | b oo m |
| f oo d | m oo d | r oo d | f oo d |
| r oo f | h oo f | w oo f | r oo f |
| h oo p | l oo p | m oo r | p oo r |

| | | | |
|--------|--------|--------|--------|
| r oo t | r oo m | r oo d | r oo f |
| b oo t | b oo n | b oo m | b oo t |
| h oo t | h oo f | h oo p | h oo f |
| m oo r | m oo n | m oo d | m oo n |

| | | | | |
|--------|---------|--------|--------|--------|
| b oo t | m oo n | c oo l | r oo m | f oo d |
| r oo f | h oo p | b oo n | h oo t | f oo l |
| l oo m | m oo d | h oo f | l oo p | r oo t |
| s oo n | t oo l | d oo m | r oo d | w oo f |
| m oo r | sh oo t | n oo n | p oo l | b oo m |
| p oo r | t oo t | d oo m | w oo f | c oo l |

| | | | | | | |
|------|------|------|-------|------|------|------|
| boot | roof | loom | soon | moor | moon | poor |
| hoop | mood | tool | shoot | cool | boon | toot |
| hoof | doom | noon | hoot | room | loop | rood |
| pool | woof | food | root | fool | woof | boom |

Drill 11

ch

tch

ch a p
ch i n
ch ee k

ch a t
ch i p
ch ee r

ch a ff
ch i ll
ch ee r

ch a p
ch i n
ch ee k

w i tch
h a tch
m u ch

p i tch
c a tch
s u ch

h i tch
m a tch
r i ch

i tch
l a tch
b ee ch

d i tch
p a tch
m u ch

r i ch
ch ee k
n o tch
ch i ll
l a tch
d i tch
ch i ll

ch a p
p i tch
ch ee r
b ee ch
ch o p
ch a t
b ee ch

h a tch
ch a t
h i tch
ch o p
p a tch
ch i n
r i ch

ch i n
c a tch
ch a ff
i tch
ch i n
n o tch
h a tch

d i tch
ch i p
m a tch
ch u m
ch ee k
c a tch
s u ch

chin
latch
chat
chaff

rich
chop
chin
itch

cheek
cheer
hitch
ditch

chap
pitch
patch
chin

notch
beech
chop
chum

chill
hatch
catch
chip

Drill 12 – Review

| | | ee | sh | ch | | |
|-------|-------|-------|-------|-------|-------|-------|
| | | oo | | tch | | |
| seek | feel | leek | meet | deer | beef | |
| shut | shod | cash | shop | dish | sash | |
| sheep | gush | shot | seen | dash | meet | |
| boom | hoop | mood | pool | roof | soon | |
| beet | boot | shoot | sheet | seen | s oon | |
| poor | peer | feel | fool | shoot | sheet | |
| hush | moon | feed | noon | shot | deed | |
| | | | | | | |
| chat | chum | hitch | chop | catch | rich | |
| chip | ship | cash | chop | catch | chop | |
| ditch | dish | shin | chin | much | mush | |
| shut | shod | pitch | cash | chill | such | |
| cheek | shop | chap | feed | sheet | ditch | |
| notch | shoot | chat | soon | chip | pool | |
| chin | week | woof | noon | patch | feet | |
| | | | | | | |
| chill | boot | sheep | deem | latch | hoop | |
| dash | leek | chat | hoof | ship | beet | |
| hitch | pool | ma sh | eel | rich | roof | |
| shod | reed | chop | mood | match | dish | |
| | | | | | | |
| heel | chin | doom | gush | feet | itch | woof |
| sheet | jeer | cheek | loon | cash | peep | cheer |
| tool | shin | keen | hitch | noon | rash | week |
| ditch | food | shot | teem | chap | soon | fish |
| beef | pitch | shoot | mush | deep | patch | hoot |
| sheer | keel | chin | root | gash | dee | catch |

Drill 13

ar

| | | | | |
|--------|--------|--------|---------|---------|
| b ar | f ar | c ar | t ar | j ar |
| m ar | s t ar | s c ar | f ar | c ar |
| c ar t | d ar t | h ar t | m ar t | p ar t |
| c ar d | y ar d | b ar d | h ar d | l ar d |
| ar k | l ar k | p ar k | d ar k | sh ar k |
| ar m | f ar m | h ar m | ch ar m | f ar m |
| y ar n | b ar n | d ar n | h ar p | sh ar p |

| | | | | |
|--------|---------|---------|--------|--------|
| ar ch | ar k | ar m | ar t | ar m |
| h ar d | h ar k | h ar m | h ar p | h ar t |
| b ar | h ar d | b ar k | b ar n | b ar k |
| c ar | c ar d | C ar l | c ar t | c ar |
| d ar k | d ar n | d ar t | d ar n | d ar k |
| m ar | m ar ch | m ar sh | m ar t | m ar k |

| | | | | |
|--------|---------|--------|---------|---------|
| b ar | c ar t | y ar n | ar m | c ar d |
| ar k | b ar n | y ar d | l ar k | d ar t |
| s t ar | f ar m | p ar k | h ar t | c ar |
| d ar n | b ar d | s c ar | ch ar m | d ar k |
| h ar p | m ar t | c ar d | sh ar k | p ar t |
| g ar b | m ar sh | t ar | y ar d | sh ar p |

| | | | | | | |
|-------|------|------|-------|------|-------|------|
| chart | hark | mark | sharp | farm | shark | lard |
| part | car | harp | charm | dark | hard | mart |
| far | scar | hart | bark | harm | darn | star |
| dart | yard | lark | arm | mar | march | yarn |

Drill 14

ay

ai

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| s ay | d ay | h ay | l ay | r ay | n ay |
| b ay | m ay | p ay | j ay | w ay | g ay |
| s l ay | p l ay | c l ay | f l ay | c l ay | p l ay |
| p r ay | b r ay | t r ay | g r ay | f r ay | p r ay |
| m ay | d ay | p ay | w ay | s ay | s l ay |
| w ay | g ay | g r ay | l ay | s l ay | p l ay |

| | | | | | |
|--------|--------|--------|--------|--------|---------|
| n ai l | s ai l | f ai l | r ai l | t ai l | w ai l |
| m ai n | r ai n | C ai n | f ai n | l ai n | ch ai n |
| p ai d | m ai d | l ai d | w ai t | g ai t | b ai t |
| m ay | m ai n | m ai l | m ai d | m ai l | m ay |
| g ay | g ai t | g ai n | g ai t | g ay | g r ay |
| p ay | p ai d | p ai n | p ai l | p r ay | p l ay |

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| s ay | p ai d | d ay | g ai n | p r ay | m ai n |
| n ai l | b ay | s l ay | r ai n | m ai l | m ay |
| l ai n | s l ay | m ai d | p ai l | p ay | r ai n |
| b r ay | l ai d | h ay | p l ay | b ai l | t r ay |
| l ay | c l ay | p ai n | v ai l | w ay | l ai d |

| | | | | | | | |
|------|------|-------|------|------|------|------|-------|
| bait | say | chain | gay | vail | gain | fray | vain |
| gray | fain | jay | gait | bail | wait | flay | ray |
| maid | jay | jail | may | hail | tray | slay | day |
| bay | rain | wait | way | play | say | pail | chair |
| sail | flay | bail | bray | gay | pain | bait | may |

Drill 15

or

| | | | | | |
|--------|--------|--------|--------|--------|---------|
| b or n | c or n | h or n | t or n | w or n | m or n |
| g or t | f or t | p or t | s or t | f or t | sh or t |
| f or k | p or k | c or k | c or d | l or d | f or d |

| | | | |
|--------|--------|--------|--------|
| f or t | f or m | f or k | f or d |
| c or k | c or d | c or n | c or d |
| p or k | p or t | p or t | p or k |

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| or | f or k | s or t | b or n | c or n | p or k |
| f or t | or b | c or k | h or n | p or t | n or |
| c or d | t or n | s or t | f or t | w or n | c or k |
| f or d | m or n | f or | p or k | f or t | h or n |

| | | | | | | | |
|------|------|------|------|------|------|-------|-------|
| sort | corn | port | nor | fork | or | lord | short |
| cord | morn | born | nor | for | sort | pork | torn |
| orb | corn | lord | horn | fort | cork | short | or |

Drill 16

old

| | | | | |
|-------|---------|-------|-------|---------|
| o ld | c old | h old | t old | b old |
| s old | s c old | m old | f old | g old |
| b old | t old | c old | h old | old |
| g old | f old | m old | s old | s c old |

| | | | | | | |
|------|------|-------|------|------|-------|------|
| mold | cold | hold | old | fold | hold | gold |
| told | bold | scold | sold | cold | told | fold |
| old | gold | hold | cold | bold | scold | mold |

Drill 17 – Review

| | | |
|----|-----|----|
| ar | | ay |
| or | old | ai |

| | | | | |
|------|-------|------|-------|------|
| harp | mart | card | shark | part |
| ford | born | sort | pork | fort |
| barn | born | form | farm | for |
| port | part | card | cord | car |
| garb | cord | harp | orb | darn |
| bold | told | cold | hold | old |
| fork | bar n | old | card | port |
| gold | sort | pork | arm | sold |

| | | | | |
|-------|-------|-------|-------|------|
| nail | bay | slay | rain | mail |
| vain | star | short | gay | hard |
| morn | flay | mark | tail | cord |
| tr ay | marsh | scold | jail | darn |
| bold | main | cart | pay | told |
| pray | cold | orb | short | bail |
| gold | clay | pork | lain | old |

| | | | | |
|------|------|------|------|------|
| born | cart | clay | cold | orb |
| sail | barn | cold | fort | hay |
| bait | park | form | card | vain |
| say | pork | hold | way | gain |
| mart | cork | ray | mold | wail |

| | | | | | | |
|------|-------|------|-------|------|-------|------|
| gold | sort | hold | gray | yarn | ark | rain |
| told | ford | sold | chain | flay | lark | old |
| bay | shark | wait | march | hail | short | bold |
| maid | torn | part | star | may | gain | wail |

Drill 18

e

| | | | | |
|-------|---------|-------|-------|-------|
| b e t | n e t | g e t | p e t | s e t |
| j e t | w e t | l e t | m e t | b e t |
| d e n | h e n | m e n | p e n | t e n |
| b e g | k e g | l e g | p e g | M e g |
| b e d | f e d | l e d | N e d | r e d |
| w e d | s h e d | r e d | b e d | f e d |

| | | | | |
|-------|-------|-------|---------|-------|
| b e t | b e g | b e d | b e t | B e n |
| m e t | m e n | M e g | m e n | m e t |
| p e t | p e n | p e g | p e n | p e t |
| l e t | l e g | l e d | l e s s | l e t |

| | | | | |
|---------|-------|-------|-------|-------|
| b e t | d e n | k e g | b e d | n e t |
| d e n | w e d | b e g | h e n | j e t |
| w e t | m e n | n e t | l e g | f e d |
| s h e d | p e t | p e g | t e n | g e t |
| r e d | p e n | l e t | b e t | N e d |
| p e t | M e g | B e n | s e t | f e d |

| | | | | | | | |
|-----|-----|-----|-----|------|-----|------|-----|
| net | jet | fed | get | ten | Ned | set | leg |
| hen | bed | keg | net | set | peg | leg | den |
| Meg | pet | pen | wed | men | bet | shed | wed |
| wet | red | pet | Ben | less | set | web | get |

Drill 19 – Review

| | | a | | | u | | | |
|------|------|------|------|-----|------|------|-----|-----|
| | | o | | i | | e | | |
| mat | can | wag | mad | ran | cap | | | |
| hot | sob | top | jog | nod | got | | | |
| tin | fib | pig | sin | bit | rip | | | |
| cup | mug | gun | sum | jug | rub | | | |
| bet | Ben | keg | net | wed | set | | | |
| pan | beg | not | sat | men | hop | | | |
| hit | den | hot | red | dig | mop | | | |
| wet | fib | bun | fed | tub | dip | | | |
| Ned | pup | wag | map | pen | cud | | | |
| pet | nun | net | got | dug | pod | | | |
| hip | men | man | mix | fat | ten | | | |
| big | bag | beg | bug | bog | beg | | | |
| bit | bat | but | bet | bat | bet | | | |
| leg | log | lag | leg | lag | log | | | |
| hum | him | ham | hem | him | hem | | | |
| den | Dan | din | peg | pig | peg | | | |
| ten | tin | tan | red | rid | red | | | |
| lad | bet | kit | pop | den | cut | | | |
| win | met | gun | shot | rat | bed | | | |
| get | sat | lot | net | sip | tug | | | |
| ten | cob | sit | run | leg | hag | | | |
| six | man | men | cot | cut | bet | bat | hag | fib |
| shot | nun | chip | get | hub | shop | chin | gum | bat |
| chop | hat | peg | jut | wig | pen | pin | hid | dad |
| rot | shut | hen | tin | led | bat | less | cot | jam |

Drill 20

ea

| | | | | | |
|----------|--------|--------|----------|----------|----------|
| b ea t s | ea t | h ea t | n ea t | m ea t | ch ea t |
| b ea n | l ea n | d ea n | m ea n | w ea n | b ea n |
| d ea l | h ea l | p ea l | s ea l | v ea l | w ea l |
| w ea k | b ea k | p ea k | l ea k | b ea k | s p ea k |
| l ea p | r ea p | h ea p | l ea p | h ea p | ch ea p |
| b ea d | l ea d | r ea d | m ea d | r ea d | b ea d |
| f ea r | h ea r | r ea r | d ea r | n ea r | sh ea r |
| b ea n | t ea m | s ea m | s t ea m | c r ea m | d r ea m |

| | | | | |
|--------|---------|--------|----------|-----------|
| b ea t | b ea n | b ea m | b ea k | b ea d |
| r ea d | r ea r | r ea p | r ea l | r ea ch |
| l ea k | l ea d | l ea f | l ea n | l ea p |
| h ea t | h ea p | h ea l | h ea r | h ea t |
| m ea d | m ea l | m ea n | m ea t | m ea n |
| s ea | s ea l | s ea m | s ea t s | p ea k |
| p ea | p ea ch | p ea k | p ea l | p r ea ch |

| | | | | | |
|---------|--------|--------|--------|--------|----------|
| b ea ch | f ea r | l ea p | b ea d | w ea k | b ea n |
| s ea t | b ea k | h ea r | l ea d | l ea n | r ea ch |
| s ea m | r ea d | h ea t | p ea l | d ea n | h ea p |
| p ea ch | g ea r | m ea d | l ea d | l ea p | s t ea m |
| s ea l | m ea n | n ea t | w ea n | n ea r | c r ea m |

| | | | | | | | |
|-------|-------|-------|------|------|------|-------|-------|
| dream | shear | cheap | bead | weal | bean | speak | veal |
| team | hear | lead | reap | leaf | zeal | steam | teach |
| each | cream | hear | read | beak | deal | fear | cheap |

Drills 21

oa

| | | | | |
|----------|----------|----------|----------|----------|
| oa t | b oa t | c oa t | g oa t | m oa t |
| oa k | s oa k | c r oa k | c l oa k | s oa k |
| oa r | r oa r | s oa r | b oa r | b oa r |
| c oa l | g oa l | sh oa l | g oa l | c oa l |
| t oa s t | c oa s t | b oa s t | r oa s t | c oa s t |
| t oa d | l oa d | r oa d | t oa d | r oa d |

| | | | | |
|--------|--------|----------|----------|----------|
| c oa t | c oa l | c oa x | c oa ch | c oa s t |
| r oa d | r oa m | r oa r | r oa s t | r oa ch |
| l oa n | l oa d | l oa m | l oa f | l oa d |
| b oa r | b oa t | b oa s t | g oa l | g oa t |

| | | | | |
|----------|----------|----------|----------|----------|
| f oa m | t oa d | t oa s t | c oa l | oa r |
| oa k | b oa t | g oa l | c oa s t | s oa k |
| l oa d | b oa s t | r oa d | sh oa l | c oa t |
| c l oa k | l oa m | g oa t | r oa m | c r oa k |
| b oa r | r oa ch | g oa t | t oa t | c oa l |

| | | | | | | | |
|------|-------|-------|-------|-------|-------|------|-------|
| road | coat | roast | load | oar | coast | roam | boat |
| coax | moat | soap | loan | coach | moan | soar | goal |
| roar | loaf | load | roam | goat | croak | oak | shoal |
| toad | roach | oar | toast | hoar | coal | road | oak |

Drill 22

ck

| | | | | |
|--------|---------|----------|--------|-----------|
| b a ck | s a ck | h a ck | r a ck | t a ck |
| j a ck | l a ck | p a ck | s a ck | b l a c k |
| p i ck | s i ck | n i ck | k i ck | l i ck |
| t i ck | D i ck | w i ck | s i ck | ch i ck |
| r o ck | s o ck | m o ck | d o ck | t o ck |
| c o ck | sh o ck | h o ck | s o ck | d o ck |
| t u ck | l u ck | b u ck | d u ck | m u ck |
| b e ck | p e ck | s p e ck | n e ck | d e ck |

| | | | | |
|--------|--------|--------|---------|----------|
| b a ck | p i ck | p e ck | t i ck | l o ck |
| t u ck | j a ck | l u ck | sh o ck | s p e ck |
| s o ck | l a ck | s i ck | s a ck | w i ck |
| d e ck | t a ck | b e ck | h a ck | b u ck |
| m o ck | r a ck | k i ck | d u ck | d o ck |

| | | | | | | |
|-------|------|------|-------|------|------|-------|
| muck | tock | lick | neck | back | deck | sock |
| nick | mock | pick | jack | Dick | tack | peck |
| tuck | luck | sick | dock | kick | suck | shock |
| speck | hack | duck | lock | pick | buck | wick |
| lack | nick | rock | black | sack | luck | tuck |

Drill 23

ow

ou

| | | | | |
|--------|--------|--------|--------|----------|
| c ow | n ow | h ow | v ow | b r ow |
| ow l | f ow l | h ow l | ow l | p r ow l |
| g ow n | d ow n | t ow n | g ow n | b r ow n |
| c ow | h ow | n ow | b r ow | p r ow |

| | | | | |
|----------|----------|----------|----------|----------|
| ou t | b ou t | sh ou t | r ou t | b ou t |
| s t ou t | s p ou t | s c ou t | s n ou t | ou t |
| p ou ch | c ou ch | v ou ch | c ou ch | p ou ch |
| b ou n d | f ou n d | h ou n d | p ou n d | s ou n d |

| | | | | |
|---------|---------|--------|----------|----------|
| c ow | ou t | ow l | p ou ch | b r ow n |
| g ow n | ou r | n ow | b ou n d | s t ou t |
| f ow l | f ou l | d ow n | m ou n d | s c ou t |
| h ow | sh ou t | b ou t | h ow l | p r ow |
| c ou ch | t ow n | s ou r | v ow | r ow l |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| found | cow | round | owl | shout | brown |
| down | loud | prow | scout | pouch | our |
| cow | round | gown | rout | howl | pound |
| out | town | foul | bound | now | noun |
| sound | couch | town | how | out | sour |

Drill 24 – Review

| | ea | | | ow | | |
|-------|-------|-------|-------|--------|-------|------|
| | oa | | ck | ou | | |
| fear | leap | beat | weak | near | read | |
| foam | road | coal | loaf | coat | coast | |
| beat | boat | beast | boast | roach | reach | |
| loaf | leaf | read | road | croak | creak | |
| lean | roam | teach | meat | toad | loan | |
| back | pick | luck | rock | lick | such | |
| bean | sack | coat | tick | roar | leap | |
| | | | | | | |
| cow | town | owl | howl | prow | down | |
| out | our | loud | found | couch | stout | |
| boat | bouts | our | soar | coach | couch | |
| heat | round | goat | how | team | roach | |
| lack | fowl | snout | peach | sick | real | |
| duck | loan | how | load | peck | bout | |
| | | | | | | |
| dream | soap | sock | vow | moan | our | |
| cheap | gown | oar | cream | round | owl | |
| oak | sick | how | hound | loan | seat | |
| noun | lock | roar | mean | pound | seal | |
| steam | fowl | bean | coach | sack | hound | |
| | | | | | | |
| each | muck | road | down | load | vow | toad |
| dream | now | tuck | goal | dock | out | our |
| pouch | hound | buck | soak | speak | croak | town |
| how | shock | foul | boast | preach | loaf | kick |

Drill 25

Long Vowel with Final e

a i o u

| | | | | | |
|------|-------|------|-------|--------|---------|
| at | ate | r at | r ate | f at | f ate |
| c an | c ane | m an | m ane | D an | D ane |
| g ap | g ape | c ap | c ape | t ap | t ape |
| m ad | m ade | b ad | b ade | l ad | l ade |
| s it | s ite | b it | b ite | k it | k ite |
| d in | d ine | p in | p ine | f in | f ine |
| r id | r ide | h id | h ide | b id | b ide |
| h op | h ope | m op | m ope | p op | p ope |
| c od | c ode | r od | r ode | c od | c ode |
| us | u se | c ut | c ute | p l um | p l ume |

| | | | | | |
|---------|--------|---------|--------|---------|--------|
| p al | p ale | p op | p ope | p in | p ine |
| c an | c ane | c od | c ode | c ut | c ute |
| f ine | f in | f ate | f at | f ile | f ill |
| h ide | h id | h ope | h op | h ate | h at |
| s l ide | s l id | s l ime | s l im | s l ope | s l op |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| l ake | l ike | L uke | m ale | m ile | m ule |
| b ode | b ide | b ade | d ame | d ime | d ome |
| l ane | l ine | l one | p ale | p ile | p ole |
| h ole | h ale | w ide | w ade | r ode | r ide |
| c ane | c one | d ive | d ove | c ape | c ope |
| r ave | r ove | r ate | r ite | r ipe | r ope |
| l ane | l ine | w ide | w ade | d ote | d ate |
| t ime | t ame | c one | c ane | m ine | m ane |

| | | | | | | | |
|------|------|------|------|------|------|-------|------|
| bide | rate | bad | made | mad | mule | bade | male |
| win | wine | hole | bode | case | tone | shine | shin |
| dike | rode | pile | duke | poke | dive | mat | mite |
| cave | mute | rid | rove | cove | wave | rip | rope |
| ripe | mule | rule | wine | man | mine | lone | mane |
| mile | not | mole | time | bat | den | dine | pane |

Drill 26

General Review of All Preceding Drills

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| seek | feel | week | keep | meet | seem | feet | weed |
| ship | rash | sheep | fish | cash | sheet | shot | hush |
| boot | loop | tool | shoot | fool | soon | moon | food |
| chat | hitch | chop | rich | match | cheek | beech | chum |
| chart | part | harm | march | bark | sharp | marsh | dark |
| say | pain | play | pail | stay | rain | maid | nail |
| fork | born | short | form | horn | for | fort | corn |
| old | bold | told | sold | gold | fold | mold | scold |
| set | men | bed | less | peg | red | hem | ten |
| beat | beach | team | steam | neat | fear | read | shear |
| oat | coat | soak | coal | goal | coach | coast | roast |
| back | pick | luck | sick | chick | shock | sock | sack |
| cow | out | couch | town | found | down | sound | gown |
| rate | mine | poke | mule | time | chase | code | plume |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| gold | chin | wine | week | pork | tail | horn | ship |
| hound | now | food | card | hole | luck | coach | seem |
| how | loud | tack | duke | fed | sheep | leg | road |
| play | star | rain | mane | marsh | bold | stay | wait |
| fowl | shoot | rich | sold | may | blade | chain | seat |
| found | soap | cream | gown | ripe | cheer | pain | lone |
| beef | sash | meet | soon | jet | ditch | web | cloak |
| loaf | heat | round | roach | ford | kick | dark | cork |
| main | clay | barn | hail | sheet | moon | catch | wet |
| boat | duck | steam | town | met | team | tool | shark |
| cow | dock | oat | meat | short | cold | bark | tray |
| fork | gear | pen | much | ship | roast | couch | eat |
| duke | corn | patch | leaf | way | scold | hard | room |

Drill 27

ing

| | | | | | |
|------------|------------|------------|-------------|------------|---------|
| s ing | w ing | r ing | k ing | b r ing | d ing |
| fl ing | s l ing | c l ing | fl ing | s t ing | s w ing |
| s ing ing | w ing ing | r ing ing | b r ing ing | d ing ing | |
| p ay ing | w i sh ing | f ar m ing | ch ai n ing | b ea t ing | |
| fish ing | kick ing | back ing | pack ing | cheer ing | |
| hush ing | match ing | morn ing | arm ing | farm ing | |
| sl ing ing | park ing | pitch ing | catch ing | tack ing | |
| harm ing | sort ing | say ing | slay ing | march ing | |
| play ing | rain ing | hold ing | shock ing | gain ing | |
| bark ing | lay ing | feed ing | br ing ing | howl ing | |
| boat ing | shout ing | lick ing | wait ing | dart ing | |

| | | | | | | |
|----------|----------|----------|----------|---------|---------|-------|
| ring | cling | sting | wing | king | fling | bring |
| steaming | howling | mocking | charming | hushing | farming | |
| staying | dreaming | laying | shouting | gaining | barking | |
| holding | scolding | marching | matching | harming | feeling | |

Drill 28

all

all b all t all f all h all c all
w all h all b all w all t all s t all
c all ing f all ing s t all ing s m all

tall ball hall stalling fall small
wall all calling ball hall call

Drill 29

ight

f ight m ight s ight r ight m ight
l ight t ight w ight b r ight f r ight
f l ight p l ight s l ight l ight t ight
f ight ing l ight ing s ight ing s l ight ing

fight tight right sight night weight
flight fighting fright plight light slight
bright sighting might fright fight might

Drill 30

| | th | wh | qu | | |
|--------|---------|--------|--------|--------|-------|
| th an | th en | th em | th is | th us | |
| th in | th at | th ou | th us | th is | |
| th at | th ee | th en | th em | th an | |
| wh en | wh ite | wh ich | w hip | wh ale | |
| wh eat | wh eel | w him | wh ich | wh ite | |
| th at | wh en | th en | wh ip | th is | |
| th em | th en | wh ich | wh ite | th an | |
| wh eat | th e | th is | wh eel | wh ale | |
| th ine | th em | wh im | wh ile | th us | |
| qu ack | qui ck | qu ake | qu ail | qu een | |
| qu eer | qu est | qu it | qu ote | qu ick | |
| qu ail | qu aint | qu ell | qu ill | qu ilt | |
| th ou | wh ite | qu ick | th is | qu it | |
| wh en | th en | qu een | th an | qu eer | |
| th us | qu ack | wh ich | qu ake | th em | |
| thus | thou | queer | quit | this | white |
| quack | when | quail | that | queer | wheat |
| with | wheel | tithe | quote | quest | which |
| thine | while | quick | than | lathe | then |
| whale | them | bathe | quick | which | quack |
| with | quick | quack | wheat | then | when |

Drill 31

er ir ur

| | | | | | |
|-----------|-------------|-----------|------------|----------|----------|
| h er | h er d | h er b | v er b | p er | p er t |
| f er n | s t er n | p er ch | t er m | w er t | h er |
| f ir | s ir | s t ir | b ir d | g ir d | g ir l |
| d ir t | sh ir t | g ir t | b ir ch | f ir m | f ir s t |
| h er | f ir | b ir d | un d er | s t ir | s t er n |
| h er d | b ir d | b ir ch | p er ch | f ir m | n ev er |
| f ur | c ur | b ur n | t ur n | l ur k | T ur k |
| c ur | c ur d | c ur b | c ur l | h ur l | h ur t |
| ch ur n | s ir | h er b | g ir l | b ur s t | f er n |
| h ar d er | s m ar t er | b ar t er | ch ar t er | | |

| | | | | | |
|-------|---------|---------|---------|-------|--------|
| fir | turn | bird | hurt | her | shirt |
| churn | herd | curl | bird | sir | harder |
| burst | stir | charter | verb | hurl | burn |
| bird | curl | cleaner | blacker | girl | fir |
| fern | cur | churn | stern | under | firm |
| birch | charter | never | sir | stir | fur |

Drill 32 – Review

| | ing | th | er |
|----------|----------|----------|---------|
| | all | wh | ir |
| | ight | qu | ur |
| sing | ring | bring | king |
| all | ball | fall | tall |
| fight | right | bright | sight |
| that | then | them | this |
| when | white | sheat | while |
| quack | quick | queen | queer |
| herd | fern | charter | her |
| sir | firm | birch | first |
| curl | burn | lurk | curb |
| fight | sing | burn | which |
| quit | quitting | while | fall |
| bird | than | queen | light |
| thee | seeing | whim | quack |
| cleaner | thou | when | falling |
| lighting | small | quote | sir |
| whip | when | that | then |
| bring | sting | bright | might |
| them | while | verb | with |
| burst | fight | calling | wheat |
| holding | plight | then | harder |
| cur | quaint | marching | call |
| quick | hall | lathe | thou |
| with | quote | stir | thee |
| feeding | this | all | morning |
| | | | tithe |
| | | | tall |

Drill 33

General Review of Part I

| | | | | | | | |
|--------|-------|---------|--------|-------|---------|--------|---------|
| sat | cap | rag | can | mop | hot | rod | fob |
| tin | pig | rip | did | hut | bug | sun | but |
| let | leg | fed | ten | mate | rode | dime | tune |
| hit | met | time | neck | bug | line | shock | date |
| not | cat | note | mutt | wade | mute | ripe | man |
| lake | sack | lot | cute | rip | rope | hole | kite |
| | | | | | | | |
| deer | see | keep | feet | sheep | cash | ship | fish |
| boot | moon | shoot | food | rich | chop | catch | such |
| car | barn | shark | part | day | play | rain | paid |
| for | corn | cork | fort | gold | old | scold | cold |
| meet | wish | soon | itch | hard | may | port | scold |
| much | sash | fool | torch | feel | scar | hold | pain |
| shell | clay | chip | weep | star | mold | porch | boon |
| | | | | | | | |
| seat | read | reach | heat | boat | coal | coat | load |
| back | kick | shock | duck | cow | out | owl | town |
| sing | ring | bring | wing | ball | small | fall | calling |
| fight | right | bright | light | that | them | then | this |
| when | white | while | whip | queen | quick | queer | quit |
| her | per | harder | sir | girl | stir | cur | turn |
| light | quake | bead | which | croak | kicking | then | when |
| barter | crowd | tall | gird | thou | curd | quite | peck |
| hall | quick | howling | blight | reach | roach | shout | than |
| | | | | | | | |
| light | quake | bead | lurk | with | when | croak | kicking |
| fight | crowd | tall | wheat | thou | coat | quite | peck |
| fall | per | howling | light | king | reach | roach | stout |
| bite | quake | torn | poorer | when | pope | cloak | couch |
| cute | fine | seem | quail | storm | boom | wheat | Turk |
| crowd | old | seeing | peach | arm | stop | all | wheel |
| veal | park | stir | form | week | say | boat | scar |
| speck | rule | then | bean | bird | with | farmer | gold |

Test Covering Part I*

| | | | |
|---------|--------|-------|-------|
| corn | sight | right | found |
| soothe | peek | turn | tall |
| made | meat | pork | catch |
| room | road | chain | coat |
| sir | pay | soon | herd |
| born | saying | sing | chop |
| seat | that | neck | suck |
| shot | when | thus | fall |
| raining | fir | queen | quick |
| day | quit | paid | down |
| fur | such | bold | girl |
| bark | shout | gun | coal |
| boat | meal | not | teach |
| cow | match | bird | might |
| shop | queer | while | town |
| ball | white | bout | then |
| barn | seem | pool | lay |
| burn | paid | fight | charm |
| out | now | cart | king |
| short | cur | call | lag |
| herd | hold | whip | her |
| cold | pitch | per | old |

* Each phonogram is represented four times. Thus the child's proficiency with each may be indicated. In order to avoid fatigue it may be advisable in some cases to present only half of the test at one setting.

PART II

Combinations of Sounds

Drill 34

| an | | | in | | un | | |
|-------|---------|---------|---------|------|-------|---------|------|
| r an | b an | c an | D an | | f an | m an | |
| p an | t an | v an | N an | | c an | r an | |
| and | b and | l and | h and | | s and | s t and | |
| | | | | | | | |
| p in | t in | s in | w in | | d in | k in | |
| h int | t int | h int | m int | | l int | f l int | |
| b an | b in | f in | f an | | t an | t in | |
| | | | | | | | |
| r un | b un | f un | n un | | s un | g un | |
| h unt | b l unt | s t unt | b l unt | | h unt | | |
| r an | r un | s in | s un | | f un | f in | |
| b un | b an | b in | f in | | f un | f an | |
| | | | | | | | |
| pin | pan | plan | and | land | tin | win | twin |
| fin | bin | ban | bun | hand | ran | run | sin |
| sand | fun | fan | lint | tint | band | hunt | sun |
| nun | spin | span | gun | run | can | stand | fun |

Drill 35

en on

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| d en | f en | k en | m en | p en | t en |
| t en d | b en d | l en d | s en d | m en d | w en d |
| s en t | b en t | w en t | l en t | d en t | p en t |

| | | | | |
|------|--------|--------|--------|--------|
| on | D on | b on d | f on d | p on d |
| d en | D on | b on d | b en d | p on d |
| c on | b on d | t en | m en | f on d |
| D on | w en d | f on d | b en t | c on |

| | | | | | |
|------|--------|------|--------|--------|--------|
| D an | d in | D on | d en | r an | b and |
| f an | f in | f un | f en | f an | f on d |
| p an | p l an | p en | p in | s p in | p en |
| t in | t an | t en | b on d | b en d | r un |

| | | | | | | | |
|------|------|------|------|------|------|------|------|
| lent | pond | lint | lend | bond | went | band | lend |
| pent | hint | fond | pond | send | band | fun | run |
| ran | pin | spin | span | man | bun | sun | sin |
| ten | tend | hand | went | nun | mend | bend | twin |

Drill 36

ink ank unk

| | | | | |
|---------|---------|---------|---------|---------|
| ink | w ink | i nk | c l ink | b l ink |
| p ink | s ink | s t ink | ch ink | p ink |
| f ank | r ank | b ank | l ank | t ank |
| d r ank | p r ank | c r ank | F r ank | d r ank |
| s unk | ch unk | j unk | ch unk | d r unk |

| | | | | | |
|-----------|-------------|-------------|-----------|---------|---------|
| s ink | s ank | s unk | d r ank | d r ink | d r unk |
| s ink ing | d r ink ing | c r ank ing | w ink ing | | |
| s unk | b ank | b l ank | b l ink | b ank | |
| t ank | j unk | c r ank | ch ink | ch unk | |

| | | | | | |
|-------|---------|-------|-------|---------|----------|
| clink | sunk | drank | chink | tank | sink |
| prank | rank | stink | chunk | wink | drinking |
| pink | sinking | junk | blank | lank | sunk |
| bank | drink | sank | blank | winking | blink |

Drill 37 – Review

| | | an ink | in | un ank | en | on unk |
|-------|-------|-----------|----|-----------|---------|-----------|
| ran | ban | land | | pan | sand | hand |
| pin | lint | win | | sin | mint | tin |
| fun | bun | sun | | nun | run | gun |
| hen | sent | went | | send | men | bend |
| Don | con | fond | | bond | pond | fond |
| r an | wink | sun | | went | pond | send |
| sink | pink | drink | | chink | b link | clink |
| bank | rank | drank | | crank | Frank | sank |
| sunk | chunk | junk | | drunk | junk | sunk |
| wink | chunk | sank | | drunk | link | tank |
| chink | hen | dent | | tint | sank | bond |
| win | hunt | clan | | junk | winning | blink |
| spin | land | hen | | pond | bend | run |
| win | sank | man | | chunk | ink | mend |
| stunt | rank | on | | pink | tent | can |
| drank | win | pen | | drink | Dan | pond |
| ran | junk | sand | | went | bank | sin |
| ran | bank | ink | | pink | sank | drunk |
| in | tin | spin | | bun | gun | den |
| bend | van | stun | | sank | drank | sunk |
| drink | spin | spinning | | running | and | hand |
| pond | bond | tent | | went | sinking | bend |
| drunk | mint | twin | | land | sent | blink |
| lend | men | chunk | | clink | ten | sun |

Drill 38

ing
ang

ong
ung

| | | | | | | |
|---------|---------|-----------|-----------|-------------|-----------|-------|
| s ing | r ing | b r ing | s t r ing | k ing | | |
| b ank | p ang | g ang | r ang | s ang | h ang | |
| c l ang | s l ang | b ang ing | h ang ing | c l ang ing | | |
| s ong | t ong s | t r ong | l ong | a l ong | | |
| r ung | h ung | l ung | d ung | s ung | s t ung | |
| | | | | | | |
| h ang | h ung | s ing | s ang | s ung | s ong | |
| s ong | s t ung | s t ing | s t r ing | s t r ung | s t r ong | |
| s l ing | s l ang | r ung | r ang | r ing | b r ing | |
| k ing | b ang | l ung | l ong | l ong ing | a l ong | |
| | | | | | | |
| sing | lung | hung | rang | bring | slang | clung |
| pang | gang | song | sting | pang | along | stung |
| hanging | ring | tong | song | long | rung | clang |
| tong | hang | ringing | bringing | singing | banging | |

Drill 39

and ound est

| | | | | |
|--------|--------|---------|---------|---------|
| h and | s and | l and | b and | b r and |
| s ound | b ound | r ound | h ound | f ound |
| h and | h ound | b and | b r and | r ound |
| s ound | s and | s t and | b and | b ound |
| r est | b est | n est | ch est | c r est |

| | | | | | |
|--------|---------|---------|--------|------------|-------------|
| l est | p est | qu est | test | w est | g r and est |
| ch est | g r and | b ound | r ound | r ound est | |
| z est | s t and | r ound | b est | h ound | b and |
| s and | c hest | b r and | f ound | c r est | s ound |

| | | | | | |
|-------|-------|-------|--------|----------|-------------|
| land | nest | grand | ground | round | roundest |
| hand | sound | rest | band | ground | best and |
| hound | grand | hand | crest | nest | brand round |
| chest | stand | bound | west | roundest | band test |

Drill 40

all

ill

ell

b all f all c all t all s t all ing w all
ill t ill m ill k ill h ill f ill
g ill b ill ch ill t ill s t ill s p ill
m ill m ill ing r ill b ill b ill ing
w ill w ill ing f ill f ill ing k ill ing

s ell b ell t ell f ell d ell sh ell
w ell N ell s ell s ell ing b ell y ell
s ell ing s m ell ing t ell ing f ell ing

b ill b ell b all t ell t ill t all
s ell s ill s p ell w all w ell w ill
f ell f all f ill f ell ing k ill ing
s ell s t all s t ill s p ell s p ill ing
w all w ill ing w ell d w ell d w ell ing

smelling telling fall filling will willing
hall fell smell shell fill still dwell
dwelling spill swell chill small sell
bill telling spelling mill rill wall fill

Drill 41 – Review

| | | | | |
|-----|-----|-----|-----|-----|
| in | ong | and | est | ill |
| ang | ung | ond | all | ell |

| | | | | | |
|------|-------|-------|-------|-------|--------|
| ring | sing | sting | sling | fling | wing |
| bang | hang | pang | gangs | slang | clang |
| song | along | gong | long | tong | strong |
| hung | rung | lung | dung | sung | stung |

| | | | | | |
|-------|-------|-------|-------|-------|--------|
| hand | and | band | brand | sand | stand |
| bound | sound | hound | found | round | ground |
| nest | best | chest | test | zest | west |
| call | fall | ball | tall | stall | wall |
| fill | till | will | hill | chill | mill |
| well | tell | sell | Nell | fell | shell |

| | | | | | |
|----------|----------|-------|----------|--------|-------|
| ground | grandest | best | fill | fell | fall |
| roundest | till | clung | clang | dwell | pall |
| sing | along | chest | killing | ground | sell |
| slang | grandest | bang | wall | chill | band |
| found | song | fall | bringing | tong | fill |
| pang | tall | lung | gong | Nell | wing |
| hung | sand | rung | bound | fell | brand |

| | | | | | | |
|---------|-------|----------|------|---------|-------|-------|
| song | sing | hound | rest | gang | lung | hill |
| ball | bring | bang | long | sell | band | found |
| rang | stall | brand | sung | bill | tong | well |
| falling | rung | roundest | land | banging | chill | nest |

Drill 42

Initial Consonant Combinations

| | | | | | |
|---------|---------|----------|---------|---------|----------|
| pl ay | pl ow | pl an | pl ight | pl ea | pl ume |
| cl ock | cl aim | cl ub | cl ang | cl ean | cl ip |
| fl ame | fl ed | fl our | fl og | fl it | fl eet |
| bl ink | b lade | bl ess | bl eat | bl uff | bl ack |
| gl oom | gl ass | gl eam | gl ee | gl ide | gl en |
| sl id | sl ave | sl unk | sl ain | sl ight | sl ope |
| pr each | pr ow | pr int | pr une | pr oof | pr ide |
| cr ib | cr ack | cr ush | cr ane | cr eep | cr op |
| fr ill | fr ay | fr ee | fr ock | fr ank | fr esh |
| br ush | br ed | br ight | br ood | br aid | br ink |
| gr and | gr oan | gr eet | gr aze | gr uff | gr ay |
| dr ank | dr ink | dr unk | dr ess | dr ill | dr eam |
| sp an | sp eech | sp ell | sp ill | sp ark | sp ank |
| st all | st and | st ake | st ain | st ill | st one |
| sc ab | sc old | sc owl | sk ate | sk irt | sk ull |
| sm all | sm art | sm ell | sn ail | sn atch | sn eak |
| sw ay | sw eep | sw ell | tw in | tw eed | tw ig |
| pl ank | pl ain | cl ash | cl ing | fl int | fl esh |
| bl ond | bl ed | gl ean | gl obe | sl eet | sl aying |
| pr ess | pr op | cr am | cr eam | fr oze | fr ight |
| br ag | br oom | gr in | gr ade | tr ench | tr ay |
| dr ive | dr um | sp ark | sp eak | st ack | st ake |
| sc um | sc out | sk in | sk ill | sm ack | sm ile |
| sn ake | sn ug | sw eet | sw im | tw ine | tw ain |
| plate | twig | clash | skill | flight | prowl |
| scorn | crop | blend | frail | starch | breach |
| glean | grip | spool | treat | sleeve | dress |
| smack | sneer | swing | plait | crab | fling |
| twain | skirt | prick | smite | blunt | stay |
| glass | sport | slight | swain | clown | snout |
| scant | frock | bringing | groan | tray | drive |

Drill 43

Further Consonant Combinations

| | | | | | |
|---------|---------|---------|---------|---------|----------|
| p ai nt | f ou nt | f ai nt | c ou nt | m ou nt | pl ain t |
| t oa st | y ea st | f ir st | b ur st | c oa st | l ea st |
| h u sk | d e sk | r i sk | d u sk | br i sk | fr i sk |
| c a mp | r o mp | b u mp | l a mp | j u mp | p o mp |
| b u lk | m i lk | h u lk | s i lk | b u lk | sk u lk |
| b e lt | h i lt | qu i lt | p e lt | t i lt | f e lt |
| a ct | f a ct | s e ct | t a ct | tr a ct | f a ct |
| l i ft | t u ft | l e ft | s i ft | r a ft | r i ft |
| r a pt | k e pt | w e pt | sw e pt | sl e pt | cr e pt |

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| spl ash | spl een | spl it | spr ang | spr ay | spr ing |
| str ain | str and | str eet | scr ap | scr eam | scr een |
| str ap | spl een | spr ee | scr ape | spl it | scr ibe |

| | | | | | | |
|--------|-------|--------|--------|-------|--------|---------|
| splash | shelf | wilt | plaint | brisk | tract | sprout |
| dump | spite | feast | strip | skulk | cleft | split |
| belt | gulf | held | crisp | belch | saint | swept |
| milk | help | strive | elm | limp | shrank | boast |
| gasp | scrub | pulp | shrug | drift | slept | frisk |
| strike | bulb | scrap | weld | sprig | film | screech |

Drill 44 – Review

Consonant Combinations

| | | | | | |
|-------|--------|--------|---------|--------|--------|
| plow | clam | flirt | blank | grove | trip |
| drove | speech | steal | scar | snake | say |
| twin | glide | slam | prime | crowd | frog |
| skill | smoke | saint | disk | lamp | quilt |
| gasp | milk | roast | fact | theft | wept |
| spilt | spree | strode | scrub | sprain | strife |
| | | | | | |
| cramp | trust | shrink | stress | plant | dream |
| smelt | spleen | desk | twist | welt | scalp |
| tramp | flame | stand | ground | crust | dwelt |
| stamp | shred | strode | stretch | roast | strict |
| which | split | swept | waist | stream | plump |
| blond | state | trump | speak | greet | strap |
| swift | starch | splash | blend | still | lump |
| scrim | bright | proud | clown | sling | groom |
| gloom | pump | drown | crowd | trust | free |

Drill 45

General Review of Part II

| | | | | | |
|----------|--------|--------|---------|--------|---------|
| ran | bran | win | grin | fun | gun |
| pond | fond | tent | lend | sink | blink |
| tank | prank | chunk | sunk | sung | hung |
| bring | king | hang | banging | long | song |
| band | brand | round | sound | nest | chest |
| call | ball | till | hill | sell | fell |
| | | | | | |
| play | strand | growl | glad | paint | felt |
| cranking | along | split | frisk | bond | sun |
| fill | bill | sell | spell | prowl | cramp |
| boost | slant | strict | blink | lump | stung |
| | | | | | |
| hound | snail | round | stand | found | band |
| bang | slang | plan | small | long | longing |
| flung | slung | plank | skulk | crisp | twist |
| swell | start | gland | flight | spring | swept |
| scream | twin | spin | fact | run | fun |
| ford | well | skin | mend | pond | tent |
| well | fill | hill | swell | spell | scum |
| street | drank | drunk | trunk | slink | drill |
| block | black | clip | clean | clasp | cream |
| ground | sing | wept | felt | sand | tell |
| greet | bray | drive | lift | sound | grand |

Test Covering Part II*

| | | | |
|--------|-------|-------|--------|
| best | bran | drank | drill |
| hung | clan | long | grand |
| sink | blend | hint | found |
| stand | sell | crank | strict |
| sting | blink | rest | run |
| trunk | spell | bring | spill |
| sunk | fun | faint | song |
| ground | fond | sin | split |
| pond | sang | ten | rang |
| rung | | | |

* Each phonogram is represented twice with the exception of initial consonant combinations which occur more frequently.

Part III – Advanced Sounds

Drill 46

| | aw | | au | | ew |
|---------|---------|---------|----------|--------|--------|
| jaw | caw | law | paw | raw | law |
| draw | flaw | claw | dawn | fawn | lawn |
| pawn | brawn | brawl | crawl | hawk | straw |
| laud | Maud | fraud | gaunt | taunt | vaunt |
| haul | maul | Paul | Saul | haunch | launch |
| new | Jew | blew | flew | slew | chew |
| brew | crew | drew | grew | flew | stew |
| jaw | strewn | saw | flew | daub | |
| crawl | new | haul | drew | Paul | |
| drawing | grew | crawl | crawling | shawl | |
| new | chewing | lawn | crew | launch | |
| August | chew | saunter | drawing | drawer | |
| sawing | fault | flaw | slew | strewn | |
| pew | taunt | stew | hawk | awning | |

Drill 47

ook
ind

oy
oi

book cook book look nook rook

took shook brook crook book look

bind find kind bind mind blind

grind cook rind brook bind shook

took grind brook bind book find

boy toy joy Roy troy cloy

joy enjoy enjoying toy toying

oil boil foil coil toil soil

coin loin join joint point void

moist joy boiling toy broil coy

hook boy kind broil crook find

loin shook enjoy void rind grind

cloy brook mind point employ look

blind moist took grinding joining

book coin rook oil boiling coy

Drill 48

| -y -ly | | | | | | -le -ed |
|-----------|---------|--------|----------|---------|---------|------------|
| mud | muddy | hill | hilly | fur | furry | |
| doll | dolly | fog | foggy | hand | handy | |
| dust | dusty | chill | chilly | dusk | dusky | |
| candy | hardy | Billy | jelly | gully | penny | |
| dirty | jelly | dandy | witty | tardy | pity | |
| bad | badly | cold | coldly | short | shortly | |
| tight | tightly | bright | brightly | hard | hardly | |
| deep | deeply | dark | darkly | kind | kindly | |
| silly | lightly | dirty | manly | sandy | freely | |
| newly | pity | sadly | funny | swiftly | twenty | |
| cattle | battle | rattle | prattle | bottle | mottle | |
| settle | kettle | mettle | nettle | little | brittle | |
| dangle | tangle | mangle | jingle | single | mingle | |
| humble | tackle | middle | tickly | grumble | apple | |

Drill 48 (continued)

reach reached ask asked wing winged
pen penned spill spilled spell spelled
junk junked tin tinned team teamed
loaned plowed stayed coaxed shipped burned
handle little spanked inked bettle stirred
sickle longed bumble ranked tumble candle

freely sandy rumble cracked fiddle Billy
hemmed Betty angle thirsty wished twenty
mangle lustly lulled funny mailed slightly
quickly brittle thimble brightly queerly misty

Drill 49

ge
ce

ci
-cy

age page rage sage cage wage

badge dodge ridge edge fudge sledge

forge urge George gem germ fringe

ice nice mice rice face place

fence hence since mince dance glance

force farce cent center dunce ounce

Marge twice pace gentle pounce gem

rice lace fudge stage spice wedge

dancing glancing mincing fencing bouncing

cite city acid circle circus

fancy fleecy mercy tendency saucy

cite glancing saucy acid fancy

city fleecy circus mercy cigar

cage face city tendency since fudge

fencing mercy badge cent fleecy

gem acid farce fringe ice mincing

ounce fancy forcing George bounce

Drill 50 – Review

| | | | | |
|----|-----|-----|-----|-----|
| aw | ook | oi | -le | ce |
| au | ind | -y | -ed | ci |
| ew | oy | -ly | ge | -cy |

saw draw crawl Paul taunt August
flew chew newer cook shook brook
find blind kind boy joy toying
oil void point copy muddy dusky
badly deeply surly battle turtle mangle
reached ripped harmed Madge germ gently
place since cent cite mercy civic

grudge flaw fault crook mind enjoying
puzzle strewn dirty city canned saucy
exploit nightly farce fancy twice furry
hewer haunch unkind spurned broil edge
settle coy took gully hawk circle
twenty chew bauble tinge binder boiled
circus fancy employ auburn brook booty

Drill 51

| | | | | |
|-------------|-------------|-------------|-------------|------------|
| | aught | | | pro |
| | ought | | | other |
| aught | caught | taught | naught | fraught |
| daughter | slaughter | naughty | haughty | |
| nought | bought | fought | sought | thought |
| caught | brought | naughty | fought | daughter |
| protest | provide | proclaim | produce | profane |
| pronoun | promote | produce | protest | proclaim |
| other | mother | smother | grandmother | stepmother |
| mothering | brotherly | grandmother | stepmother | |
| program | another | pronoun | brother | other |
| brought | provide | naughty | smother | prolong |
| thoughtless | projecting | slaughtered | aught | |
| another | promote | ought | mother | taught |
| protect | haughty | fought | profound | sought |
| daughter | grandmother | prohibit | other | |

Drill 52

| | re- be- | | de- pre- | |
|----------|------------|---------|-------------|---------|
| return | remark | remind | report | recall |
| redeem | reduce | refine | reform | refund |
| regain | regard | regreat | relate | relent |
| remain | remote | repast | repeat | recoil |
| betide | bewail | befell | behold | behave |
| begun | bequeath | behold | begin | begin |
| defeat | deface | depart | depend | devout |
| devote | device | detest | deform | detail |
| demand | denote | defend | defraud | define |
| pretend | precise | prefer | precept | predict |
| pretext | prevail | prevent | prescribe | prepaid |
| reform | return | devour | detest | befell |
| prefer | pretext | remark | remind | depend |
| prevent | deform | predict | befall | behind |
| belong | bewail | pretend | return | retire |
| returned | repast | beseech | detest | repeat |

Drill 53

-sion

-ation

-tion

- ution

pension passion admission confession discussion

permission profession expansion commission

addition condition intention fiction fraction

petition production contention tradition action

nation station relation sensation plantation

formation information starvation generation

solution persecution distribution institution

constitution contribution evolution execution

solution distraction domination expansion

reduction station permission persecution

transportation discussion nation distribution

intention relation expression substitution

affection procession formation dimension fiction

Drill 54 – Review

| | | | | |
|--------------|------------|---------------|--------------|----------------|
| | aught | | re- | -sion |
| | ought | | be- | -tion |
| | pro- | | de- | -ation |
| | other | | pre- | -ution |
| naught | naughty | taught | daughter | haughty |
| nought | thought | sought | thoughtless | ought |
| produce | pronoun | protect | proportion | proclaim |
| other | stepmother | another | brother | smother |
| return | regret | relate | refine | remain |
| bequeath | begin | befell | bewail | beholding |
| detest | defraud | demand | devour | depart |
| predict | prepaid | prefer | prescribe | revail |
| admission | expression | confession | permission | |
| action | protection | tradition | intention | fiction |
| station | plantation | information | starvation | |
| solution | execution | institution | distribution | |
| protector | fought | daughter | profane | brotherly |
| projecting | repast | beside | device | pretend |
| expansion | petition | determination | constitution | |
| naught | nought | application | prefer | multiplication |
| contribution | begin | others | attention | passion |
| slaughter | reception | began | prediction | motherly |
| pension | execution | description | thought | sought |

Drill 55

General Review of Part III

draw drawn maul haunch strew blew look shook
bind grind oil coin toy enjoy dusty tardy
tightly darkly jingle crackle whipped loaned
gem germ mince center acid cigar fancy mercy
naughty taught thought bought provide produce
another brother refine recoil bewail being
device detail prefer predict profession passion
mention fiction starvation station execution solution

awning look furry page naught regret expansion
slew rind kindly protect betide production new
toy purple fleecy mother demand plantation Maud
join redeemed city fought ounce prepaid began
crawl German motherly joy circus pretext broil
constitution pickle haughty steamed happy behind
discussion cent took ought saucy haul tradition
information contribution cage dunce grew pretend
others finding cooled brawn Paul nook enjoying

point chilly tangle loomed forge tendency caught
pronoun ought remark behave defraud operation
admission action loin shook distribution dawning
troy battle edge jewel funny refund formation
proclaim sought addition circle daughter fancy ice
depend pension mannerly persecution grandmother coy

Test Covering Part III*

return saw loaned city detain intention
partly kind brook rumble brought laud
pretend boiler cage deform draw new
ice taught pension boy station proclaim
badly before other since solution caught
germ fancy constitution enjoy oiled blind
passion candy cite protect blew took
information fault began apple reform predict
mercy fought mother addition

* Each sound is represented twice.

Part IV – Supplementary Exercises

Exceptions to Configurations Previously Taught

Exercise 1

ea

| | | | | |
|---------|---------|---------|---------|-----------|
| head | dead | dread | tread | bread |
| stead | spread | ahead | behead | instead |
| steady | ready | readily | deadly | realm |
| bear | deaf | sweat | sweater | headlight |
| weather | leather | feather | heather | leathern |
| heavy | heaven | leaven | heavily | readiness |
| meant | read | breast | forbear | spreading |

Exercise 2

ow

| | | | | | |
|-----------|---------|----------|-----------|---------|---------|
| low | show | tow | slow | flow | glow |
| blown | shown | grown | growing | glowing | crowing |
| bowl | blowing | lowly | widow | willow | pillow |
| fellow | follow | hollow | shadow | minnow | elbow |
| lowland | rainbow | snowball | following | grower | |
| snowflake | rowboat | shadowed | lowly | slowly | |

Exercise 3

th

| | | | | | |
|-------|--------|--------|-------|-------|-------|
| bath | path | hath | Smith | cloth | tooth |
| thin | thing | think | thick | third | three |
| thank | throat | throne | girth | mirth | birth |
| filth | forth | fifth | north | south | mouth |

Exercise 4

ive

| | | | | |
|-----------|---------|------------|-----------|-----------|
| give | forgive | active | captive | massive |
| passive | pensive | festive | plaintive | expensive |
| extensive | outlive | respective | attentive | |

Configurations not Previously Taught

Exercise 5

kn

gn

| | | | | | |
|-------|------|-------|-------|--------|-------|
| knew | knob | knit | knelt | knell | knead |
| knock | knee | knave | knife | knight | knot |
| ghash | gnat | gnaw | gnat | gnash | |

Exercise 6

wr

wrench write wrote written wrought wren
wring wriggle wrinkle wrung wreck wrangle

Exercise 7

ph

phosphate Ralph phone Philip asphalt nephew
elephant emphatic telephone telegraph phantom

Exercise 8

ould

could should would couldn't shouldn't wouldn't

Exercise 9

talk chalk walk balks talk balked

Exercise 10

alm

balk calm palm alms calm balk

Configurations not Previously Taught (continued)

Exercise 11

ex con dis

exist expect expel explore exclaim excuse
expense export exert exhale extend expert
conceal concern confess confide conform concern
conduct consult contain contend confirm consent
discord discount discredit discuss disgust disgrace
discover discreet discard disclaim discontent disturb

Exercise 12

ous -ful

joyous clamorous ponderous marvelous previous
gorgeous victorious industrious nervous geneous
playful awful handful bashful mindful previous
gorgeous victorious industrious nervous geneous
playful awful handful bashful mindful
powerful thoughtful wistful shameful
armful cheerful bashfulness cheerfulness

Configurations not Previously Taught (continued)

Exercise 13

wor

world worst worship worry worse worthy
work word worm worker worldly workman

Exercise 14

war

ward war wardrobe warble warlike warn
warp ward warbler warm warmer warning

Exercise 15

air

are

chair airy dairy pair stair
repair despair hair horsehair hairy
mare spare snare share stare tare
dare care fare declare stare scare
welfare flare nightmare silverware

Exercise 16

eigh

weigh weight eight eighty neigh
sleigh eighteen freight neighbor

Configurations not Previously Taught (continued)

Exercise 17

ie

chief brief grief shield fierce pierce
brownie priest pier fiend niece

Exercise 18

Monosyllables ending in y or ie

by my sly ply fly sky spy
fry pry dry cry try shy why
pie die lie tie hie fie pie

Exercise 19

oll

roll toll troll stroll scroll poll
roller enroll enrollment swollen

Exercise 20

oe

toe woe foe doe hoe Joe
toes goes tiptoe

Exercise 21

| o ending | | | | | e ending | |
|----------|-------|-------|--------|--------|----------|-----|
| go | no | so | lo | ho | Jo | fro |
| motto | banjo | piano | Eskimo | Mexico | | |
| he | she | me | the | we | be | |

Word Building Exercises and Compound Words

Exercise 22

Word Building

| | | | | | |
|-----|------|-------|-----------|----------------|---------------|
| it | pit | spit | split | splinter | splintered |
| an | and | band | brand | bandish | brandishing |
| an | and | sand | stand | strand | stranding |
| or | for | form | inform | informing | informingly |
| sea | seam | steam | stream | streamer | streamers |
| at | ant | pant | plant | transplant | transplanting |
| it | itch | witch | twitch | twitching | |
| or | port | sport | transport | transportation | |
| in | ink | wink | tiwnkle | twinkled | |

Exercise 23

ever

ever never sever however whenever

ever everything evergreen everlasting

Exercise 24

under

under sunder asunder plunder undershirt

understand underbrush underground underneath

Exercise 25

sea

sea seacoast seaman seaport

seasick seaside seamen seashore

Exercise 26

post

post postcard postman

postmaster postpone posting

Exercise 27

school

school schoolboy schoolhouse schoolmaster

Word Building Exercises and Compound Words (continued)

Exercise 28

house

household housetop housekeeper housewife hothouse

Exercise 29

over

overjoy overcoat overtake overalls overwhelm
overlook overturn overthrew overpower moreover

Exercise 30

some

come

some somehow something sometime someone
something irksome loathsome lonesome

come comer coming income become
welcome overcome becoming newcomer

Exercise 31

where

there

whereas whereat wherefore wherein
whereon whereupon wherever wherewith
therefore thereafter therein thereupon
therewith thereon thereby thereto

Word Building Exercises and Compound Words (continued)

Exercise 32

Final e dropped before vowels

| | | | | | |
|--------|--------|---------|----------|---------|-----------|
| pale | paler | palest | wide | wider | widest |
| cute | cuter | cutest | sane | saner | sanest |
| ripe | riper | ripest | lame | lamer | lamest |
| fine | finer | finest | tame | tamer | tamest |
| make | maker | making | wave | waver | waving |
| mine | miner | mining | line | liner | lining |
| race | racer | racing | bake | baker | baking |
| ice | icy | survive | survivor | fleece | fleecy |
| wading | dined | palest | hiding | spicy | shining |
| liking | chased | waving | stony | expired | imitating |

Exercise 33

Final e kept before consonants

shame shameless like likely likeness
side sideboard sidelong base baseball basement
wake wakeful pale paleface fine fineness
lone lonely shape shapeless
hopeless timely lifeless homeless
purity blameless casement rudeness nameless
battle battleship battlement humble humbleness

World Building Exercises and Compound Words (continued)

Exercise 34

y changing to ies or ied

| | | | | | |
|-----|-------|-------|-----|-------|-------|
| cry | cries | cried | dry | dries | dried |
| fry | fries | fried | ply | plies | plied |
| shy | shies | shied | try | tries | tried |
| pry | pries | pried | spy | spies | spied |

Exercise 35

Plurals

| | | | | | |
|-------|--------|-------|--------|-------|--------|
| cat | cats | cart | carts | book | books |
| stop | stops | hat | hats | staff | staffs |
| brick | bricks | seat | seats | lap | laps |
| hope | hopes | make | makes | fight | fight |
| can | cans | club | clubs | bid | bids |
| bed | beds | fall | falls | barn | barns |
| fur | furs | cow | cows | paw | paws |
| hive | hives | store | stores | rain | rains |

Exercise for Letter Confusions

Exercise 36*

| b | d | p | b-d-p | |
|-------|-------|-------|-------|-------|
| ball | dash | pay | pad | big |
| bell | dime | pail | bell | bit |
| best | dad | pill | best | fed |
| big | did | pile | deep | stoop |
| bill | dig | pipe | did | seed |
| bit | dam | pool | dam | fob |
| back | dark | peel | pool | code |
| bank | drink | peach | peach | tub |
| bob | day | pan | cap | pail |
| boot | dear | park | dash | had |
| bite | seed | cap | dime | bad |
| cab | feed | clap | back | pond |
| rob | rode | stoop | boot | bend |
| sob | food | chap | rode | bade |
| rub | fled | harp | clap | hope |
| scrub | fed | cape | deep | paint |

Exercise 37*

| m | | n | | m – n | |
|-------|-------|------|-------|-------|-------|
| mad | roam | rain | nib | can | fan |
| made | bloom | pain | note | need | soon |
| milk | dam | nest | seen | man | swim |
| maim | swim | nice | neck | team | mice |
| might | swam | soon | noble | nest | mine |
| meat | mice | non | fine | moon | main |
| mile | mill | nun | nine | might | roam |
| same | aim | can | stone | seen | bloom |
| team | lame | need | sane | neck | |
| time | | fan | | time | |

*To be read by columns

Hegge-Kirk-Kirk Remedial Reading Method

Notes from:

Teaching Reading to Slow-Learning Children (1940)

by Kirk, A. Samuel and Marion Monroe.

The Fernald, Monroe, and Gates methods have been used primarily with mentally normal children. Hegge, Kirk, and Kirk¹ have devised a method which was used primarily with mentally retarded and dull-normal children. *The Remedial Reading Method* described by Kirk² is in the initial stages primarily a phonic method, which differs from the conventional phonic systems in its completeness, and in its emphasis on certain principles of learning and retention. He states that the present-day experiments and discussion on phonics are not usually applicable to the individual treatment of reading defects, but rather have been used for the classroom teaching of the normal child, that is, either normal in intelligence or in reading for his mental capacity. The method has proved successful with children who had failed to profit from various conventional school methods over a period of years.

The *Remedial Reading Drills* are described as follows: Gross organization of drills. The drills are divided into four parts.

Part I includes the most frequent sounds, namely the sounds of the consonants, the short vowels, and the sounds of *ee, sh, oo, ch, tch, ar, ay, ai, or, old, ea, oa, ck, cw, mi, ing, all, ight, th, wh, qu, er, ir, ur*, and final *e*.

Part II consists of certain combinations of sounds previously learned in isolation: *an, in, un, en, on, ink, ank, unk, ang, ong, ung, and, ound, est, ill, ell*, and consonant combinations.

Part III consists of more advanced and less frequent sounds presented in word wholes: *Jaw, Paul, new, took, find, boy, boil, muddy, badly, little, seemed, asked, age, ice, city, fancy, taught, ought, protest, other, return, before, defend, prevent, pension, addition, plantation, solution*.

Part IV includes some supplementary exercises consisting of exceptions to sounds presented in the drills, configurations not previously taught, word building exercises, and exercises on sounds whose letters are frequently confused, such as *b, d, p, m, n*.

Organization within the drills. Instead of being arranged in columns, the words are printed in lines reading from left to right for the purpose of developing dextral eye movements at the outset of training. This is necessary because of the great number of cases who have a tendency to read from right to left.

In Parts I and II the sound units are separated so as to facilitate perception and discrimination. This procedure also indicates to the child that the letter or letter group is the unit and not the complex word or sentence which has previously frightened him. Drill 1 is fairly representative of the organization of the drills. It included words having the short vowel *a* (as in cat) and most of the consonants. It is divided into four parts which are arranged in a systematic order according to the following principles. The **first part** of Drill 1 is very simple in that within each line only the initial consonants differ from that of the following word, thus:

s a t m a t r a t etc.
c a p s a p m a p etc.

Thus the child is confronted, not with two totally different words but with similar words differing only in the initial consonant. The reason for this beginning is evident when one considers that the child must start with the units which are most easily acquired, rather than with the units which are most frequent in the language.

The **second section** of Drill 1 is a similar presentation of a different problem, using much the same words:

s a t s a p S a m etc.
m a p m a n m a d etc.

In this section the words have been arranged in such a way that only the final consonant in each word changes. This is necessary because after reading the first section some children may learn to disregard the last sound. This arrangement introduces a different approach for both the visual and oral response.

In the **third section** the problem of sounding and blending is slightly more complex, in that both consonants are different in consecutive words, although for the most part the same words are used as in the first two sections:

s a t m a n f a t t a n etc.

In the **fourth section** the same words are repeated again, but the letters are spaced more closely, and the child is now approaching normal word reading, although still by the phonic method. The fourth section is as follows:

sat cap rag can etc.

Whenever possible every drill in Part I follows this general method of construction. Drill 2 is similar to Drill 1 with the exception that the sound of short *o* (as in hot) is presented instead of short *a* (as in cat). Drill 3 is a review of both *a*, and *o* and incidentally of the consonants. Drill 4 introduces the sound of short *i* as in sit (and Drill 5 reviews *a*, *o*, and *i*).

By the time Drill 7 is reached the child has already had much repetition of the consonants and of the four short vowels, *a*, *o*, *i*, and *u*.

Drill 8 introduces the sound of *ee* as in k-*ee*-p. Because one of the principles of the system is the progression of easy acquisition to that of more difficult, the sound of *ee* is introduced. The sound of *ee* is presented as a configuration, separated from the consonants so that a child will learn to respond to *ee* as a whole, and not by any rules which he must learn. The words are presented thus: d-*ee*-d, f-*ee*-d, etc. The symbol *ee* is presented as a sound in itself in the same way as short *a* was presented as a sound in Drill 1. Furthermore, the same system of hanging only the initial consonant, then only the final consonant, etc., is continued. Other common configurations such as *ay*, *oo*, etc., are next presented in successive drills.

Review drills are introduced frequently for several reasons. The first is to give the slow learner further drill on the sounds he has learned without going back, and the second is the presentation of various sounds in the same drill, which is more complex than the presentation of only one sound in each drill. The review drills are probably the most essential part of the drills because they require the differentiation of sounds that have been learned in a different setting. . . .

Part II presents words in a slightly different manner. Instead of reading the word hand as *h-a-n-d*, the child is now requested to read the words thus *h-an-d*, *s-an-d*, *w-en-t*, etc. Part II is devoted to many of the same sounds that occurred in Part I but here they are presented in such a way as to increase facility in sounding. The reason for this arrangement is to increase the unit of response, for the final aim is smooth reading, after first teaching the reading of words, then phrases and finally sentences.

Part III is for more advanced children who have gone through the first two parts and who are now reading by sounding words very rapidly. They are required to read all the new words in syllables or as wholes.

Part IV presents supplementary exercises and certain sounds which could not be systematically presented in the drills. These exercises may be used with children who are having particular difficulty with certain responses, such as the confusion of *b*, *d*, *p*, or *m*, *n*.

¹THORLEIF HEGGE, SAMUEL A. KIRK, and WINIFRED KIRK, *Remedial Reading Drills*, pp. 1-58.

²SAMUEL A. KIRK, *Manual of Directions for Use with the Hegge-Kirk Remedial Reading Drills*, pp. 11-14.

The above notes were made on April 20, 2003 by Donald Potter, from *Teaching Reading to Slow-Learning Children*. by Kirk, A. Samuel and Marion Monroe. (Houghton Mifflin Co., 1940), pp. 161 – 164.

Specific Directions for Teaching, Phonics

Since teachers colleges and schools of education have eliminated instruction in phonics it may be well to give briefly a system of phnoics which may be used in classrooms with mentally retarded children. ...

The method of teaching phonics for classroom use proposed here is an adaptation of an individual method applied to mentally retarded reading disability cases. According to this method the following suggestions are given:

1. Before phonics is begun, the teacher should introduce ear training so that the child knows words are composed of sounds. After this training of auditory memory and discrimination by means of reading, rhythms, and other games given in Chapter III, the child is ready for phonics.

2. The children should be taught the sounds of the consonants and the sound of one vowel, preferably the short sound of *a*. If the children know the word *cat* by sight they can be shown that it is made up of the sounds *c-a-t*. Then they can be presented with other simple words such as: *f-a-t*, *r-a-t*, *r-a-n*, *m-a-n*, and the like. At first the children may have difficulty in sounding out the words and in blending the sounds into a word, but if the teacher starts at a simple level and gradually increases the difficulty, the children will soon learn to use the sounds of the single consonants and the sound of the vowel *a*.

A variety of presentations may be utilized. After the teacher has given the sound of the short vowel *a*, five or six consonants may be taught and presented in words with the vowel *a*. A child may sound out the words and say them, or one child may sound out a word while the class tries to identify it. In this way training is given in sound blending, and in identifying the sounds of some of the consonants and the short vowel *a*.

This method of presentation differs somewhat from most published phonic systems. In the past, two general methods, have been used. One method proposes that the initial consonant and the vowel be combined as one sound, such as *ca-t*, *sa-t*. The other system combines the vowel with the final sound, such as *s-at*, *c-at*. (Mentally retarded children are confused by both of these

methods.) The retarded child tends to repeat the consonant with the vowel in other sounds once he has fixated a certain sound combination. To illustrate, if the child has learned *c-at*, *s-at*, *m-at*, and is presented with *c-ap*, he tends to read it as *c-at-p*. Or if the child is presented with *ca-t*, *ca-p*, *ca-n*, and is later presented with *co-b*, *co-p*, and the like, he will tend to read them as *ca-o-b*, *ca-o-p*. *With mentally retarded children, therefore, it is best to teach them the individual sounds, whether or not they are individual letters or groups of letters.* The word *cat* should be sounded as three distinct sounds, *c-a-t*, rather than two sounds. The word *feed* should be presented as three sounds, namely *f-ee-d*. This method will avoid confusion and perseveration on the part of the retarded child.

During the reading period the teacher should not ask a child to sound out a word if he has not been taught the sounds. For example, if the child has learned the sounds of the consonants and the sound of the short vowel *a*, and he is confronted with the word *hit*, the teacher should say "*hit*" when the child hesitates over the word so that he will not be confused. On the other hand if the child is confronted in reading with the word *fat*, and he has learned the consonants and the short vowel *a*, he should be asked to sound it. In that way the phonic training given in a separate period is transferred to a reading situation.

3. After the child has learned the sounds of most of the consonants and the sound of the short vowel *a*, he should be given, singly, the sounds of the short vowels *o*, *u*, *i*, and *e*. These should be presented very gradually and in connection with sounds previously learned. After the child learns *a*, the sound of *o* should be introduced in words that the child knows, and in new words as was done in the case of *a*. Then the teacher should present words having *a* in them and also words containing the sound of *o*, such as *hat*, *hot*, *cap*, *cop*, *cot*, *cat*, and the like, so that the child will learn to differentiate the vowels in words. When *u* is introduced and learned a review of *a*, *o*, and *u* should be presented in different words such as *hat*, *hot*, *hut*.

Some of the vowels may cause difficulty. The vowel *e*, for example, occurs more frequently in reading than the other vowels, yet it is more difficult for mentally retarded children to learn. Some exercises in saying *ě* or any other sound which causes difficulty may have to be given by the teacher. It is probable that the sound of *ě* is difficult to learn because it is similar to the sounds of *ã* and *ĩ*.

4. After the vowels and the consonants have been taught the teacher should introduce sounds made up of several letters. Thus the sound of *ee* in *feed*, *seed*, *meet* may be introduced. The child can learn the sound of *ee* as a configuration, the same way he learns the sounds of *a* or *o*, without rules. In this way no confusions are introduced. The sound of *ay* in *day* and *ai* in *maid* should be introduced also as configurations and not by rules.

Erroneous methods of phonic instruction are frequently employed by classroom teachers. One case may be cited. A teacher told the class the symbol *a* was *ay* as in *day*, but that it had four or five different names in the same way as "John" (a boy in the class) had three names, John George Smith. She continued that the symbol *a* was *ã* in *cat*, *ā* in *day*, and the like, until she had demonstrated the five sounds for the letter *a*. A system of this sort for mentally retarded children is probably more confusing than the use of no phonics since it introduces too many complications.

The system presented in this book avoids confusions. The sound of *a*, as in *cat*, is learned only when it sounds *ã*. When it differs from the sound of *a*, in *cat*, it is presented as a new configuration as *ay*, in *day*, or *ai*, in *maid*. Similarly, *e* is presented only as *e*, in *set*. When it differs from this sound there is a new configuration, as *ee* in *feed*, and *ea* in *meat*. The configurations are first separated from the other letters thus: *m-ee-t*.

5. Since mentally retarded children must be presented with simple materials, the phonic configurations that are easiest to learn are first introduced. Secondly, come phonic symbols that appear most frequently. The configuration *ee*, in *feed*, is probably easier to learn than the sound of *e*, in *set*, or than the sound of a vowel which is altered because of a final *e*. The simple sounds should be introduced first, yet there should be no introduction of sounds that appear infrequently in the primary vocabulary.

6. The following presentation of sounds is suggested. The sounds may be varied by the teacher in conformity with the abilities of the children, and in conformity with the book that is being used. The teacher should preview the books that the children are reading and select the sounds that they should know for the new words.

a. Teach the consonants *b, c* (hard), *d, f, g* (hard), *h, j, k, l, m, n, p, r, s, t, v, w*, with the vowel *a*, as in *cat*.

b. Teach the sounds of the short vowels *i, o, u*, and *e* in words with the consonants.

c. Teach sounds such as *oo* (food), *ee* (feed), *ar* (car), *ai* (maid), *ay* (day), *or* (for), *old* (cold), *ea* (meat), *oa* (boat), *ing* (sing), *all* (ball), *er* (her), *ir* (fir), *ur* (fur), *sh* (ship), *ch* (chip), *th* (that), *wh* (when).

d. Combine sounds such as *un, en, in, an, on, ink, ank, unk, ang, ong, ung, and, ound, est, all, ill, ell, ly*.

e. Teach syllabication, suffixes, prefixes, and so forth.

f. The non-phonetic or infrequent sounds such as the *a* in *father* or in *was* should not be taught as sounds. Words with non-phonetic sounds should be taught as wholes without attempting phonics.

7. The child should be encouraged to use his phonetic knowledge in reading. If a child sounds out an unfamiliar phonetic word it will soon become a part of his sight vocabulary. In this way, a method of independent word-recognition is being developed.

8. Certain cautions should always be remembered in teaching phonics to mentally retarded children. First, a casual system of teaching phonics is useless. The child should be able to use phonics when needed. Secondly, emphasis should always be given to comprehension in reading. Phonics is only a means to an end and not an end in itself. Finally, phonics alone as a method of word-recognition is not sufficient for effective reading. In addition to phonics, context clues, syllabication, and other methods should be developed. With the aid of several methods the child can become a more efficient reader.

“Hegge¹ and Kirk² worked with mentally retarded reading disability cases and have demonstrated that a systematic phonics method was effective in teaching reading to mentally retarded children who have failed over a period of years.” S. Kirk, *Teaching Reading to Slow-Learning Children* (1940), p. 115. Here are the two footnotes to this excerpt:

¹Thorleif G. Hegge, “Special Reading Disability with Particular Reference to the Mentally Deficient,” *American Association on Mental Deficiency* (May, 1934), pp. 297-343

²Samuel A. Kirk, “The Effects of Remedial Reading on the Educational Progress and Personality Adjustment of High Grade Mentally Deficient Problem Children.” *Journal of Juvenile Research* (July, 1934), pp. 140-162.

These notes were made on May 5, 2005 by Donald Potter from *Teaching Reading to Slow-Learning Children*. by Kirk, A. Samuel and Marion Monroe. (Houghton Mifflin Co., 1940), pp. 117 – 122.

References to *Remedial Reading Drills* found in Reading Instruction Literature

Remedial Reading Drills (Hegge, Kirk, & Kirk, 1955) which is considered to be a complete program, was developed initially for use with retarded children. The contents of the program are contained in one book, although the approach was discussed by Kirk in 1940. This single-letter phonics program uses a multisensory or kinesthetic approach in learning the letter which represents the sounds. The sounds are blended into words as they are learned, and the changes in one syllable words that are blended are made generally in order to minimize confusion. Those who have used the program with retarded children have reported success. (Kirk, 1940).

From *Teaching Reading to Children with Special Needs* by Patricia Gillespie-Silver (Merrill, 1979), p. 348.

Comments by Rudolf Flesch Concerning *Remedial Reading Drills* from *Why Johnny Can't Read and what you can do about it* (1955)

Fortunately Dr. Harris hit upon a phonics book that was enough in most cases to bring those unhappy children up to par in their reading. (The Hegge-Kirk drills are what I finally used with Johnny. I'll come back to that book later on.) (19)

To begin with, let's **try to isolate Johnny from his word-guessing environment**. While he is in school, that may be difficult or almost impossible. So the best thing will be to go work with him during summer vacations. Let him stop all reading – all *attempts* to read. Explain to him that now he is going to learn how to read, and that for the time being, books are out. All he'll get for several months are lessons in phonics.

This incidentally is important. Take him fully into your confidence and explain to him exactly what you are trying to do. Tell him that you are going to do something new with him – something entirely different from what his teachers did in school. Tell him that this is *certain* to work. Convince him that as soon as he has taken this medicine he will be cured.

Then start him on phonics exercises. At this age the Hay-Wingo book would probably arouse his antagonism. So give him either this book or the only other book of that type that I know: *Remedial Reading Drills* by Thorleif G. Hegge, Samuel A. Kirk, and Winifred D. Kirk. (George Wahr Publishing Company, Ann Arbor, Michigan, \$1.50). Go with him through the drills, one by one, always making sure that he has mastered the previous one before you go on to the next.

Only when you are through – or almost through – with the drills and exercises, start again on reading. At first, let him read aloud to you. Watch like a hawk that he doesn't guess a single word. Interrupt him every time he does it and let him work out the word phonetically. He'll never learn to read if he doesn't get over the word-guessing habit. (114, 115).

... All this means that remedial reading courses concentrate on exactly the opposite of what they should: they strengthen bad habits of guessing instead of curing it.

I hesitate to mention it, but what you should do is something you are not likely to do at all, human nature being what it is: you should learn to read all over again **from scratch**. Ideally, you should take time out from your reading and begin the phonics exercises in this book, or in Hay-Wingo, or in Hegge-Kirk, and do them faithfully from the beginning to end.

Let me defend this "impossible" suggestion with a simple analogy. Suppose you are a garden-variety, hunt-and-peck typist – like me, sitting here at my typewriter and making innumerable horrible, ghastly mistakes. You know as well as I do that the only way to improve hunt-and-peck typing is to start all over again and learn the touch system by dint of pure, unadulterated, old-fashioned drill... Think about it. Are you a **word guesser** or a **real reader**? (118, 119).

(Latest revision by Donald L. Potter, 5/21/05, 10/30/05, 1/23/06)

This Internet Edition was published on the Education Page of the www.donpotter.net web site on 9/15/05 for Free Download. Now everyone can see exactly what Flesch was talking about when he mentioned these drills. I have used them myself and found them to be highly effective.
Donald Potter, Odessa, TX.