Some procedures for the organization of an individualized reading program at the third-grade level are outlined. Plans for preliminary testing, for establishing the reading environment, for assisting in the choice of teaching materials, and for recording pupil performance are presented. Some of the activities suggested to follow reading a book include book reports, choral speaking, dramatization, creative writing, experiments, research, and crafts. Grouping for skill development, sharing experiences, and evaluation of progress is outlined. Samples of book report forms, charts, and a list of practice skills are included.
TITLE: Individualized Reading Third Grade Level

Prepared by: Ruth Quick

Date: October, 1967

4440 Quick Road
Peninsula, Ohio 44264
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The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.
The first step in organizing an Individualized Reading Program is to find the reading level of the children. This may be achieved by using a standardized reading test or an oral reading test. Results of these tests will help you in selecting material for the class; they will also help you in working with each child and in evaluating his growth.

Setting up the program takes time to search for books and gain knowledge of books on many different levels. The selections must be well written and have a high interest level. For a reasonable start there should be a minimum of five books for each student. There must be books for the more successful readers and books for the least able.

Fix up an attractive place in the room for the books. There is no special order needed except very general headings.

Teach the children how to choose books wisely. They should like the book or be curious about it. They should be able to read it with very little help. They should learn to get books and read them without disturbing others.

Teach the children how to get the help they need without disturbing others: They can go to the dictionaries, experience charts, the day's word helper, to the teacher, or to a friend. They can figure it out from context, from a picture, and from the beginning sound.

The children must learn how to prepare a story for you. They must decide which story, or part of a story it shall be. Read it to themselves at least twice; read it aloud softly to a friend. They must know the selection they have chosen, and read it well.

Have the students list their names on the chalkboard for an individual conference.

When everyone is reading his chosen book and all is quiet it is time for the individual conference. The first one on the list from the chalkboard comes to you. The teacher and pupil sit side by side. The child brings a 3x5 card to you, on which he has listed the name of the book and the author. On the back of this card is a list of words he had difficulty with. This is an efficient way to list the books read. During the conference you can find out the main idea and sequence of the story. The child's ability level or the skills that he needs can also be noted. You can find out which characters he likes best, why he thinks the author wrote the book, and how well he reads aloud.

Keep a record of his performance in your notebook or card file. Make a group or individual assignment to correct a certain difficulty. Approve a future project related to an interest, or another type of follow-up. Then you are ready for the next name on the list.
All the children, after reading a book, do an original follow-up of what they have read, such as a book report, choral speaking, dramatization, creative writing, single or maybe an accumulative story book, science experiments, model building, research, craft, maps, and dioramas.

Go back over the records of the individual conferences and study them. Every week most of the children should have worked alone with you twice. From this decide which ones have the same reading problem. Call them to you as a group and work out that difficulty.

It is necessary to group and regroup according to instructional needs. Grouping is a fast way to teach the same skills to a lot of pupils at the same time, but be sure they need that skill.

Have whole class sessions for any kind of planning, for any kind of sharing where an audience is needed, when cooperation is needed to get something done, such as planning a bulletin board, etc.

To guide the children who read only one type of book to develop more interests prepare a chart showing the many kinds of books children are reading.

(Chart)

WHAT ARE YOU READING?

| Fairy Tales | Myths   |
| Science    | Animal Stories |
| Mysteries  | Sports      |
| Adventure Tales | Tall Tales |
| Poetry     |            |

To provide for vocabulary development they make their own dictionaries of new and interesting words. They show their understanding of the meaning by using them in sentences or illustrating them graphically.

Have children look for specific kinds of words: funny words, noisy words, picture words, etc.

Some questions that may be asked to check on pupils' comprehension and attitudes are listed below:

1. Do you like the story? Why?
2. Who is the hero in the story?
3. What is the hero like?
4. Do you admire any of the characters in the story? Why do you admire them?
5. Did you come across any interesting facts that you never knew before?
6. Do you know anybody who reminds you of one of the people in the story?
7. Do you think you would have finished the story in another way? How?
8. Is the author writing about people who are living today or people who lived a long time ago? How do you know?

9. Would you like to have a friend like the main character in the story?

10. Have you read other stories about animals?

11. Do you think the author likes animals?

12. Would you like to visit the country you have just read about? How do you think the people live there? Do you think they have as much fun as you?

13. Can you read some passage and try to imitate for us how the characters spoke?

14. How did you happen to select this book?

15. If you wanted to recommend this book to a friend, what would you tell him to make him want to read it?

16. Why did the author write this book?

17. Why did the author choose this title?

18. Is there anything in this book that you would like, or not like, to happen to you?

Some ways of sharing books and ideas of follow-up work are as follows:

1. Written book reports

2. Oral reports
   a. to the teacher
   b. to the class
   c. to a small group

3. Puppet reports

4. Movie follow-up

5. Pictures of main events in sequence

6. Illustrate most exciting events, or best liked

7. Make book jacket for the story

8. Make diorama of favorite part of the story

9. Make a miniature stage setting for exciting scene

10. Prepare a dramatization of a part of the story

11. Make list of questions to ask others who have read the story

12. Illustrate the main characters
13. Write title or sentences for illustrations

14. Find picture words to illustrate each letter of the alphabet and draw illustrations

15. Find words that look alike

16. Find words that:
   --mean the same
   --mean the opposite
   --are written the same but have different meanings

17. Choose a page in a story; make a list of all the words that begin with capital letters; be able to tell why

18. Write an original ending of the story

19. Write an original story based on the book

20. Tell the main part of the book

21. List new and unusual words

22. Television, movie and radio script

23. Book reviews

24. High points of the book

25. A biographical sketch of a character

26. Give the story action on a flannel board

27. Make paper doll illustrations of characters.

All children need a good foundation in phonics and word attack skills, so they will know how to read and spell.

By the third grade the children should understand syllabication, prefixes, suffixes, long and short vowel sounds, first and last consonant sounds, identify root words, accented and unaccented syllables, consonant blends, alphabetizing, dictionary skills, etc.

Prepare for each child a copy of Dr. Walter E. Barbe's reading skills check list on third grade level for the skill needed.
# BARBE READING SKILLS CHECK LIST

<table>
<thead>
<tr>
<th>(Last Name)</th>
<th>(First Name)</th>
<th>(Name of School)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>(Age)</th>
<th>(Grade Placement)</th>
<th>(Name of Teacher)</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## I. Vocabulary:

### A. Word Recognition

1. Recognizes Dolch 220 Basic Sight Words

<table>
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<tr>
<th><em>a</em></th>
<th><em>as</em></th>
<th><em>again</em></th>
<th><em>about</em></th>
<th><em>any</em></th>
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</thead>
<tbody>
<tr>
<td><em>all</em></td>
<td><em>away</em></td>
<td><em>ate</em></td>
<td><em>after</em></td>
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<tr>
<td><em>am</em></td>
<td><em>be</em></td>
<td><em>black</em></td>
<td><em>always</em></td>
<td><em>both</em></td>
</tr>
<tr>
<td><em>an</em></td>
<td><em>black</em></td>
<td><em>but</em></td>
<td><em>around</em></td>
<td><em>bring</em></td>
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<tr>
<td><em>and</em></td>
<td><em>brown</em></td>
<td><em>cold</em></td>
<td><em>ask</em></td>
<td><em>carry</em></td>
</tr>
<tr>
<td><em>are</em></td>
<td><em>by</em></td>
<td><em>cut</em></td>
<td><em>because</em></td>
<td><em>clean</em></td>
</tr>
<tr>
<td><em>at</em></td>
<td><em>came</em></td>
<td><em>fast</em></td>
<td><em>been</em></td>
<td><em>could</em></td>
</tr>
<tr>
<td><em>big</em></td>
<td><em>did</em></td>
<td><em>first</em></td>
<td><em>before</em></td>
<td><em>done</em></td>
</tr>
<tr>
<td><em>blue</em></td>
<td><em>eat</em></td>
<td><em>five</em></td>
<td><em>best</em></td>
<td><em>don't</em></td>
</tr>
<tr>
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<td><em>fall</em></td>
<td><em>fly</em></td>
<td><em>buy</em></td>
<td><em>draw</em></td>
</tr>
<tr>
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<td><em>find</em></td>
<td><em>four</em></td>
<td><em>does</em></td>
<td><em>drink</em></td>
</tr>
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<td><em>for</em></td>
<td><em>give</em></td>
<td><em>for</em></td>
<td><em>eight</em></td>
</tr>
<tr>
<td><em>do</em></td>
<td><em>get</em></td>
<td><em>goes</em></td>
<td><em>found</em></td>
<td><em>every</em></td>
</tr>
<tr>
<td><em>down</em></td>
<td><em>going</em></td>
<td><em>going</em></td>
<td><em>full</em></td>
<td><em>hurt</em></td>
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<tr>
<td><em>funny</em></td>
<td><em>have</em></td>
<td><em>got</em></td>
<td><em>gave</em></td>
<td><em>know</em></td>
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<td><em>go</em></td>
<td><em>her</em></td>
<td><em>green</em></td>
<td><em>grow</em></td>
<td><em>light</em></td>
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<td><em>had</em></td>
<td><em>hold</em></td>
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<td><em>his</em></td>
<td><em>has</em></td>
<td><em>how</em></td>
<td><em>never</em></td>
</tr>
<tr>
<td><em>help</em></td>
<td><em>if</em></td>
<td><em>hot</em></td>
<td><em>just</em></td>
<td><em>own</em></td>
</tr>
<tr>
<td><em>here</em></td>
<td><em>into</em></td>
<td><em>its</em></td>
<td><em>keep</em></td>
<td><em>pick</em></td>
</tr>
<tr>
<td><em>I</em></td>
<td><em>laugh</em></td>
<td><em>long</em></td>
<td><em>kind</em></td>
<td><em>right</em></td>
</tr>
<tr>
<td><em>in</em></td>
<td><em>let</em></td>
<td><em>made</em></td>
<td><em>much</em></td>
<td><em>seven</em></td>
</tr>
<tr>
<td><em>is</em></td>
<td><em>live</em></td>
<td><em>many</em></td>
<td><em>must</em></td>
<td><em>shall</em></td>
</tr>
<tr>
<td><em>it</em></td>
<td><em>many</em></td>
<td><em>new</em></td>
<td><em>now</em></td>
<td><em>show</em></td>
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<tr>
<td><em>jump</em></td>
<td><em>my</em></td>
<td><em>not</em></td>
<td><em>off</em></td>
<td><em>their</em></td>
</tr>
<tr>
<td><em>like</em></td>
<td><em>no</em></td>
<td><em>of</em></td>
<td><em>once</em></td>
<td><em>them</em></td>
</tr>
<tr>
<td><em>little</em></td>
<td><em>old</em></td>
<td><em>open</em></td>
<td><em>only</em></td>
<td><em>then</em></td>
</tr>
<tr>
<td><em>look</em></td>
<td><em>on</em></td>
<td><em>please</em></td>
<td><em>round</em></td>
<td><em>there</em></td>
</tr>
<tr>
<td><em>make</em></td>
<td><em>one</em></td>
<td><em>or</em></td>
<td><em>sleep</em></td>
<td><em>these</em></td>
</tr>
<tr>
<td><em>me</em></td>
<td><em>put</em></td>
<td><em>our</em></td>
<td><em>small</em></td>
<td><em>think</em></td>
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<tr>
<td><em>out</em></td>
<td><em>saw</em></td>
<td><em>pull</em></td>
<td><em>take</em></td>
<td><em>those</em></td>
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<tr>
<td><em>play</em></td>
<td><em>said</em></td>
<td><em>read</em></td>
<td><em>tell</em></td>
<td><em>together</em></td>
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<tr>
<td><em>pretty</em></td>
<td><em>she</em></td>
<td><em>saw</em></td>
<td><em>thank</em></td>
<td><em>use</em></td>
</tr>
<tr>
<td><em>ran</em></td>
<td><em>sit</em></td>
<td><em>say</em></td>
<td><em>that</em></td>
<td><em>very</em></td>
</tr>
<tr>
<td><em>red</em></td>
<td><em>some</em></td>
<td><em>sing</em></td>
<td><em>they</em></td>
<td><em>want</em></td>
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<tr>
<td><em>ride</em></td>
<td><em>stop</em></td>
<td><em>six</em></td>
<td><em>this</em></td>
<td><em>warm</em></td>
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<tr>
<td><em>run</em></td>
<td><em>three</em></td>
<td><em>soon</em></td>
<td><em>too</em></td>
<td><em>wash</em></td>
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<tr>
<td><em>see</em></td>
<td><em>today</em></td>
<td><em>ten</em></td>
<td><em>try</em></td>
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</tr>
<tr>
<td><em>so</em></td>
<td><em>two</em></td>
<td><em>upon</em></td>
<td><em>under</em></td>
<td><em>what</em></td>
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<tr>
<td><em>the</em></td>
<td><em>was</em></td>
<td><em>us</em></td>
<td><em>walk</em></td>
<td><em>when</em></td>
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<tr>
<td><em>to</em></td>
<td><em>will</em></td>
<td><em>who</em></td>
<td><em>well</em></td>
<td><em>where</em></td>
</tr>
<tr>
<td><em>up</em></td>
<td><em>work</em></td>
<td><em>why</em></td>
<td><em>were</em></td>
<td><em>which</em></td>
</tr>
<tr>
<td><em>we</em></td>
<td><em>yes</em></td>
<td><em>wish</em></td>
<td><em>white</em></td>
<td><em>would</em></td>
</tr>
<tr>
<td><em>you</em></td>
<td><em>yellow</em></td>
<td><em>your</em></td>
<td><em>with</em></td>
<td><em>write</em></td>
</tr>
</tbody>
</table>
2. Refinement of skills previously taught

a. Compound words
b. Prefixes and suffixes:
   a  dis  ful
   un  in  less
   ex  th  ness
   be  ty

c. Identification of root words
d. Knows all initial consonant sounds (single sounds and blends—up to first vowel in word)
e. Can read all contractions

B. Word Meaning

1. Provided many experiences to increase speaking and reading vocabulary

2. Able to select descriptive and figurative words and phrases

3. Able to supply synonyms, antonyms and homonyms

4. Understands use of elementary school dictionary to find word meaning

II. Word Analysis:

A. Review and refine previously taught skills:

1. All initial consonant sounds
2. Short and long vowel sounds
3. Changes in words by:
   a. adding s, es, d, ed, ing, er, est
   b. dropping final e and adding ing
   c. doubling the consonant before adding ing
   d. changing y to i before adding es

4. Compound words
5. Constructions
6. Vowel rules
   a. vowel in one syllable word is short
   b. vowel in syllable or word ending in e is long
   c. two vowels together, first is long and second is silent

7. Possessive forms
8. C followed by i, e, y makes s sound
   C followed by a, o, u makes k sound
9. G followed by i, e, y makes j sound
   G followed by a, o, u makes guh sound
10. Silent letters in kn, wr, gn

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B. Learns new skills of:
1. Forming plurals
   by adding s, es, ies
   by changing f to v and adding es
2. Similarities of sound such as x and cks (box-blocks)

C. Syllabication rules
1. There are usually as many syllables in a word as there are vowels
2. Where there is a single consonant between two vowels, the vowel goes with the first syllable (pu/pil)
3. When there is a double consonant, the syllable break is between the two consonants and one is silent (lit/tle)

D. Can hyphenate words using syllable rules
E. Understands use of primary accent mark
F. Knows to accent first syllable, unless it is a prefix, otherwise accent second syllable

III. Comprehension:
A. Can find main idea in story
B. Can keep events in proper sequence
C. Can draw logical conclusions
D. Is able to see relationships
E. Can predict outcomes
F. Can follow printed directions
G. Can read for a definite purpose:
   1. for pleasure
   2. to obtain answer to question
   3. to obtain general idea of content
H. Classify items
I. Use index
J. Alphabetize words by first two letters
K. Knows technique of skimming
L. Can determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.)
M. Use maps and charts

IV. Oral Reading:
A. Reads with a pleasing voice quality
B. Reads with adequate volume
C. Reads with clear and distinct enunciation
D. Accuracy in pronunciation
E. Ability to convey meaning to listeners


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A copy of this chart should be in each child's notebook to help in selecting a variety of books to read.

(Chart)

CATEGORIES I HAVE COVERED

Adventure________________________________________
Animal__________________________________________
Autobiography____________________________________
Biography________________________________________
Fantasy___________________________________________
Historical________________________________________
Fiction___________________________________________
Humorous________________________________________
Legends__________________________________________
Plays____________________________________________
Poetry___________________________________________
Science___________________________________________
Social Studies____________________________________
Sports____________________________________________
War_______________________________________________
Health___________________________________________

A check mark is used to indicate the category each book is listed under as the children complete them.

By administering standardized achievement tests, vocabulary tests, and oral reading tests you can measure the progress of the Individualized Reading Program.

Children appreciate the opportunity for self-selection. They develop independence through self-helps.

The teacher's role is to stimulate and guide the children in creative learning.
Some forms of book reports are found below and on the following pages.

**BOOK REPORT**

Name of child__________________________________________

Name of book__________________________________________

Author________________________________________________

Draw a picture about the book.

---

**BOOK REPORT**

Title___________________________________________________

Author_________________________________________________

List three interesting characters________________________________

Pick one and tell why you found him interesting.
BOOK REPORT

Name ____________________ Date ____________________

1. What is the name of the story?

_____________________________________________________________________

2. What is the name of the author?

_____________________________________________________________________

3. Give the story a new name.

_____________________________________________________________________

4. What kind of story is it?

_____________________________________________________________________

5. Is there someone in the story you would like to have as a friend? Why?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

6. Draw a picture about the story.
BOOK REPORT

Title ____________________________

Author __________________________

How I rate this book (circle one)

Excellent    Good    Fair    Poor

The reason for my opinion is:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
BOOK REPORT

The title of the book is __________________________________________

It was written by ____________________________________________

The important characters are: ___________________________________,

_________________________________________________________________,

and __________________________________________________________________.

I like this book because it was _______________________________________

_________________________________________________________________

_________________________________________________________________

The part I like best was when _________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________


Draw a picture about the book.
BOOK REPORT

Answer the following questions (use sentences):

1. Who are the main characters?

2. Who wrote the book?

3. What is the title?

4. Did you like this book? Why?

5. What part did you like best? Why?

6. Can you think of another title for this book?
<table>
<thead>
<tr>
<th>Word by Word</th>
<th>Oral Reading</th>
<th>Comprehension</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Expression</td>
<td>Substitution</td>
<td>Details stated</td>
<td>Main Idea</td>
</tr>
<tr>
<td>Repetitions</td>
<td>Omissions</td>
<td>Speed</td>
<td>Following Directions</td>
</tr>
<tr>
<td>Prefixes</td>
<td>Suffixes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14
READ AND THINK

1. Do the characters in our story act like real human beings? Why?
(Do they have some or all of the following characteristics? Remember! We all have the same desires!)

(1) own things
(2) gain power
(3) be admired
(4) have fun
(5) be free from pain
(6) have friends
(7) improve ourselves
(8) help others
(9) be loyal to a cause
(10) enjoy the beautiful


3. Does the author wish to entertain you or inform you? What makes you think so?


5. Does the book inspire you to do better? Why?

6. Did you learn about different people, places and their customs?

7. Does the story portray human feelings?

(1) happiness
(2) fear
(3) strangeness
(4) friendliness
(5) sadness
(6) embarrassment, etc.

Remembering Details!

1. Who are the characters by name? (The main people in the story whether heroes, heroines or villains.)

2. What is the setting? (This includes the time and place of the story, the occupations and customs of the people.)
PRACTICE SKILLS

I have catalogued the skills and the source materials which will be helpful in providing practice for the child as follows:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Where Found</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowel Sounds</td>
<td>Finding New Neighbors-Workbook</td>
<td>10</td>
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<tr>
<td>(long and short)</td>
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<td></td>
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<tr>
<td>More Vowel Sounds</td>
<td>Friends Far and Near-Workbook</td>
<td>15</td>
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<td>The Vowel i</td>
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<td>Long and Short ea</td>
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<td>Beginnings and Blends</td>
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