This program, one of those included in "Effective Reading Programs...", is used as a supplementary program for over 400 first graders in 17 classes at eight elementary schools. The children, most of whom are white, come from middle-income families in a small city. The program was developed to strengthen the basic reading program by using songs, word riddles, and play-at-home games. Specifically, the program aims to develop early in the first-grade experience the ability to hear and visually recognize separate sounds in words; to familiarize beginning readers with the vocabulary they will later encounter in their basal texts; to develop the meaning of the vocabulary taught; and to present necessary patterned drill without the usual monotony of traditional instruction. Students are taught a traditional first-grade song, which the teacher subsequently uses as the basis for reading skill instruction. Song cards are used to provide sounds in the context of words and words in the context of sentences, and to develop phonetic sounds that include consonants, vowels, blends, diphthongs, and phonograms. The play-at-home games are vocabulary maintenance games. The program operates in the regular classroom. (WB/AIR)
EFFECTS OF A VOCABULARY PROGRAM
SET TO MUSIC ON BASIC FIRST
GRADE READING SKILLS

A Thesis Presented to the Graduate Faculty
of
California State University, Hayward

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

By
Ralph L. Williams, Jr.
August, 1973
EFFECTS OF A VOCABULARY PROGRAM
SET TO MUSIC ON BASIC FIRST
GRADE READING SKILLS

By
Ralph L. Williams, Jr.

Approved:  

Walter  

Date:  

Aug. 2, 1973

Trinidad  

Aug. 3, 1973

iii
The author wishes to express his gratitude to many individuals for their contributions to this study.

For their encouragement, advice, and generous contributions of time, the author wishes to thank Dr. Walter J. McHugh and Dr. Trinidad V. Muller.

The author wishes to thank Phil Brazil, Assistant Superintendent of the Fremont Unified School District, who made this study possible. Appreciation is extended to Roy Piper, Coordinator of Reading for the Fremont schools, who cooperated throughout the project.

Special appreciation is given to the classroom teachers at Vallejo Mill School who assisted in the refinement and piloting of the materials prepared for this project. This appreciation is also extended to the classroom teachers and reading specialists who participated in the experiment at Hacienda, Noll, Alviso, Patterson, Brier, and Azevada Schools in Fremont.

The author thanks Dr. Daniel Muller who helped the writer interpret the statistical data and gave advice on writing the chapter on the Analysis of Data.

My greatest personal indebtedness is to my wife, Linda, for her patience, encouragement, and assistance during the development and the writing of this project.
TABLE OF CONTENTS

ACKNOWLEDGMENTS iv

LIST OF TABLES viii

LIST OF CHARTS ix

Chapter

1. STATEMENT OF THE PROBLEM 1

DELIMITATIONS OF THE STUDY 3

JUSTIFICATION OF THE STUDY 4

2. A REVIEW OF THE LITERATURE AND RELATED RESEARCH 5

INTRODUCTION 5

AUDITORY ABILITIES AS THEY RELATE TO READING 6

VISUAL ABILITIES AS THEY RELATE TO READING 8

LANGUAGE ABILITIES AS THEY RELATE TO MEANING IN READING 11

THE RELATIONSHIP OF MUSICAL ACTIVITIES TO READING 13

3. PLAN AND PROCEDURE OF THE STUDY 20

RESEARCH METHOD 20

DESCRIPTION OF POPULATION 21

Selection of Schools 21

Reading Specialists 22
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL STUDY POPULATION</td>
<td>22</td>
</tr>
<tr>
<td>Size of Population</td>
<td>23</td>
</tr>
<tr>
<td>SCHOOL PROGRAMS</td>
<td>23</td>
</tr>
<tr>
<td>MATERIALS USED</td>
<td>24</td>
</tr>
<tr>
<td>Harper and Row Supplementary Materials and Basal Readers</td>
<td>24</td>
</tr>
<tr>
<td>Sound-Word-Sentence-Meaning Song Cards</td>
<td>25</td>
</tr>
<tr>
<td>TESTING</td>
<td>26</td>
</tr>
<tr>
<td>4. ANALYSIS OF THE DATA</td>
<td>28</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>28</td>
</tr>
<tr>
<td>STATISTICAL PROCEDURES</td>
<td>29</td>
</tr>
<tr>
<td>ANALYSIS OF READINESS DATA</td>
<td>30</td>
</tr>
<tr>
<td>Gates-MacGinitie Readiness Skills Test</td>
<td>30</td>
</tr>
<tr>
<td>Comparison to National Norms</td>
<td>31</td>
</tr>
<tr>
<td>Teacher Variable</td>
<td>32</td>
</tr>
<tr>
<td>Summary of Readiness Data</td>
<td>34</td>
</tr>
<tr>
<td>ANALYSIS OF VOCABULARY AND COMPREHENSION TEST DATA</td>
<td>34</td>
</tr>
<tr>
<td>Analysis of Vocabulary Test Data</td>
<td>35</td>
</tr>
<tr>
<td>Conclusion of Vocabulary Test Data</td>
<td>37</td>
</tr>
<tr>
<td>Analysis of Comprehension Test Data</td>
<td>38</td>
</tr>
<tr>
<td>Conclusion of Comprehension Test Data</td>
<td>40</td>
</tr>
</tbody>
</table>
# Chapter

<table>
<thead>
<tr>
<th>Summary of Analysis</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferences as to the value of the materials</td>
<td>40</td>
</tr>
<tr>
<td>5. Summary, conclusions, and recommendations for further research</td>
<td>42</td>
</tr>
<tr>
<td>Summary</td>
<td>42</td>
</tr>
<tr>
<td>Conclusions</td>
<td>44</td>
</tr>
<tr>
<td>Suggestions for further research</td>
<td>45</td>
</tr>
<tr>
<td>Bibliography</td>
<td>47</td>
</tr>
<tr>
<td>Appendixes</td>
<td>54</td>
</tr>
<tr>
<td>A. Variable Evaluation Form</td>
<td>55</td>
</tr>
<tr>
<td>B. Sound-Word-Sentence-Meaning Song Cards</td>
<td>57</td>
</tr>
<tr>
<td>C. Play-at-Home Games</td>
<td>114</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Gates-MacGinitie Reading Readiness Skills Test</td>
<td>31</td>
</tr>
<tr>
<td>2. Study Population Standard Scores Compared to Gates-MacGinitie Readiness Skills Test's Nationwide Norms</td>
<td>32</td>
</tr>
<tr>
<td>3. Analysis of Teacher Variable</td>
<td>34</td>
</tr>
<tr>
<td>5. A Comparison of Readiness Standard Scores and Vocabulary Standard Scores Achieved by Each Group</td>
<td>37</td>
</tr>
<tr>
<td>6. A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Comprehension Subtest of the Gates-MacGinitie Reading Test</td>
<td>38</td>
</tr>
<tr>
<td>Chart</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>1. A Comparison of Vocabulary and Comprehension Centile Mean Scores Achieved by the Study Population</td>
<td>41</td>
</tr>
</tbody>
</table>
Chapter 1

STATEMENT OF THE PROBLEM

It is suggested by Heilman that "... most basal reader programs might possibly be strengthened by more emphasis on phonic analysis in beginning reading."¹ Durrell lists "... auditory perception of word elements ... " and "... the ability to maintain attention in the reading task"² as two of the four background abilities known to be important in beginning reading. Kuhmerker writes that drill and practice are essential in reading instruction and that music can be used to "... reduce boredom for both children and teachers."³ Relative to this, a number of first grade teachers have observed that many children using the Harper and Row basal series experience difficulty with word recognition when they begin preprimer three. It is also observed that many children at this time also exhibit the inability to maintain attention to the

reading task and that the excitement of learning something new begins to wane. Similarly, some teachers express disdain at the boring task of attempting to maintain, through flashcard drill, the vocabulary that has been taught previously. In addition to this is the problem of also teaching the new vocabulary as it is encountered in the text in an interesting manner. To remediate these problems, some first grade teachers supplement their reading lessons with commercially prepared phonetic programs and dittos along with teacher-made materials. The general weakness of the commercial materials and programs appears to be their lack of correlation with the vocabulary and content of the Harper and Row Basal Reading Program.

The primary purpose of this study will be to determine whether practice with correlated supplementary vocabulary materials that introduce the element of music and song will contribute to the development and improvement of the basic first grade reading skills; specifically, the ability to recognize or analyze isolated words and the ability to read and understand whole sentences and paragraphs.

The test of this study is based on the null hypothesis that the materials prepared by the author will not cause a higher level of achievement in vocabulary skills and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1.
DELIMITATIONS OF THE STUDY

This study was limited to seventeen middle economic-level classes. Nine classes were selected as the experimental group and used the materials prepared for this study concurrently with Harper and Row basal readers and supplementary materials. A separate fifteen minute period was scheduled three days each week for concentrated practice with the materials prepared for this study in addition to their use five days each week during regularly scheduled reading periods. The remaining eight classes were used as the control group. The control group, like the experimental group, used Harper and Row supplementary materials and basal readers. The control group had a similar fifteen minute period allotted for phonetic instruction three days each week. A variety of teacher-made and commercially produced materials were used by the control group during this separate language period.

The classes were all located in the Fremont Unified School District. The study began the second week in September, 1972 with the administration of the Gates-MacGinitie Readiness Skills Test by all first grade teachers in the Fremont Unified School District. The study

---

was completed in March, 1973 with the giving of the Gates-MacGinitie Reading Tests, Primary A, Form 1. Final evaluation was made from the two Gates-MacGinitie Reading Tests.

JUSTIFICATION OF THE STUDY

Success in initial classroom instruction is more important than providing remedy after failure. This is particularly true in learning to read, since reading is an essential basis for later school achievement. Failure in reading often results as much from children's inattention and indifference to the act of learning to read as it does from lack of ability. The author has found no "one way" in his experiences teaching children to read in first grade, or in his research of the literature, that could be called "the way." However, a different approach in a novel manner has often led some lagging students to forget their dislike for reading and drill. This study is an attempt to determine if a vocabulary program that has been set to music is a valuable tool, both in developing first grade reading skills as well as providing a different approach in presenting materials that will be both interesting and exciting.


Chapter 2

A REVIEW OF THE LITERATURE
AND RELATED RESEARCH

INTRODUCTION

The initial portion of this chapter is concerned primarily with auditory, visual, and linguistic abilities as each relates to the reading process. The lack of or possession of these skills relates in varying degrees to an individual's ability to recognize a word in isolation. If the word is not a part of his sight vocabulary, the individual's ability to analyze it is also affected. A similar relationship exists between understanding sentence structure and comprehending complete sentences and paragraphs.

The final section of this chapter concerns itself with the fact that many of the skills considered essential for a child's participation in a musical activity are also considered important in beginning reading activities.¹

AUDITORY ABILITIES AS THEY RELATE TO READING

While reviewing the characteristics of poor readers, Harris writes that:

Poor auditory perception is ... very prevalent among deficient readers. While showing normal hearing on the usual tests, such children do not distinguish small differences in the sounds of words (man and men sound alike) and have difficulty in hearing the sound of separate letters and phonograms within words.²

The literature emphasizes the relationship of the ability to hear separate sounds in words, the ability to listen, and the ability to read. Durrell and Murphy found a relationship between reading and listening in children of different ages.³ Fiedler, in a study involving 1,180 children, found a similar relationship in primary-grade children with hearing losses. She found that children with hearing losses had problems in reading, spelling, and phonics.⁴ However, Reynolds has found that there are indications that the reliance on auditory abilities as an aid in reading decreases after third grade. His research revealed no relationship between auditory abilities and


³Donald D. Durrell and Helen A. Murphy, "The Auditory Discrimination Factor in Reading Readiness and Reading Disability," Education, LXXIII (May, 1953), 556.

reading ability at the fourth grade level. Murphy investigated the relationship of perception of word elements in sight vocabulary growth, and concluded that "growth in sight vocabulary in beginning reading is related to perception of word elements." Research by McNeil and Stone supports this statement. They write that "to learn to read, the child must be able to hear and distinguish the separate sounds in words."

Sister Nila, in her study of first grade reading, found four factors that appear to have a significant relationship to reading achievement. In order of importance they are: (1) auditory discriminative ability, (2) visual discriminative ability, (3) range of information, and (4) mental age. Manning, in summation of the first grade study he conducted under the sponsorship of the U.S. Office of Education, stresses that "the efficiency of early intensive formal visual and auditory discrimination

---


6Helen A. Murphy, "Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction," The Reading Teacher, XIX (May, 1966), 589.


8Sister Mary Nila, O.S.F., "Foundation of a Successful Reading Program," Education, LXXIII (May, 1953), 543-55.
programs in developing readiness to read cannot be over-emphasized . . ."9

VISUAL ABILITIES AS THEY RELATE TO READING

The importance of visual abilities as both predictors and determiners of reading achievement is emphasized by the fact that they are used as indexes of readiness to read in most readiness tests. The Gates-MacGinitie Readiness Skills Test which was used in this study has seven subtests. Two of the seven subtests (visual discrimination and letter recognition) are tests of visual skills and highly influence the total weighted score which is used to evaluate general reading readiness.10

The literature substantiates the importance of visual discrimination abilities as predictors of success in first grade reading. However, Barrett, after a study of visual discrimination tasks, writes, "... it is not entirely clear which type of visual discrimination task


provides the most adequate basis for predicting achievement.\textsuperscript{11} Investigations of this question fall into two categories: (1) investigations of the ability to see similarities and differences in letters and in words, (2) and investigations of the ability to see similarities and differences among geometric forms and pictures.

Nearly forty years before this question was raised by Barrett, Gates constructed tests to measure visual perception of digits, pictures, geometric designs, and words. The summation of the data collected suggests that:

... perception tests utilizing digits and various printed figures, activate reactions that exert very little influence on reading and spelling, whereas those perception tests which utilize words depend on reactions that are very important factors in both reading and spelling.\textsuperscript{12}

Paralleling this research, Gates, Bond, and Russell subsequently investigated visual discrimination of words with visual discrimination of pictures and geometric forms, and concluded that the best predictors of reading achievement in grade one are readiness tests that measure an ability that is later used in reading.\textsuperscript{13}

\textsuperscript{11} Thomas C. Barrett, "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," \textit{The Reading Teacher}, XVIII (January, 1965), 276.


More recently, Marchbank and Levin investigated cues which children use in word recognition. The final conclusion of their study was that word recognition was dependent on specific letters in words, namely the first and last letters. The overall shape of a word was not to be considered as a prime factor in word recognition.\textsuperscript{14}

Most recently, Whisler conducted a comprehensive study of the effectiveness of visual memory lessons upon visual discrimination skill and reading success in first grade. An analysis of the data demonstrated that this type of training appears to be effective in improving total reading ability, especially word recognition skill.\textsuperscript{15} However, it is concluded by Whisler that ". . . this type of training is not an aid in developing comprehension skills."\textsuperscript{16}

Taking into account the studies reviewed pertaining to visual abilities and how they relate to reading success, it appears that learning to read requires rather exacting visual discrimination and memory, especially of letters,

\textsuperscript{14}Gabrielle Marchbanks and Harry Levin, "Cues By Which Children Recognize Words," \textit{Journal of Educational Psychology}, LVI (April, 1965), 60.


\textsuperscript{16}Ibid., p. 168.
before positive transfer is exhibited in the reading process.

LANGUAGE ABILITIES AS THEY RELATE TO MEANING IN READING

The ability to recognize words in isolation and to apply word attack skills is valuable only if it makes possible the reading and comprehending of complete sentences and paragraphs. For it must be considered that reading does not take place unless the element of meaning is introduced into the act of reading.\(^\text{17}\)

Linguists write that meaning in speech is conveyed through the use of pauses, through differences in pitch and stress, and through intonation and rhythm.\(^\text{18}\) Similarly, writes Strang, comprehension of sentences and paragraphs is dependent on the meaning conveyed by various arrangements of words in sentences.\(^\text{19}\) Strang further suggests that children should be taught to think of "... sentences as constructions within constructions, rather than as strings of words."\(^\text{20}\) She concludes that comprehension depends upon


\(^{19}\) Ibid., p. 26.

\(^{20}\) Ibid.
the skill to use the language, as well as knowledge of the vocabulary pertaining to the passage analyzed.21

Correspondingly, it is the opinion of Cammarota that if children are given the opportunity to repeat word groups, and then to read the same word groups practiced in sentences, children can be taught to intuitively read using the groupings natural to speech.22 Cammarota, like Strang, believes that meaning is conveyed using patterns of stress and word groupings.23

In support of these comments, several investigations have shown that language factors which enable an individual to obtain meaning from spoken language significantly influence the ability to derive meaning from the printed page. Goodenough found a moderate to marked relationship (.79) between the ability to understand and explain meanings of words in a vocabulary test and reading ability.24 Russell's subsequent investigations of spelling ability and its relation to reading achievement found a highly dependable relationship (.80) between reading

21Ibid.


23Ibid.

comprehension and word meaning.25 The research of Figurel on the vocabulary of culturally disadvantaged children and Thorndike's estimates of vocabulary knowledge for children in grades two through six, showed that by grade six the vocabulary level of the culturally disadvantaged children studied had reached approximately 3,500 words. This is comparable to the word knowledge of first and second graders living in higher socioeconomic groups.26

Consequently, considering the literature reviewed, if reading competency is proportionate to an individual's experience with language as research implies, then reading programs need to provide as many opportunities as possible to practice differences in pitches, rhythms, and stresses. All of these are factors that give meaning to language, both spoken and written. Without meaning, language serves no purpose.

THE RELATIONSHIP OF MUSICAL ACTIVITIES TO READING

Little appears to have been researched or written about the interdisciplinary subject of music and the


teaching of reading. This is in spite of the fact that many of the skills considered essential for a child to participate in a musical activity (including choral reading) are also considered important in beginning reading by both teachers and writers of texts for elementary teachers.  

Bereiter and Engelmann begin their chapter on "Music for the Preschool" by stating:

Music can be used as a very effective language builder. Songs present statements: songs usually provide a great deal of repetition of these statements; the statements are made easier for the child to process. The tempo of most songs is slow enough that the parts of the statement are distinct and the child is able to become aware of the words and their proper pronunciation.

The findings of Holmes, in his investigations of personality and spelling ability, supports the arguments that there are correlations between skills considered essential for a child to participate in a musical activity and skills also considered important for success in reading. Holmes found that the combination of phonetic associations, linguistic intelligence, tonal memory, and pitch likely accounted for from 40 to 50 percent of the differences of spelling ability in high school and college students.


There are many similarities in learning to read music notation and in learning to read words. Anderson describes learning to read music as "... learning to translate symbols into meaningful sounds. ..." Harris, when writing about "the nature of reading," states:

... reading is the meaningful interpretation of written or printed verbal symbols. It can apply also to the interpretation of mathematical symbols, musical notation, codes, and other symbolic systems. ...

There has been limited experimental research of the hypothesis that teaching music reading skills will bring about significant gains in basic reading skills. The most extensive research to date has been carried out by Movsesian. Movsesian studied the influence of teaching music reading skills on the development of basic reading skills. The population of his study consisted of 135 children. Movsesian concluded that the teaching of music reading brought about significant gains in basic reading skills, significant improvement in oral reading, and efficiency in the development of reading comprehension.


31 Albert J. Harris, How To Increase Reading Ability (5th ed.; New York: David McKay Co., 1970), p. 3.

Project Thrust, a pilot study in Riverside County, California, attempted to prove that experiences in music would raise reading scores. While the results of the study tended to support Movsesian's study, the small number of students (three experimental classes and three control classes) involved in the experiment makes the results questionable.

The singing of phrases or sentences involves both rhythm and phrasing. Moreover, learning to sing a phrase or sentence sets up kinesthetic patterns in the throat, in the mouth, and in the lips that serve as clues for both child and adult. Kuhmerker describes an experience that many people have had:

The phenomenon is familiar to most adults: get them "started" and they continue the lyrics of a song without the conscious effort involved in other kinds of memorization.

Fernald supports this when she writes that some individuals

... remember things in terms of their own movements. In the case of a word, individuals ... would think of the word in terms of lip and throat movements or of the movement of the hand in writing the word.


Present day musicians and teachers of music think of music as more than rhythm and melody.

They see it as an organized sound; chanted, shouted, played, clapped, tapped, taped, et cetera; an activity through which every child can have a meaningful, successful, aesthetic experience. . . .

Durrell and De Milia write about the reading experience in a similar vein:

Every child would like to read with expression, putting as much emotion into his reading as he does into speech. His speech is filled with expressive animation; he wants to command attention, to interest or astonish the listener. His voice, his facial expression, his gestures convey the high significance of his message. Speech is his tool for getting favorable action and attention: he may be in high delight, in desperate need, in utter distress, in tense anger, in bewildered confusion; but whatever he says, his emotion is revealed in his speech, facial expressions, and gestures.

Kuhmerker considers music a vehicle through which the vocabulary and the meaning of a song is introduced as a song is memorized.

After learning the song by rote, the children will be familiar with the vocabulary and sentence structure of the text when the teacher presents it as a wall chart or in some other printed form for analysis. It is at this point that reading instruction begins, and all of the customary word recognition skills such as configuration clues, phonics, and structural analysis can be used. The song has served its purpose by making the introduction to new words a multi-sensory experience.

---

36 Anderson, p. 179.


38 Kuhmerker, p. 159.
Russell and Ousley, in the Ginn readiness program, extensively use music and songs to provide for a variety of enrichment activities. Songs are specifically used to develop new vocabulary, word meaning, auditory acuity, and rhyming ability. Songs are also used for dramatic play, speech improvement, and rhythmic interpretation.  

Morgan, when writing about how to "sharpen up the flattest class . . ." using music, describes how

Children enjoy doing things that have music associated with the subject or task. And teachers realize that learning activities can be enlivened and strengthened through the use of music in the classroom.  

Corresponding to this, teachers have observed that many reading problems "... develop as much from ... inattention and indifference as from lack of ability." Nearly the same observations have been made by Durrell.

Two ... factors appear to be of importance to success in first-grade reading: interest in printed words and books, and the ability to maintain attention in the reading task.  

Concerned with the problem of maintaining interest in the reading task, Uhl proposes a different approach

---


40 Rebecca Morgan, "Sing a Song of Subjects," *Grade Teacher*, XXCIX (September, 1971), 76.


using songs and music as an aid in the teaching of reading.

As singing is presented from a different book using a different approach . . . lagging students will sometimes forget their dislike for reading and phonics and slip into singing words they would never have attempted to read.43

There was a period of several years that reading instruction was in many instances based upon the premise that reading should be taught primarily through visual clues.44 Linguists " . . . are now beginning to remind us that language is learned first aurally and then visually."45 Lefevre feels strongly that

The first understanding to be reached in attempting a fresh approach to basic language learning is that "language is fundamentally and primarily audio-lingual," a matter of mouth and ear. Writing and printing are based on speech and derived from it; their visual representation of certain aspects of language reminds the ear not only of the sounds of the words, but of our native American English intonation, the overall melody and rhythm of entire utterances.46

The following chapter describes the research design of the study and the procedures followed in conducting the investigation.

43 Uh1, "Singing Helps Children Learn," p. 45.


45 Ibid.

Chapter 3

PLAN AND PROCEDURE OF THE STUDY

The primary purpose of this study will be to determine whether practice with correlated supplementary vocabulary materials that introduce the element of music and song will contribute to the development and improvement of the basic first grade reading skills; specifically, the ability to recognize or analyze isolated words and the ability to read and understand whole sentences and paragraphs.

The test of this study is based on the null hypothesis that the materials prepared by the author will not cause a higher level of achievement in vocabulary skills and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1.

The purpose of this chapter is to detail the research method used in the study and the procedure in which the study was carried out.

RESEARCH METHOD

An experimental research design was employed which involved the selection of a control group and an experimental group. The Gates-MacGinitie Readiness Skills Test
was administered in September to measure the differences between the first grade populations of the control and the experimental groups. The Gates-MacGinitie Reading Tests, Primary A, Form 1 was administered in March to both groups to measure the effectiveness of the experimental materials that were introduced in September to the experimental groups. The test scores derived at the beginning and the end of the study period were computed for standard deviation and mean differences. T tests were used to test the mean differences of both groups in September and in March as well as to test the null hypothesis stated in Chapter 1.

DESCRIPTION OF POPULATION

The children and teachers involved in this study come from six schools located in the Fremont Unified School District, Alameda County, California. The greatest percentage of the children participating in the study come from middle economic-level homes. The mobility of the student population of the schools studied was minimal.

Selection of Schools

Schools selected for the study were selected at random from schools in the district that used the Harper and Row Basal Reading Series as their primary text. The first grades at each school subsequently became the study groups (control and experimental).
Reading Specialists

The reading specialist at each school was involved as both a monitor and a participant. Besides their daily work with the teachers and children, reading specialists kept the following records: (1) amount of time the materials prepared for this study were used by the experimental group (2) amount of time teacher-made or supplementary materials were used by the control groups. Reading specialists at each school also completed a Variable Evaluation Form that was used as the basis of judging the compatibility of the experimental and control group teachers. The teacher variable portion of the questionnaire asked for a judgment of both personal qualities and teaching abilities of the teachers involved in the study. Two other variables were examined on the questionnaire: (1) materials, and (2) other factors that might influence the study. A copy of the Variable Evaluation Form may be found in Appendix A.

FINAL STUDY POPULATION

Children included in the study were those children who completed both the Gates-MacGinitie Readiness Skills Test and the Gates-MacGinitie Reading Tests, Primary A, Form 1.
Size of Population

The study population consisted of 402 first grade children. A count of the number of boys and girls showed that there were 103 boys and ninety-five girls in the control group (198 total) and 108 boys and ninety-six girls in the experimental group (204 total).

SCHOOL PROGRAMS

Both control and experimental group schools operated under the regular curriculum guidelines authorized by the Fremont Unified School District. Special projects funded by federal or state monies were not in operation at any of the schools.

Each group (control and experimental) used Harper and Row basal reading materials and manuals as guides for the teaching of reading. An equal amount of time was spent in both the experimental and control groups in reading activities. The difference was that the control group did not use the materials developed for the experimental group.

The experimental group was guided by a teacher's manual (see Appendix B) which explained exactly how the supplemental materials were to be used. Workshops were given by the researcher in order to avoid any misinterpretations of how the materials were to be used and to provide uniformity in testing. Reading specialists in the
control schools acted as monitors to avoid any introduction of the experimental materials at those schools.

MATERIALS USED

**Harper and Row Supplementary Materials and Basal Readers**

Both the experimental and the control groups used the following Harper and Row Basic Reading Program materials:

- *Janet and Mark*, First Preprimer
- *Outdoors and In*, Second Preprimer
- *City Days, City Ways*, Third Preprimer
- *Just for Fun*, Fourth Preprimer
- Preprimer Workbook (used with all four preprimers)
- Duplicating Masters (used with all four preprimers)
- *Around the Corner*, Primer
- Workbook for *Around the Corner*
- Duplicating Masters for *Around the Corner*
- *Real and Make-Believe*, First Reader
- Workbook for *Real and Make-Believe*
- *From Elephants to Eskimos*, Subject Matter Strand
- Workbook for *From Elephants to Eskimos*

Examination of the information obtained from the Variable Evaluation Form indicated a variety of commercial and teacher-constructed games and materials present in the classrooms of the control and experimental groups. Teacher-constructed materials appeared to correlate most closely with Harper and Row reading materials. However,
quality and amount varied greatly from classroom to classroom.

**Sound-Word-Sentence-Meaning Song Cards**

The main variable in this study has been the use of the materials developed for this experiment (a complete set of Sound-Word-Sentence-Meaning Song Cards can be found in Appendix B). The author correlated these materials with the Harper and Row Basic Reading Program through the use, primarily, of its preprimer vocabulary. The vocabulary of the cards follows as closely as possible the same sequence of vocabulary introduction as is used in the four preprimers of the Harper and Row Basal Reading series. The intent of these materials is to develop and strengthen early in the first grade experience the ability to hear and visually recognize separate sounds in words, as well as to familiarize the children with the vocabulary they will encounter in the basal texts. Consequently, a sound element was selected from each vocabulary word, stressed in isolation, spoken next in the context of the word, and finally the word is used in the context of a sentence. The use of the word in a sentence provides some development of the meaning of the word. However, further meaning is developed through the use of questions that are provided on the back of each Sound-Word-Sentence-Meaning Song Card. Many repetitions of the word elements and sentences are provided for as the cards are sung to the tune of "Skip to
My Lou" (see teacher's manual for Sound-Word-Sentence-Meaning Song Cards for music, Appendix B). These materials were set to music and song with the thought that songs have advantages of being able to present patterned drill without the deadly monotony that affects many programs.

TESTING

Two tests of the Gates-MacGinitie Reading Tests were used in the experiment: The Readiness Skills Test and the reading achievement test, Primary A Test, Form 1.

The Gates-MacGinitie Readiness Skills Test was given in September and was used to evaluate the general reading readiness of the experimental and control groups and to test for differences between the two populations.

The Gates MacGinitie Reading Tests, Primary A, Form 1, was given the last week of February and was used to evaluate the development of vocabulary and comprehension skills.

Publisher's correlations between the scores of the Readiness Skills Test and the Vocabulary and Comprehension subtests of the Gates-MacGinitie Reading Tests, Primary A, Form 1, show a moderate relationship for the vocabulary subtest (.60), and a fair degree of relationship for the comprehension subtest (.59). ¹

To assure uniformity in test procedures, a workshop was conducted for all first grade teachers and reading specialists prior to the giving of the readiness test in September. In February a workshop was held for all reading specialists, who in turn supervised and monitored the administration of the Gates-MacGinitie Reading Tests, Primary A, Form 1. The following timetable was used to administer the tests:

Gates-MacGinitie Readiness Skills Test
given September 11 through September 15, 1972.

Gates-MacGinitie Reading Tests, Primary A, Form 1,
given February 26 through March 2, 1973.
Chapter 4

ANALYSIS OF THE DATA

INTRODUCTION

The preceding chapter described the design used in conducting the experimental phase of the study. It explained the procedures employed, the description of the population, selection of the teachers, selection of the children, school programs, testing, and materials used. This chapter presents an analysis of the data collected.

The analysis is accompanied by tables which present comparison of means, standard deviations, differences between means, and levels of significance. Graphs showing equivalent centile scores are used so that a visual presentation of the results may be included. As a further means of making the scores of the different tests directly comparable, the raw scores of the different tests have been changed to normalized standard scores (The Gates-MacGinitie Readiness Skills Test and the Gates-MacGinitie Reading Tests, Primary A, Form 1. Each has a normalized standard score mean of 50, and a standard deviation of 10).
STATISTICAL PROCEDURES

Means and standard deviations were computed for each group (experimental and control) on the Gates-MacGinitie Readiness Skills Test given in September and the Gates-MacGinitie Reading Tests, Primary A, Form 1 given in February. These scores were then used to obtain the standard error of the difference between the means of the readiness and of the vocabulary and comprehension tests. T scores were then obtained from the collected data by dividing the observed difference between the two means by the standard error of the difference between the means.\(^1\)

The criterion for the interpretation of the null hypothesis was arbitrarily set at the following levels as detailed by Johnson:

The custom is to reject the hypothesis tested if the observed value of the criterion is greater than (lies beyond, usually) the 1 per cent point, to remain in doubt if it lies between the 5 per cent and 1 per cent points, and to accept the hypothesis if the criterion is less than the 5 per cent point.\(^2\)

Since the sample size was large (204 children in the experimental group and 198 children in the control group), degrees of freedom for t values were established at infinity. Critical t values are 3.291 for the .001 level.


of probability: 2.576 for the .01 level of probability; and 1.960 for the .05 level of probability.

ANALYSIS OF READINESS DATA

Gates-MacGinitie Readiness Skills Test

The results of the readiness test (see Table 1) indicated a close alignment of the two means: experimental mean 56.26; control mean 56.67; difference between means: .41). Subsequently, the standard error of the difference between the two means was determined to ascertain whether or not the difference between the experimental mean and the control mean on the readiness test was significant or merely due to chance. Since the actual difference between the means of the two groups (.41) is considerably less than 3 standard errors (2.278) and less than 1 standard error (.759), no significant difference between the means of the two populations could be found. The t test was then administered and the observed value of t (.54) was less than the .05 level of probability (1.960). Again, it can be concluded that there is no significant difference between the mean scores of the control and the experimental groups in September at the readiness level.

Table 1 presents a comparison of means, standard deviations, differences between means, and levels of significance for each of the first grade groups tested (control and experimental).
Table 1
A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Gates-MacGinitie Reading Readiness Skills Test

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean_1</td>
<td>S.D.</td>
</tr>
<tr>
<td></td>
<td>56.26</td>
<td>7.17</td>
</tr>
</tbody>
</table>

^a^Number Experimental = 204; Number Control = 198.

^b^Degrees of Freedom = infinity (population greater than 120).

^c^Less than the .05 level of probability, therefore, not significant.

Comparison to National Norms

It was desired to discover how the readiness scores of the experimental group (mean: 56.26; standard deviation: 7.17), and the control group (mean: 56.67; standard deviation: 8.03) compared with the nationwide standardization of the Gates-MacGinitie Readiness Skills Test (mean: 50; standard deviation: 10). The t test was applied separately for each group (experimental and control) against the normalized standard score mean and standard deviation of the Gates-MacGinitie Readiness Skills Test. Since the observed value of t (12.49) for the experimental group and the observed value of t (11.69) for the control group are both considerably greater than the .001 level of
probability (3.291), one can conclude that there is a highly significant difference between the readiness scores of the population selected for this study and the norming population of the Gates-MacGinitie Readiness Skills Test.

Table 2 compares normalized standard scores of the Gates-MacGinitie Readiness Skills Test with the readiness standard scores achieved by the study population (control and experimental).

Table 2
Study Population Standard Scores Compared to Gates-MacGinitie Readiness Skills Test's Nationwide Norms

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>M₁-M₃</th>
<th>M₂-M₃</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>56.26₁</td>
<td>7.17</td>
<td>6.26</td>
<td></td>
<td>12.49a</td>
</tr>
<tr>
<td>Control</td>
<td>56.67₂</td>
<td>8.03</td>
<td></td>
<td>6.67</td>
<td>11.69a</td>
</tr>
<tr>
<td>Gates-MacGinitie</td>
<td>50.00₃</td>
<td>10.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ᵃSignificant at the .001 level of probability.

Teacher Variable

Realizing that scores may be influenced by factors other than the dissimilarity of study populations, teacher variable was also examined. Reading specialists at each school completed the Variable Evaluation Form found in Appendix A. Reading specialists were chosen to complete the Variable Evaluation Form because of their daily work in classrooms with the teachers involved, as well as their...
daily work with all teachers in grades kindergarten through third.

Reading specialists monitoring the experimental group evaluated 67 percent of their first grade teachers as superior in ability, 33 percent as average in ability, and none of their teachers as below average in ability. The control group reading specialists evaluated 89 percent of their first grade teachers as superior in ability, 11 percent average in ability; and none of their teachers as below average in ability. The feeling was expressed that in most instances, principals were careful to place good teachers in their first grade classes. The t test was applied to the percentage of teachers judged superior in each group. Since the observed value of t (1.169) is less than the .05 level of probability (2.120), one can conclude that there is no significant difference between the percentage of teachers rated superior and average in either group.

Table 3 evaluates the overall classroom strengths of the teachers in the experimental and control groups.
Table 3
Analysis of Teacher Variable

<table>
<thead>
<tr>
<th>Group</th>
<th>Superior</th>
<th>Average</th>
<th>Weak</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Experimental</td>
<td>6</td>
<td>67</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Control</td>
<td>8</td>
<td>89</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

\[t^a\] Less than the .05 level of probability, therefore, not significant.

Summary of Readiness Data

Analysis of the study population readiness test scores (control and experimental) supports the assumptions that the populations selected for the study were drawn at random from similar populations whose means and standard deviations are equal. Teacher competency appears statistically equal. However, broad conclusions or general statements pertaining to other students in other schools or geographic areas cannot be made from the results of this experiment unless the differences between the study population and the norming population of the Gates-MacGinitie Readiness Skills Test are taken into consideration.

ANALYSIS OF VOCABULARY AND COMPREHENSION TEST DATA

The t test was applied to the vocabulary and the comprehension tests of the Gates-MacGinitie Reading Tests,
Primary A, Form 1, to assess whether or not the two groups differed in achievement twenty-two weeks after the introduction of the materials prepared for this study.

Analysis of Vocabulary Test Data

Vocabulary mean scores were first examined to determine the significance of the difference between the two means (experimental mean: 59.64; control mean: 57.74; difference between means: 1.91). The observed value of t (2.298) was found to lie between the .01 level of probability (2.576) and the .05 level of probability (1.960). Consequently, there was doubt as to the degree of significance of the difference between the vocabulary mean scores of the two groups (control and experimental).

Table 4 examines the standard scores achieved by the control and experimental groups on the vocabulary subtest of the Gates-MacGinitie Reading Tests, Primary A, Form 1, in February.
Table 4
A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Vocabulary Subtest of the Gates-MacGinitie Reading Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Experimental Mean₁</th>
<th>S.D.</th>
<th>Control Mean₂</th>
<th>S.D.</th>
<th>M₁-M₂</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary A, Form 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Vocabulary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>59.65</td>
<td>7.56</td>
<td>57.74</td>
<td>9.07</td>
<td>1.91</td>
<td>2.30</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of probability.

Further testing was necessary to determine if significant gains had been made by the experimental group on the vocabulary subtest. Consequently, to answer this question, the means of the control and experimental groups were compared individually against their respective readiness score means (experimental mean: 56.26; control mean: 56.67). The observed value of t (4.653) for the experimental group exceeded the .001 level of probability (3.291), indicating that a highly significant difference between the two mean scores (readiness and vocabulary) had occurred. However, the observed value of t (1.244) for the control group was less than the .05 level of probability (1.960) indicating that no significant difference between the two mean scores (readiness and vocabulary) had occurred.
Conclusion of Vocabulary Test Data

The results support the conclusion that the difference between the two samples did not occur by chance. This enables the first portion of the null hypothesis, which states that the materials prepared by the author for this study will not cause a higher level of achievement in vocabulary skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form 1, to be rejected.

Table 5 illustrates the differences that had occurred between the mean scores achieved by each group on the readiness and vocabulary tests.

Table 5

A Comparison of Readiness Standard Scores and Vocabulary Standard Scores Achieved by Each Group

<table>
<thead>
<tr>
<th></th>
<th>Readiness Skills Test</th>
<th>Primary A (Vocabulary)</th>
<th>M1-M2</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean1</td>
<td>S.D.</td>
<td>Mean2</td>
<td>S.D.</td>
</tr>
<tr>
<td>Experimental</td>
<td>56.26</td>
<td>7.17</td>
<td>59.65</td>
<td>7.56</td>
</tr>
<tr>
<td>Control</td>
<td>56.67</td>
<td>8.03</td>
<td>57.74</td>
<td>9.07</td>
</tr>
</tbody>
</table>

^aSignificant at the .001 level of probability.

^bLess than the .05 level of probability, therefore, not significant.
Analysis of Comprehension Test Data

Comprehension mean scores were examined last to determine the significance of the difference between the two mean scores (experimental mean: 59.05; control mean: 56.54; difference between mean scores: 2.51). Since the observed value of \( t \) (2.796) is greater than the .01 level of probability (2.576), one can conclude that there is a significant difference between the comprehension means of the two groups.

Table 6 shows the standard scores achieved by the control and experimental groups on the comprehension subtest of the Gates-MacGinitie Reading Tests, Primary A, Form 1, in February.

Table 6
A Comparison of Standard Scores Achieved by the Control and Experimental Groups on the Comprehension Subtest of the Gates-MacGinitie Reading Test

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Control</th>
<th>( M_1 - M_2 )</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary A, Form 1 (Comprehension)</td>
<td>Mean(_1) 59.05 S.D. 8.44</td>
<td>Mean(_2) 56.54 S.D. 9.54</td>
<td>2.51</td>
<td>2.80(^a)</td>
</tr>
</tbody>
</table>

\(^a\)Significant at the .01 level of probability.

The comprehension mean scores of the control and experimental groups were next compared individually against
their respective readiness mean scores (experimental readiness mean: 56.26; control readiness mean: 56.67).

The observed value of $t$ (4.719) for the experimental group exceeded the .001 level of probability (3.291), indicating that a highly significant difference between the two mean scores (readiness and comprehension) had occurred. However, the observed value of $t$ (.192) for the control group was less than the .05 level of probability (1.960), indicating that no significant difference between the two mean scores (readiness and comprehension) had occurred.

Table 7 shows the differences that had occurred between the mean scores achieved by each group on the readiness and comprehension tests.

Table 7

A Comparison of Readiness Standard Scores and Comprehension Standard Scores

<table>
<thead>
<tr>
<th></th>
<th>Readiness Skills Test</th>
<th>Primary A (Comprehension)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$M_1-M_2$</td>
<td>S.D.</td>
</tr>
<tr>
<td>Experimental</td>
<td>56.26</td>
<td>7.17</td>
</tr>
<tr>
<td>Control</td>
<td>56.67</td>
<td>8.03</td>
</tr>
</tbody>
</table>

$^a$Significant at the .001 level of probability.
$^b$Less than the .05 level of probability, therefore, not significant.
Conclusion of Comprehension

Test Data

The testing of this study was based on the null hypothesis that the materials prepared by the author will not cause a higher level of achievement in vocabulary skills and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form l. The first portion of the null hypothesis has previously been rejected. The second part of the null hypothesis, stating that the materials prepared by the author will not cause a higher level of achievement in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form l, also is rejected.

SUMMARY OF ANALYSIS

The previously described tests of significance enabled the null hypothesis, that the materials prepared by the author for the study will not cause a higher level of achievement in vocabulary and in comprehension skills as measured by the Gates-MacGinitie Reading Tests, Primary A, Form l, to be rejected.

INFERENCES AS TO THE VALUE OF THE MATERIALS

Analysis of the tests of significance performed also allows certain inferences to be drawn as to the value of the materials prepared for this study with reference to
the first grade population studied. Keeping in context the higher mean scores of the study population to the norms of the test instruments used, it appears that a supplementary vocabulary building program correlated to the vocabulary and content of the Harper and Row basal series merits consideration as a valuable supplementary program for first grade children using the Harper and Row Basal Series.

Chart 1 utilizes centile scores to show mean levels of the control and experimental groups after twenty-two weeks of reading instruction.

Chart 1

A Comparison of Vocabulary and Comprehension Centile Mean Scores Achieved by the Study Population
Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

FOR FURTHER RESEARCH

SUMMARY

The purpose of this study was to determine whether practice with correlated supplementary vocabulary materials that introduced the element of music and song into the reading program, would contribute to the development and improvement of basic first grade reading skills; specifically, the "... ability to recognize or analyze isolated words" and "... the ability to read and understand whole sentences and paragraphs."¹

Studies and articles found in the literature that related to the problems stated above were reported. There was a great amount of research directly pertaining to the ability to recognize and analyze isolated words, and to the ability to read and understand whole sentences and paragraphs. However, although many articles were reported,

research related specifically to the interdisciplinary subject of music and the teaching of reading was minimal.

An experimental research design was employed which involved the random selection of schools for the control and the experimental groups. The study involved 402 students from seventeen first grade classes in Fremont, California. Children in the study came from middle economic-level homes. The mobility of the student population was minimal.

Each group used the Harper and Row Basal Reading materials and manuals as guides for the teaching of reading. An equal amount of time was spent by the experimental and control groups in reading activities. Reading specialists at each school monitored the use of the materials prepared for the study, as well as recorded time spent in reading activities (control and experimental). The difference between the control and experimental programs was that the control group did not use the materials developed for the experiment.

Two tests were used: the Gates-MacGinitie Readiness Skills Test, and the Gates-MacGinitie Reading Tests, Primary A, Form 1. Analysis of the readiness test data supported the assumptions that the populations were drawn at random from similar populations who were statistically equal.
The t test was used to test the null hypothesis. T tests of the data obtained enabled the null hypothesis, that the materials prepared by the author for the study would not cause a higher level of achievement in vocabulary and comprehension skills, to be rejected.

CONCLUSIONS

The following conclusions are based on the analysis of the data collected:

1. Children in the experimental group, using a supplementary vocabulary building program correlated to the vocabulary and content of the Harper and Row Basal Reading Series, scored significantly higher in the ability to recognize or analyze isolated words.

2. Significantly higher scores were similarly shown in the ability to read and understand complete sentences and paragraphs.

3. Broad conclusions or general statements pertaining to other students in other schools or geographic areas cannot be made from the results of this experiment unless the differences between the study population and the norming populations of the Gates-MacGinitie Reading Tests (Readiness and Primary A) are taken into consideration (see Chapter 4).
SUGGESTIONS FOR FURTHER RESEARCH

Recognizing that there are many factors that affect a child's ability to read, the following recommendations are made pertaining to further research:

1. Further study would be helpful in determining the degree of influence the five workshops conducted by the author had upon the final results.

2. The materials for this study were prepared with four aspects of the reading process in mind: (1) the ability to repeat a sentence spoken by another individual, (2) the ability to hear and recognize separate sounds in words, (3) the ability to hear separate words in sentences and note their position within a model sentence, and (4) the ability to apply either phonetic skills or syntax skills in answering questions pertaining to the meanings of words in the sentences taught. It would be valuable to know which of these abilities, or combination of abilities, has the greatest influence on success in beginning reading.

3. Songs were used to provide many repetitions of sounds in isolation, sounds in the context of words, and words in the context of sentences. How significantly did the factor of repetition account for the gains shown? Would similar materials be as effective if the element of music and song were eliminated? Further studies might explore these questions.
4. The Sound-Word-Sentence-Meaning Cards used consisted of 150 2½ by 11 inch flash cards that emphasized word elements within selected key words. Many of the word elements used occur infrequently and have little phonetic application. Did the techniques employed in this study introduce the factor of mnemonics? This factor might be investigated in future studies.

5. The vocabulary of the Harper and Row Basal Reading Series does not follow a pattern of strict control of sound-symbol relationships. Would like or greater results be achieved if similar materials were prepared for a reading series that strictly controlled sound-symbol relationships?

6. No attempt was made to test whether the children involved in the experiment were benefiting from the specific words taught by the Sound-Word-Sentence-Meaning Cards. Hindsight suggests that a series of ten or fifteen criterion reference check tests could have been developed or should now be developed as a follow-up for this study. This might or might not precisely measure whether the materials and the activities associated with the materials were responsible for the statistical gains shown.

7. Parental reaction to the Play-At-Home Games was not examined during the course of this study. Since the Play-At-Home Games were an integral part of this study, their effectiveness should be examined in detail.
A. BOOKS


Barrett, Thomas C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," The Reading Teacher, XVIII (January, 1965), 276-82.


Morgan, Rebecca. "Sing a Song of Subjects," Grade Teacher, XXCIX (September, 1971), 78-80.


Murphy, Helen A. "Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction," The Reading Teacher, XIX (May, 1966), 585-600.


D. UNPUBLISHED WORKS

APPENDIX A

VARIABLE EVALUATION FORM
This form has two purposes. The first purpose is to evaluate the overall classroom strengths of the teachers in the experimental and control groups. A fair evaluation of the materials constructed for this experiment cannot be made unless this factor is taken into perspective. So that the information gathered on this form may be kept confidential, use no names on this paper (neither teacher nor school). For your reference only, designate the teachers in your school by number. Use a separate form for each teacher involved in this project at your school.

The second purpose of this form is to make a listing of supplementary reading materials and programs other than Harper and Row that are being used at your school.

1. Teacher number ( )

2. Control or experimental group? ( )

3. This teacher displays the following characteristics (check the statement which appears to be most true):

   3.1 Displays both personal qualities and teaching abilities that would be considered superior in a first grade teacher. ( )

   3.2 Displays both personal qualities and teaching abilities that would be considered satisfactory, but not superior in a first grade teacher. ( )

   3.3 Personal qualities and teaching abilities would likely be judged below average if a comparison were made with other first grade teachers you have observed. ( )

4. Please list those supplementary reading materials other than Harper and Row that are used in this class (commercial and teacher-constructed).

5. Please list special programs in your school that might have influence on test scores.
APPENDIX B

SOUND—WORD—SENTENCE—MEANING SONG CARDS
GOALS AND SUGGESTED USES FOR SOUND-WORD-SENTENCE-MEANING SONG CARDS AND PLAY-AT-HOME GAMES

By using songs, word riddles, and vocabulary maintenance games (the Play-at-Home Games), it is the intent of these materials to supplement and strengthen your present Harper and Row Basic Reading Program. Primarily preprimer and primer Harper and Row Vocabulary words have been used in the writing and preparation of these materials. Some key words have been taken from the first, second and third readers of Harper and Row.

1. Cards 1-26 (color-coded red) and Play-at-Home Game 1 can be used in kindergarten to introduce the letters of the alphabet, their sounds, and the vocabulary of preprimers one and two of the Harper and Row Basal Reading Series. The goal at this level is to teach that letters have sounds, that the letters and their sounds become words, and that words used together become sentences. Since only singing is involved, there is no formal reading instruction at this level. The kindergarten teacher can use the activity of singing to develop correct diction and speech patterns.

2. The first grade teacher can use all of the materials in this set (cards 1-150, Play-at-Home Games 1-6) to teach and reinforce letter recognition, sound-symbol relationships, and the vocabularies of the preprimers and primer. The word riddles found on the back of each SWSMSC can be used to develop word meaning and introduce punctuation. The games that accompany each sequence are for maintenance of vocabulary.

3. The second grade teacher can use all these materials to reinforce and maintain first grade vocabulary and to review the word attack skills that were taught and introduced in first grade.

4. After first grade these materials can be used for remediation. A child who experiences difficulty reading these cards is reading below the primer level. He will likely be lacking many of the sight words and word analysis skills that are presented on both the SWSMSC and in the Play-at-Home Games.

1 Sound-Word-Sentence-Meaning Song Cards abbreviation
CONTENTS OF THE SOUND-WORD-SENTENCE-MEANING
SONG CARDS

1. Red Sequence -- Cards 1-26, Game 1. Cards 1-26 introduce the 21 consonant sounds and the 5 short vowel sounds. The vocabulary of the key words and sentences comes mainly from preprimers one and two. Each sound in this sequence of cards, as in all of the sequences that follow, is first presented in isolation, used in a key word, and then the key word is used in the context of a sentence. Sounds, key words, and key sentences are taught, reinforced and maintained as the children sing the sounds, key words, and key sentences to the tune of "Skip to My Lou". Word riddles consisting of antonyms, synonyms, closure, and word analysis clues are used to strengthen the meaning of the words taught in the sentences on the SWSMSC. These riddles are found on the back of the cards. Key word vocabulary is maintained through the use of the Play-at-Home Games that are provided for each sequence of the SWSMSC.

2. Orange Sequence -- Cards 27-51, Game 2. Cards 27-51 cover the first sequence of digraphs, blends, diphthongs, and phonograms. The vocabulary of the key words and sentences comes mainly from preprimers two and three.

3. Yellow Sequence -- Cards 52-74, Game 3. Cards 52-74 provide practice using additional key words for the short vowel sounds. The vocabulary of the key words and sentences used in this sequence comes mainly from preprimers one and two. Long vowels are taught separately as phonograms in the orange, green, blue and violet sequences.

4. Green Sequence -- Cards 75-100, Game 4. Cards 75-100 contain phonograms found mainly in words used in all four preprimers.

5. Blue Sequence -- Cards 101-126, Game 5. Cards 101-126 complete the second sequence of digraphs, blends, and diphthongs. This sequence emphasises the vocabulary of the primer.

6. Violet Sequence -- Cards 127-150, Game 6. Cards 127-150 present 26 additional phonograms. The phonograms in this sequence are found in the preprimer and primer vocabulary.
Vocabulary Level

Cards 1-150, Games 1-6. The sentence words with their coded vocabulary levels are found on the back of each SWSMSC in the upper right corner (see illustration). Card number 116 is used as an example: H&R: Earrings LW4 (label word, preprimer 4) are 3 (preprimer 3), for 2 (preprimer 2), girls p (primer). The numbers 1, 2, 3 or 4 used by themselves indicate preprimer levels 1-4. P is the code for primer. R is the code for reader. R3 is the code for the third reader. RW means rhyming word. RW3 means rhyming word found in preprimer 3.

/1/ in girl. Earrings are for girls.
116. H&R: Earrings LW4, are 3, for 2, girls p
A. You hear this word when you say far and star. It is used in each of these sentences: are you ready? We are going now. (2)
P. It ends in /are/ like more and store. It is used in each of these sentences: Who is this for? Make some cookies for my teacher. (3)
C. It ends in /are/ like more and store. Girls wear these. (1)
D. It has /ir/ in it like bird and circle. The opposite of boys are ______. (4)
E. You see this at the end of a sentence when someone is sad, happy, or scared. (1)

Do This Now Before Reading Further

Become familiar with your set of SWSMSC and save yourself hours of work later by color coding and notching your cards now. This will make sure that you don’t have cards upside down or backwards when you want to use them as flash cards. It will also aid you in putting them back into sequence after they have been used by the children.
Color code your cards by taking a felt tip and running it around the outside edge of the cards. The following color code is suggested: color code cards 1-26 red, cards 27-51 orange, cards 52-74 yellow, cards 75-100 green, cards 101-126 blue, and cards 127-150 violet.

Notch your cards on the upper left corner with a paper cutter. A notch in the upper left corner not only aids in putting the cards back together, it establishes the left side of the card as the side to begin reading on.
INTRODUCING THE SOUND-WORD-SENTENCE-MEANING SONG CARDS

The SWSMSC were written to be sung to the melody of the folk tune, "Skip to My Lou". Your first lesson is to teach the tune, "Skip to My Lou".

C
Fly in the buttermilk, shoo fly shoo
G7
Fly in the buttermilk, shoo fly shoo
C
Fly in the buttermilk, shoo fly shoo
G7
Skip to my lou, my darling

Here is how the SWSMSC number one looks when it is sung to the tune of "Skip to My Lou".

C
/a/ in and, Janet and Mark, jump!
G7
/a/ in and, Janet and Mark, jump!
C
/a/ in and, Janet and Mark, jump!
G7
Learning my phonic skills, skills, skills!

Many teachers have their children clap on the words, "skills, skills, skills."
A SAMPLE LESSON USING THE SOUND-WORD-
SENTENCE-MEANING SONG CARDS

After the teacher has taught the class to sing "Skip to My Lou" and the verse to card number one, she holds up card number one and says, "This is the verse that we have been singing: "/a/ in and, Janet and Mark, jump!" She then points to the letter "a" and says, "This is the lower case letter 'a'. Sometimes it tells you to say /a/ as in the word 'and'." The teacher then points to the word "and" and says, "Here is the word 'and'. It is spelled a - n - d, 'and'. Now you spell and say the word with me: a - n - d, 'and'. Very good!" The teacher now points to each word in the sentence and says, "These words tell you to say, 'Janet and Mark, jump!' Say the words as I point to them. Good going! Now look carefully at the numbers one, two, three and four that you have in front of you (pupil-response cards). Which of these numbers is the same number that you see beneath the word 'and'? Number two -- excellent! Now who can remember what the letter 'a' tells us to say when we say the word 'and'? That is right. The letter 'a' tells us to say /a/, in the word 'and'. When we say /a/ what word are we going to think of? That's right -- 'and'. Now when we say the phrase /a/ in and', what is the sentence we are going to think of? Good -- 'Janet and Mark, jump!' Excellent! Now let's sing the verse we have just learned. I'll point to the words as we sing them. One, two, ready, sing . . . ."

A kindergarten or first grade child's first experience with the Sound-Word-Sentence-Meaning Song Cards should be that of learning to make the sound correctly, remembering the key word that contains the sound, and remembering the key sentence that the key word is used in. The number of cards taught will depend on the class's learning span.

USING THE RIDDLES

During the field testing of these materials it was found that the first grade children soon learned to sing a sound, its key word, and its key sentence. But this did not necessarily mean that they could associate a sound with a letter, or a spoken word with a word flashed, or read the sentence shown. Sounds, key words, and key sentences were rapidly memorized because they could be sung. While this develops useful speech and diction patterns, until independent thinking has taken place, it does not provide the opportunity for the children to apply the word analysis
63

skills and sight word knowledge they have acquired. It takes the interaction of the teacher and the child at this low level of learning to make this take place. The riddles on the back of each card were written for this purpose. Because the children respond to these questions by holding up numbers (or fingers to indicate a number), these materials can be used with small groups or with the total class. This provides the teacher with the opportunity to rapidly see how well the class is developing a sight vocabulary and applying the skills taught. For these materials to be effective, drill with the riddles must be done once or twice weekly. Choose the cards that contain the words that the children are having the most difficulty with during oral reading. Start keeping a "stinker-word" list now.

USING THE PLAY-AT-HOME GAMES

When you feel that the vocabulary of a SWSMSC sequence has been mastered, use a copier to make a duplicating master of the corresponding Play-at-Home Game. Run them on the backs of other papers you are preparing for your children. With luck some of your children's work, along with a Play-at-Home Game, will get home. Field testing indicates that children do take Play-at-Home Games home. Play-at-Home Games are easy to play vocabulary maintenance games. Children simply roll a die and read as many words as the number they have rolled on the die. They then advance towards Win the number of words they read correctly. Plastic die are noisy. It is suggested that you cut foam into cubes and let your children make their own die. Markers can be a variety of objects. One teacher gives each child a red and white bean along with these instructions: "Take these two beans home. Use them as markers when you play with mom or dad. When you have finished your game, plant your beans in wet cotton like I showed you today." She has gotten many favorable responses from parents.

A word of caution: Never send a Play-at-Home Game home with a child unless that child knows the vocabulary of the game board as well as how to play the game. Remember that these are vocabulary maintenance games -- they do not teach new words.
a in and
Janet and Mark, jump!
1. 2. 3. 4.
A. It ends like pen and jet. It is the name of a little girl. (1)
B. It ends like pump and stump. If you see a ghost you might (1)
C. It begins with /j/. You hear it in the middle of the phrase: Janet and (2)
D. It ends like lark and part. It is the name of a little boy. (3)
E. When you see this you might not be happy or scared. (4)
F. When you see this in a sentence you take a big breath between the words. (5)

b in big
Mark is too big.
1. 2. 3. 4.
A. It ends like pig and wig. The antonym of little is (1)
B. You hear /ark/ at the end of this word. It is a boy’s name. (2)
C. When you hear /ark/ at the end of this word, The card reads, “Mark is” (3)
D. It starts with /ark/ and you hear it when you say flash and hiss. Our card reads, “Mark is too big.” (4)
E. When you see this at the end of a sentence it tells you to stop. (5)

c in can
Yes, I can go.
1. 2. 3. 4.
A. It ends like pen and ten. Sometimes we buy tomato soup in a (1)
B. It is a letter’s name. The card reads, “Yes, I can go.” (2)
C. It starts with /y/. The opposite of no is (1)
D. It starts with /g/. The card reads, “Yes, I can…” (2)
E. When you see this at the end of a sentence it tells you to stop. (3)
Look down here, Daddy!

1. /d/ in down, Look down here, Daddy!  
   2. /d/ in down, Look down here, Daddy!  
   3. /d/ in down, Look down here, Daddy!  
   4. /d/ in down, Look down here, Daddy!

   A. It starts with /d/. Another word for father is _SID_ (4)
   B. It starts with /d/. Here's will you come _3 (3)_
   C. It ends like town and clown. The opposite of up is _2 (2)_
   D. It ends like book and hook. Something you can do with your eyes is _2 (1)_
   E. When you see this at the end of a sentence you might be sad, happy, or scared. _1 (1)_

Go and get Janet!

1. /g/ in get, Go and get Janet!  
2. /g/ in get, Go and get Janet!  
3. /g/ in get, Go and get Janet!  
4. /g/ in get, Go and get Janet!

   A. It starts with /g/ and ends like wet and set. The card reads, "Go and get Janet!" (3)
   B. It starts with /g/. Daddy sold, "Sorry Nether, we are ready to _2 (1)_
   C. It ends like hand and head. We use this word when we talk about two people: Janet and Mark, Tom and Betty. (2)
   D. It ends like hat and set. It is a girl's name. (6)
   E. When you see this at the end of a sentence you might be sad, happy, or scared. (1)

This is for you.

1. /f/ in for, This is for you.  
2. /f/ in for, This is for you.  
3. /f/ in for, This is for you.  
4. /f/ in for, This is for you.

   A. It starts with /f/. The card reads, "This is for you." (1)
   B. It starts with /f/. The card reads, "This is for you." (3)
   C. It starts with /f/ like the words if and it. The card reads, "This_ for you." (2)
   D. It starts with /f/. You hear a letter's name when you say this word. (4)
   E. When you see this at the end of a sentence it tells you to stop. (1)
Good morning to you!

/g/ in good. Good morning to you!  
A. It sounds like sing and ring. The opposite of evening is  (2) 
B. It sounds like wood and hood. The opposite of bad is  (1) 
C. It starts with /t/. The card reads, "Good morning—_you!"  (3) 
D. It starts with /y/. This is not torus. This is or  (4) 
E. When you see this at the end of a sentence you might be mad, happy, or scared.  (1)

Will you come here?

/h/ in here. Will you come here!  
A. It starts with /h/. Will you come?  (4) 
B. It starts with /h/ like yell and yard. Our card reads, "Will—_come here!".  (2) 
C. It starts like these and then. The card reads, "What is this thing?"  (3) 
D. It ends like pill and hill. This word asks a question.  (1) 
E. You see this at the end of a sentence when someone doesn't know the answer.  (7)
### Can you jump down?

<table>
<thead>
<tr>
<th>/j/ in jump</th>
<th>Can you jump down?</th>
<th>BAR: Can 1, you 2, jump 1, down 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It ends in /an/ like pen and pen. Take this out to the garbage.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>B. It starts with /j/. The opposite of me is ___.</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>C. It ends like hump and lump. What can you do with a jump rope?</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>D. It ends in /on/ like town and crown. The opposite of up is ___.</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>E. You see this at the end of a sentence when someone doesn’t know the answer.</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

### Mark wants this one

<table>
<thead>
<tr>
<th>/k/ in Mark</th>
<th>Mark wants this one.</th>
<th>BAR: Mark 1, wants ___, this 2, one 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It ends like shark and lark. Janet’s brother’s name is ___.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>B. You stick your tongue out when you say this word. The card reads, “Mark wants ___.”.</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>C. It is the number that is after zero and before two.</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>D. It starts with /w/ like window and will. The card reads, “Mark this one.”</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>E. When you see this at the end of a sentence it tells you to stop.</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

### Do you like me?

<table>
<thead>
<tr>
<th>/l/ in like</th>
<th>Do you like me?</th>
<th>BAR: Do 1, you 2, like 2, me 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It starts with /l/ like dad and dime and ends in /oo/ like to and who. The word is ____.</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>B. It begins with /y/. It is the opposite of me.</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>C. It ends like bike and hill. The card reads, “Do you ___ me?”.</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>D. It ends like us. The opposite of you is ___.</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>E. You see this at the end of a sentence when someone doesn’t know the answer.</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>
Can you make a cake?

/A/ in make  Can you make a cake?  
A. It begins with /A/ like mouse and say. It ends in /ake/ like bake and lake. The word is __.  
B. It begins with /A/ like can and call. It ends like make and fake. The word is __.  
C. It begins like pen and fan. He kept his fishing worms in an old tin __.  
D. It begins with /A/. The opposite of me is __.  
E. It is a letter's name. Its name is not "u".  
F. You see this at the end of a sentence when someone doesn't know the answer.  

/3/ in not  No, you may not!  
A. It rhymes with play and say. You hear /ay/ at the end of this word. Sometimes it asks a question or means please. The word is __.  
B. It begins with /y/ like not and new. It is the opposite of yes.  
C. It sounds like a letter's name. It begins with the same letter and ends as yes and yell.  
D. It begins like hot and lot. It also ends like got and pot. The sentence reads, "No, you may __."  
E. When you see this at the end of a sentence you might be sad, happy, or scared.  
F. When you see this in a sentence you take a big breath between words.  

/O/ in on  What is going on?  
A. It ends like sing and ring. It is the opposite of waiting.  
B. You hear /O/ at the end of this word. It is the opposite of off.  
C. You hear this word when you say whis and his. The last letter of this word is a "s". It is hidden in this sentence: Who is not __?  
D. This word begins like why and whom. Like the words why and when, it asks a question.  
E. You see this at the end of a sentence when someone doesn't know the answer.
1. /p/ in pickle  I want a pickle!  
   2. want a pickle!  
   3.  

   A. You hear /nt/ at the end of this word. You hear /nt/ at the end of blunt and bunt.  
   B. This word is also a letter's name. You hear it when you say my and fly. (1)  
   C. This word ends like pickle and nickel. I once had a teacher who looked like an old sour (2)  
   D. I have hidden the word that I am thinking of in each of these sentences: Mark went for a ride. A nickel, please. (3)  
   E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

2. /qu/ in quarter  I have a quarter.  
   2.  

   A. It begins with /h/ like hare and how. It is used in one of those sentences: May I have a nickel for ice cream? You have my pencil! (2)  
   B. You hear /er/ at the end of this word. What word am I thinking of if I say two dimes and a nickel? (4)  
   C. The sentence reads, “I have quarter.” What word did I leave out? (3)  
   D. You hear this word when you say fly, cry, and tie. (1)  
   E. When you see this at the end of a sentence it tells you to stop. (.)

3. /r/ in red  Ride in the red car.  
   2.  

   A. The word I am thinking of rhymes with what I am touching (touch your side). I think of this word when I say these words: car, airplane, merry-go-round. (1)  
   B. You hear /er/ when you say far and bar. You can ride in this. (5)  
   C. You hear this word when you say pin and fit. The opposite of out is . (2)  
   D. You hear /ad/ when you say bed and red. A color that ends in /ad/ is . (4)  
   E. Listen to these phrases: the boy, the girl, the monkey. Which word was the same in each of the phrases? (3)  
   F. When you see this at the end of a sentence it tells you to stop. (.)

Ralph L. Williams Jr. © 72
You have my socks.

/s/ in socks: You have my socks! 
1. 2. 3. 4.
A. It ends like fly and try. The opposite of the word your is (3).
B. It rhymes with books and looks. Listen to these phrases: bread and butter, coffee and tea, shoes and . (4)
C. It begins with the same sound as yes and yell. The opposite of me is . (1)
D. It begins like here and happy. If I say: I have; you have; they have, which word is the same in each phrase? (2)
E. When you see this at the end of a sentence you might be sad, happy, or scared. (1)

/z/ in two:
One, two, three on you!
1. 2. 3. 4. 5.
A. It ends in hi and is the opposite of off. (4)
B. It begins like time and tell and is the number after one and before three. (2)
C. It is the number after zero and before two. (1)
D. It ends like flee and tree. The number after two is . (3)
E. When you see this at the end of a sentence you might be sad, happy, or scared. (1)
F. When you see this in a sentence you take a big breath between words. (5)
G. It begins with /y/ like yarn and yellow. The opposite of me is . (5)

/u/ in up:
Can you look up?
1. 2. 3. 4.
A. It ends like pan and tan. Mother buys tomato soup in a . (1)
B. It ends like hook and book. A word that means the same as see is . (3)
C. It begins with /y/ like yes and yet. The opposite of me is . (2)
D. You hear this word when you say pup and cup. The opposite of down is . (4)
E. You see this at the end of a sentence when someone doesn’t know the answer. (4)
/v/ in have

Can I have this?

1. 2. 3. 4.

A. It ends like fly and by and is a letter's name. (2)
B. You stick your tongue out when you say this word. It is in each of these phrases: this is John, this tastes good, this is new. (4)
C. It begins like here and how. The sentence reads, "Can I have this?" (3)
D. It rhymes with pan and Dan. Something that is made of metal and holds things is a (2)
E. You use this at the end of a sentence when someone doesn't know the answer. (7)

/w/ in want

I want something now!

1. 2. 3. 4.

A. It begins with the same letter and sound as wagon and west. You hear /nt/ at the end of this word when you say it. Children use this word sometimes when they are in a toy store. The word is not "buy". (2)
B. You hear two words when you say this word. It ends like ring and king. It is the opposite of anything. (3)
C. It rhymes with how and pow! Dad said, "Don't do it later. Do it right now." (4)
D. It is a letter's name. You use this word when you talk about yourself. (1)
E. When you use this at the end of a sentence you might be mad, happy, or scared. (1)

/x/ in box

Can you make a box?

1. 2. 3. 4. 5.

A. It ends like cake and lake. A hammer, a saw, and nails can help you (2)
B. It ends like fox. You can put things in it. (5)
C. The opposite of can't do something is (1)
D. It begins like yet, yellow, and yell. The opposite of the word me is (2)
E. Listen to these phrases: a cow, a girl, a person, a bicycle. Which word is the same in each of the phrases? (4)
F. You use this at the end of a sentence when someone doesn't know the answer. (7)
Yes, I can go.

1. Yes, I can go.
2. Yes, I can go.
3. Yes, I can go.
4. Yes, I can go.

\( /y/ \) in yes, Yes, I can go.

A. It begins with /y/ like yet and yellow. It is the opposite of no. (2)
B. It ends like pen and fan. The opposite of can't is can. (3)
C. When you see this at the end of a sentence it tells you to stop. (.)
D. When you see this in a sentence you take a big breath between the words. (.)

z in zoo

See you in the zoo!

1. See you in the zoo!
2. See you in the zoo!
3. See you in the zoo!
4. See you in the zoo!

\( /z/ \) in zoo, See you in the zoo!

A. You hear the end of this word when you say zoo and goo. You have fun watching animals at the zoo. (5)
B. You hear the end of this word when you say flies and tree. A word that means the same as look is see. (1)
C. You hear this word when you say pin and fin. The opposite of out is in. (3)
D. If I say the boy, the bicycle, the house, which word is the same in each phrase? (4)
E. When you see this at the end of a sentence you might be mad, happy, or scared. (1)

wh in what

What did I do?

1. What did I do?
2. What did I do?
3. What did I do?
4. What did I do?

\( /w/ \) in what, What did I do?

A. You hear the end of this word when you say rid and hid. The opposite of "No, he didn't!" is "Yes, he did!" (2)
B. You hear the end of this word when you say boo and too. Our sentence reads, "What did I say?" (6)
C. You hear this word when you say fly and why. You say this word when you speak about yourself. (3)
D. This word begins with /wh/ like when and why. Like when and why, this word also asks a question. (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (1)
What did she see?

1. It rhymes with hid and lid. The word is hidden in this sentence: He did his work quickly. The word is...
2. It rhymes with tree. A tree doesn't have eyes. A tree can't...
3. It rhymes with he. The opposite of he is...
4. It begins like why and when. Like the words why and when, this word also asks a question. ...
5. You see this at the end of a sentence when someone doesn't know the answer. ...

Someone look at this!

1. It is a compound word and begins like something and somehow. It means the same as somebody.
2. You stick your tongue out when you say this word. You use this word when you talk about something but don't want to use its name.
3. You hear /ook/ when you say book and cook. Something you can do with your eyes is...
4. You hear /at/ at the end of fat and rat. It means on, in, near, or towards. The word is...
5. When you see THIS at the end of a sentence you might be sad, happy, or scared. ...

Can you go with me?

1. It begins like yarn and yes. The opposite of me is...
2. It begins like Gus and gang. The opposite of wait is...
3. It ends like myth. Instead of saying, "put it by the other books.", we could say,...
4. It ends like man and tan. If I say ____, opening you might say...
5. You see THIS at the end of a sentence when someone doesn't know the answer. ...
A. It begins like thread and three. You stick your tongue out when you say this word. It rhymes with flee and tree. The "bossy" letter "r" changes /thee/ to a number. (4)

B. You hear this word when you say hand and lend. You hear this word connecting these names: Janet and Mark, Spot and Tom, Suean and Tom. (1)

C. You tap your tongue when you say this word. The number that follows one is ____. (2)

D. You do not hear the letters that begin and end this word. You do hear /n/ at the end of this word. This is a number that comes before two. (1)

E. When you see this at the end of a sentence you might be sad, happy, or scared. (1)

F. When you see this in a sentence, you take a breath. (.)

A. It rhymes with king and sing. If I say the word circle, you might say ____. (2)

B. You hear this word at the end of the word his. You hear this word in each of these sentences: Who is he? He is little. Is this yours? (3)

C. It rhymes with riddle and middle. The opposite of big is ____. (4)

D. Some people say /eh/ when they read this word. It is a letter's name. (1)

E. When you see this at the end of a sentence it tells you to stop. (.)

A. It rhymes with goat and boat. This is something you might wear on a cold day. (2)

B. You hear /er/ at the end of this word. The opposite of him is ____. (1)

C. You hear /us/ at the end of this word. The color of the sky is ____. (4)

D. You hear this word when you say his. You hear this word in each of these phrases: is red, is little, is sunny. (3)

E. When you see this at the end of a sentence it tells you to stop. (.)

A. It rhymes with coat and boat. This is something you might wear on a cold day. (2)

B. You hear /ay/ at the end of this word. The opposite of him is ____. (1)

C. You hear /os/ at the end of this word. The color of the sky is ____. (4)

D. You hear this word when you say his. You hear this word in each of these phrases: is red, is little, is funny. (3)

E. When you see this at the end of a sentence it tells you to stop. (.)
The fly can fly.

You may play now.

I can not stop!
What is on your back?

1. /ck/ in back: What is on your back?
   - A. You hear /ck/ at the beginning of this word, like why and when. This word asks a question. (1)
   - B. It rhymes with tack and stack. The opposite of front is __________. (3)
   - C. It begins with /k/ like you and yes. These are my crayons and these are __________. (4)
   - D. You hear /ck/ when you say this word. You can turn a light off and __________. (1)
   - E. You hear this word when you say his. You hear it in each of these phrases: is big, __________, is fast. (2)
   - F. You see this at the end of a sentence when someone doesn't know the answer. (2)

My socks are green.

1. /gr/ in green: My socks are green.
   - A. You hear this word when you say car and tar. It is in each of these phrases: are nice, are little. (4)
   - B. It rhymes with rocks and locks. You wear these on your feet. (2)
   - C. It rhymes with keen and seen. The color of grass is __________. (4)
   - D. You hear /gr/ at the beginning of this word, like mean and money. It rhymes with fly. (1)
   - E. The opposite of front is __________. (1)
   - F. When you see this at the end of a sentence it tells you to stop. (.)

What did Mother see?

1. /er/ in Mother: What did Mother see?
   - A. It ends in /er/ like her and mother. If I say brother, you might say sister. If I say Daddy, you might say __________. (3)
   - B. It ends like flee and tree. A word that means the same as look is __________. (4)
   - C. It ends like hid and rid. It is in each of these phrases: did it, did you, did he. __________ (2)
   - D. It begins like where and when. It asks a question. (1)
   - E. When you see this at the end of a sentence someone doesn't know the answer. (.)

Ralph L. Williams Jr. © 1973
**Can you see me?**

**May I play now?**

**Are your socks blue?**

**/as/ in see Can you see me?**

**/ay/ in may May I play now?**

**/ae/ in blue Are your socks blue?**

A. It ends like tree. It seems the same as look. (3)
B. It ends like you and you. Sometimes this word asks a question. (1)
C. It starts like blue and tree. The opposite of you is __________. (4)
D. It begins like yellow and yard. This doesn’t belong to me. This must belong to ______. (2)
E. When you see this at the end of a sentence someone doesn’t know the answer. (?)

A. It rhymes with say and day. You are asking to do something when you use this word. (1)
B. It rhymes with wow and now. Don’t do it later. Do it right ______. (4)
C. It rhymes with star and gray. If I say bambo, worbleo, or EREFors, what word does it make you think of? (3)
D. If I say ____, you can hear this word. It is in each of these sentences: I can jump.
   I will hop. I see you. (2)
E. When you see this at the end of a sentence someone doesn’t know the answer. (?)

A. It begins like you and yet. The opposite of mine is __________. (2)
B. It starts like black and block. It is the color of the sky. (4)
C. It rhymes with clocks and stocks. You wear these on your feet. (3)
D. You hear this word when you say star and jar. It is in each of these phrases: are you, are they, are we. (1)
E. You see this at the end of a sentence when someone doesn’t know the answer. (?)

**/ay/ in may May I play now?**

**/ae/ in blue Are your socks blue?**

**/as/ in see Can you see me?**

**/ay/ in may May I play now?**

**/ae/ in blue Are your socks blue?**

**/as/ in see Can you see me?**

**/ay/ in may May I play now?**

**/ae/ in blue Are your socks blue?**

B. It rhymes with say and day. You are asking to do something when you use this word. (1)
C. It rhymes with star and gray. If I say bambo, worbleo, or EREFors, what word does it make you think of? (3)
D. If I say ____, you can hear this word. It is in each of these sentences: I can jump.
   I will hop. I see you. (2)
E. When you see this at the end of a sentence someone doesn’t know the answer. (?)

A. It begins like you and yet. The opposite of mine is __________. (2)
B. It starts like black and block. It is the color of the sky. (4)
C. It rhymes with clocks and stocks. You wear these on your feet. (3)
D. You hear this word when you say star and jar. It is in each of these phrases: are you, are they, are we. (1)
E. You see this at the end of a sentence when someone doesn’t know the answer. (?)

B. It rhymes with wow and now. Don’t do it later. Do it right ______. (4)
C. It rhymes with star and gray. If I say bambo, worbleo, or EREFors, what word does it make you think of? (3)
D. If I say ____, you can hear this word. It is in each of these sentences: I can jump.
   I will hop. I see you. (2)
E. When you see this at the end of a sentence someone doesn’t know the answer. (?)

A. It begins like you and yet. The opposite of mine is __________. (2)
B. It starts like black and block. It is the color of the sky. (4)
C. It rhymes with clocks and stocks. You wear these on your feet. (3)
D. You hear this word when you say star and jar. It is in each of these phrases: are you, are they, are we. (1)
E. You see this at the end of a sentence when someone doesn’t know the answer. (?)
**My socks are too big!**

1. **/oo/** in too  My socks are too big!  
   A. It ends like rocks and looks. You have a pair of these.  
   B. It ends like fly and shy. The opposite of your is  
   C. It begins with /t/ like tine and tell. It means a lot.  
   D. It rhymes with big and wig. Some things are little. Other things are  
   E. You hear this word when you say far and car. It is in each of these sentences: We are going now. Who are you?  
   F. You see this at the end of a sentence when someone is mad, happy, or scared.

2. **/oo/** in look Look at my book.  
   A. It ends like crook and rook. A word that needs the same as see is  
   B. It ends like fly and cry. You might say, "This book belongs to  
   C. You hear this word at the end of a sentence when someone is mad, happy, or scared.

3. **/aw/** in saw Tell me what you saw.  
   A. It ends like draw and claw. Another word for has seen is  
   B. It ends like tree and we. The opposite of you is  
   C. It rhymes with well and fell. A word that means the same as say is  
   D. When and why begin the same as this word. Both begin with /wh/. Like the words when and why, this word also asks a question.  
   E. It begins with /y/ like yard and yodel. The opposite of me is  
   F. You see this at the end of a sentence when someone is mad, happy, or scared.

Ralph L. Williams Jr. © 78
ow in now
We are going home now.

1. 2. 3. 4. 5.
A. It begins with the same letter and sound as house and hand. A word that means
   the place where you live is_______. (6)
B. You hear this word when you say jar and star. It is in each of these phrases: they
   are, we are, who are. (2)
C. It ends like cow and bees. Don’t do something later when you can do it right_______.
   (5)
D. It ends like ring and ring. The opposite of being is_____. (3)
E. It sounds like be and he. We use this word when we TALK about several people. (1)
F. When you see this at the end of a sentence it tells you to stop. (.)

ou in out
Ann, you are out!

1. 2. 3. 4.
A. You hear this girl’s name each time you say these words: pan, fan, Don, man, and can.
   (1)
B. You hear this word when you say car and far. It is in each of these phrases: are
   going, are out, are busy. (3)
C. It rhymes like yell and yes. The opposite of me is_____. (2)
D. You hear this word at the end of pin and pin. The opposite of in is_____. (4)
E. You see this at the end of a sentence when someone is sad, happy, or scared. (1)
F. When you see this in the sentence, you take a breath. (.)

ar in Mark
Mark is in the car.

1. 2. 3. 4. 5.
A. It rhymes with lark and park. It is a boy’s name. (1)
B. You hear this word at the end of pin and pin. The opposite of in is_____. (4)
C. You hear this word at the end of his. It is in each of these sentences: Who is he? (3)
D. You stick your tongue out when you say this word. It is in each of these phrases:
   the boy, the cat, the monkey. (4)
E. It rhymes with far and tar. Let’s go for a ride in the (.)
P. When you see this at the end of a sentence it tells you to stop. (.)
What is this for?

1. Why, when, and where all begin with /wh/. So does this word. Like why, when, and where this word also asks a question. (1)
2. You stick your tongue out when you say this word. It is in each of these phrases: this one, this little book, this old car. (3)
3. It ends in /or/. It is in each of these phrases: or you, for them, for all. (4)
4. You hear this word when you say firs and his. Our sentence reads, "What is this for?" (2)

E. You say this at the end of a sentence when someone doesn't know the answer. (7)

Are you going now?

1. You hear /ing/ when you say sing and ring. If you aren't coming you might be _________. (1)
2. You hear this word when you say car and far. You hear it in each of these phrases: are you, are they, are we. (1)
3. It begins with /y/ like yellow and yesterday. If this doesn't belong to me it must belong to _________. (2)
4. It rhymes with you and now. The opposite of later is _________. (4)
5. You say this at the end of a sentence when someone doesn't know the answer. (1)

E. You see this at the end of a sentence when someone doesn't know the answer. (7)

Yes, Mark is older.

1. It begins with /y/ like yard and yellow. Some answers are no. Other answers are ________. (1)
2. It rhymes with spark and dark. A boy's name is ________. (2)
3. It rhymes with colder and folder. Some people are younger. Some people are ________. (4)
4. You hear this word at the end of his. Our sentence reads, "Yes, Mark ________ older." (3)
5. When you see this at the end of a sentence it tells you to stop. (1)
6. When you see this in a sentence, you take a breath between the words. (1)
/æ/ in and
Janet and Mark, jump!
1. 2. 3. 4.
A. It ends in /æ/ like pat and jet. It is a girl's name. (1)
B. It ends in /æp/ like pump and jump. What word do you think of if I say “up and down”? (4)
C. It ends in /ør/ like perk and spark. It is a boy’s name. (3)
D. When you see this at the end of a sentence someone might be sad, happy, or scared. (1)
E. When you see this at the end of a sentence, you take a breath between the words. (3)
F. When you see this at the end of a sentence, you take a breath between the words. (1)

/æ/ in Daddy
Daddy, come here now.
1. 2. 3. 4.
A. It rhymes with same. If someone waves their hands at you, they might be telling you to. (2)
B. You hear /æ/ at the end of this word, but there is no letter “e” at the end of it. Another word for father is. (1)
C. It rhymes with cow and how. The opposite of doing something later is doing something right. (4)
D. It begins with /æ/ like how and has. It gives direction like the words there, up, and near. You might say, “Bring it over...” (3)
E. When you see this at the end of a sentence it tells you to stop. (1)
F. When you see this in a sentence, you take a breath between the words. (1)

/a/ in can
Yes, you can go.
1. 2. 3. 4.
A. It ends in /æn/ like fan and man. It is in each of these sentences: He can jump. She can sing. (3)
B. It ends like toe and show. Red means stop. Green means... (4)
C. It begins like yard and yell. If I shake my head from side to side I mean no. If I nod my head up and down I mean yes. (2)
D. It begins like yellow and yesterday. The opposite of no is. (2)
E. When you see this at the end of a sentence it tells you to stop. (1)
F. When you see this in a sentence, you take a breath between the words. (1)
Look out here, Ann!

1. 2. 3. 4.

/a/ in Ann  Look out here, Ann!

1. 2. 3. 4.

A. You hear this word when you say shout and pout. If the catcher tags you with the ball you are . (2)
B. It rhymes with book and crook. Another word for see is . (1)
C. You hear this name when you say pen, pen, men, and can. (6)
D. It begins like hand and hall. The opposite of "over there" would be "over ." (3)
E. When you see this at the end of a sentence someone might be sad, happy, or scared. (1)
F. When you see it the end of a sentence, you take a breath between the words. (1)

Look at the cat.

1. 2. 3. 4.

/a/ in at  Look at the cat.

1. 2. 3. 4.

A. You hear this word when you say skirt and net. It is in each of these sentences:
Look at me. Throw at that. (2)
B. It rhymes with hat and rat. The dog chased the . (4)
C. You stick your tongue out when you say this word. It is in each of these phrases:
the men, the bike, the color. (3)
D. It rhymes with book and hook. Another word for see is . (1)
E. When you see this at the end of a sentence it tells you to stop. (1)

What is on your back?

1. 2. 3. 4. 5.

/a/ in back  What is on your back?

1. 2. 3. 4. 5.

A. It begins with /wh/ like why, when, and where. You use this word when you want to ask a question. (1)
B. It rhymes with tack and stack. The opposite of front is . (5)
C. You hear this word when you say this. It is in each of these sentences: Is that yours? Who is he? He is eight years old. (2)
D. You hear this word when you say Don and Ron. A light switch can be turned either on or off. (3)
E. It begins like you and young. The opposite of my things would be things. (4)
F. You see this at the end of a sentence when someone doesn't know an answer. (7)
Go and get Janet.

1. It ends in /ə/ like toe and hoe. If red means stop, then green means (1)
2. You hear this word when you say band and stand. It is used to connect names together: Janet and Mark, Tom and Betty. (2)
3. It ends in /et/ like jet and met. It is a girl's name. (3)
4. It ends in /et/ like net and set. It is in each of these phrases: get up, get going, get it. (4)

MR: Go 1, and 1, get 3, Janet 1
1. 2. 3. 4.
A. It ends in /ə/ like toe and hoe. If red means stop, then green means (1)
B. You hear this word when you say band and stand. It is used to connect names together: Janet and Mark, Tom and Betty. (2)
C. It ends in /et/ like jet and met. It is a girl's name. (3)
D. It ends in /et/ like net and set. It is in each of these phrases: get up, get going, get it. (4)
E. When you see this at the end of a sentence it tells you to stop. (5)

Sara

My socks are red.

A. It rhymes with by and sly. A word that means the same as mine is (1)
B. You hear this word when you say star and tar. It is in each of these sentences:
Who are you?
We are ready. (3)
C. It ends in /ed/ like bed and Ted. It is a color. The color is (4)
D. It ends in /oks/ like stocks and flocks. You wear these on your feet. (2)
E. When you see this at the end of a sentence it tells you to stop. (5)

H: Yes 3. I 1, said 3, yes 3
1. 2. 3. 4.
A. It begins like see and Sam. If I say talk and tell, you might say (3)
B. It ends in /es/ like less and mess. The opposite of no is (1 or 4)
C. You hear this word when you say by and my. You use this word when you talk about something you did. (2)
D. When you see this you should take a breath before you continue talking. (1)
E. When you see this at the end of a sentence someone might be mad, happy, or scared. (1)
Will you tell me?

A. It begins like young and your. The opposite of me is _____. (1)
B. It ends like we and he. The opposite of you is _____. (2)
C. It rhymes with hill and fill. This word asks a question. (3)
D. When you see this at the end of a sentence someone doesn't know an answer. (7)
E. When you see this at the end of a sentence someone doesn't know an answer. (7)

Mark, I want in!

A. You hear this word at the end of pin and win. The opposite of out is _____. (4)
B. It ends like lark and park. A boy's name is _____. (1)
C. It begins with /w/ like walk and well. It ends in /w/ like can't and went. People use this word when they would like to have something. (3)
D. This is a letter's name that people use to talk about themselves. (2)
E. When you see this you should take a breath before you continue reading. (0)
F. When you see this at the end of a sentence someone might be mad, happy, or scared. (1)

Make something little.

A. It rhymes with cake and lake. Which of these three words is a "doing" word? (1)
B. It ends in /le/ like whistle and middle. Which of these three words tells how big? (3)
C. It ends in /ing/ like going and morning. When you don't know the name of a thing you might use this word. (2)
D. When you see this at the end of a sentence it tells you to stop. (.)
A. It ends in /ig/ like wig and pig. Which of these words means nearly the same as huge, large, and gigantic? (4)
B. It ends in /aw/ like baby and funny. Another word for father is (1)
C. You hear this word when you say his. It is in each of these sentences: Who is he? Mike is funny. (2)
D. You hear /aw/ when you say this word. It means a lot of something. It is in each of these phrases: too much, too feet, too funny. (3)
E. When you see this at the end of a sentence it tells you to stop. (1)

A. It is a letter, name that you hear when you say fly, wine, and ice. You use this word when you talk about yourself. (2)
B. You stick your tongue out when you say this word. It is used in each of these sentences: Go with me. Take it with you. (4)
C. It ends in /en/ like pan and won. It is used in each of these sentences: Put it in the trash can. Can I go with you? (1)
D. It ends in /ee/ like we and he. The opposite of you is (5)
E. It ends in /ill/ like fill and spill. This word asks a question. (1)

A. You stick your tongue out when you say /th/ at the end of this word. It is used in each of these sentences: Go with me. Take it with you. (4)
B. It begins with /y/ like young and yes. The opposite of me is (2)
C. It ends in /ed/ like wide and slide. A horse is fun to (3)
D. It ends in /aw/ like we and he. The opposite of you is (5)
E. It ends in /ill/ like fill and spill. This word asks a question. (1)
F. You see this at the end of a sentence when someone doesn't know the answer. (1)
/i/ in is

A fly is little.
1. 2. 3. 4.

/A/ in is A fly is little.
1. 2. 3. 4.
A. It ends in /i/ like whistle. Some things are big. Some things are _______. (4)
B. When we read this as a word we say /ay/. When we read this as a letter's name we say /e/.
C. We hear this word at the end of his. It is used in each of these sentences: Who is that? He is eight years old. (3)
D. It ends like my end try. A bird uses his wings when he wants to _______. (2)
E. When you see this at the end of a sentence it tells you to stop. (1)

/i/ in did

What did you do?
1. 2. 3. 4.

/A/ in did What did you do?
1. 2. 3. 4.
A. This word begins with /i/ like yes and young. The opposite of me is _______. (3)
B. This word begins with /d/ like done and did. It is used in each of these sentences: Do you want to go? Can you do this for me? (4)
C. It begins with /w/ like who and when. This word asks a question. (1)
D. It ends in /id/ like lid and hid. It is used in each of these sentences: Did you tell Dad? I did my work. (2)
E. You see this at the end of a sentence when someone doesn't know an answer. (7)

/o/ in not

I can not go!
1. 2. 3. 4.

/O/ in not I can not go!
1. 2. 3. 4.
A. It ends in /o/ like toe and Joe. If red means stop, then green means _______. (4)
B. It ends in /ot/ like pot and hot. The opposite of can go is can not go. (3)
C. It ends in /en/ like Den and ren. It is used in each of these sentences: Yes you can. I can jump. (2)
D. You hear this word at the end of my and fly. You use this word when you talk about yourself. (1)
E. You see this at the end of a sentence when someone is sad, happy, or scared. (1)
**/o/ in Socks  May I play with Socks?**

1. It ends in /ay/ like day and say. The opposite of work is [3].
2. It ends in /ay/ like hay and say. It is the name of a month or it can be a word that asks a question. [1]
3. You stick your tongue out at the end of this word when you say it. It is used in each of these sentences: Come with me. Take this with you. [4]
4. It ends in /ocks/ like locks and rocks. The little dog has four white feet. His feet look like [5]
5. You hear this word when you say ay and fly. You use this word when you talk about yourself. [2]

---

**/u/ in up Can you look [up] ?**

1. It ends in /obk/ like book and cook. Another word for see is [3].
2. It ands in lay/ like stay and hay. It is the name of a sound that can be a word. It asks a question. [1]
3. You stick your tongue out at the end of this word when you say it. It is used in *soh* of these sentences: Cons with me. Take this with you. [4]
4. It ends in /oaks/ like locks and rocks. The little dog has four white feet. His feet look like [5]
5. You hear this word when you say up and up. You use this word when you talk about yourself. [2]

---

**/u/ in truck Come ride on the truck.**

1. You hear this word at the end of Don and Ron. If I say out, you might say in. [3]
2. It ends in /uck/ like duck and luck. It is like a car, only bigger. Some carry cement. Others carry lumber or haul gasoline. [5]
3. It ends in /ids/ like Slide and slid. A bicycle is tun to [2].
4. It ends like the word sow. If I say hot, you might say cold. If I say go, you might say stop. [7]
5. You stick your tongue out when you say this word. It is used in each of these sentences: The boy ran. The bird flew. [4]
But can I go?

/u/ in but. But can I go?

A. It ends in /u/ like so and no. A red light means stop. A green light means (1)

B. It ends in /at/ like shut and but. It is used in this sentence: But you said I could! (2)

C. It ends in /en/ like can and ten. Chicken and noodle soup sometimes comes in a (3)

D. You hear this word when you say my and fly. You use this word when you talk about (4)

E. You use this at the end of a sentence when someone doesn't know an answer. (5)

---

Can a duck fly?

/u/ in duck. Can a duck fly?

A. It ends in /uck/ like truck and luck. He makes a quacking noise when he talks. (6)

B. It ends like my and by. A man might walk. A bird might (7)

C. It ends in /an/ like man and ran. If you are going fishing you might want to keep (8)

D. When you read it as a word you say /ahn/. When you read it as a letter's name you say (9)

E. You see this at the end of a sentence when someone doesn't know an answer. (10)

---

Come play in the sand.

/end/ in sand. Come play in the sand.

A. It ends in /end/ like some and welcome. Please ______ here. (11)

B. It begins with /e/ like Sally and Sue. It ends in /end/ like bend and land. It is (12)

C. It ends like say and say. At recess time we go outside to run and ______. (13)

D. You hear this word when you say pin and win. I say on, you say off. I say out, you say (14)

E. You stick your tongue out at the front of this word. It is used in each of these (15)

F. You stop when you see this at the end of a sentence. (16)
Daddy is a man.

- It begins with /d/ like dime and do. Another word for father is ____. (1)
- You hear this word when you say his. It is used in each of these phrases: a little boy, is very tall. (2)
- When you see this at the end of a sentence it tells you to stop. (3)

Can we go to town?

- It ends in /own/ like pen and fan. A boy will grow to become a _____. (4)
- When you see this at the end of a sentence it tells you to stop. (5)

Mark is going to win!

- It ends in /ing/ like sing and ring. The opposite of coming is ____. (1)
- It ends in /ark/ like pan and men. It is in each of these phrases: can jump, can sing. can you. (2)
- It ends in /ark/ like pan and men. A place that has houses and stores might be called a city or a _____. (3)

In in win

- It begins with /t/ like time and tell. It is used in each of these sentences: to school, to the house. (4)
- You hear this word when you say his. It is used in each of these phrases: go to the store. I want to ride. (5)
- You see this at the end of a sentence when someone is mad, happy or scared. (6)
Socks is your pet.

1. /st/ in pet  Socks is your pet.
2. yr  3. pet  4. pet

A. It ends in /socks/ like locks and rocks. If a puppy has four white feet we might call him a p---- (1)
B. It begins with /s/ like spinach and page. It ends in /et/ like jet and bet. A puppy or a kitten might be kept as a pet. (6)
C. You hear this word when you say his. It is used in each of these sentences: What is he doing? Is he going with us? (3)
D. It begins with /y/ like young, you, and yourself. If I talk about something that belongs to you I would say, "This is my baseball." (3)
E. You stop when you see this at the end of a sentence. (.)

What has a hump?

1. /ump/ in hump  What has a hump?
2. yr  3. hump

A. It begins with /wh/ like why and when. This word asks a question. (1)
B. It begins with /h/ like how and have. It is used in each of these sentences: Who has it? He has the book. (2)
C. It ends in /ump/ like pump and jump. It begins with /h/ like here and house. A road might have a hump. (4)
D. We read this word as /uh/. When we see it, the letter we say is (3)
E. We see this at the end of a sentence when someone doesn't know an answer. (?)

Can a lark fly?

1. /ark/ in lark  Can a lark fly?
2. yr  3. lark

A. It ends in /ank/ like pan and men. It is in each of these sentences: Can you jump? I can swim. (1)
B. It sometimes is a letter's name. Sometimes it is the word /uh/. (2)
C. It ends like my and by. If you had wings you might (4)
D. It ends in /ark/ like Marks and spurt. There were three birds. One was a robin, another was a jay, and the third one was a (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (?)
ide in side
You are on my side!

/ide/ in side You are on my side!
MAR: You 2, are 3, on 2, my 1, side 1.
A. You hear this word at the end of far and star. It is used in each of these sentences:
Who are you? Are we late? (2)
B. You hear this word at the end of Ben and Ron. You can turn a light switch on and
(3)
C. It ends in /ide/ like wide and ride. Which part of my body am I touching (touch side)?
(5)
D. It ends like by and fly. You use this word when you talk about things that belong to
you. (4)
E. It begins like yesterday and young. The opposite of the word me is ______. (1)
P. You see this at the end of a sentence if someone is mad, happy, or scared. (1)

A. You hear this word at the end of far and star. It is used in each of these sentences:
Who are you? Are we late? (2)
B. You hear this word at the end of Ben and Ron. You can turn a light switch on and
(3)
C. It ends in /ide/ like wide and ride. Which part of my body am I touching (touch side)?
(5)
D. It ends like by and fly. You use this word when you talk about things that belong to
you. (4)
E. It begins like yesterday and young. The opposite of the word me is ______. (1)
P. You see this at the end of a sentence if someone is mad, happy, or scared. (1)

socks in rocks
Look out for rocks!

/socks/ in rocks Look out for rocks!
MAR: Look 2, out 3, for 2, rocks R.
A. It ends in /ock/ like cook and book. Your eyes help you ______. (1)
B. It ends in /ock/ like rocks and looks. Something you shouldn’t throw at school
is ______. (4)
C. It ends in /or/ like more and store. It is in each of these sentences: This is for
you. Who are those for? (3)
D. You hear this word at the end of about and shout. If they tag you while playing base-
ball, you are ______. (2)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

up in pup
Socks is a pup.

/up/ in pup Socks is a pup.
MAR: Socks 1, is 2, a 2, pup 1.
A. When we read this as a word we say /uh/. When we read it as a letter we say ______.
(3)
B. It ends in /up/ like up and cup. A baby dog is called a ______. (4)
C. It ends in /ock/ like rocks and flock. If your puppy has four white feet you might
call him ______. (1)
D. You hear this word when you say his. It is in each of these sentences: It is time
to go! Here is going swimming. (2)
E. You stop when you see this at the end of a sentence. (.)
ood in hood
Do you have a hood?

ike in bike
Can you ride a bike?

ake in bake
Will you bake a cake?
What did you say?

1. /ə/ in say
2. /aɪ/ in say
3. /eɪ/ in say

HBR: What 3, did 4, you 2, say 3?

A. It ends in /ə/ like play and say. Said, talk, and tell mean nearly the same as ___.
B. It ends in /aɪ/ like hid and bid. It is used in each of these sentences: He did his work. Did you see the movie?
C. It begins with /eɪ/ like why and when. This word asks a question.
D. It begins with /ɪ/ like years and young. The opposite of me is ___.
E. When you see this at the end of a sentence someone doesn't know an answer.

This is too hot!

1. /ɔt/ in hot
2. /æt/ in hot
3. /ɔt/ in hot

HBR: This 2, is 2, too 3, hot 3.

A. It ends in /æt/ like moo and go. It is used in each of these phrases: too big, too little, too much, too funny.
B. It ends in /ɔt/ like pot and not. Some things are cold. Some things are ___.
C. You stick your tongue out when you say this word. It is used in each of these phrases: this one, this is, this will.
D. You hear this word at the end of his. It is used in each of these sentences: Is this it?
E. You see this at the end of a sentence when someone is mad, happy, or scared.

You are too fat!

1. /æt/ in fat
2. /æt/ in fat
3. /æt/ in fat

HBR: You 2, are 3, too 3, fat 3.

A. It ends in /æt/ like moo and go. It is used in each of these phrases: too far, too slow, too fast.
B. You hear this word when you say far and fast. Our sentence reads, "You ___ too fast!"
C. It ends in /æt/ like hat and bat. Some people are skinny. Some people are ___.
D. It begins with /ɪ/ like yellow and barn. This is for me and this is for ___.
E. You see this at the end of a sentence when someone is mad, happy, or scared.
ig in pig  
See the little pig.  

1. 2. 3. 4.  

A. It ends like three and tree. Look almost the same as . (1)  
B. It ends in /ig/ like wig and fig. If I say "sink" you might say . (2)  
C. It ends in /ig/ like middle and puddle. Some things are big. Some things are . (3)  
D. You stick your tongue out when you say this word. It is used in each of these sentences: The boy jumped. Ride the little bike. See the new grass. (4)  
E. You stop when you see this at the end of a sentence. (5)  

ing in sing  
Do you like to sing?  

1. 2. 3. 4. 5.  

A. It ends like toe and who. It is used in each of these sentences: Do it now. Will you do it for me? (1)  
B. It ends in /ing/ like something, morning, and going. A boy can . (2)  
C. It ends in /ing/ like Mike and spike. You might use this word when you talk about ice-cream. (3)  
D. It ends in /ing/ like who and roo. It is used in each of these sentences: Run to the store. I want to go. (4)  
E. It begins with /y/ like years and young. It completes this sentence: This is for . (5)  
F. When you see this at the end of a sentence someone doesn't know an answer. (6)  

een in keen  
Mark, this is keen!  

1. 2. 3. 4.  

A. It ends in /een/ like spark and park. When you work in your workbook you are asked to do this with the best answers. (1)  
B. It ends in /een/ like teen and seen. Nest! and sharp! mean nearly the same as this word. (2)  
C. You stick your tongue out when you say this word. It is used in each of these sentences: What is this? Do you like this? This is what I want. (3)  
D. You hear this word when you say his. It is in each of these sentences: Is breakfast ready? Who is that? (4)  
E. You see this at the end of a sentence when someone is mad, happy, or scared. (5)
Look at me hop!

/\op/ in hop  Look at me hop!

A. It ends in /\op/ like we and has. One is for you and one is for you. (3)
B. It ends in /\op/ like look and shock. You do this with your eyes. (1)
C. You hear this word when you say hat, hat, and sit. It is in each of these sentences:
   See you at school. Come home at six o'clock. (2)
D. It ends in /\op/ like pop and mop. A deer can leap. A rabbit can . (4)
E. You see this at the end of a sentence when someone is sad, happy, or scared. (1)

Talk in talk
I like to talk.

/\alk/ in talk  I like to talk.

A. It ends in /\alk/ like bike and hike. This is a word you might use when you talk about
   ice-cream. (2)
B. It ends in /\alk/ like moo and boo. It is in each of these sentences: I like to sing.
   Go to the store. (3)
C. It ends in /\alk/ like walk and stalk. Birds chirp, cows moo, and people . (4)
D. You hear this word at the end of why and my. You use this word to talk about yourself.
   (1)
E. When you see this at the end of a sentence you stop. ()

Ride down the hill

/\ill/ in hill  Ride down the hill.

A. It ends in /\ill/ like wide and side. You do this when you go on an airplane, car, or horse. (1)
B. It ends in /\ill/ like clown and gown. If you go up you will probably also go ___
   (3)
C. It ends in /\ill/ like will and all. Another name for a little mountain is a ___
   (1)
D. Which word makes you stick your tongue out in each of these phrases: the monster
   screamed, the dog barked. (3)
E. You stop when you see this at the end of a sentence. ()
ack in back

What is on your back?

1. 2. 3. 4. 5.

/ack/ in book
What is on your back?

Hm: What 1, is 2, on 3, your 4, book 5.

A. You hear this word when you say Don and Ron. You can turn a light switch off and
    (1) 2. 3. 4. 5.

B. You hear /ack/ when you say lock and shock. A house has a door at the front and a
doors at the
    (2) 3.

C. It begins with 7/ in young, years, yesterday, and you. It would sound funny if I
    said, "Is this you bike?" I should say, "Is this your bike?"
    (3)

D. You hear this word at the end of his. It is in each of these sentences: Who is he? Is
this what you wanted?
    (4)

E. You see this at the end of a sentence when someone doesn't know an answer.
    (5)

id in hid

Mark [hid] something.

1. 2. 3.

/id/ in hid
Mark hid something.

Hm: Mark 1, hid 2, something 3.

A. It ends in /ing/ like going and morning. If you don't know what to call it, you might
call it a
    (1) 2. 3.

B. It ends in /ed/ like said and did. You couldn't find something because your little
sister
did.
    (2)

C. It ends /ark/ like park and bark. You can do this with a pencil.
    (3)

D. You stop when you see this at the end of a sentence.
    (4)

old in told

Janet [told] on you!

1. 2. 3. 4.

/old/ in told
Janet told on you!

Hm: Janet 1, told 2, on 3, you 4.

A. You hear this word when you say Don and Ron. Before you can take a hat off you must
first put it
    (1)

B. It begins like you, your, yesterday, and years. One for me and two for
    (2)

C. It ends in /old/ like old and sold. We can run today, but we already ran yesterday.
We tell a story today, but if we did it yesterday, the story has already been
    (3)

D. It ends in /at/ like sat and pet. A girl's name is
    (4)

E. You see this at the end of a sentence when someone is sad, happy, or scared.
    (5)
ell in fell
Mark's socks fell down.

/Aell/ in fell Mark's socks fell down.  
AR: Mark's socks fell down.

1. 2. 3. 4.
A. It ends in /ell/ like tell, bell, and shell. What did Mark's socks do?  (1)
B. It ends in /ells/ like lells and cells. Put on your shoes and _______! (2)
C. It ends in /own/ like clown and town. If you shoot an arrow up, watch out when it comes. (3)
D. You stop when you see this at the end of a sentence. (4)
E. Put on your shoos and _______.

ch in catch
Can you catch the ball?

/ACH/ in catch Can you catch the ball?  
AR: Can you catch the ball?

1. 2. 3. 4. 5.
A. It ends with /ch/ like years, young, and you. The opposite of me is _______. (1)
B. It ends in /atch/ like match and hatch. What can you do with a haseball? (2)
C. It ends in /an/ like tan and Dan. Let's throw rocks at that rusty tin. (3)
D. Put your tongue out when you say this word. It is used in each of these sentences. The boy is tall. Ring the ball. (4)
E. You boor this word at the end of a sentence when someone doesn't know an answer. (5)
F. You see this at the end of a sentence when someone doesn't know an answer. (6)

sw in sweater
Can you eat a sweater?

/ASW/ in sweater Can you eat a sweater?  
AR: Can you eat a sweater?

1. 2. 3. 4. 5.
A. It ends in /sw/ like her and brother. You wouldn't want to wear this on a hot day. (1)
B. It ends in /awn/ like fan and Dan. Let's throw rocks at that rusty tin. (2)
C. You hear this word at the end of a hot and wet. Meet the most as we can. (3)
D. You hear /sw/ when you say this word. The opposite of me is _______. (4)
E. When we read this letter as a word we say /sw/. When we say the alphabet we say it as the letter _______. (5)
F. You see this at the end of a sentence when someone doesn't know an answer. (6)

107
Tr in trees
Mr. Monkey climbs trees

1. 2. 3. 4.

/a/ in trees. Mr. Monkey climbs trees.  (You hear this sound at the beginning of the words: trees, trees, Mr. Monkey, Mr. Monkey, Mr. Monkey.)
A. It begins with /a/ like walk and wok. If you are not a Miss or a Mrs., then you are 1. 2. 3. 4. 5.
B. It ends in /a/ like money and honey. Money and honey can't climb trees. This animal can. (2)
C. It sounds in /ae/ like sees and sees. Put your ex down! Don't cut down these_____.  (4)
D. It starts with /a/ like clever and clown. A monkey does this better than he runs.  (5)
E. You stop when you see this at the end of a sentence. (1)

Cr in cross
Mr. Bear is cross!

1. 2. 3. 4.

/æ/ in cross. Mr. Bear is cross!  (You hear this sound at the beginning of the words: Mr. Bear, Mr. Bear, Mr. Bear, Mr. Bear.)
A. It begins in /æ/ like wear and tear. An animal you don't want to get mad at you is 1. 2. 3. 4. 5.
B. It begins with /æ/ like Miss and Mrs. You don't call a man a Miss. He is a_____. (2)
C. It ends in /æ/ like bees and bees. Sometimes we are sorry and sad and want to be left alone. Another word for sorry and sad is_____. (4)
D. You hear this word at the end of his. It is used in each of these sentences: He is busy. She is beautiful. (1)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Br in brown
The colt's tail is brown.

1. 2. 3. 4. 5.

/b/ in brown. The colt's tail is brown.  (You hear this sound at the beginning of the words: brown, brown, brown, brown, brown.)
A. You stick your tongue out when you say this word. It is used in each of these sentences: The boy ran, ran, ran, ran. Catch the ball. (1)
B. It ends in /æ/ like Wells and rides. A baby bear is called cub. A baby sheep is called a_____. (2)
C. It ends in /æ/ like mail and mail. A dog wags this when he is happy. (3)
D. It sounds in /æ/ like alone and loves. Color the leaves of the tree green and the truck. (5)
E. You 'see' this word at the end of a sentence when someone is happy or happy. (4)
F. You hear this word at the end of a sentence when you step. (1)
fr in frog
Did you catch a frog?
1. Did you catch a frog?
   /fr/ in frog

Bar: Did 1, you 2, catch 3, a 4, frog 5.
A. It ends in /og/ like log and fog. Who 6, asleep 7, on a 8, lily 9, pad? 10.
B. It ends in /a/ like that 11, and 12, church. You 13, pitch 14, and 15, I'll 16.
C. It ends in /id/ like lid and hid. It 17, is used 18, in each 19, of 20, these 21, sentences: He 22, did 23, his 24, work 25, quickly. Did 26, Tom 27, call? 28.
D. You 29, read 30, this 31, letter 32, as 33, /ur/ 34, in 35, a 36, sentence. Sometimes 37, people 38, read 39, it 40, as 41.
E. You 42, see 43, this 44, at 45, the 46, end 47, of 48, a 49, sentence 50, when 51, someone 52, doesn't 53, know 54, an 55, answer. 56.

pr in surprise
What a big surprise!
1. What 2. a 3. big 4. surprise!

/\pr\ in surprise

Bar: What 1, a 2, big 3, surprise 4.
A. It ends in /a/ like wise and wise. They 5, didn't 6, tell 7, him 8, about 9, his 10, new 11, bicycle. What's 12, nice? 13.
B. You 14, read 15, this 16, letter 17, as 18, /ur/ 19, in 20, a 21, sentence. Sometimes 22, people 23, read 24, it 25, as 26.
C. You 27, see 28, this 29, at 30, the 31, end 32, of 33, a 34, sentence 35, when 36, someone 37, is 38, mad 39, or 40, scared. 41.

cl in climb
Mr. Bear can climb!
1. Mr. 2. Bear 3. can 4. climb!

/\cl\ in climb

Bar: Mr. 1, Bear 2, can 3, climb 4.
A. It begins 5, with 6, /el/ 7, like 8, Miss 9, and 10, Mrs. A 11, man 12, is 13, addressed 14, as 15, Mr. 16.
B. It begins like clover 17, and 18, even 19, and 20, even. You 21, can 22, do 23, this 24, with 25, stairs, 26, ladders, 27, and 28, trees. 29.
C. It begins with /wh/ 30, like 31, why 32, and 33, when. Why 34, and 35, when 36, both 37, ask 38, questions. Often 39, this 40, word 41, too 42, will 43, ask 44, a 45, question. 46.
D. It begins with /wh/ 47, like 48, why 49, and 50, when. Why 51, and 52, when 53, both 54, ask 55, questions. Often 56, this 57, word 58, too 59, will 60, ask 61, a 62, question. 63.
E. You 64, see 65, this 66, at 67, the 68, end 69, of 70, a 71, sentence 72, when 73, someone 74, is 75, mad 76, happy 77, or 78, scared. 79.
100

Can a rabbit skate?

1. 2. 3. 4.

/sk/ in skate Can a rabbit skate?

1. 2. 3. 4.

A. It ends in /it/ like bit and hit. A frog hops. This animal also hops. (1)
B. It ends in /an/ like Dan, man, and ran. It is used in each of these sentences: Yes I can. Put it in the can. (1)
C. You say /an/ when you read this word. Its alphabet name is ______. (2)
D. It ends in /ets/ like lets and pets. You can do this on ice or cement. (3)
E. You see this at the end of a sentence when someone wants an answer. (4)

Ralph L. Williams Jr.  79

Is this your snake?

1. 2. 3. 4.

/sn/ in snake Is this your snake?

1. 2. 3. 4.

A. You stick your tongue out when you say this word. It is used in these sentences: What is this? Do you want this or that? (2)
B. It begins with /y/ like years and young. These are my skates and these are my skate shoes. (3)
C. You hear this word when you say his. The first word in our sentence is ______. (1)
D. It ends in /ets/ like bets and cats. It wiggles and crawls. (4)
E. You see this at the end of a sentence when someone doesn't know an answer. (5)

Ralph L. Williams Jr.  79

Are you all right?

1. 2. 3. 4.

/right/ in right Are you all right?

1. 2. 3. 4.

A. You hear this word at the end of all and call. I don't want just a bite. I want it all. (1)
B. It ends in /ight/ like right and light. The opposite of left is ______. (2)
C. It begins with /y/ like years and young. The opposite of me is ______. (3)
D. You hear this word when you say ear and far. It is used in each of these sentences: Who are you? Are you going with us? (1)
E. You see this at the end of a sentence when someone doesn't know the answer. (5)

Ralph L. Williams Jr.  79
Have you had enough?

A. It begins with /h/ like here and how. It is used in each of these sentences: Can I have this? Do you have chocolate ice-cream? (1)
B. It ends in /ough/ like tough and rough. This is the word your parents use when they have had it. "Alright kids, I've had enough." (4)
C. It ends in /ad/ like glad and fed. Would you say, "Have you had enough?" or "Have you fed enough?" No. You would say, "Have you glad enough?" (3)
D. It begins like yesterday and years. The opposite of me is. (2)
E. You see this at the end of a sentence when someone doesn't know the answer. (1)

Fremont is a city?

A. You hear this word when you say whiz and his. Do you know what this? (2)
B. It starts with /s/ like circle and ceiling. However, it doesn't begin with the letter "a." A place where people go to shop and buy things might be a town or a. (4)
C. You read this as /uh/. It is in each of these phrases: little kitten, a good time. (3)
D. It begins with /fr/ like friends and free. This is the name of a city. (1)
E. You stop when you see this at the end of a sentence. (.)

Was that a pigeon?

A. It begins with /p/ like pickle and pond. This is the name of a bird. (4)
B. You hear /s/ at the end of this word but it is not "a." It is used in each of these sentences: He was hungry. What was that? (1)
C. You stick your tongue out when you say this word. It is used in each of these sentences: What is that? That is all I want. (2)
D. You read this as /uh/: a dog, a boy, a beautiful butterfly. (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (1)
The squirrel runs faster.

1. /squ/ in squirrel
2. The squirrel runs faster.
3. HH: The 1, squirrel P, runs P, faster P
4. A. It ends in /aw/ like mother and brother. A word that means speedier than fast is
   (1)
B. It begins with /squ/ like scurt and squeez. This is a small furry animal. (2)
C. It ends in /use/ like funs and suns. A bird flies and a boy ______. (3)
D. You stick your tongue out when you say this word. It is used in each of these
   sentences: The boy ran home. Close the door. (1)
E. You see this at the end of a sentence when someone doesn't know an answer. (7)

Earrings are for girls!

1. /ar/ in girl
2. Earrings are for girls!
3. HH: Earrings LMK, are 3, for 2, girls P
4. A. You hear this word when you say far and star. It is used in each of these sentences:
   Are you ready? We are going now. (2)
B. It ends in /ore/ like more and store. It is used in each of these sentences: Who is
   this for? Make some cookies for my teacher. (3)
C. It ends in /inge/ like rings and kings. Girls wear these. (1)
D. It has /ar/ in it like bird and circle. The opposite of boys are ______. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

I want a hamburger!

1. /ur/ in hamburger
2. I want a hamburger!
3. HH: I 1, want 2, a 2, hamburger LMK
4. A. You hear two words when you say this word. It is something good to eat. (1)
B. It ends in /nt/ like hunt and went. If you would like to have something you might use
   this word. (2)
C. You hear this word at the end of my and fly. You use the word when you talk about
   yourself. (1)
D. You read this word as /uh/. It is used in each of these sentences: You have a
   bicycle. I want a drink. (3)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)
ea in eat
The lamb likes to eat.
1. 2. 3. 4. 5.

/ea/ in eat The lamb likes to eat.
HAR: The 1, lamb P, likes 2, to eat P
1. 2. 3. 4. 5.
A. It begins with /l/ like look and little. A baby horse is called a colt. A baby cow
is called a calf. A baby sheep is called a (2)
B. It ends in /like/ like bikes and trikes. He has his ice cream. (3)
C. You hear this word at the end of best and treat. A pig grows fat because he likes to
D. It ends in /us/ like glue and true. It is used in each of these sentences: Go to the
store. Take this to school. (4)
E. It begins with /1/ like look and little.
F. It ends in /eat/ like bikes and trikes. He has his ice cream. (3)
G. It ends in /e/ in eat. It is used in each of these sentences: The water was cold. (1)

ai in rain
It will rain someday.
1. 2. 3. 4.

/ai/ in rain It will rain someday.
HAR: It P, will 3, rain P, someday P
1. 2. 3. 4.
A. You hear this word when you say hit and sit. It is used in each of these sentences:
B. It ends in /ill/ like still and fill. Our sentence reads: It rain someday.
C. It ends in /ay/ like play and may. The opposite of now is (4)
D. It ends in /ay/ like play and may. Take your umbrella. It might rain. (3)
E. You stop when you see this at the end of a sentence. (.)

ew in new
Will a dime stay new?
1. 2. 3. 4. 5.

/ew/ in new Will a dime stay new?
HAR: Will 3, a 2, dime P, stay P, new P
1. 2. 3. 4. 5.
A. It ends in / like time and lime. Ten pennies are the same as a (1)
B. It ends in / like may and play. The opposite of to go is to (4)
C. It ends in /ew/ like flew and stew. The opposite of old is (2)
D. It ends in /ill/ like glue and true. It is used in each of these sentences: You will
play with me? We will go home tomorrow. (1)
E. You read this as /u/. Its letter name is (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (1)
oy in boy
Mark is a good boy.
1. 2. 3. 4. 5.

/o/ in boy Mark is a good boy.

A. It ends in /oot/ like wood and hood. The opposite of bad is ______. (4)
B. It ends in /oat/ like boot and snot. You can use a pencil to make a _____. (1)
C. You hear this word when you say his. It is used in each of these phrases: is funny, is running. (2)
D. You say /oah/ when you read this as a word. When you say its letter name you say _____. (3)
E. It ends in /oat/ like toy and say. The opposite of girl is _____. (5)
F. You stop when you see this at the end of a sentence. (.)

oa in coat
Give me my coat!
1. 2. 3. 4.

/oa/ in coat Give me my coat.

A. It ends in /oat/ like boot and coat. Something you might wear on a cold day is a _____. (4)
B. It ends in /oat/ like we and he. The opposite of the word you is _______. (2)
C. It begins with /g/ like got and go. It is mine: is mine to me? (1)
D. It ends in /oat/ like me and fly. You use this word when you talk about something you can. (3)
E. You see this at the end of a sentence when someone is sad, happy, or scared. (.)

ow in show
Mark went to the show.
1. 2. 3. 4. 5.

/o/ in show Mark went to the show.

A. It ends in /oat/ like spent and sent. We are going skating. Jim ______ last Saturday. (2)
B. You stick your tongue out in each of these phrases: the boy, the girl, the funny. Which word makes you stick your tongue out when you say it? (4)
C. It ends in /oat/ like now and row. A word that means nearly the same as movie is _______. (5)
D. It ends in /oat/ like lark and spark. A boy's name is ______. (1)
E. It ends in /oat/ like who. It is used in each of these phrases: to run, to jump, to est. (3)
F. You stop when you see this at the end of a sentence. (.)
The meadow is green.

A. It ends in /en/ like seen and seen. If I say green, what color do you think of? (1)
B. It ends in /ow/ like show and town. The sheep are eating grass in the __________. (2)
C. Say these phrases with me: the green car, the busy bee. Which word in each of the phrases makes you stick your tongue out? (1)
D. You say this word when you say his. Our sentence reads: "The meadow ______ green." (3)
E. You stop when you see this at the end of a sentence. (.)

"y" is in by, fly and why.

"y" is in by, fly and why. HAH: by P, fly I, and I, why P

A. It ends in /y/ like my. If you were a bird you could do this. (2)
B. It ends in /y/ like cry. This word asks a question. (4)
C. It ends in /y/ like fly. A fly just flew away. (1)
D. You hear this at the end of sand and land. It connects each of these phrases: Janet and Mary, Tom and Betty. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence it tells you to take a breath. (.)

"y" is in puppy, Mary and monkey.

"y" is in puppy, Mary and monkey. HAH: puppy P, Mary P, and I, monkey P

A. It ends in /ey/ like happy. A baby horse is called a colt. A baby dog is called a puppy. (1)
B. It ends in /ey/ like silly. It is a girl's name. (2)
C. It ends in /ey/ like bump. This animal can hang by his tail. (4)
D. You hear this at the end of sand and land. We use this word to connect words together: come and see, this and that. (3)
E. When you see this at the end of a sentence it tells you to stop. (.)
F. When you see this in a sentence it tells you to take a breath. (.)
Why must I go now?

A. It ends like my and by. It asks questions like the words where and when. (1)
B. It ends in /ow/ like cow and blow. Don’t do it later. Do it right. (5)
C. It begins with /mi like mine and meadow. A word that means you have to do something is. (2)
D. It begins with /g/ like good and gone. Get ready. On your mark. Get set. (4)
E. You see this at the end of a sentence when someone doesn’t know an answer. (1)

Come and help Tim!

A. It begins with /el/ like can and catch. Give the mailman came yesterday, maybe he will. (1)
B. It begins with /h/ like here and how. If you were being chased by a monster, what would you yell for? (3)
C. It ends in /imi like him and rim. It is a boy’s name. (4)
D. You hear this word when you say hand and land. It is used to connect each of these phrases: Janet and Tom. Tom and Betty. (2)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (1)

Do you want to rest?

A. It ends in /nt/ like bent and seat. Children use this word when in a toy store. (3)
B. It ends in /est/ like test and nest. I’m tired. I think I’ll lie down and. (5)
C. It ends like who and to. There’s nothing to. (1)
D. It ends like do and who. It is used twice in this sentence: It is time to go to school. (1)
E. It begins with /y/ like your and years. The opposite of me is. (2)
F. You see this at the end of a sentence when someone doesn’t know an answer. (1)
Walk down the hall!

A. It ends in /all/ like clown and town. You throw a ball up and then it comes down the hall. (1)
B. Listen to these phrases: the green car, in the way. Which word in each phrase makes you stick out your tongue when you say it? (2)
C. It ends in /all/ like bell and call. You walk down this. It often has rooms on either side of it. (3)
D. It ends in /all/ like talk and chalk. A bird can fly. A man must walk down this hall. (4)

We swim at the lake.

A. You hear this word when you say win and spin. The opposite of out is in. (1)
B. It ends in /ke/ like puppy and monkey. The opposite of sad is happy. (2)
C. It ends in /lake/ like swim and lake. You might catch a fish in the lake. (3)
D. It ends in /leek/ like meek and seek. You might catch a fish in the lake. (4)
E. It ends like he and me. When you are talking about yourself and another person you would say I. (5)

Happy birthday to you!

A. It ends in /ay/ like do and who. It is used in each of these phrases: to the carnival, want to go. (1)
B. It ends in /ay/ like puppy and monkey. The opposite of sad is happy. (2)
C. It ends in /ay/ like play and stay. The date on which you were born is called your birthday. (3)
D. It begins like yesterday and yellow. The opposite of me is we. (4)
E. You see this at the end of a sentence when someone is mad, happy, or scared. (5)
I am happy, not sad!

1. /ad/ in sad I am happy, not sad!
2. Not /ad/ in sad I am sad, not happy!
3. Can you hit a ball?
4. Can you lick a pickle?

1. /ad/ in sad I am happy, not sad!
2. /ad/ in sad I am happy, not sad!
3. /ad/ in sad I am happy, not sad!
4. /it/ in hit Can you hit a ball!
5. /it/ in hit Can you hit a ball!
6. /ick/ in lick Can you lick a pickle?
7. /ick/ in lick Can you lick a pickle?

1. /ad/ in sad I am happy, not sad!
2. /ad/ in sad I am happy, not sad!
3. /ad/ in sad I am happy, not sad!
4. /it/ in hit Can you hit a ball!
5. /it/ in hit Can you hit a ball!
6. /ick/ in lick Can you lick a pickle?
7. /ick/ in lick Can you lick a pickle?

A. It ends in /ad/ like pot and hot. The opposite of can is can. (1)
B. You hear this word when you say can and ham. You hear it in each of these phrases: can and ham, can and gum. Put the garbage in the can. (2)
C. You hear this word when you say NY and try. People use this word when they talk about themselves. (3)
D. It ends in /ad/ like puppy and silly. The opposite of sad is happy. (4)
E. It ends in /ad/ like had and sad. If someone is not happy, they might be sad. (5)
F. You see this at the end of a sentence when someone is sad, happy, or scored. (6)
G. You take a breath when you see this in a sentence. (7)
H. It ends in /it/ like hit and fit. If someone is not happy, they might be sad. (8)
I. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (9)
J. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (10)
K. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (11)
L. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (12)
M. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (13)
N. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (14)
O. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (15)
P. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (16)
Q. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (17)
R. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (18)
S. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (19)
T. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (20)
U. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (21)
V. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (22)
W. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (23)
X. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (24)
Y. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (25)
Z. You hear this word when you say hit and fit. You hear it in what these phrases: can and ham, can and gum. Put the garbage in the can. (26)
The light makes a shadow.

1. light  
2. makes  
3. a  
4. shadow  
5.

A. Which word in these phrases makes you stick your tongue out: in the water, over the roof? (1)
B. It ends in /o/ like show and snow. This is your silent friend on a sunny day. (5)
C. It is used in each of these phrases: a new boy, a big cat. (4)
D. It ends in /u/ like flutes and shades. Which of these words is a doing word? (3)
E. You step when you see this at the end of a sentence. (.)

Mr. Fish, make a wish.

1. Mr. Fish  
2. make  
3. a  
4. wish  
5.

A. It ends in /ish/ like wish and wish. Which of these words is a doing word? (3)
B. It ends in /ish/ like wish and wish. If you are a good swimmer, someone might say you could swim like a (2)
C. It begins with /ml/ like Miss and Mrs. You wouldn't call a boy Miss or a Mrs. He is a (1)
D. It ends in /ish/ like wish and wish. If you are a good swimmer, someone might say you could swim like a (2)
E. You hear this word as /w/ in each of these phrases: a good time, a little while. (.)
F. You stop when you see this at the end of a sentence. (.)
G. You take a breath when you see this in a sentence. (.)

Mother set her hair.

1. Mother  
2. set  
3. her  
4. hair

A. It ends in /i/ like fair and hair. You can comb this. (4)
B. It ends in /er/ like sister and either. The opposite of him is (3)
C. It ends in /er/ like teacher and pitcher. The opposite of brother is sister. The opposite of father is (1)
D. It ends in /et/ like pet and jet. A word that means to put something down is (2)
E. You stop when you see this at the end of a sentence. (.)
Did you see my top? (1) 2. 3. 4. 5.

A. It ends in /aw/ like tree and three. You do this with your eyes. (3)
B. It ends in /id/ like hid and hid. It is used in each of these phrases: did his work, what did we. (1)
C. It begins with /t/ like time and tell. It is something that spins. (5)
D. It ends like fly and cry. You use this when you talk about things that belong to you. (6)
E. It begins with /f/ like ears and young. The opposite of me is . (2)
F. You see this at the end of a sentence when someone doesn't know an answer. (7)

David likes to run.

A. It begins with /t/ like tell and town. to jump, to sing a little. (3)
B. It ends in /ikes/ like bikes and trikes. candy and ice cream. (2)
C. It begins with /r/ like rabbit and red. The opposite of walk is . (1)
D. It ends in /id/ like hid and hid. It is a boy's name. (1)
E. You stop when you see this at the end of a sentence. (1)

Can a sheep peep?

A. You hear it as /uh/ in each of these phrases: in a new car, a monster growled. (2)
B. It ends in /aw/ like plan and man. The opposite of car not is . (1)
C. It ends in /peep/ like keep and deep. It is the noise that a baby chicken makes. (4)
D. It ends in /eep/ like keep and deep. When a baby lamb grows up he will be called a . (3)
E. You see this at the end of a sentence when someone doesn't know an answer. (1)
og in fog
Can you feel the fog?
1. 2. 3. 4. 5.

1. It ends in /eel/ like heel and steel. It is a word that means to touch. (3)
2. It ends in /en/ like pen and ten. Where should I put the garbage? In the garbage (1)
3. It begins with /y/ like young and year. The opposite of me is (2)
4. Which word makes you stick your tongue out in each of these phrases: into the deep water, over the moon. (6)
5. You see this at the end of a sentence when someone doesn't know the answer. (7)

oat in goat
Help me catch the goat!
1. 2. 3. 4. 5.

1. It ends in /oat/ like match and patch. You do this with a baseball. (3)
2. It ends in /en/ like we and be. The opposite of you is (2)
3. Which word makes you stick your tongue out in each of these phrases: in the big pond, the top of. (6)
4. It begins with /g/ like get and good. It is an animal. It doesn't go now. It doesn't grow. (5)
5. It begins with /a/ like here and how. If you fall in deep water and couldn't swim, this is what you would yell. (1)
6. You see this at the end of a sentence when someone is sad, happy, or scared. (1)

alk in walk
Can a walk talk?
1. 2. 3. 4.

1. It ends in /an/ like man and pan. It is used in each of these sentences: I can run. (1)
2. It begins with /o/ like time and tell. It is something you can do on a telephone. (4)
3. It is read as /uh/ in each of these phrases: a scary monster, in a paddle. (2)
4. It begins with /a/ like call and tell. It is something you can do on a telephone. (5)
5. You see this at the end of a sentence when someone doesn't know an answer. (7)
oy in toy
See my new toy!
1. 2. 3. 4.

/AIDS in toy
See my new toy!
1. 2. 3. 4.
A. It ends like /by/ and fly. You use this word when you talk about something that belongs to you. (2)
B. It ends in /os/ like tow and saw. The opposite of old is ___ (3)
C. It ends in /os/ like tree and three. It is a word that means nearly the same as look. (1)
D. It begins with /t/ like tall and to. It is something you might get for your birthday. (4)
E. You use this at the end of a sentence when someone is sad, happy, or serious. (1)

ake in bake
Will you bake a cake?
1. 2. 3. 4. 5.

/ake/ in bake
Will you bake a cake?
1. 2. 3. 4. 5.
A. It begins with /k/ like look and on. The opposite of new is ___ (2)
B. It begins with /k/ like come and some. It is good to eat. (5)
C. You use this word in each of these phrases: a new toy, in a white coat. (6)
D. It ends in /ill/ like hill and full. It is used in each of these sentences: I will bring it tomorrow, will you lend me your bicycle? (1)
E. It begins with /b/ like big and best. First you mix a cake. Want you first? (3)
F. You use this at the end of a sentence when someone doesn't know an answer. (7)

ip in rip
Do I see a rip?
1. 2. 3. 4. 5.

/ip/ in rip
Do I see a rip?
1. 2. 3. 4. 5.
A. It ends in /t/ like tree and three. Please help some people to do this better. (3)
B. You hear this word at the end of by and my. People use this word when they talk about themselves. (2)
C. It begins with /t/ like ride and rain. It means nearly the same as the word near. (5)
D. You hear this word as /sh/ in each of these phrases: in a flash, a busy street. (4)
E. It ends in /t/ like to sit one. It is used in each of these phrases: do a little, see do it. (1)
F. You use this at the end of a sentence when someone doesn't know an answer. (1)
113
Can you feel the fan?

1. /en/ in fan
2. Can you feel the fan?
3. HH: Can I, you 2, feel F, the 1, fan R?
4. 1. 2. 3. 4. 5.
5. A. It ends in /eel/ like heel and keel. It is a word that means to touch. (3)
B. Which word in these phrases makes you stick your tongue out? in the morning, the boy ran? (4)
C. It begins with /f/ like fine and far. You might use one of these on a hot day to cool yourself. (5)
D. It begins with /f/ like fine and far. You might use one of these on a hot day to cool yourself. (5)
E. It ends in /en/ like fan and man. Soup sometimes comes in a ___. (1)
F. You see this when someone doesn't know an answer. (?)

114
1. /am/ in Sam
2. Go and get Sam!
3. HH: Go 1, and 1, get 1, Sam __
4. 1. 2. 3. 4.
5. A. It ends in /et/ like met and pet. It is used in each of these phrases: to get wet, to get a ball. (3)
B. It begins with /s/ like see and socks. It is a boy's name. (4)
C. You hear this word at the end of bend and band. It connects these names: Janet and Mirk, Tom and Susan. (2)
D. It ends in /am/ like Sam and ram. A baby sheep is called a ___. (2)
E. It ends in /ong/ like song and strong. The opposite of short is ___. (4)

115
1. /ong/ in long
2. The lamb has long legs.
3. HH: The 1, lamb P, has R, long P, legs P
4. 1. 2. 3. 4. 5.
5. A. It begins with /h/ like how and have. It is used in each of these sentences: Who has it? He has a new bike. (3)
B. Which word in each of these phrases makes you stick your tongue out: the explosion, the explosion, into the red hot lava? (1)
C. It ends in /am/ like Sam and ram. A baby sheep is called a ___. (2)
D. It ends in /ong/ like song and strong. The opposite of short is ___. (4)
E. When you see this at the end of a sentence it tells you to stop. (7)
APPENDIX C

PLAY-AT-HOME GAMES