

—

c

c

f

f

—

a

a

d

d

**SOUND KEY:** [do not teach key words to students]

**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

**c**

cat - cent

‘k’ - ‘s’

2.

**TEACHER WROTE:** C [now erases it, and says] [and repeats above instructions]

“Say with me, ‘k’ - ‘s.’”

**STUDENTS SAY:** ‘k’ - ‘s’ [then listen, and write the phonogram from dictation] C

**Note:** The consonant c has two ‘unvoiced’ sounds. It is the first of three consonants that commonly have and use more than one sound. The others are g and s. English uses c to represent the ‘k’ sound whenever possible. One consistent spelling rule says, ‘/c/ before e, i or y says, ‘s’’. [cent, city, cycle]. These notes are for the teacher’s information; they are not taught to students until spelling dictation begins in 3 weeks.

© 2004 Myrna T. McCulloch

**SOUND KEY FOR TEACHERS:** [do not teach key words to students]

**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

**a**

a t - t a p e - w a n t - t a l k

‘a’ - ‘a’ - ‘ah’ - ‘aw’

1.

**TEACHER WROTE:** O [now erases it, and says] [and repeats above instructions]

“Say with me, ‘a’ - ‘a’ - ‘ah’ - ‘aw.’”

**STUDENTS SAY:** ‘a’ - ‘a’ - ‘ah’ - ‘aw’ [listen, and write the phonogram from dictation] O

**Note:** The vowel a has four ‘voiced’ sounds. The first sound is short within a closed syllable [bat]; the second is long at the end of an open syllable [bat] and with silent final e patterns [banal]. The third sound, ‘ah’, is the same as the first sound of the /o/ phonogram, and is used in many primary words [want, soda, tuna, idea, banana]; ‘aw’ is now Webster’s preferred pronunciation for words like: all, talk, ball, ball, tall, etc. We use a staccato rhythm.

© 2004 Myrna T. McCulloch

**SOUND KEY:** [do not teach key words to students]

**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

**f**

f a s t

‘f’

4.

**TEACHER WROTE:** f [now erases it, and says] [and repeats above instructions]

“Say with me, ‘f.’”

**STUDENTS SAY:** ‘f’ [then listen, and write the phonogram from dictation] f

**Note:** The consonant f has one ‘unvoiced’ sound. Stop here, mix and test. Have students write from dictation of the sounds only and without seeing the card fronts. Dictate at a pace to allow students to write the letter neatly, but do not allow additional *mixing* time. Automaticity is the key. These testings are only to see what has not yet been learned. Do not continue adding additional phonograms until 85% of students have mastered these. Find time to work with the other 15%.

© 2004 Myrna T. McCulloch

**SOUND KEY:** [do not teach key words to students]

**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

**d**

d i d

‘d’

3.

**TEACHER WROTE:** d [now erases it, and says] [and repeats above instructions]

“Say with me, ‘d.’”

**STUDENTS SAY:** ‘d’ [then listen, and write the phonogram from dictation] d

**Note:** The consonant d has one sound. Hold the breath as the sound is said to not produce a ‘duh’ sound. To correct reversals, say, “The tongue forms a circle when we say ‘d.’” When we read d, we see the circle first. When we write it, we write the circle first.” If these instructions are followed, students will correct reversals and confusion with the letter b. When beginning, young children relate better to their body parts [tongue, circle hand, stomach, etc.] than to directions only.

© 2004 Myrna T. McCulloch

o

o

r

r

o

o

s

s

6. o

SOUND KEY: odd - over - do - cost

TEACHER SHOWS CARD AND SAYS: 'ah' - 'o' - 'oo' - 'aw'

/o/ is a short clock letter; start at 2 on the clock; curve up to touch the dots, and around toward the circle hand; go past 10, and down past 8 to set your letter on the base line; curve up past 4 to 2. Stop.

TEACHER WROTE: 'Say with me, ah' - 'o' - 'oo' - 'aw'.

STUDENTS SAY: 'ah' - 'o' - 'oo' - 'aw' [listen, and write the phonogram from dictation]

© 2004 Myrna T. McCulloch

5. g

SOUND KEY: good - gentle

TEACHER SHOWS CARD AND SAYS: 'g' - 'j'

/g/ is a short clock letter with a long part; start at 2 on the clock; go up toward the dots and the circle hand; past 10 and 8 to set your letter on the base line; curve up past 4 to 2, then, without lifting your pencil, pull a line straight down below the base line and round from 4 to 8 without touching the lower dotted line.

TEACHER WROTE: 'Say with me, g' - 'j'.

STUDENTS SAY: 'g' - 'j' [then listen, and write the phonogram from dictation]

Note: The consonant g has two 'voiced' sounds - one of three consonants with more than one sound. Hold the breath! Do not distort the sounds by saying 'guh' - 'juh'! All sounds are taught simultaneously to establish sound/symbol relationships explicitly. For optimal results, we believe that multi-sensory instruction is neurologically superior for building visual, auditory, verbal and motor cognitive sub-skills. Students see, hear, say and write the phonograms.

© 2004 Myrna T. McCulloch

9. b

big

TEACHER SHOWS CARD AND SAYS: 'b'

/b/ is a tall line letter with a short part; start above 10 - just below the top base line; pull a line straight down to the base line, and, without lifting your pencil, go back up on the same line; round clockwise from 10 to the dots, then curve to 2 and 4, touching the base line, and up to 8.

TEACHER WROTE: 'Say with me, b.'

STUDENTS SAY: 'b' [then listen, and write the phonogram from dictation]

Note: The consonant b has one 'voiced' sound. Say, "When saying 'b,' the lips form almost a straight line. When we read, we see the line first, when we write, we write the line first." Your students will begin to correct their reversals, and visual confusion, with the letter d, if these details are followed. In early instruction, children relate more easily to their body parts (crotch, hand, stomach, mouth) than to directions only [up, down, etc.]. All letters that begin with a line sit close to the previous letter.

© 2004 Myrna T. McCulloch

7. s

sit - as

TEACHER SHOWS CARD AND SAYS: 's' - 'z'

/s/ is a short clock letter; start at 2 on the clock; go up and around toward the circle hand, just touching the dots; go to 10, slide across to 4 and round down and back to 8 making your letter sit on the base line.

TEACHER WROTE: 'Say with me, s' - 'z'.

STUDENTS SAY: 's' - 'z' [then listen, and write the phonogram from dictation]

Note: The consonant s has two sounds, a 'voiced' and an 'unvoiced.' Many short, primary-level words use the 'voiced' sound [is, was, his, her, their, has, and gas]. As an English suffix, s says 'z' after most vowels or 'voiced' consonants [beans, boys, legs, arms, ponds], in many singular verb forms [lays, milk, masters, grazes], in plural forms of silent final e words [sides, names], and in many other words which form their plurals with -es [boxes, churches, mixes].

© 2004 Myrna T. McCulloch

h

h

e

e

i

i

i

i

h

11.

head

“h”

SOUND KEY:  
[do not teach key words to students]

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

/h/ is a tall line letter with a short part; start above 10 just below the top base line; pull a line straight down to the base line, and, *without lifting your pencil*, go back up on the same line to 10, and round to 2 just touching the middle dotted line; pull a line straight down to the base line.

TEACHER WROTE: h [now erases it, and says]  
[and repeats above instructions]

“Say with me,

“h.”

STUDENTS SAY:

“h”

[then listen, and write the phonogram from dictation]

h

Note: The consonant h has one ‘unvoiced’ sound. Students should not be copying; you are establishing explicitly-raught phonemic and graphic awareness for later applications in spelling, writing, blending and reading of words. You will also note that the ea of *head* demonstrates the inaccuracy of the too-often-taught rule, *When two vowels go walking...*

© 2004 Myrna T. McCulloch

j

13.

just

“j”

SOUND KEY:  
[do not teach key words to students]

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

/j/ is a short letter with a long part; above 2, start at the middle dotted line, and pull a line straight past the base line about halfway to the lower dotted line; curve from 4 to 8. Lift your pencil, and make a dot just above the middle dotted line.

TEACHER WROTE: j [now erases it, and says]  
[and repeats above instructions]

“Say with me,

“j.”

STUDENTS SAY:

“j”

[then listen, and write the phonogram from dictation]

j

Note: The consonant j has one ‘voiced’ sound. There’s a tendency for children to forget to dot it, and j’s in writing. To remind the student, Ora Riggs says to tell them, *“Without a dot, a j is just a crooked line.”* J is not used as the last letter in English words; we substitute ge or dige.

© 2004 Myrna T. McCulloch

e

10.

end - even

“e” - “e”

SOUND KEY:  
[do not teach key words to students]

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

/e/ is a short line letter; start at ‘9 on the clock’; in the direction we read and write, go straight across to 3, and, *without lifting your pencil*, go up past 2, touch the middle dotted line, and round past 10 to 8; set your letter on the base line, and go up to 4.

TEACHER WROTE: e [now erases it, and says]  
[and repeats above instructions]

“Say with me,

“e” - “e”.”

STUDENTS SAY:

“e” - “e”

[then listen, and write the phonogram from dictation]

e

Note: The vowel e has two ‘voiced’ sounds. It is the only letter that begins at ‘9 on the clock.’ [Prepare your clock face chart by adding 9 and 3.] Vowels are made with the vocal organs open. If they end a syllable, we call it an ‘open syllable.’

© 2004 Myrna T. McCulloch

i

12.

it - silent - radio

“i” - “i” - “e”

SOUND KEY:  
[do not teach key words to students]

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

/i/ is a short line letter; start at the middle dotted line; pull a straight short line to the base line. Pick up your pencil, and dot your letter just above the middle dotted line.

TEACHER WROTE: i [now erases it, and says]  
[and repeats above instructions]

“Say with me,

“i” - “i” - “e”.”

STUDENTS SAY:

“i” - “i” - “e”

[then listen, and write the phonogram from dictation]

i

Note: The vowel i has three ‘voiced’ sounds: it is short in a *closed syllable* ending in a consonant [sit]; it is sometimes long at the end of an *open syllable* and when followed by two consonants [sit, find]; in words of Latin origin, it usually says long e [i at di o]. Stop, mix, and test these last phonograms with the first eight. To test, have students write from dictation without showing the front of the card.

© 2004 Myrna T. McCulloch

K

k

H

h

I

i

M

m

U

u

1 15.

SOUND KEY:  
[do not teach key words to students]

l e t

'l'

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

**/l/ is a tall line letter; start just below the top base line and pull a line straight down to the base line. Stop; lift your pencil.**

TEACHER WROTE: | "Say with me, 'l'."

[now erases it, and says]  
[and repeats above instructions]

STUDENTS SAY: 'l' [then listen, and write the phonogram from dictation]

Note: The consonant l has one 'voiced' sound. It is one of two English consonant sounds [the other is 'r'] that is made by a partial obstruction of the vocal cords. Thus, l remains more 'open' than the other consonants - 'more like a vowel sound.' (Bishop's *The ABC's and All Their Tricks*, Mort Media, Milford, MD) Remind students that all single letters sit close together for teaching and testing.

© 2004 Myrna T. McCulloch

n 17.

SOUND KEY:

[do not teach key words to students]

n i c e

'n'

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

**/n/ is a short line letter; start above 10 at the middle dotted line, pull a line to the base line, and, without lifting your pencil, go back up on the same line; round from 10 to 2, just touching the dots; go straight down to the base line.**

TEACHER WROTE: n [now erases it, and says]  
[and repeats above instructions] "Say with me, 'n'."

STUDENTS SAY: 'n' [then listen, and write the phonogram from dictation] n

Note: The consonant n has one 'voiced' sound, and is said with the mouth open, with the tongue behind the upper front teeth. Students should be taught to watch their teacher's mouth when sounds are dictated; some are difficult to determine otherwise.

© 2004 Myrna T. McCulloch

k 14.

SOUND KEY:  
[do not teach key words to students]

k i n d

'k'

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

**/k/ is a tall line letter with a short part; above 10, start just below the top base line, and pull a line straight down to the base line. Pick up your pencil; start at the dots above 2 to make a slanted line back and down to the left; stop at the straight line at a point halfway between the middle dotted line and the base line, then slant back, in the direction in which we write, past 4 to the base line.**

TEACHER WROTE: k [now erases it, and says]  
[and repeats above instructions] "Say with me, 'k'."

STUDENTS SAY: 'k' [then listen, and write the phonogram from dictation]

Note: The consonant k has one 'unvoiced' sound. Hold your breath so a 'huh' sound is not produced. With English roots, only k is used to say 'k' before e, i, or y - [cake] because c always sounds 's' before e, i or y. Some 904 (of the first 17,000) words use k to say 's' at their onset (beginning).

© 2004 Myrna T. McCulloch

m 16.

SOUND KEY:

[do not teach key words to students]

m e t

'm'

TEACHER SHOWS CARD AND SAYS:  
[then forms the letter, while saying]

**/m/ is a short line letter; start above 10 at the middle dotted line; pull a line to the base line, and, without lifting your pencil, go back up on the same line; round from 10 to 2, just touching the dots. Go straight down to the base line and, without lifting your pencil, repeat...**

TEACHER WROTE: m [now erases it, and says]  
[and repeats above instructions] "Say with me, 'm'."

STUDENTS SAY: 'm' [then listen, and write the phonogram from dictation] m

Note: The consonant m is said with the mouth closed. It has one 'voiced' sound. Stop, mix, and test these first 16 phonograms. It is the fourth or fifth day of school.

© 2004 Myrna T. McCulloch

|

| p |

p

|

| r |

r

|

| t |

t

|

| u |

u

**r** **round** 19.

**SOUND KEY:** [do not teach key words to students]  
**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

/r/ is a short line letter; start above 10 at the middle dotted line; pull a line straight down to the base line, and, *without lifting your pencil*, go back up on the same line, and round from 10 to touch the dots, and down to 2.

**TEACHER WROTE:** r [now erases it, and says] "Say with me, 'r'."  
 [and repeats above instructions]

**STUDENTS SAY:** 'r' [then listen, and write the phonogram from dictation]

**Note:** The consonant r has one sound. It is often mislabeled as 'er' or 'rah,' which causes no end of blending and spelling problems. The correct sound is made by a partial obstruction of the vocal cords. Before saying this sound, have the student say the sound for 'l,' then relax the mouth and tongue. With the tongue flat in the bottom of the mouth and behind the lower teeth, say, 'r.' The sound is almost like a small backing dlog; listen to it on our companion tape. Another way to get correct pronunciation is to practice **isolating** the first sound of *round, rose, ride, ready, rich, etc.*

© 2004 Myrna T. McCulloch

**p** **pet** 18.

**SOUND KEY:** [do not teach key words to students]  
**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

/p/ is a short line letter with a long part; start above 10 at the middle dotted line, and pull a line straight past the base line to a point just above the lower dotted line. *Without lifting your pencil*, go back up on the same line to 10 below the middle dotted line, round up to the dots and down past 2 and 4, and on around to 8, making your letter sit on the base line.

**TEACHER WROTE:** p [now erases it, and says] "Say with me, 'p'."  
 [and repeats above instructions]

**STUDENTS SAY:** 'p' [then listen, and write the phonogram from dictation]

**Note:** The consonant p has one 'unvoiced' sound; it can be silent when used with n, s and t [*pnemonic, piano, pneumonia*], and combines with h (ph) for Greek spellings for 'f.' Hold the breath; the sound is not 'puh.' You will note that this letter will be very easy to turn into cursive by simply adding the loop. Manuscript printing needs only seven 'connectors' to teach cursive.

© 2004 Myrna T. McCulloch

**u** **u p - music - true - put** 21.

**SOUND KEY:** [do not teach key words to students]

**TEACHER SHOWS CARD AND SAYS:** u [then forms the letter, while saying]

/u/ is a short line letter; start at the middle dotted line above 10; pull a line toward the base line and round from 8 to 4 touching the base line; go up past 2 to the middle dotted line; *without lifting your pencil*, pull a line straight down to the base line.

**TEACHER WROTE:** u [now erases it, and says] "Say with me, 'u' - 'u' - 'oo' - 'oo'."  
 [and repeats above instructions]

**STUDENTS SAY:** 'u' - 'u' - 'oo' - 'oo' [then listen, and write the phonogram from dictation]

**Note:** The vowel u has four 'voiced' sounds. U is short within a closed syllable; it is long at the end of an open syllable and silent final e words *except* when it says "oo" after l, s, j and ch. The fourth sound, "oo" [*phymn with foot and put*], is used within the foot though it is usually distorted in syllables ending in the letter l.

© 2004 Myrna T. McCulloch

**t** **tent** 20.

**SOUND KEY:** [do not teach key words to students]

**TEACHER SHOWS CARD AND SAYS:** [then forms the letter, while saying]

/t/ is a tall line letter; start at 12 just below the top base line and pull a line straight down to the base line. Pick up your pencil, and, a little above the middle dotted line, make a cross 'in the direction in which we write (and read).'

**TEACHER WROTE:** t [now erases it, and says] "Say with me, 't'."  
 [and repeats above instructions]

**STUDENTS SAY:** 't' [then listen, and write the phonogram from dictation]

**Note:** The consonant t has one 'unvoiced' sound. If you are getting any 'voice' in the sound for 't,' such as 'tah,' or combined with any other vowel sound, it is incorrect, and will cause blending problems later. **Mix and test these first 20 phonograms.** For encouragement, for older remedial students, you may now begin to show them how these phonograms are applied in reading and spelling.

© 2004 Myrna T. McCulloch

—

— V —

V

—

— W —

W

—

— X —

X

—

— U —

U

W

23.

SOUND KEY:

[do not teach key words to students]

w e t

TEACHER SHOWS CARD AND SAYS:

[then forms the letter, while saying]

'w'

/w/ is a short line letter; start just above 10 at the middle dotted line; make a slanted line 'in the direction in which we write,' down to 7 on the base line, and back up to 12; without lifting your pencil, continue down to 5 and slant back up, past 2, to the middle dotted line.

TEACHER WROTE:

W [now erases it, and says] [and repeats above instructions]

"Say with me,

'w'."

STUDENTS SAY:

'w' [then listen, and write the phonogram from dictation]

W

Note: The consonant (sometimes vowel) w has one 'voiced' sound. Round the mouth when saying 'w' - almost like an owl sound [it is not 'wuh!']. Try practicing some simple 'w' onsets before you begin [wash, wild, wet, win]. Since w combines with a and e in vowel digraphs aw and ew, and with o in the diphthong ow, it has sometimes been called a vowel as well.

© 2004 Myrna T. McCulloch

Y

25.

y i p p e e - m y t h - b y - b a b y

SOUND KEY:

[do not teach key words to students]

'y' - 'i' - 'e'

TEACHER SHOWS CARD AND SAYS:

[then forms the letter, while saying]

/y/ is a short line letter with a long part; start at the middle dotted line above 10; pull a line toward the base line; round from 8 to 4, touching the base line. Go up past 2 to the middle dotted line, and, without lifting your pencil, pull a line straight down past the base line, and round from 4 to 8 just above the lower dotted line.

TEACHER WROTE:

Y [now erases it, and says] [and repeats above instructions]

"Say with me, 'y' - 'i' - 'e'."

STUDENTS SAY:

'y' - 'i' - 'e' [then listen, and write the phonogram from dictation]

Y

Note: The vowel/consonant y has four 'voiced' sounds. Its first sound, 'y' [not 'yah!'], is its consonant sound used at the beginning of words. The other three sounds are vowel sounds: its 'i' sound is used in the middle of words of Greek origin, often in closed syllables [yogh, syllable]; the 'e' sound is used at the end of a word [cry] or open syllable [myself]; its 'e' sound is now Webster's preferred pronunciation for suffixes ending in y, stressed or unstressed [la by].

© 2004 Myrna T. McCulloch

V

22.

SOUND KEY:

[do not teach key words to students]

v a s e - l o v e

TEACHER SHOWS CARD AND SAYS:

[then forms the letter, while saying]

'v'

/v/ is a short line letter; start at the middle dotted line just above 10; make a slanted line 'in the direction in which we write' down to 6 on the base line; without lifting your pencil, continue with a slanted line up, past 2, back to the middle dotted line.

TEACHER WROTE:

V [now erases it, and says] [and repeats above instructions]

"Say with me,

'v'."

STUDENTS SAY:

'v' [then listen, and write the phonogram from dictation]

V

Note: The consonant v has one 'voiced' sound. Ordinarily, medial consonants are doubled when adding English suffixes to keep the root vowel short; however, v's are never doubled because they would look too much like a w [seven, never]. V is never used at the end of an English word. Though 'v' may be the last sound, we add a silent final e because "English words do not end with v."

© 2004 Myrna T. McCulloch

X

24.

b o x

SOUND KEY:

[do not teach key words to students]

'ks'

TEACHER SHOWS CARD AND SAYS:

[then forms the letter, while saying]

/x/ is a short line letter; begin above 10 at the middle dotted line, and make a slanted line 'in the direction in which we write' past 4, stopping at the base line. Pick up your pencil; starting at the middle dotted line above 2, make a cross, slanting a line down to the base line below 8.

TEACHER WROTE:

X [now erases it, and says] [and repeats above instructions]

"Say with me, 'ks'."

STUDENTS SAY:

'ks' [then listen, and write the phonogram from dictation]

X

Note: The consonant x has three sounds, two 'voiced' and one 'unvoiced.' Only one is taught at this time in this method; later, two other uses will be illustrated [syllabics, exact]. In teaching the writing technique, be sure to follow precise directions, otherwise x cannot be connected correctly in cursive. Cursive should be taught when children can think and write in syllables - normally in the middle of grade two. Stop, mix and test.

© 2004 Myrna T. McCulloch

—

—  
Z  
—

Z

—

—  
qu  
—

no

Z

26.

SOUND KEY:

[do not teach key words to students]

z e r o

'z'

TEACHER SHOWS CARD AND SAYS:

[then forms the letter, while saying]

/z/ is a short line letter; begin above 10 at the middle dotted line; make a straight line 'in the direction in which we write' to a point above 2; slant a line back to the left below 8 to the base line; go back, 'in the direction in which we write,' on the base line, to a point below 2 and 4.

TEACHER WROTE:

Z [now erases it, and says]  
[and repeats above instructions]

"Say with me, 'z.'"

STUDENTS SAY:

'z' [then listen, and write the phonogram from dictation]

Z

Note: The consonant z has one 'voiced' sound - with some rare exceptions [dictionaries show pronunciations of z in *azure, breeze, glacier* as 'zh,' and *chinz* and *quartz* as 's.'] Mix and test the entire alphabet. You have now taught your students how to form the 26 letters of the English alphabet, and have established 29 'voiced' and 5 'unvoiced' sound relationships (phonemes) of the 42 sounds of English. This takes six to seven days if the schedule is followed. Kindergartners may take two to three weeks.

qu

8.

SOUND KEY:

[do not teach key words to students]

q u i t

'kw'

TEACHER SHOWS CARD AND SAYS:

[then forms the letters, while saying]

/qu/ is two short letters, the first with a long part; start at 2; go up to the dots and round to the circle hand past 10 and 8; set your letter on the base line; curve up past 4 to 2, and, *without lifting your pencil*, pull a line straight down past the base line to a point just above the lower dotted line; make a little flag 'in the direction in which we write.' Start the second letter comfortably close to the first one at the middle dotted line above 10. Pull a line down to 8, curve around touching the base line; go up past 4 and 2 to the middle dotted line; *without lifting your pencil*, pull a line straight down to the base line.

TEACHER WROTE:

qu [now erases it, and says]  
[and repeats above instructions]

"Say with me, 'kw'."

STUDENTS SAY:

'kw' [then listen, and write the phonogram from dictation]

qu

Note: The phonogram /qu/ is a consonant/vowel combination which has one 'voiced' sound in words which combine two elementary sounds, 'k' with 'w.' The **u** is not a vowel in this combination. **Stop, mix and test.**