

The Teacher's Guide to the Family Readers

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REV II 09/02

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Introduction to the Design of the Program

The *Family Literacy Reading Program* is designed to be an enjoyable reading and writing program for the beginning reader, and has proven very useful with remedial or “improving” students. The appeal for the student is enhanced by the interesting stories which contain storybook characters that appear and re-appear throughout the series. Students relate these stories and characters to their own language experiences, and to their everyday activities, finding an easy way to learn phonics skills through meaningful, connected text and by practice with writing activities. Enjoyable, easy-to-teach lessons are consistent and sequential throughout the series. Improvement continues and comprehension builds as each set is completed, resulting in skill mastery while building self-confidence.

The text is supported by simple illustrations, sequenced phonics and linguistic patterns, rhyming, and repetition. The delightful illustrations spark story interest, enhance the pleasure of reading, and provide simple models for student created illustrations and writing activities. Because teaching can begin at the earliest comprehension level, the storybooks invite parent involvement. Parents often work at home with their pre-school children. Early phonics training enables the children to discover new words, to form accurate spelling patterns and eliminate guessing. Students discover the joy of reading without stress.

There are 72 reading books in the basic series. The first thirty-six short vowel books introduce and review skills which, when mastered, provide students with a substantial reading skills base. The short-vowels (a e i o u) along with vital sight words are introduced before the long or variant vowels,

which are introduced in the next thirty-six books. Students increase their skills by beginning with the simplest words and patterns in the our language and gradually progressing through the more advanced elements needed to be successful, independent readers.

While many successful educators agree that phonics is a very important part of whole language, there are other important elements necessary to include in a successful reading program. *The Family Literacy Reading Program* is designed to provide a strong foundation for the beginning reader. Our American English is about ninety per cent phonetic, leaving about ten percent that is not. However, phonetic or not, all of our words are formed using the same alphabet letter/symbols. With *The Family Literacy Program*, students learn individual alphabet sound/symbol relationships, and learn to blend them into words. There are over 2,500 words introduced in the storybook series. Sight or connecting words are gradually added to the text as reading understanding develops. The Yellow Crocodile Readers in the *FLC Reading Program* are designed to give practice in more high frequency words but we count on the personal experiences of teachers, parents and students to add many other words through their own writing, storytelling and sharing activities.

Each storybook presents new word patterns and reviews previously taught words. The correlated, cumulative, reading and writing books provide activities and practice with phonics and sight words that enable students to read and write new words. The basic lesson structure remains consistent throughout the storybooks and the writing books. This gives users an easy, familiar process to follow. This easy-to-follow, consistent format also allows students to make predictions and practice forecasting skills while engaging in the reading of relevant

Yellow Crocodile Readers



Ken Gouff created delightful illustrations for these six Yellow Crocodile Storybooks. His careful detail in lush watercolor adds to already engaging stories about Max and his friends. They are designed to provide practice to students needing help with the most frequently occurring words in the English language. They also build on the skills learned in the 72 Family Readers, are motivating because their interesting content, provide independent reading practice, are easy and enjoyable to teach, and correlate with other high frequency word lists.

Adult Readers

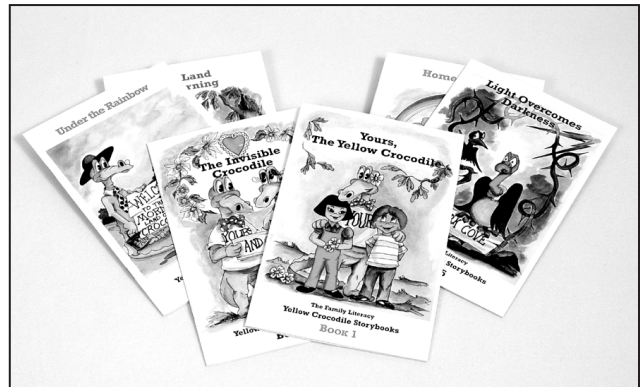


These are five chapter books written with adult characters and situations which use a design similar to the 72 Family Readers. They also provide decodable text, sequential development of phonetic sounds and blends, consistent characters, cultural diversity, comprehension questions, and skill previews.

The Family Literacy Assessment Screen

This inexpensive, easy to use testing instrument is a useful tool for reading teachers. It is quick and easy to use, indicates ten reading levels, has a carefully selected vocabulary, correlates to most frequently used texts, represents vocabulary from across the curriculum, takes less than ten minutes, and is great for use by parents.

Interactive CD



This CD-ROM called "I Am Learning To Read" for beginning readers offers many enjoyable reading and writing activities based upon proven instructional design. These self-directed activities teach early reading skills in a positive, student-friendly format.

It also builds a firm foundation for reading, writing and spelling with interesting content which builds reader confidence, provides a bridge to independent reading and learning activities designed to provide practice geared to the interests and abilities of students and parents.

Teacher Guide

This guide explains the use of all the Family Literacy Reading Program materials in individual as well as class settings and in Community Education Programs, libraries, schools, or in homes.

Suggestions for Use in a Classroom

Units or Whole Class

- Adapt teaching to size of class and content of materials.
- Use the step by step method as outlined in the preceding pages for successful reading.
 - a. Model
 - b. Guided Practice
 - c. Application
 - d. Practice and Review

Family Literacy Writing Activities Books

- The Family Literacy Writing Activities Resource Books are writing to read experiences. These books are helpful in a classroom setting to correlate and compliment the reading books to enhance learning for writing, spelling, art and comprehension. The writing books are reproducible and made available for many students. Writing activities may be used as transition from reading into math, social studies and/or science. Continue systematic progression of reading/Writing until the series is completed successfully, and students can be independent, accomplished readers.

Classroom Possibilities

- Establish Reading Centers with multiple sets of books. K-3 classrooms, or in libraries, media centers, Resource, Special Education, ESL, Chapter One Units, PTA Training Centers, or etc. Use storybooks in “Theme Units Centers” as they apply.

Helpful Classroom Materials and Aids

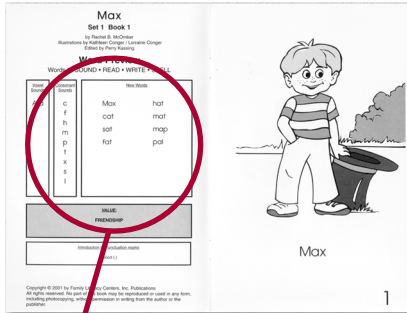
- Additional sets of reading books for students to take home for more practice.
- Additional writing book pages for students needing extra practice.
- Write-A-Books for student authored books.



- Tutors (older students or teacher aids working with individual students).
- Reading specialist or parent help.
- Large chalkboards where groups of students can stand to write letters or words for extra practice and review.
- Flash cards for each student; for practicing sounds, blends, words, etc.
- Word/Sentence Maker Stands.
- Overhead projector, videos, computers, etc.

Quick Start for the Family Literacy Reader

As EASY As 1, 2, 3



On the inside front cover of every book you will find a Word Preview chart.

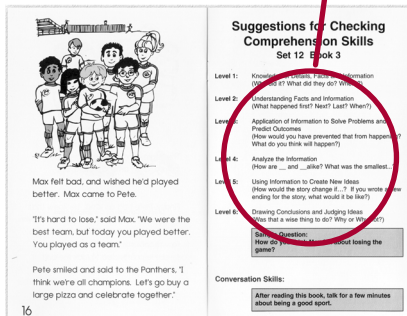
One will find the words and sounds that will be introduced in the next lesson.

On the back inside cover of every book you will find a check for comprehension.

This review will help the reader be sure that the reading content is understood.

Step 1 — On the inside of the front cover of each Family Reader you will find a Word Preview chart including sounds and words to be learned before reading the storybook. Introduce these sounds and words to your student(s).

Step 2 — Using the pre-reading pages from the Family Literacy Writing Activities Books, or other material of your choice, help your student(s) practice and learn the sounds and words presented. Take as much time as needed, and vary the materials used from time to time.



Step 3 — As the sounds and words are learned (or even almost learned), READ THE BOOK. As the student(s) feel the success of reading, the process becomes even easier. Go to the next book and repeat the process.

How to Use the 72 Storybooks

On the inside of the front cover of each Family Literacy Storybook is a Word Preview chart including sounds and words to be learned before reading the storybook. Introduce these sounds and words to your student(s).

Preparation and Procedures

Become familiar with materials and how to use them. Some readiness skills for reading and writing American English are: size, shape, order and directionality.

Be positive and patient when giving lessons. If students give an incorrect answer, don't tell them they are wrong, simply tell them the right answer, and have them repeat the correct answer after you.

Positively recognize students when they are right. Everyone makes mistakes. Sit at the side of students, facing the same direction, place materials in front of the student.

Enjoy teaching — The Family Reader Storybooks were designed for students and teachers to enjoy!

Teaching Consonant Sounds

The Word Preview page in each storybook shows the sounds and words for each lesson.

1. The first lesson, for teaching the consonants is found in the first storybook, Max. The consonants to be learned are listed on the front preview page of Max, the letters are c-f-h-m-p-t-x-s-and-l. Teach each letter/sound individually! *(For reference select the letter being taught from the alphabet pack and place in front of student.)*

2. Remember the sequence, model, guided practice, apply the skill, and practice

and review. *(As outlined above in teaching the short vowel sound of a.)*

3. For skill reinforcement use alphabet cards, *(flash all the review cards at least three times before each lesson)* blackboard writing, sound/matching letter games and the teacher speaking sounds as students say and write the letters.

Teaching Short Vowel sound - a

The first sound we teach is the sound/symbol for the short vowel A-a *(Place an alphabet card a in front of the student for a visual/tactile reference.)*

Example:

1. **Model** - You say the sound of the letter a, (as in apple) for the student as you write the letter a on black/white board, paper, or in the corresponding page in the Family Literacy Writing Activity Book.

2. **Guided Practice** - Say the sound a, with the student; help the student write the letter A-a. (upper and lower case)

3. **Application** - The student repeats the sound-a as he/she writes the letter a.

4. **Practice and Review** - Student and teacher work together until the student is fluent and accurate with the material that should be learned (in this lesson it is the short vowel sound A-a).

5. **Use steps 1, 2, 3 and 4** - with each lesson taught.

The consonants to be learned are listed on the front preview page of Max, the letters are c-f-h-m-p-t-x-s-and-l. Teach each letter sound individually.

For skill reinforcement use alphabet cards, *(flash all the review cards at least three times before each lesson)* blackboard writing, sound/matching letter games and the teacher speaking sounds as students say and write the letters.

Teaching Blending

Consonant-Vowel Blending (c-v)

When some of the consonants and the short vowel sound of the letter a have been learned, slide the vowel and consonant together to form a simple blend. A pencil may be used to show the blending process. (continuous sound)

Example:

1. You write the letters of the simple blend m - a, and slide them together to make the sound mmaaaa, the blend is - ma.
2. The student repeats with you the mmaaaa blend
3. The student repeats the blend mmaaaa as he/she writes - ma.
4. Student and teacher work together until the student is fluent and accurate with sliding mmaaaa to ma
5. Use steps 1, 2, 3, 4 with each lesson.
6. For extra practice slide c-v cards apart, then together to form blends. (consonant on left side, vowel on right side)

Consonant-Vowel-Consonant Blends (c-v-c)

After a consonant and vowel are blended, add a final consonant to make a word.

Example:

1. ma---t mat
2. fa---t fat
3. ca---t cat
4. sa---t sat

Practice blending with cards, on boards, paper, or writing books until blending is automatic and natural. Blending is very important and usually mastered quickly

Using the pre-reading pages from the Family Literacy Writing Activities Books, or other materials of your choice, help your student(s) practice and learn the sounds and

words presented. Take as much time as needed, and vary the materials used from time to time. (See Video Segment 2).

After the sounds and words are learned (or even almost learned), READ THE BOOK. As the student(s) feel the success of reading, the process becomes even easier. (See Video Segment 3).

After the book is read refer to the questions on the inside back cover for discussion and reinforcement. (See video Segment 4).

Go to the next book and repeat the process.

Some readiness skills for reading and writing American English are: size, shape, order and directionality. Be positive and patient when giving lessons. If students give an incorrect answer, do not tell them they are wrong, simply tell them the right answer, and have them repeat the correct answer after you. Positively recognize students when they are right. Everyone makes mistakes. Sit at the side of students, facing the same direction, place materials in front of the student. Enjoy teaching - *The Family Literacy Program* was designed for students and teachers to enjoy.

The Bigger Picture — *Behind the Design of all the FLC Reading Materials*

The Alphabet

Each alphabet letter (and sometimes groups of letters like: ing, wh, qu, etc.) makes a characteristic sound, or sounds, which should be learned. These sounds are memorized by repeating aloud while writing the letter. The Family Literacy Program provides a sequential series of easy lessons for learning to read, write, and spell by blending sounds to form words in a left to right pattern. The alphabet is divided into two groups of letters called vowels and consonants.



Letters are placed into these two categories because of the ways the mouth makes each category of sound.

Vowels

The vowels are the letters a - e - i - o - u and sometimes y. (When not found at the beginning of a word or syllable, y may take the long e sound (baby), or long i sound (fly), or short i sound (gym).) The vowels have short and long sounds. Examples of words starting with short and long vowel sounds are as follows:

Short	Long
a - apple, ant	a - acorn, apron
e - Eskimo, egg	e - Easter, eel
i - igloo, Indian	i - island, ice
o - octopus, ostrich	o - open, ocean
u - umbrella, under	u - unicorn, utopia

Consonants

The following are examples of consonant sounds found at beginnings and endings of words: (Practice these orally until the sounds are clear and accurate.)

- b - Ben or cab
- c - cat or Mac
- d - dad or had
- f - fun or puff
- g - (hard sound) girl or leg
- h - Hal (usually found at beginning of word)
- j - jet (usually found at beginning of word)
- k - Kim or milk
- l - little or mill
- m - me or Sam
- n - Nan or ran
- p - pen or hop
- q - queen (followed by u and found at beginning of word)
- r - Razz or car
- s - sun or gas
- t - tan or hot
- v - Val (words ending in v have a silent e ex: have)
- w - wagon (usually found at beginning of word)

- x - x-ray or Max
- y - yellow (usually found at beginning of word)
- z - zebra or buzz

While saying the consonant letter sounds b - c - d - g, etc., do not exaggerate - uh sounds, such as buh - cuh - duh - guh - etc. Consonants have a soft and short sound, not drawn out.

The order for teaching initial basic literacy skills as found in the first of the 72 books is: **(1) teach short vowel sounds, (2) consonant sounds, (3) blending, (4) Consonant-Vowel blending (c-v) and (5) Consonant-Vowel-Consonant blends (c-v-c).**

Word Attack Skills

The teaching of vowel and consonant sounds, as well as other skills related to phonics, linguistic patterns, structural analysis, and the like, is often referred to as teaching word attack skills. "Word attack" skills refer to those which allow us to understand how to unlock or to make it possible to say or pronounce words from their configuration or patterns. The next few pages provide examples of concepts that require certain of these skills, and how they are presented in *The Family Literacy Program*.

Three general types of word attack skills are:

Vowel Sound (v)

- Short Vowels
- Long Vowels
- "R" Controlled Vowels
- Vowel Digraphs

Consonant Sound (c)

- Individual Consonants
- Beginning Sounds
- Ending Sounds

Consonant Sound (c) — *Continued*

Consonant Blends

- Two-letter Blends
- Three-Letter Blends
- Initial Blends
- Final Blends
- Consonant Digraphs
- Silent Consonant letters

Structural Analysis

- Rhyming
- Compound Words
- Contractions
- Plurals
- Possessives
- Synonyms
- Homonyms (etc.)

We believe that while there may be benefits in learning phonics “rules”, there are enough exceptions to cause us to use caution in teaching them to beginning readers. We much prefer to say things like, “This is almost always true.”, or, “For the words we learn today, this letter will sound like this . . .”

Examples of Word Attack Skills:

(A few from The Family Literacy Program)

1. *vowel sound (a e i o u)*

- 1. Short Vowels
- 2. Long Vowels
- 3. “R” Controlled Vowels
- 4. Vowel Digraphs

Vowel Sound Examples:

- 1. Max Kim Mom Jud Ben
- 2. cake like boat rain me see
- 3. jar her bird turn fork
- 4. boy boil now house blew

2. *consonant sound (b c d f g h j k l m n p q r s t v w x y z)*

- 1. Beginning Sounds
- 2. Ending Sounds
- 3. Consonant Blends - two letter
- 4. Three-Letter Blends
- 5. Final Blends
- 6. Consonant Digraphs
- 7. Silent Consonant letters

Consonant Sound Examples:

- 1. ma pe bi hu to ra
- 2. at et ig ug op ed im
- 3. bl br sl tw gl sl dr gr sm
- 4. scr spr squ str spi shr
- 5. -ct -ft -ld -nch -rs -lp
- 6. chick ship white this think
- 7. knit gnaw write light hymn

3. *Structural Analysis*

- 1. Rhyming
- 2. Compound Words
- 3. Contractions
- 4. Plurals
- 5. Possessives
- 6. Homonyms

Structural Analysis Examples:

- 1. mat cat bat hat cake bake
- 2. cannot backpack birdhouse
- 3. he is he's we are we're I am I'm
- 4. boat boats - baby babies - puff puffs
- 5. indicates ownership boy's - girls'
- 6. I-eye to-two fir-fur sale-sail

Short Vowels

Use the short vowel sound when there is only one vowel in a word, preceded or followed by a consonant, such as at or Cat. Examples of short vowel sounds are found in The Family Literacy Storybooks (Sets 1-6):

Set One Short Vowel a Books 1-6

Example: Book 3 — “The cat sat at the mat.”

Set Two Short Vowel i Books 1-6

Example: Book 3 — “His pal is Kim.”

Set Three Short Vowel o Books 1-6

Example: Book 3 — “A pom-pon is on the box for Mom.”

Set Four Short Vowel u Books 1-6

Example: Book 5 — “The sub did fill up.”

Set Five Short Vowel e Books 1-6

Example: Book 6 — “Ben will get well.”

Set Six Review a-e-i-o-u Books 1-6

Example: Book 3 — “Tell it to Mom Jud and Nell will wed.”

Long Vowels

The sound of the long vowel is the same as its alphabet name. When two vowels come together in a word the first is usually long and the second is usually silent. (Boat-cake) (Almost always true) Examples of long vowel sounds are found in The Family Literacy Storybooks (Sets 7-9):

Set Seven The Silent e Books 1-6

Example: Changing short vowel words to long vowel words.

Book 1: “The word cap with an e on the end is cape.”

Set Nine Long Vowel Digraphs Ie ou

Example, Book 1: “He will not die,” said Miss Vie.”

Set Ten Long Vowel Review, Consonant Blends, Digraphs

Example, Book 5: “Go to the store and get a tube for the trike.”

Structural Analysis, Phonics Clusters, and Sight Words

Set Eleven Consonant Blends and Word Endings Books 1-6

Example, Book 3: “The sweat treat was stacked in the freezer.”

Set Eleven Consonant, Vowel Combinations, r-controlled, digraphs

Example, Book 4: “They shouted as the popcorn fell into the jar.”

Set Twelve Sight word practice, digraphs, diphthongs, hard/soft c-g

Example, Book 3: “They were chosen to kick the ball over, under, above and through a pretty hard course.”

Each storybook presents new word patterns and reviews previously taught words. The basic lesson structure found on the Word Preview page of each storybook remains consistent. The storybook program nurtures the reader through the word attack skills needed to find pleasure in being a successful, independent reader.

The Family Literacy Storybook Instruction Teaching Reading

After teaching the sounds, blends, and words found on the Word Preview page of each storybook, then reading the books give meaning and application to the elements that have just been learned.

Example 1—

Model - Teacher: “Three times I have flashed the cards c-f-h-m-t-p-s+x and the short vowel a, and you know these sounds very well. From these letters you have read the words Max, cat, fat, sat, hat, mat, map, and pal. You have done so well that something wonderful will happen. You can read this book, hNIM. This is a picture of Max. He is a new storybook friend. He is about

your age and has some fun adventures like you and your friends. I like his red hair and his smile. Hold this book and look at Max. What do you like about him? Let's open the book and you will be surprised. You can read Max. I know you can, because you have learned all the words at the front of the book."

Example 2:

Guided Practice - "Let's try reading it together. That was very good."

Example 3:

Application - "I'll cover the pictures and you read the words."

Example 4:

Practice and review - "Fantastic! You have read Max so well that now you can read this book to your friends and family Tomorrow when we start another lesson, I would like to have you read Max to me again; then we will learn the words to read the next book, Max Ran."

- These first books start the reading process; students feel accomplishment as they read each storybook.
- Characters are introduced, plots develop, reading interest and comprehension build with each storybook.
- Each lesson continues with a review of the previously learned materials.
- Each storybook should strengthen self-esteem and reading ability
- Book 1 Set 7 (The Magic "e") should be used as a shared or guided reading activity.

Tips for Success

- For cumulative learning, use storybooks in their numbered sequence.
- At the beginning of each lesson review the last book read before introducing the next book.
- Help students become fluent with each book before introducing a new book.
- Build comprehension by asking questions about storybook characters, and covers.
- Ask students to predict what might happen in the story.
- Introduce storybook characters in an innovative way. (illustrate, dramatize, etc.)
- Have at least three lessons each week.
- The pace for reading depends upon understanding of the sounds, blends and words.
- Your conversations and discussions are as important as the skills lessons.

Resources

This appendix contains many resources for those who teach reading. Whether that person is a teacher, tutor, or parent, the ideas, lists, and activities found here can be of help to you and your students. Using these materials in combination with the Family Literacy Storybooks, Writing Activity Books, and other materials from your home, school, or library, will most certainly bring you to the point of success in your teaching of reading. Perhaps the very best that the information in this appendix can do for you though, is to cause your own "idea juices" to start flowing, and before you know it, good reading experiences are sprouting like flowers in springtime. Most of all, that's what we hope will happen for you.

Ideas to Get You Started

1. Find some children's records or tapes with songs about sounds, the alphabet, shapes, color, etc., and sing them to and with your students. This reinforces the ideas of rhyme, rhythm, and meter in our language. This helps to prevent that "robot" like reading that we sometimes hear.
2. Place labels on things around your house or classroom. Tape the word "bed" on a bed, the word "wall" on a wall. Then talk about the words as opportunity permits. This reinforces the idea that words are symbols for things and places and even feelings, giving purpose to reading.
3. Go on "Talk Walks". Make it a game to say everything you do. You say, (for example) "We are walking on the sidewalk." Then have the student(s) repeat the sentence to you. This not only builds awareness of the connection of words to things and actions, but is a good pre-writing exercise.
4. Read aloud often, modeling tone and inflection as you read. Also have students read aloud to you. As they read, guide them toward understanding the intent of the writer. Say, "It sounds like she might be surprised by what just happened. How do you think she would sound if she were surprised?" You could make character face masks, and role play the story. Just try to avoid asking questions that can be answered "yes" or "no".

5. After reading a book, have the students write something. Even making word lists and labels are good reinforcement activities. Writing words that we read helps give ownership to the vocabulary. Ownership leads to confidence. As students are able to write stories, have them share editing and illustrating responsibilities. One writes the story, another edits it, and another illustrates. It is great fun.
6. Use old newspapers and magazine's to play word finding games. For beginners, find a page with lots of large print, headlines or ads. Have your students circle the word "the" (for example) as many times as they can find it on the page. The possibilities with these materials are nearly endless. I probably don't need to say anything about cooperative learning here, do I?
7. Develop sound and word banks for use in making stories, poems or other writings. (Don't forget the "non-fiction" items, like news reports, etc.) Keep the lists in large envelopes or file folders, label them plainly, and keep them in an easily accessible place. A number of lists are available in this appendix, but there are many possibilities, such as:

Color Words
Calendar Words
Names of Family and Friends
Animal Names
Weather Words
Math Words
Map Words
Sports Words
Music Words
Science Words
Safety Words

III. APPENDIX - WORD LISTS

MOST USED WORDS

<i>First 30 Words</i>	<i>Second 30 Words</i>	<i>Third 30 Words</i>	<i>Fourth 30 Words</i>
the	but	some	long
of	not	her	down
and	what	would	day
a	all	make	did
to	were	like	get
in	we	him	come
is	when	into	made
you	your	time	may
that	can	has	part
it	said	look	over
he	there	two	new
was	use	more	sound
at	an	write	take
be	each	go	only
this	which	see	little
have	she	number	work
for	do	no	know
on	how	way	place
are	their	could	year
as	if	people	live
with	will	my	me
his	up	than	back
they	other	first	give
I	about	water	most
from	out	been	very
or	many	call	after
one	then	who	thing
had	them	oil	our
by	these	now	just
word	so	find	name

MOST USED WORDS — Continued

<i>Fifth 30 Words</i>	<i>Sixth 30 Words</i>	<i>Seventh 30 Words</i>	<i>Eighth 30 Words</i>
good	put	off	father
sentence	end	play	keep
man	does	spell	tree
think	another	air	never
say	well	away	start
great	large	animal	far
where	must	house	eye
help	big	point	light
through	even	page	head
much	such	letter	under
before	because	mother	saw
line	turn	answer	left
right	here	found	don't
too	why	car	few
mean	ask	still	while
old	went	learn	along
any	men	should	close
same	read	high	seem
tell	need	every	next
boy	land	near	open
follow	different	TV	begin
came	home	VCR	life
want	us	add	always
show	move	food	those
also	try	between	got
around	kind	own	run
form	hand	below	until
three	picture	country	children
small	again	plant	feet
set	change	last	side

VITAL WORD PHRASES

The following 100 phrases are made from the first 100 words from the Vital Words list.

Dr. Nancy Livingston suggests that by practicing these phrases containing these words, students can improve skills in both speed and accuracy. There are about 150 words on each page.

An acceptable fluency rate would be for a student to read each page (*two columns*) in one minute. An untimed pre-test should be given to make sure students can read the phrases correctly before emphasizing fluency.

(The list words are in bold face type.)

First 25 Words

the little boy
three **of** them
old **and** new
a good boy
was **to** come
in and out
is about me
then **you** give
that old man
it was new
he is it
I **was** there
down **at** work
be here again
before **this** one
they **have** gone
good **for** you
work **on** it
we **are** here
as long **as**
be **with** me
on **his** way
they are here
I can go
from my mother

Second 25 Words

come **or** go
one by one
had a hat
by the house
say a **word**
all **but** one
not the number
what is that
not at **all**
so **were** you
we were there
when you do
on **your** way
yes you **can**
he **said** so
there you are
can **use** it
an old one
say **each** word
which is it
she will look
can **do** it
how will you
make **their** day
if they have



VITAL WORD
PHRASES

***The List words are
in bold italics.***

Note: There are of course, another 140 Vital Words on our list, and perhaps you can even think of some we have missed. Every region has words used more often than another, and each person has select words, such as his or her name, that they use frequently. It might be useful to continue this phrase list on your own, using words from the remainder of our list, or words we forgot.

Third 25 Words

that ***will*** do
it is ***up***
the ***other*** one
all ***about*** you
can go ***out***
they have ***many***
then they said
not about ***them***
will ***these*** do
he said ***so***
some of these
it was ***her***
how ***would*** you
make it up
we ***like*** that
her or ***him***
look ***into*** it
time to go
has to be
I can ***look***
two to go
more of this
write a word
go from here
see him look

Fourth 25 Words

the ***number*** two
no number one
way to go
he ***could*** see
not these ***people***
call ***my*** name
more ***than*** that
first of many
have some ***water***
have ***been*** there
she will ***call***
who was that
no more ***oil***
then and ***now***
find each one
a ***long*** time
down and out
a good ***day***
other people ***did***
get some water
will ***come*** out
has it ***made***
may not go
part of it
will come ***over***

INITIAL CONSONANTS

b

baby
back
bad
bag
bake
ball
bank
bat
bath
be
bear
bed
bee
beg
bell
bib
big
bike
bird
boat
bone
book
boots
bow
bowl
box
boy
bug
bunny
bum
bus
bush
busy
but
butter
button
buy
buzz
by

c

cab
cabbage
cabin
cage
cake
calf
call
came
camel
camp
can
candle
candy
cane
cap
cape
car
card
carpet
carrot
cat
cave
cent
City
coat
cob
coin
cold
color
colt
comb
come
computer
cone
cook
cookie
cool
cord
corn
comer
cot
cotton
country
cow
cowboy
cup
cupboard
curl
curler
cut

d

dad
dam
dance
danger
dark
date
day
dead
deep
deer
dent
dentist
desert
desk
dew
dial
die
dig
dim
dime
dip
dirt
dish
ditch
dive
do
dock
doctor
doe
does
dog
doll
dome
donkey
don't
door
dot
down
dozen
draw
duck
dug
dump
dust
dye

f

f ace
fact
factory
fail
fair
fairy
fall
family
fan
far
farm
fast
fat
farther
feather
feel
feet
fell
fence
few
fight
fill
fin
fine
finger
fire
first
fish
fit
five
fix
fog
food
fool
foot
for
fork
four
fox
full
fun
fur

g

gal
game
gang
garage
garden
gas
gate
gay
geese
gem
get
ghost
giant
gift
gill
girl
give
go
goat
gold
golf
gone
good
goose
gorilla
got
gown
guard
guess
guest
guitar
gull
gulp
gum
gun
guy
gym
gypsy



INITIAL CONSONANTS

h

hail
hair
half
hall
ham
hammer
hand
happy
hard
hat
hate
hay
he
head
hear
heart
heat
heel
hello
helmet
help
hen
here
hid
high
hill
him
hip
his
hit
hive
hockey
hoe
hold
hole
home
honey
hood
hook
hop
hope
horn
horse
hose
hot
house
hug
hunt
hurt
hum

j

jacket
jacks
jail
January
jam
jar
jaw
jay
jeep
jelly
jet
jewel
job
join
joke
jolly
joy
judge
jug
juice
July
jump
June
jungle
junk
just

k

kangaroo
keen
keep
keg
kennel
kept
ketchup
kettle
key
kick
kid
kill
kind
king
kiss
kit
kitchen
kite
kitten

l

lace
ladder
lady
laid
lake
lamb
lame
lamp
land
lap
large
last
late
laugh
law
lawn
lay
lazy
leaf
leap
loam
leather
leg
lemon
letter
library
lick
lid
life
lift
light
like
lime
line
lion
lip
list
live
lock
log
long
look
lost
lot
loud
love
low
luck
lunch

m

machine
mad
made
magic
magnet
mail
make
man
many
map
marble
march
mash
mat
match
may
meal
measure
meat
men
mess
met
mice
middle
mild
mile
milk
mind
mine
minute
mirror
miss
mist
mitten
mix
money
month
moon
mop
more
most
mother
mouse
mouth
move
much
mud
mug
must
my

INITIAL CONSONANTS

n	p	r	s	t
nail	pack	rabbit	said	table
name	page	race	sail	tail
nap	pail	radio	sale	take
napkin	paint	rag	salt	talk
navy	pair	rain	same	tall
near	pal	rake	sand	tap
neat	pan	ran	sang	tape
neck	paper	rat	sank	tar
need	parade	rattle	sat	task
needle	park	read	save	tax
neighbor	part	ready	saw	taxi
nest	pass	record	say	tea
net	past	red	sea	teacher
new	paste	rest	seal	team
news	path	rib	seat	teeth
next	paw	ribbon	see	telephone
nice	pay	rice	seed	television
nickel	pea	rich	seem	tell
niece	peach	riddle	sell	ten
night	peanut	ride	send	tent
nine	pear	ring	sent	test
nip	peep	rip	set	be
no	pen	rise	seven	tiger
nod	penny	road	sew	time
noise	people	rob	sick	tin
none	pet	robin	side	tiny
noodle	piano	rock	sift	tip
noon	pick	rocket	sight	fire
north	pie	roil	silly	to
nose	pig	roof	sing	today
not	pin	room	sink	toe
note	pine	rope	sip	told
nothing	pink	rose	sit	ton
now	pipe	round	six	too
number	pizza	row	size	took
nun	poke	rub	so	tools
nurse	pond	rug	socks	tooth
nut	pony	rule	soft	top
	pool	ruler	sold	toss
	pop	run	soldier	touch
	pot	rush	some	towel
	pull	nit	son	town
	pump		song	toy
	pup		soon	tub
	purse		soup	tug
	push		suit	tune
	puzzle		sun	turkey
			sunny	turn
			sunk	twin
				typewriter

INITIAL CONSONANTS

v

vacation
vacuum
vain
valentine
valley
valve
van
vane
vase
vegetable
veil
vein
vent
verb
verse
very
vest
view
village
vine
violet
violin
visit
voice
volcano
volume
vote
vow
vulture

w

wag
wagon
wait
wake
walk
wall
want
war
warm
was
wash
watch
water
wave
wax
way
we
wealth
wear
web
wedding
weed
week
well
went
were
West
wet
wide
wife
wig
wild
will
willow
win
wind
window
wine
wire
wise
wish

x

Xmas
x ray
yank
yap
yard
yam
yawn
yea
year
yeast
yell
yellow
yelp
yes
yesterday
yet
yield
yoke
yolk
yo-yo
you
young
your
yours
youth
yule

y

yacht
yak
zero
zest
zigzag
zinc
zing
zinnia
zip
zipper
zone
zoo
zoom

z

zeal
zebra

INITIAL CONSONANTS

v

w

x

y

z

work
world
worm
would

FINAL CONSONANTS

b

cab
club
cob
cobweb
corncob
crab
crib
cub
cube
dab
globe
grab
jab
job
knob
mob
rib
rob
rub
scrub
shrub
snob
sob
stab
stub
suburb
superb
tab
tribe
tub
tube
wardrobe
web

d

bad
bed
blood
bread
fad
feed
glad
good
had
head
hid
hood
kid
laid
lid
load
loud
mad
maid
mud
nod
odd
pad
paid
pod
proud
raid
read
red
rid
road
rod
sad
seed
shed
shred
skid
sled
speed
stood
wad
weed
wood

f

beef
brief
calf
chef
chief
cliff
cuff
deaf
dwarf
elf
giraffe
golf
grief
gulf
half
herself
himself
hoof
if
knife
leaf
life
loaf
mischief
myself
off
oneself
puff
roof
safe
scarf
self
shelf
sheriff
sniff
staff
stiff
stuff
surf
thief
wharf
whiff
wife
wolf
yourself

g

bag
beg
bog
bug
catalog
chug
clog
dig
dog
dug
egg
fig
flag
fog
frog
gag
hog
hug
jig
jug
keg
lag
leg
log
mug
nag
peg
pig
plug
rag
rug
sag
shag
shrug
snag
snug
song
tag
tug
twig
wag
wig
zigzag

k

back
book
chalk
chick
clock
cook
desk
duck
hook
ink
joke
lake
mark
mask
neck
oak
pack
park
pink
quack
rack
rake
rock
sack
shake
shark
shock
shrink
sick
silk
sink
skunk
smoke
snack
snake
stick
stork
tank
think
track
trick
walk
weak
week
wick
wink
work
wreck

FINAL CONSONANTS

l

ball
bell
doll
girl
grill
heel
hotel
kill
nail
nickel
oil
owl
pail
pearl
peel
pencil
pool
purple
puzzle
rail
Me
royal
ruffle
saddle
sail
school
sea[
shell
shovel
skull
small
smell
smile
snail
soil
spell
steal
stool
table
tall
tile
toll
turtle
veil
wall
well
whale
wheel

m

aim
arm
broom
clam
dam
dime
dream.
drum
elm
film
flame
from
game
gum
gym
ham
hem
jam
lime
loom
palm
plum
program
ram
rhyme
rim
roam
room
same
scream
seam
seem
shame
skim
slam
slum
some
stadium
steam
stem
stream
sum
team
them
time
trim
warm
worm
zoom

n

balloon
bam
brown
can
com
tan
green
gun
iron
kitten
lemon
lion
men
mitten
noon
ocean
open
oven
pan
pen
plane
queen
question
rain
ran
robin
run
seven
sign
skin
son
spin
spoon
stone
swan
tan
ten
thin
thorn
tin
town
train
twin
van
violin
win
yam

p

ape
bump
camp
cape
champ
chip
chirp
chap
clap
clip
creep
crisp
crop
cup
damp
deep
drape
drip
drop
flap
help
hip
hoop
hop
jeep
jump
lamp
lip
map
mop
nap
pup
rip
ship
shop
skip
slap
sleep
soap
soup
stamp
step
stop
sweep
trap
trip
tulip
whip
wrap

r

bear
car
care
cellar
chair
chapter
cider
collar
color
deer
doctor
ear
fair
far
fear
fire
flour
for
hair
hear
hour
letter
mirror
oar
our
pair
paper
pear
pepper
shore
snore
sore
sour
star
stir
store
sugar
summer
supper
sure
tar
tear
tire
waiter
water
wear
where
winter
wire
year



FINAL CONSONANTS

s	t	v	z
boots	ant	alive	amaze
bless	ate	brave	breeze
blouse	aunt	carve	bronze
cactus	basket	cave	buzz
chess	bat	curve	civilize
circus	blanket	dissolve	commercialize
close	boat	dive	daze
cross	bullet	dove	doze
dress	but	drove	freeze
else	cat	eve	froze
gas	coat	expensive	fuzz
geese	colt	forgive	gauze
glass	cost	give	individualize
goose	count	glove	itemize
grass	cut	grave	jazz
guess	dirt	grieve	maze
horse	east	grove	memorize
house	eat	have	ooze
kiss;	eight	hive	organize
less	fast	improve	paralyze
mess	fat	leave	penalize
miss	fight	live	prize
nurse	foot	move	quiz
paints	forest	native	realize
pants	fruit	negative	recognize
plus	gift	nerve	seize
press	goat	olive	size
promise	hat	pave	sneeze
purse	heart	positive	snooze
sense	hot	preserve	socialize
tennis	jet	prove	squeeze
us	kite	relative	sterilize
waitress	meat	remove	summarize
walrus	nest	reserve	symbolize
yes	net	serve	trapeze
	paste	shave	waltz
	pet	slave	whiz
	plate	sleeve	
	pocket	solve	
	rat	starve	
	rent	stove	
	skate	survive	
	skirt	twelve	
	state	valve	
	street	wave	
	sweet	weave	
	test		
	ticket		
	toast		
	vote		
	wet		

INITIAL CONSONANT BLENDS (TWO LETTERS)

bl

black
blackboard
blacksmith
blade
blame
bland
blank
blanket
blare
blast
blaze
bleach
bleak
bled
bleed
blemish
blend
bless
blest
blew
blimp
blind
blindfold
blink
blizzard
block
blood
bloodhound
bloom
blossom
blot
blouse
blow
blue
bluff
blunt
blur
blush
bluster

br

brace
bracelet
brad
brag
braid
brain
brake
branch
brand
brass
brave
bread
break
breath
breathe
bred
breed
breeze
breezy
brew
briar
bribe
brick
bridge
brief
bright
brim
bring
brisk
Britain
brittle
broad
broccoli
broil
broke
bronze
brood
brook
broom
brother
brought
brow
brown
brownie
browse
bruise
brush

cl

claim
clam
clamp
clang
clank
clap
clarinet
clash
clasp
class
classify
classroom
claw
clay
clean
cleanser
clear
clearing
clerk
clue
click
cliff
climate
climax
climb
climber
cling
clinic
clip
clipper
clock
close
closet
clot
cloth
clothes
clothespin
cloud
clover
clown
club
cluck
clump
clumsy
cluster
clutter

cr

crab
crack
cracker
crackle
cradle
craft
cramp
crane
crank
crash
crate
crater
crawl
crayon
crazy
creak
cream
crease
create
creative
creature
credit
creek
creepy
crescent
crest
crew
crib
cricket
crime
crisp
crocodile
crooked
crop
cross
crow
crowd
crown
crumb
crunch
crush
crust
crutch
cry

dr

drab
draft
drag
dragon
drain
drama
drank
drape
drapery
drastic
draw
drawer
drawing
dread
dream
dreary
drench
drew
dresser
dressing
dribble
drier
drift
driftwood
drill
drink
drip
drive
driver
drizzle
drool
drop
drown
drowsy
drug
druggist
drugstore
drum
drunk
dry



INITIAL CONSONANT BLENDS (TWO LETTERS)

fl

flag
flake
flame
flamingo
flannel
flap
flash
flashlight
flat
flavor
flea
flesh
flew
flexible
flight
flip
flirt
float
flock
flood
floor
flop
florist
flour
flow
flower
fluid
flush
flute
flutter
fly

fr

fraction
fracture
fragile
fragment
fragrance
frail
frame
freak
freckle
free
freedom
freeze
freight
frequent
fresh
friction
friend
frighten
frill
fringe
frisky
frog
from
front
frontier
frost
frosting
frown
froze
fruit
fry

gl

glacier
glad
glamorous
glance
glare
glass
glaze
gleam
glee
glide
glimpse
glitter
globe
gloomy
glory
gloss
glossary
glove
glow
glue
gray
graze
grease
great
greedy
green
greet
greeting
grew
greyhound
grief
grill
grim
grime
grin
grind
grip
gripe
grizzly
groan
grocery
groom
grouch
ground
group
grow
growl
grumble

gr

grab
graceful
grade
graduate
grain
grammar
grand
grandmother
grandfather
grant
grape
grapefruit
graph
grasp
grass
grasshopper
grave
gravel
gravity
gravy
pleasant
please
pleasure
pleat
pledge
plentiful
plenty
pliers
plot
plow
pluck
plug
plum
plumber
plumbing
plume
plump
plural
plus
plush

pl

place
plaid
plain
plan
plane
planet
plank
plant
planter
plaster
plastic
plate
platform
platter
play
playful
playground
playhouse
plaza
plead

INITIAL CONSONANT BLENDS (TWO LETTERS)

pr

practice
praise
prance
pray
preach
precious
predict
prefer
prepaid
prepare
prescription
present
president
press
pressure
pretend
pretty
pretzel
prevent
preview
price
priceless
pride
priest
prince
princess
print
printer
printing
prison
prisoner
privacy
private
prize
problem
produce
product
professor
profit
program
progress
prohibit
project
projector
promise
prompt
pronounce
proof

sc

scab
scale
scalp
scamper
scar
scarce
scare
scarecrow
scarf
scatter
scene
scenery
scent
science
scientist
scissors
scold
scoop
scooter
scorch
score
scout
sculpture
scum

sk

skate
skeleton
sketch
ski
skid
skill
skillet
skim
skin
skinny
Skip
skirt
skull
skunk
sky
skyline
skyscraper

sl

slam
slang
slant
slap
slate
slave
slavery
sled
sleek
sleep
sleepy
sleet
sleeve
sleigh
slender
slept
slice
slid
slide
slight
slim
sling
slip
slipper
slippery
SIR
sliver
slogan
slope
sloppy
slot
slouch
slow
slug
slum
slumber
slump
slur
sly

sm

smack
small
smart
smash
smear
smell
smile
smirk
smock
smoke
smooth
smother
smudge
smug
smuggle

sn

snack
snag
snail
snake
snap
snapshot
Sri ' are
snatch
sneak
sneeze
sniff
sniffle
snip
snob
snoop
snooze
snore
snort
snout
snow
snowball
snowdrift
snowfall
snowflake
snowplow
snowy
snug
snuggle



INITIAL CONSONANT BLENDS (TWO LETTERS)

sp	st	sw	tr	tw
space	stable	swallow	trace	tweed
spaceship	stack	swam	track	tweet
spade	staff	swamp	tractor	tweezers
spaghetti	stage	swan	trade	twelve
spaniel	stain	swarm	tradition	twenty
spank	stair	swat	traffic	twice
spanking	stall	sway	tragic	twig
spare	stamp	swear	trail	twilight
spark	stand	sweat	trailer	twin
sparkle	staple	sweater	train	twine
sparrow	star	sweep	training	twinkle
spasm	start	sweet	tramp	twirl
spatter	starve	sweetheart	trample	twist
speak	state	sweetness	transfer	twister
speaker	station	swell	translate	
spear	statue	swept	trap	
special	stay	swerve	trapeze	
speck	steak	swift	trash	
speech	steal	swim	travel	
speed	steam	swing	tray	
speedometer	steel	swirl	treasure	
spell	steep	switch	treat	
spelling	stem	swollen	treatment	
spend	step	sword	tree	
spent	stereo	swung	tremble	
sphere	stick		trembling	
spice	still		trench	
spider	sting		trial	
spike	stir		triangle	
spill	stitch		tribe	
spin	stock		trick	
spinach	stocking		tricky	
spine	stomach		tried	
spiral	stone		trim	
spirit	stood		trimming	
spit	stool		trip	
spite	stop		triple	
spoil	store		troop	
spoke	storm		trot	
spoken	story		trouble	
sponge	stove		trout	
spook	stuck		truck	
spool	student		true	
spoon	studio		truly	
sport	study		trunk	
spot	stuffing		trust	
spotlight	stumble		truth	
spout	stump		truthful	
spy	stupid		try	
	style			

INITIAL CONSONANT BLENDS (THREE LETTERS)

scr

scram
scramble
scrap
scrapbook
scrape
scratch
scrawl
scream
screech
screen
screw
scribble
script
scroll
scrub
scrunch

squ

squabble
squad
square
squash
squat
squaw
squawk
squeak
squeal
squeamish
squeeze
squid
squint
squirm
squirrel
squirt

shu

shrank
shred
shrew
shrewd
shriek
shrill
shrimp
shrine
shrink
shrinkage
shrivel
shrub
shrubbery
shrug
shrunk

str

straight
strainer
strand
strange
stranger
strangle
strap
straw
strawberry
stream
streamer
street
stretcher
strike
string
strip
stripe
strong
struggle



INITIAL CONSONANT BLENDS (THREE LETTERS) — Continued

spl

splash
splatter
spleen
splendid
splendor
splice
splint
splinter
split
spotch
splurge

thr

thrash
thread
threat
threaten
three
thresh
thrift
thrifty
thrill
thrive
throat
throb
throne
through
throughout
throw
thrown
thrust

spr

sprain
sprang
spray
sprawl
spread
spree
sprig
spring
springy
sprinkle
sprite
sprout
spruce
sprung

FINAL CONSONANT BLENDS

ct

collect
connect
correct
detract
duct
effect
elect
exact
fact
impact
inject
inspect
instruct
perfect
predict
project
react
reflect
reject
select
subject
suspect

ft

cleft
craft
deft
draft
drift
gift
graft
heft
left
lift
loft
raft
shaft
shift
sift
soft
swift
theft
thrift
tuft
waft

ld

bald
bold
build
child
cold
field
fold
gild
gold
held
hold
mild
mold
old
rebuild
scald
sold
told
weld
wield
wild
yield

lf

delft
elf
golf
gulf
myself
self
shelf
wolf
yourself

lk

bulk
calk
chalk
elk
hulk
milk
silk
sulk



FINAL CONSONANT BLENDS

lm

balm
calm
elm
film
helm
overwhelm
realm
whelm

it

adult
belt
bolt
colt
consult
dealt
fault
felt
guilt
halt
insult
jolt
kilt
knelt
lilt
malt
melt
occult
pelt
quilt
result
salt
silt
smelt
spilt

lp

alp
gulp
help
kelp
pulp
scalp
whelp
yelp

mp

blimp
bump
camp
champ
clamp,
cramp
damp
dump
hump
jump
lamp
limp
lump
plump
pump
ramp
shrimp
slump
stamp
stump
swamp
tramp

nc(e)

advance
announce
bounce
chance
convince
dance
dunce
fence
finance
France
glance
lance
once
ounce
pounce
prance
prince
pronounce
romance
since
trance
wince

FINAL CONSONANT BLENDS

nch

bench
branch
brunch
bunch
cinch
clench
crunch
drench
French
hunch
inch
launch
lunch
munch
pinch
punch
quench
ranch
scrunch
stench
trench
wrench

nd

band
bend
blend
bound
found
friend
fund
grand
ground
hand
hound
land
mend
pound
round
sand
send
sound
spend
stand
tend
wind

nk

bank
blank
blink
bunk
crank
drink
frank
honk
ink
junk
link
pink
sank
shrink
skunk
spank
stink
tank
thank
think
trunk
wink

nt

ant
bent
cement
cent
dent
faint
front
glint
haunt
hunt
lint
mint
paint
plant
print
rent
scent
sent
spent
squint
tent
vent

pt

abrupt
accept
adapt
adept
adopt
apt
concept
corrupt
crept
crypt
disrupt
Egypt
erupt
except
intercept
interrupt
kept
opt
script
swept
wept



FINAL CONSONANT BLENDS

rb	rg (rge)	rk	rl	rm
absorb	barge	ark	barley	alarm
adverb	burg	bark	Carl	arm
barb	dirge	clerk	curl	charm
blurb	emerge	cork	darling	dorm
curb	enlarge	dark	earl	farm
disturb	forge	fork	early	firm
garb	gargle	hark	furl	form
harbor	George	jerk	garland	germ
herb	gorge	lark	garlic	harm
orb	iceberg	mark	girl	inform
perturb	immerge	park	gnarl	norm
suburb	large	perk	hurl	perform
superb	Marge	pork	marlin	reform
turban	merge	quirk	parlor	squirm
urban	splurge	shark	pearl	storm
verb	submerge	shirk	sirloin	swarm
	surge	spark	snarl	term
	urge	stark	swirl	therm
	verge	stork	twirl	uniform
		Turk	unfurl	warm
		work	whirl	worm

FINAL CONSONANT BLENDS

rn

adorn
barn
born
burn
chum
corn
darn
earn
fern
horn
intern
learn
morn
return
scorn
stern
thorn
torn
turn
worn
yarn

rp

burp
carp
chirp
harp
sharp
slurp
tarp
twerp
twirp
usurp
warp

rs

coarse
converse
course
curse
disperse
endorse
horse
immerse
inverse
Norse
nurse
purse
rehearse
reverse
sparse
submerge
terse
universe
verse
worse



CONSONANT DIGRAPHS

ch	sh	th (voiced)	th (voiceless)	wh
chain	shack	than	thank	whack
chair	shade	that	thankful	whale
chalk	shadow	the	Thanksgiving	wharf
champ	shaggy	their	thaw	what
chance	shake	theirs	theater	whatever
change	shallow	them	theft	wheat
chapter	shame	themselves	theme	wheel
charcoal	shampoo	then	thermometer	wheelbarrow
charge	shape	there	thermos	wheeze
charm	shark	therefore	thick	when
chart	sharp	these	thicken	whenever
chase	sharpen	they	thief	where
chat	shatter	this	thimble	wherever
cheap	shave	those	thin	whether
cheat	shawl	though	thing	which
check	she	thus	think	whiff
checkerboard	shed		third	while
cheek	sheep		thirst	whimper
cheerful	sheer		thirteen	whine
cheerleader	sheet		thirty	whip
cheese	shelf		thorn	whirl
cherry	shell		thought	whirlpool
chess	shepherd		thousand	whirlwind
chest	sherbet		thread	whisk
chew	sheriff		threat	whisker
chewing	shift		throat	whisper
chick	shin		through	whistle
chicken	shine		throw	white
chief	shiny		thumb	whittle
child	ship		thunder	whiz
children	shirt		Thursday	whopper
chili	shoe			why
chime	shoot			
chimney	shop			
chimpanzee	shore			
chin	short			
china	shorten			
chip	shot			
chirp	shoulder			
chocolate	shout			
choke	shove			
choose	shovel			
chop	show			
chopsticks	shower			
chore	shown			
chubby	shudder			
chuckle	shut			
church	shutter			
	shy			

CONSONANT DIGRAPHS

ph	ck ("k")	qu	gh ("f")	nh
phantasm	back	quack	cough	awning
phantom	black	quadrangle	enough	bang
Pharaoh	block	quadruplet	laugh	ceiling
pharmacist	brick	quail	rough	clang
pharmacy	broomstick	quaint	tough	cling
pharynx	candlestick	quake	trough	drawing
phase	check	qualification		duckling
pheasant	chick	qualify		earring
phenomenon	clock	quality		evening
philanthropy	cluck	quantity		fang
Philip	crack	quarantine		gang
philosopher	dock	quarrel		greeting
philosophy	drumstick	quarrelsome		handwriting
phlegm	duck	quarry		hang
phobia	jack	quart		inning
phoenix	kick	quarter		king
phone	knock	quartet		long
phoneme	lick	quartz		lung
phonetics	lipstick	queasy		meeting
phonics	lock	queen		morning
phonograph	luck	queer		opening
phosphate	neck	quell		painting
photo	pack	quench		pudding
photogenic	pancake	query		railing
photograph	peacock	quest		reading
photographer	pick	question		ring
photographic	prick	questionnaire		sang
photography	quack	quibble		saying
phrase	quick	quick		setting
physic	rack	quicken		sewing
physical	rock	quicksand		sing
physician	shack	quiet		sling
physics	shamrock	quill		song
physiology	shock	quilt		spelling
physique	sick	quintet		spring
	smack	quintuplets		sting
	smock	quit		stocking
	smokestack	quite		string
	snack	quiver		strong
	sock	quiz		stuffing
	stick	quota		swing
	thick	quotation		thing
	tick	quote		wedding
	toothpick	quotient		wing
	track			wrong
	truck			young
	wreck			



FINAL CONSONANT DIGRAPHS

ch

beach
church
couch
each
much
perch
reach
such
touch

ph

autograph
epitaph
graph
hieroglyph
Joseph
phonograph
telegraph

ck

block
lock
luck
pick
quack
quick
sack
tock

gh

cough
enough
laugh
rough
slough
tough
trough

FINAL CONSONANT DIGRAPHS

sh

brush
crash
dish
fish
fresh
rash
splash
swish
trash

ng

bang
bring
flung
gong
long
lung
sing
swing
wrong

th

bath
cloth
death
fifth
growth
mouth
south
tooth

Family Reader Synopsis

A Brief Summary