

# Using Word List Book K

This book contains the words which will be dictated to students each week. These words are on the left-hand page while exercises, which will help to consolidate the rules and concepts taught that week, are on the right-hand page.

The page containing the words to be taught in a particular week is set out in two units. Each unit will correspond to one page in the students' own word list book. Beside the list of words for each page is a column containing any explanatory notes which may help teachers dictate the words.

Students in Kindergarten (first year of formal education) will require an 18mm lined book with at least eleven lines on each page. For the 5 to 6 year old, teachers should cut an A4 book below the 12th line to make the book more manageable.

Before using the book, have the students write out the dictated words on a sheet of 18mm lined paper to help them get used to the layout. Later, transfer the words into their books when you are satisfied that they are able to do it well. Teach the layout as shown below. (See also *LEM Phonics Manual*, page 54.)

1. Show students how to write the section heading on the left side of their page and the page number neatly in the top right hand corner of the page. Then proceed to dictate five words or so, using the method given on page 56 of the *LEM Phonics Manual*.
2. Show students how to begin each word a little distance from the left hand margin. For beginning students, use the left-hand side of the page as the margin.
3. Dictate five more words the next day, revising the set-out procedure. After you are satisfied that students have mastered the layout procedures, have them transfer the ten words to their word list book as you dictate them again. Encourage neat handwriting and correct spacing. The extra space on each line may be used later when students begin to learn the rules for adding endings to base words. Programmed into the course are exercises which will require students to enter derivatives next to various words which have already been recorded.
4. In the weeks following, dictate twenty words each week if this is attainable, setting out the book with ten words on each page.
5. During each week, have students do all or some of the exercises outlined on the page facing the word list. These exercises will help clinch the rules and give practice using words from the list. Word list work in the first year concentrates on learning most of the rules of position, writing and reading of sentences, learning the concept of 'base word' and adding simple endings to some words.

A week of revision work with tests is included at the end of each section to enable you to check on the students' knowledge of words and rules thus far.

A *Student's Progress Chart* is found at the end of this book. This may be photocopied for each student and used to record the progress made.

On pages 3 and 23 of this book is a *Teacher's Checklist* that will remind the teacher of the procedures which will help ensure that the work is taught thoroughly and well.

## SECTION A

## WORD LIST

Student's List	Teacher's Notes <span style="float: right;">page 4</span>
<p>go went</p> <p>bed</p> <p>f<sup>3</sup>a<sup>2</sup>-<u>th</u> er</p> <p>m<sup>4</sup>o<sup>2</sup>-<u>th</u>-er</p> <p>my</p> <p>by</p> <p>try</p> <p><u>with</u></p> <p>will</p> <p>well</p>	<p><b>o</b> usually says its second sound 'oa' at the end of a syllable.</p> <p><b>a</b> may say its third sound 'ar' because it is followed by two consonants. (This rule will be dealt with more fully later.) However <b>a</b> would normally say 'ay' at the end of a syllable. The rule that <b>a</b> may say 'ar' before two consonants is over-ruling in the case of the word <b>father</b>. Place <b>3</b> above <b>a</b>. Place <b>2</b> above <b>th</b> as there is no rule governing its sound in this position.</p> <p>Place <b>4</b> above <b>o</b> and <b>2</b> above <b>th</b>. (See <i>Notes for the Teacher</i> on the next page.)</p> <p>Students may want to put <b>i</b> at the end of words such as <b>my</b> and <b>by</b>. English words may not end with <b>i</b>. <b>y</b> can do everything <b>i</b> can, as well as being on the end of a word. Do not place <b>2</b> over <b>y</b>, as <b>i</b> or <b>y</b> may say their second sound 'igh' at the end of a syllable.</p> <p>Underline the multiple phonogram <b>th</b>.</p> <p><b>l</b> is mostly doubled at the end of a one-syllable word if it follows a single vowel. When students reach the word <b>school</b>, in which there is a double vowel, they will grasp this rule more fully. <b>ll</b> is not a multiple phonogram. A rule is operating. Show one finger for the first <b>l</b> and bring another up for the second as you explain the rule.</p>

Student's List	Teacher's Notes <span style="float: right;">page 5</span>
<p>up</p> <p>sun</p> <p>sch<sup>2</sup>ool</p> <p>*y<sup>3</sup>ou</p> <p>not</p> <p>play</p> <p>day</p> <p><u>work</u></p> <p><u>worm</u></p> <p><u>word</u></p>	<p>Explain the meaning of <b>sun</b> and which phonogram is used to represent the sound 'u' (<b>son</b> uses <b>o</b>).</p> <p>The <b>l</b> is not doubled in <b>school</b>, because two vowels precede it.</p> <p>As English words may not end with <b>u</b>, the word <b>you</b> is acting against the rule. Students should place an asterisk next to it.</p> <p><b>a</b> can represent the sound 'ay' at the end of a syllable, but not at the end of a word. <b>ay</b> is mostly used to do this.</p> <p><b>or</b> mostly says 'er' if preceded by <b>w</b>. For practicality, say the three letters together as <b>wor</b> ('wer'). Explain that words beginning with the sound 'wer' will mostly be written with <b>wor</b>. (The word <b>were</b> is an exception.)</p>

## Activities for Week 3

### 1. Tests

Continue with daily and weekly tests as outlined for previous week.

### 2. Written and oral phonogram review

Concentrate on reviewing **w, y, ch, ou, ay, wor, er, ir, ear, ur** and **oo**.

### 3. Workbook 3: *Reading with the Phonograms*

Do pages 11, 12, 13, 14 and 15.

### 4. Sentences

Have students give sentences about their father or their mother (e.g. *My father is a man. My mother helps me do my school work.*) Write one or two of them on the blackboard asking for student help where it is possible. Review the use of capitals and fullstops. Then have students write a sentence on their own about their father or mother. This could be practised on lined paper first and then entered into their *Sentence Book* as neatly as they can. If they need a new word for their sentence, analyse it with them if it is simple enough, otherwise show them how to write. Have students illustrate their sentence.

### 5. *l* or *ll* at the end of a word

Review the conditions under which **l** doubles at the end of a word:

if the word is one syllable;

if there is a single vowel before the **l**.

Write these unfinished words on the blackboard:

fi\_\_\_ ki\_\_\_ te\_\_\_ se\_\_\_ poo\_\_\_ hea\_\_\_ rea\_\_\_ foa\_\_\_

First of all, have students work out what each word will be when the **l** sound is put in the blank space (**l** or **ll**). Then have them put **l** or **ll** in the spaces, giving reasons for their choice. Do this exercise after the word **school** has been taught.

### 6. Dictation

After the words containing **wor** have been taught, dictate these sentences:

My mother helps me with my school work.

I play with my mother and father.

I help my father and mother with the work.

### 7. Enrichment suggestion

Dig up some worms from the garden and let students observe them. Have them write a sentence about the worms.

## Notes for the Teacher

If we want the sound 'u' before the sound 'th' or 'v' (e.g. **love, mother**), we always use the phonogram **o** to represent it. Note, however, that the phonogram **o** does not always say 'u' before **th** or **v** (e.g. **moth, move, drove**).

It is acceptable for students to number sounds until they see the rule governing its existence. They may then erase the number.

Do not forget to use your fingers graphically to illustrate which phonograms are in the word you are teaching. Instructions for this are found from page 57 of the *LEM Phonics Manual*.

# Week 5: Revision

At the conclusion of each section of work, it is recommended that you put aside a week for general revision work on that section. It can be a time for testing of words, more work in sentence writing, reviewing the rules and principles taught, and application of rules to unknown words.

Some suggested activities:

## Day 1

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1. Test the following words:

God I do and is on an me  
 up can see run girl boy bird good  
 stop am us to no bed man in

Have students try the following unseen words:

cat dog ant but tap pin wag hen

2. **Workbook 3: Reading with the Phonograms**

Review phonograms on page 21. Do page 22.

## Day 2

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1. Review the rule that **a** may say 'ay', **o** may say 'oa', **e** may say 'ee' and **u** may say 'oo/yoo' at the end of a syllable. Also review that fact that **i** often says 'igh' at the end of a syllable, but **i** cannot end a word. **y** is able to take its place. Then test students on these words:

me he she no go my by try we

2. **Workbook 3: Reading with the Phonograms**

Do page 23.

## Day 3

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1. Review the rule that silent **e** can make vowels say their second sounds.

Then test the following words:

made these home time name rule cute

Review the following phonograms orally and test them in written form:

er ir ur ear wor sh th ee  
 aw oy oi o ch ou ay ai  
 oo y s x ng

2. **Workbook 3: Reading with the Phonograms**

Do page 24.

# Tests for Section A

## Words

- |             |            |
|-------------|------------|
| 1. God      | 26. and    |
| 2. I        | 27. at     |
| 3. am       | 28. saw    |
| 4. the      | 29. girl   |
| 5. bird     | 30. good   |
| 6. to       | 31. do     |
| 7. on       | 32. is     |
| 8. she      | 33. see    |
| 9. run      | 34. can    |
| 10. boy     | 35. ran    |
| 11. two     | 36. into   |
| 12. man     | 37. men    |
| 13. too     | 38. went   |
| 14. mother  | 39. my     |
| 15. with    | 40. will   |
| 16. well    | 41. school |
| 17. work    | 42. worm   |
| 18. day     | 43. you    |
| 19. made    | 44. thing  |
| 20. brother | 45. now    |
| 21. yes     | 46. her    |
| 22. home    | 47. name   |
| 23. help    | 48. time   |
| 24. six     | 49. try    |
| 25. sister  | 50. our    |

Mark the spelling test out of 50, taking off one mark for each word spelled wrongly. If students do not put a capital where it is necessary, take off half a mark.

## Dictation

As the sentences below are not related to each other, students will write each one on a new line.

I can see a bird.

My father works at home.

I try to do my work well.

Mark the dictation out of 20. Take off one mark for any word spelled wrongly, any capital missed and any fullstop not entered.

## STUDENT'S PROGRESS CHART

### Part A – Phonograms

(Mark those which students know)

**Singles:** a b c d e f g h i j k l m n o p q r s t u v w x y z

**Multiples:** er ir ur ear wor th sh ee ay ai ow ou oy oi ch au aw ng oo ew ui ea  
ar or ck oa wh igh ed ey wr kn

**Successive 17:** eigh tch oe ough dge ph ti ci si ie ei augh gn gu gh sc eu

**Assessment Key:** E = Excellent B = Beginning to understand N = No idea at all


### Part B – Sound Blending (Phonemic Awareness)

1. Able to hear the one-syllable word which is made from the blended sounds.	E	B	N
2. Able to break a given one-syllable word into its constituent sounds.	E	B	N
3. Able to see multiple phonograms within a word as one unit of sound.	E	B	N
4. Able to break a simple two-syllable word into its syllables.	E	B	N
5. Can count the number of syllables in a one-, two- or three-syllable word.	E	B	N
<b>Part C – Rules as they appear in the Word List</b>			
1. Vowels say their second sound at the end of a syllable.	E	B	N
2. Numbering second or subsequent sounds which are not governed by rules.	E	B	N
3. i may not be used at the end of an English word. y is used instead.	E	B	N
4. l is often doubled at the end of a one-syllable word following a single vowel.	E	B	N
5. Silent e on the end of a word makes a vowel say its second sound.	E	B	N
6. o is always used to represent the sound 'ú' before v and th.	E	B	N
7. c says 's' when followed by e, i or y.	E	B	N
8. g may say 'j' when followed by e, i or y.	E	B	N
9. English words may not end with u.	E	B	N
10. English words may not end with v.	E	B	N
11. e can do two functions at once – allowing a vowel to say its second sound and c or g to say its second sound.	E	B	N
12. Every syllable must have a vowel.	E	B	N

## Section A (pages 1–3)

### Sentences

I am a boy.                      He is a boy.  
 I am a girl.                     She is a girl.  
 I can see.                        He can see.  
 I can run.                        A dog can run.  
 A cat can run. It can run.

 Explain that **s** is used on the end of many words to make them mean 'more than one'.


Two boys go to the tree.  
 Two boys go up the tree.  
 The girls see the boys.  
 The girls do not go up the tree.

### In and On

 Draw simple pictures of the following:

A boy is *on* a mat.

A cat is *in* a tree

 Write the sentences on the board leaving out the words in italics. Let students supply the correct word.

### At


Tom is at the bus stop.  
 The bus stops at the bus stop.  
 Tom will go on the bus.

### Questions and Answers

 Have students read and answer **yes** or **no**.

Can a boy run?  
 Can a girl run?  
 Can a bird run?  
 Can a tree run?  
 Can a bird see?  
 Can a tree see?  
 Is a bird good?  
 Am I good?  
 Is he good?


### A and An


 If a word begins with a vowel or a silent letter (as in honest), an will be used instead of a.


a cat    a dog                      an egg  
 a boy   a girl                      an ant

### And

A girl and a boy run.

 Have students put **s** on the end of these nouns:  
 cat, dog, nest, egg, bird, girl, boy, tree

 Note that man does not have **s** on the end.  
**men** means 'more than one man'.

 Have the students write:

a boy    two boys  
 a dog    two dogs  
 a girl    two girls  
 a man    two men

Two boys sit in the tree.  
 The boys can see two men.  
 The men stop at the tree.  
 The men do not see the boys.