

Miyagi MYC 2006 Phonics (Handout)

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Welcome to the MYC Phonics Lecture.

The Goals of this Workshop (発表の目的) :

1. To invalidate the whole-word-approach through a careful examination of the benefits of a phonemic based approach.
2. To provide a working definition of phonics, phonemic awareness, and other related terminology.
3. To provide practical ideas and techniques that can be used in the classroom.

Takeaways from this workshop (持ち帰りなポイント):

1. A deeper understanding of phonics and phonemic awareness.
入ったときより音素論も音素の気づきもってということも深くわかるようになることです。
2. The benefits of phonics/phonemic awareness to your students.
生徒のために音素が気づけることです。
3. How to integrate phonemic-based teaching into **your** curriculum.
自分の教えに音素を基づく教えの統合のしかたです。

Important Definitions

- **The Alphabetic Principle** - Understanding that spoken words are decomposed into phonemes, and that the letters in written words represent the phonemes in spoken words when spoken words are represented in text()
- **Phoneme** – an abstracted representation of a languages sound.
- **Grapheme** – the written letter(s) that correspond to a group of sounds.
- **Virgules** – They are how we distinguish between a letter and a sound in writing. Sounds are placed between slashes(aka virgules). So, to write the sound that the letter *s* stands for, we write /s/.
- **Diacritical marks** - The markings which help us to represent sounds in written forms are called.

Marking	Symbol	Example
macron	¯	/ā/ as in <i>cake</i>
breve	˘	/ă/ as in <i>cat</i>
dieresis	¨	/ä/ as in <i>car</i>
circumflex	ˆ	/ô/ as in <i>ball</i>

- The two most common are the **macron** (¯) and the **breve** (˘). The macron is used to represent *long-vowel sounds*, such as the /ā/ sound in *gate*. The breve is used to represent *short-vowel sounds* such as the /ă/ sound in *hat*. Short vowel sounds can also be written using only the letter between virgules, such as /a/.
- **Consonant Sound** – A sound in which the air flow is cut off either partially or completely when the sound is produced.
- **Vowel sound** – Sound in which the air flow is unobstructed when the sound is made.

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Phonics (Primary FAQ)

- 1. What place does Oral reading have in a communicative environment like the modern Japanese English classroom?**
With only three scheduled English classes per week at the average school, the average student will not retain everything taught to them. As such, they will have to read English at some point. The goal of introducing phonics is so that when students read, that it takes the minimum amount of effort possible – allowing them to focus on other areas of English - like speaking.
- 2. What's wrong with just memorizing the pronunciation of whole words?**
Memorization is an active process on the part of the learner. It is not conducive a fluent, dynamic, communicative atmosphere that promotes spoken English. Not to mention that the majority of the English speaking world doesn't memorize the pronunciation of entire words – neither should our students.
- 3. Can't we just use Katakana as a substitute for proper reading / pronunciation!**
ちゃんとの発音のかわりにカタカナの読み方を使っていいじゃない?
No. Katakana is not English.
いいえ。カタカナは英語じゃありません。
- 4. But this is Japan! (でもさあ～、我々の日本にいるんだよ!)**
Yes, but this is English. So the answer is absolutely not.
そうだけどこれは英語なので答えは絶対ダメです。
- 5. You're being stubborn (むかつくなんてやってるの!).**
Katakana can only with students who are in absolutely terrible peril of never catching up with the rest of the class due to developmental issues. *Every other student can learn to read and speak natural English.*
- 6. I can only teach/use phonics when I have an ALT?**
If you are not confident in your ability to produce phonemes, there are many ways to promote phonemic awareness without your ALT. You can purchase CDs offline, or ask your ALT to help you make tapes/CDs of their voice. Learn from your ALT when they teach phonics/break words apart. Once you acquire enough phonemic awareness to pass on to your students, start teaching on your own.
- 7. Can phonics help with homework?**
Absolutely! Once a student has made the transition to working solely with English sounds (that is to say, not Japanese sounds), word retention, recognition, and spelling ability should all increase. The key is helping the child make the transition!

Definitions

What is phonics and phonemic awareness?

Phonics is a general teaching method to help students create connections between English sounds (phonemes) and the written language. Phonemic Awareness is being aware of the phonemes of English, whether explicitly or implicitly, and how they combine to form the Spoken English language and it's

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relationship to the written word. "Phonics" are not something that benefits from memorization. The only guaranteed way to see benefits is continued application, allowing the student to make their own connections in their brain.

It's our job as teachers to help them make those connections.

Testimonials (Preach it baby!)

I agree with Nick's way. Sometimes, Nick prepares Phonics worksheets, activities or exams. The advantage of these over simply teaching the alphabet is that once the students have mastered the sounds, they can then read many English words.

My only problem with phonics is that if it's assigned as homework, they can't hear the sounds. So I'm a bit concerned with homework.

I think it is important for them to go on studying phonics even if it is little by little, and the students do not speak in a loud voice. If they are able to read many English words, they will like English more. Every little bit helps.

by Naomi Fukuda (Naruse 2nd JHS)

Or, in Japanese,

ALTが来校する火・水・木の授業ではPhonicsを取り入れてます。教材はALTが作成したものを使用し、単語をPhonicsで練習することによって、その構成や発音の仕組み・方法が身につく、“初めて見る単語でも読むことができるようになる”を目標としています。大切なことは少しずつでもいいので継続することです。またそのためには大きな声を出して発音するという課題の一つだと思います。もしも多くの単語を読めるようになれば、生徒達はもっと英語を好きになるのではないかと考えます。そのためには楽しく飽きずに学べる教材の工夫も大切なことです。

ただ、継続して指導していかなければならない反面、Phonicsの宿題を出すことはとても難しいことです。音を聞かせることができないので効果的な方法を考えていかななくてはなりません。

-福田なおみ 東松島市立鳴瀬第二中学校

And even more endorsement!

最初フォニックスと聞いたときは、幼児向けのゲームの一種だと思っていました。だから、1年生を中心にウオーミングアップで使っていこうと思っていました。ところが、授業でフォニックスを使っていくうちに、それが読むことにとっても有効だということを知りました。1年生だけでなく、より難しい単語をマ

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スターしなくてはいけない3年生にとってもっと効果的だと考え始めました。

フォニックスは読むことだけではなくて、単語を覚える時にもとても役に立ちます。音とスペルを一致させることができるからです。また、フォニックスの音を覚えているとカタカナ読みを防ぐことにもなると思います。

でも、ALTなしで授業をする時、私一人でフォニックスをするのにはまだちょっと抵抗があります。だから、ALTに下地を作ってもらっていると自分一人になったときもとても進めやすいです。授業の中でほんの少しの時間でよいので取り入れていくと生徒は難しい単語でも簡単に読むことができるようになりますと思いました！！

-宮本奈美 東松島市立鳴瀬第二中学校

Statistical Analysis of the English Language and Phonics

Statistical information about English / Phonics:

- Interestingly enough, typically the Japanese eye will look at a new word in any language as a complete entity FIRST. On the other hand, a Latin-alphabet-based speaker will apply decoding skills first, even in phonetically regular languages like Japanese¹
- About 84% of English words are phonetically regular.²
- 37% of words can be spelled with phonics rules that relate groups of letters to one sound.
- There are 44 phonemes (sounds) in English.
- When learning to read, explicit instruction is more effective than implicit instruction³.
- Phonemic awareness improves spelling ability. 50% of English words can be spelled with phonic rules that relate one letter to one sound. 37% of words can be spelled with phonics rules that relate groups of letters to one sound. The other 13% must be learned by memorization.⁴
- Applying phonetic-rules produces pronunciation that native speakers will recognize. (On the other hand, applying Japanese phonemes to English words results in unrecognizable speech because Japanese lacks a wide variety of sounds that can't be reconciled with English [/th/, /v/, /f/, /l/])

¹ SLA Book

² Phonics from A to Z by Wiley Blevins; Scholastic, 1998

³ Chall; 1996

⁴ Phonics from A to Z by Wiley Blevins; Scholastic, 1998

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The 44 Sounds of English!

Consonant Sounds	23. /hw/ (wheel)
1. /b/ (bat)	24. /zh/ (treasure)
2. /d/ (dog)	25. /ng/ (ring)
3. /f/ (fan)	
4. /g/ (gate)	Vowel Sounds
5. /h/ (hat)	26. /a/ (cat)
6. /j/ (jump)	27. /e/ (bed)
7. /k/ (kite)	28. /i/ (fish)
8. /l/ (leaf)	29. /o/ (lock)
9. /m/ (mop)	30. /u/ (duck)
10. /n/ (nest)	31. /a/ (cake)
11. /p/ (pig)	32. /e/ (feet)
12. /r/ (rock)	33. /i/ (bike)
13. /s/ (sun)	34. /o/ (boat)
14. /t/ (top)	35. /yoo/ (cube)
15. /v/ (vase)	36. /e/ (alarm)
16. /w/ (wagon)	37. /oo/ (moon)
17. /y/ (yo-yo)	38. /oo/ (book)
18. /z/ (zebra)	39. /ou/ (house)
19. /ch/ (cheese)	40. /oi/ (boy)
20. /sh/ (shark)	41. /o/ (ball)
21. /th/ (thumb)	42. /u/ (bird)
22. /th/ (the)	43. /a/ (chair)
	44. /a/ (car)

THE MOST FREQUENT SPELLINGS OF THE 44 SOUNDS OF ENGLISH

Sound	Common Spellings
1. /b/	b (97%), bb
2. /d/	d (98%), dd, ed
3. /f/	f (78%), ff, ph, lf
4. /g/	g (88%), gg, gh
5. /h/	h (98%), wh
6. /j/	g (66%), j (22%), dg
7. /k/	c (73%), cc, k (13%), ck, lk, q
8. /l/	l (91%), ll
9. /m/	m (94%), mm
10. /n/	n (97%), nn, kn, gn
11. /p/	p (96%), pp
12. /r/	r (97%), rr, wr
13. /s/	s (73%), c (17%), ss
29. /i/	e (73%), o_e (14%), ow, oa, oe
30. /yoo/	u (69%), u_e (22%), ew, ue
31. /a/	a (96%)
32. /e/	e (91%), ea, e_e (15%)
33. /i/	i (66%), y (23%)
34. /o/	o (79%)
35. /u/	u (86%), o, ou
36. /ai/	a (24%), e (13%), i (22%), o (27%), u
37. /oi/	a (29%), are (23%), air (21%)
38. /ou/	er (40%), ir (13%), ur (26%)

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- | | | | |
|----------|--|----------|---------------------------------------|
| 14. /t/ | t (97%), tt, ed | 39. /ā/ | a (89%) |
| 15. /v/ | v (99.5%), f (0f) | 40. /ō/ | o, a, au, ow, ough, augh |
| 16. /w/ | w (92%) | 41. /ow/ | oi (62%), oy (32%) |
| 17. /y/ | y (44%), i (55%) | 42. /ou/ | ou (50%), ow (29%) |
| 18. /z/ | z (23%), zz, s (64%) | 43. /oo/ | oo (35%), u (21%), o, oo, u_e, ow, ue |
| 19. /ch/ | ch (55%), t (31%) | 44. /ou/ | ou (31%), u (54%), ou, o (8%), ould |
| 20. /sh/ | sh (26%), ti (53%), ss, s, si, sci | | |
| 21. /zh/ | si (49%), s (33%), ss, z | | |
| 22. /th/ | th (100%) | | |
| 23. /th/ | th (100%) | | |
| 24. /hw/ | wh (100%) | | |
| 25. /ng/ | n (41%), ng (59%) | | |
| 26. /ā/ | a (45%), a_e (35%), ai, ay, ea | | |
| 27. /ē/ | e (70%), y, ea (10%), ee (10%), ie, e_e, ey, i, ei | | |
| 28. /ū/ | i_e (37%), i (37%), igh, y (14%), ie, y_e | | |

Material Being Read During Each Video

Elementary School
Phonics used Ug, Un,

JS1 (From: Honey Bunny, Funnybunny)

“Sometimes he poured orange juice on her cornflakes”

“He liked to tie knots in the sleeves of her pretty dresses”

“He poured blue paint in her yellow paint jar.”

“And yellow paint in her blue paint jar”

“‘Mom!’ cried Honey Bunny in the morning. ‘Look what P.J. did!’”

“Mr. Funnybunny was very angry. He sent P.J. to his room.”

“‘You are a very bad bunny!’ Mrs. Funnybunny said”

“Mrs. Funnybunny took Honey Bunny into the bathroom”

“She lifted her up in front of the mirror.”

“Honey Bunny could not believe her eyes!”

“Her face was painted blue with yellow polka dots!”

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Things worth considering said by people much wiser than me...

Sometimes children can have phoneme awareness and letter knowledge, but still fail to see how they are related to each other. Children who do not understand the alphabetic principle do not understand what a “long” word is, nor do they understand that mature readers do not memorize words as wholes. **Children’s natural tendency is to memorize the shape of words, or memorize some salient feature within words, but when they develop an implicit understanding of the alphabetic principle, they realize that to be a mature reader, they have to learn how to break words apart and sound them out.**⁵

Comments: Your smart students have already figured out the alphabetic principle on their own, for the most part. It’s your slower to below average students that need our help to make this very important connection. If your students are unable to make these connections, we run into very murky territory...

Aka “The Matthews Effect

What the Matthew Effect tells us, then, is that early intervention is much more effective than later intervention or remediation. In the early grades, the gap that separates the children who are at risk for reading failure and the children who are likely to be successful readers is quite small. With effective early intervention, research has shown that virtually every child can learn to read. **Without early intervention, children are swept along their respective paths by the Matthew Effect until they reach an age where the odds of the struggling readers ever developing literacy skills are depressingly small.**⁶

While it is possible to help students who have fallen behind; it is important to identify struggling readers as soon as possible. See the reading evaluation section for more information on options available to us.

⁵ www.balancedreading.com

⁶ See BalancedReading.com /

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An Actual Phonics Program – Strategies

First, a rather unexpected discovery:

“What this means, then, is that when possible, decoding skills should be taught in whatever language the child is most comfortable with. Once a child develops an understanding of the function and mechanics of text, and gains some proficiency with decoding in one language, then transferring those skills to a second language is fairly easy. At that point, text can actually facilitate second language acquisition, and bi-literate children actually have considerable advantages over children who only read one language (Durgunoglu, Arino-Marti, and Mir, 1993). Spanish in particular has advantages over English when it comes to reading instruction because Spanish orthography is so shallow (meaning that words have predictable, regular spellings).”⁷

Comments: I’m not saying go nuts on the Japanese, but don’t be afraid to spice things up with a little Japanese. I use strange/funny Japanese with my students to keep them laughing while they are secretly learning.

Ideas on how ALTs can sell their JTE’s on teaching Phonics:

- Prepare materials in advance for class
- Explain that plenty of schools across the nation teach phonics.
 - If they don’t believe you, show them the videos (available for download after the presentation)
 - If they still don’t believe you, have them call me.
- Explain the benefits to the students
- Point them to the resources on phonics in Japanese.
- Record your voice for use when you aren’t around in case your JTE is nervous about teaching Phonics by themselves.

Ideas on how JTE’s can best utilize their ALT’s abilities when teaching phonetic awareness:

- We’re native speakers of English. We’re capable of producing every single sound combination in the English language. Record us on CD, Tape, Video Tape (useful for watching tongue movements)
- Have a general planning meeting every month or two to discuss what topics you are going to cover in class, so that your ALT can produce a list of reading sheets/games/activities etc.

A general strategy for introducing phonics to your classroom environment:

For first year students:

1. Start as soon as possible (Hint: Elementary School will work!)
2. Start with the alphabet.
3. Move on to the 2-3 letter word combinations.
 - i.e. Target phonic “at”
 - Run through the alphabet combining ~at (bat, cat, dat, fat, gat, hat, jat, lat, mat, nat)
 - Avoid exception words if possible... if you must introduce them then introduce them AFTER you have introduced the general rule.

⁷ <http://www.balancedreading.com/secondlang.html>

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4. Move on to more complex word combinations (blends), but be prepared to fall back if things break.
i.e. Target phonic "ick"
sick, flick => stick, flick, nitpick, flicker, flicked, etc...
5. Try to stay close the vocabulary covered in class when considering introducing exceptions.
Exception words will confuse your weaker students. While it is important to introduce them, do so only when necessary. And indicate that the word is special.
6. Begin working with easy reader books to help the students build confidence (see the recommended books section)
7. Spend less time on rules and more time on production / application of the rules.
8. From Holly, "Strong phonics lessons are **active, social and reflective**. Try to design a programme that makes children aware of what they're doing, why they're doing it, and how they're progressing."
Absolutely true, at every level the students at our schools know exactly what they are doing and why they are doing it.

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The 10 Myths of Readings (Borrowed from:
www.sedl.org)

All of the below are false notions ! I encourage you to read the entire text online @
<http://www.sedl.org/reading/topics/myths.html>

The bolded topics are of particular relevance to the Japanese classroom.

Myth 1: Learning to read is a natural process.

Myth 2: Children will eventually learn to read if given enough time.

My Comments : Your smart kids will teach themselves over time. Your other students will not learn to read properly without being explicitly instilled with phonemic awareness. This means that they will be unable to learn independently and unable to progress in the language beyond what you are able to cover in class.

Myth 3: Reading programs are "successful."

Myth 4: We used to do a better job of teaching children to read.

Myth 5: Skilled reading involves using syntactic and semantic cues to guess words, and good readers make many "mistakes" as they read authentic text.

Myth 6: Research can be used to support your beliefs, whatever they are.

Myth 7: Phoneme awareness is a consequence — not a cause — of reading acquisition.

My Comments: As I said above, your smart kids will smart to pick this up. Your other students will not. Especially coming from a phonetically regular language like Japanese (not to mention idiographic!), it's just not natural!

Myth 8: Some people are just genetically "dyslexic."

Myth 9: Short-term tutoring for struggling readers can help them catch up with their peers, and the gains made will be sustained.

My Comments: Look at the Matthews Effect, previously mentioned. We have made severe progress with our current 2nd and 3rd years, but their progress (phonemically speaking) pales in comparison to the first years.

Myth 10: If it is in the curriculum, then the children will learn it, and a balanced reading curriculum is ideal.

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Summary of the benefits of Phonics (Repeated for effect)

Phonics Benefits for Students (生徒には利益は。。。)

- Improved confidence (自信は増進こと)
- A deeper understanding of English (深く英語をわかること)
- Improved decoding speed, reading speed, and comprehension speed (解読速さも読む速さも読解速さもよくなる)

Which leads to... (それにしたら影響は...)

- More energy for Speaking (話すのには元気さは増進すること)
- More interest in English (英語の興味は増進すること)
- The ability to comprehend long English Passages (長い英文章の理解ができるというものです)
- The ability to take tests faster (試験の受ける速さを増進すること)

The benefits for the Teacher/ALT (ALTにもJTEにも利益は。。。)

- Higher Student Confidence
- A higher percentage of students actively involved in English class through all three years of JHS(三年間ずつの参加してる生徒のパーセントはあげること)
- Higher test scores (試験の結果はあげること)
- More time for focusing on other areas of English. (他の英語の課題に集中すること)

All for the price of (つていう値段は?):

5-10 minutes of class time once every 1-2 weeks.

That's it⁸.

⁸ Plus a few lessons for introduction.

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Suggested Books on Phonics:

- Phonics from A – Z by Wiley Blevins (ISBN 0590315102.)
- Active Phonics

Suggested Early Reading Books:

Green Eggs and Ham (ISBN 0394800168)

The Cat in the Hat Great at promoting rhyming/phonetic awareness as well as reading

Honey Bunny, Funny Bunny

Any Manga in English (Deathnote, Prince of Tennis, Doraemon, and Nana are all available in English)

Websites:

Southwest Educational Development Library (SEDL) (www.sedl.org)

SEDL is a fantastic treasure trove of information on early reading from which a good chunk of the tidbits in this presentation came from. It comes highly recommended.

Balanced Reading (www.balancedreading.com)

Another fantastic website that contains all sorts of delicious information regarding early reading.

Starfall

<http://www.starfall.com> – Online phonics related games for students.

Matsuka Phonics Institute

<https://www.mpi-j.co.jp/> - 日本での Phonics の情報です。

Phonics FAQs

<http://www.dorbooks.com/FAQ.html> - common phonics questions answered

Mouth Position Diagrams

<http://www.soundsofenglish.org/pronunciation/sounds.htm>

Diagrams of the position of the tongue for pronunciation of each of the sounds of English.

Letterland! (www.letterland.com)

An amazing way program to help teach students the alphabet. It's particularly useful with lower level students.

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Worksheets

Free Phonics Worksheets

<http://www.beginningreading.com/Free%20Workshe.htm> – Downloadable

Posters

Phonics and Phonemic Awareness Worksheets

<http://www.tampareads.com/phonics/phonicsindex.htm>

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Example Handout for word divisions for first years (the rest are available online)

The 1st years Unit 3 Words

Dividable Words (読める言葉に別けられる言葉)

Word	Pieces	Similar sounding words
Hamburger	ham-bur-ger	sam, cram, Burt, curt,
Cola	Cola	bola, granola, crapola,
Please	Please	tease, disease, appease
Large	Large	barge, Sarge, Marge, charge
Small	Small	ball, tall, mall, gall, fall
Here	Here	ampere, sphere, cohere
Often	Often	offer, men, ken, Ben,
cartoon	car-toon	bar, mar, far, moon, loon, goon
Also	Also	torso, fatso, nutso
Some	Some	come, awesome, income
comic book	comic book	tic, atomic, electric
Many	Many	any, company, Albany,
umbrella	um-brella	sum, bum, Stella, Cinderella
Coin	Coin	loin, groin, join
phone card	Phone card	photo, graph, phage, bard, sardine
特集な発音の言葉 (注意しよう！)		
Word	Phonetic Guide	
Watch	Watch	

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The 3rd years Unit 3 Words

3年生の第3Unitの勉強の言葉

Dividable Words (読める言葉に別けられる言葉)

単語	一部	一部を使ってるほかな言葉
written	Writ-ten	writ, entrance, engage, Ken, ten
volunteers	vol-un-teen-s	deer, volume, uncool, fun
invented	in-vent-ed	insect, ventilation,
introduced	in-tro-duced	thin, bro, bed,
era	e-ra	ever, entrance, Sara
system	sy-stem	stem, synergy, step, toast'em
dots	dot-s	dotted, robot, sot, not
figure	fig-ure	sure, pure, cure, allure
example	ex-ample	exit, extra, exam, ample, Amtrack,
recently	re-cent-ly	review, percent, sneakily
fingers	fin-gers	dolphin, finagle, finch, finesse
yet	Yet	Bet, vet, met, yak
pass	p-ass	punk, crass, class
held	h-eld	meld, weld, beheld
interested	in-ter-est-ed	influx, west, terrace
join	j-oin	coin, loin, groin, sirloin, rejoin

Unique Pronunciations (残念ながらこの発音は暗記しなきゃ言葉)

単語	発音みたい
Writ	Rit

Proper Names (固有名詞はトキドキ変な発音ある言葉)

単語	発音みたい
Louis	Loo-is か Loo-Ee
Braille	Bray-lle
Frenchman	Fre - nch - man

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What number is it?

sh	ick	ack	ip	Ot	at	in	ark
f	ish	an	un	in	at	unk	ark
n	ack	ick	eck	uck	ark	ot	inja
br	ick	ack	eck	uck	ak	ain	aid
st	ick	ack	eck	uck	ock	ork	ark

It's the number: _____

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Activity Name: How do you write that?

The goal of this quiz is to increase the students' ability to make the connection between spoken English and written English. Most students will not score perfect on this quiz – but take heart – they are trying (in their brains) to make the right connections. In the end, this will liberate them from the horrors of Katakana.

First step: Introduce two or three letter target phonics for the day. Run through the reading drill as usual (try to keep them simple).

Second Step: However, at the same time, point out to the students (at least for the purposes of the quiz), that every time they hear AT (for example), that it's always written A-T.

Third Step: Give a short quiz using sound-combinations of the phonics just studied.

For example, if the target word chunk is "at", the first five questions might be:

- 1.) cat
- 2.) rat
- 3.) mat
- 4.) fat
- 5.) brat

Be kind on /R/ and /L/ with made up words as this is really just a coin toss for the average Japanese ear.

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More Phonics Activities

Compiled and Graciously Borrowed from Ms. Holly Bailie
(holly_bailie@yahoo.co.uk) (Thank you Holly!)

Letter Bingo:

In their bingo grids, have students write the letters that you are teaching the sounds of.

- For example, if you are teaching the sounds /ā/, /b/, /s/, /e/, /m/, they would write the letters *a*, *b*, *s*, *e*, and *m*. For a grid of twenty squares, they would write each letter four times.
- Then, call out words including these sounds. Students cross off the letters when they hear the sounds. Make sure to check that they cross off the correct letters. You could perhaps hold up the appropriate letter card after they've had a chance to guess.
- For a quick warm up, the winner is the first student to get a bingo line. For a longer game, make the aim 2 or 3 bingo lines.
- **Variations:** *Initial sounds bingo:* students should listen for the initial sounds, e.g. *banana* = /b/. *Final sounds bingo:* students should listen for the final sounds, e.g. *dam* = /m/. *Sounds review bingo:* Use to review a lot of sounds. For example 10 or 20 sounds (each letter written only twice/once).

Word Bingo:

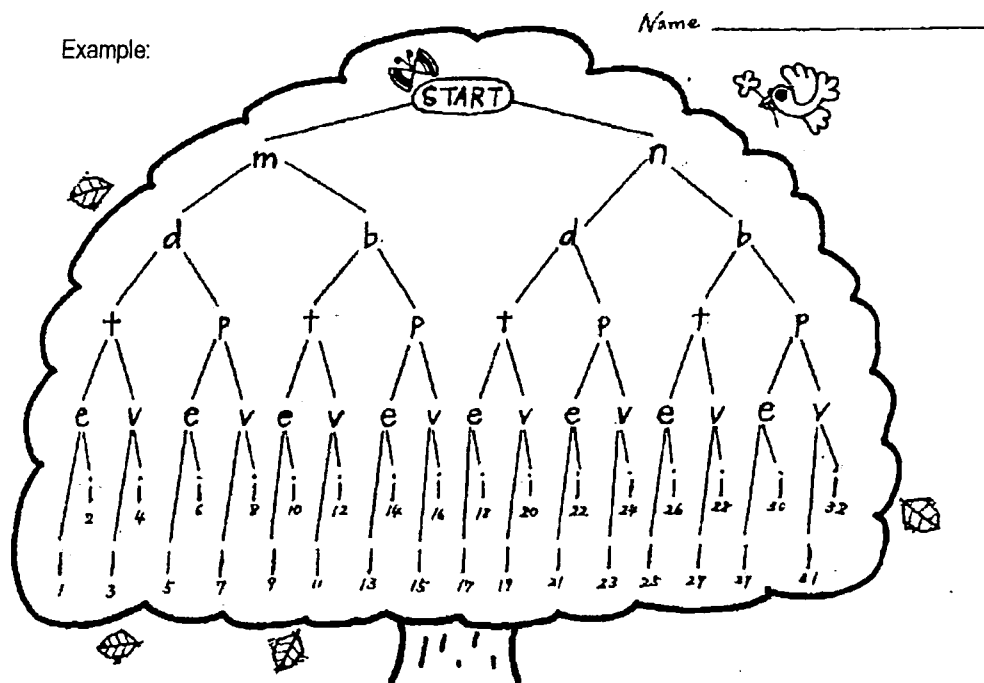
The same sort of idea, but this time students write words in the squares, instead of letters.

- Again, there are several variations possible. You can call out the words, making it more like regular bingo. Or you could call out the sound, making it possible for them to choose among several words to cross off. For example, if you call out /b/, they are free to cross off either *banana*, *box*, *black* or *bat*.
- As with letter bingo, you can focus on either initial or final sounds.
- Make sure that you choose words containing sounds they've already learned. For example, if they have studied short vowels and consonants, don't throw in *cake*, as it will just confuse them!

Phonics Trees

- Work in the same way as for word trees. The ALT or JTE says words, e.g. "bat" and students have to circle the correct letter(s) on the sound tree, e.g. *b* vs. *d*, etc. They continue down the tree following the branches until they get a number.
- Before checking who has the correct answer, I'd recommend going through the try as a class, reading out the words again and showing them the correct answer on the board, branch by branch. This way they see what they did wrong and realise that they made only a few mistakes, helping them save face if they didn't get the right answer. If you just tell them #6 is right, chances are lots of them will have made at least one mistake and they'll feel really disheartened that few of them got the right answer.
- As with bingo, you can focus on *initial sounds* or *final sounds*.
- Another variation is to have words written on the phonics tree, instead of letters. The ALT/JTE should make the initial or final sounds, e.g. /k/, and the students circle the appropriate words, e.g. *cat* (initial), *sack* (final).
- See page 17 for an example.

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Letter Mix Up

- Make cards for the letters you are teaching. Each card has one letter written on it. Pass one card out to each student. Don't show the cards to anyone else.
- Have the students walk around, and when they meet, they should make the sound of their letters until the other student can guess their letter. When both students guess the letters, they switch letters and continue to meet other students.

Blackboard Phonics Karuta

- Prepare large cards of the new letters. Put these cards on the blackboard with magnets. In the first round, say a letter sound. The students should grab the letter. Write down a point for that team, then return the cards to the board. In the second round, say words that start with the letters. In the third round add any other letters the students already know.
- In the case that you're using graphemes (letters) with more than one sound, or sounds with more than one grapheme (letter), change the point system. For example, if you use the word *cat*, give one point if the student chooses *k*, since the sound is correct, but two points for the letter *c*.

Group/pair Karuta

- Played using small letter cards, in the same way as for blackboard karuta.
- Start with groups. Then, when students can play without difficulty, divide into pairs.
- Start by focusing on initial sounds, then final sounds.
- To really mix things up, in the final round, tell students that they can grab cards corresponding to any sounds contained in the word, i.e. initial, medial or final. For example, for *America*, they can choose any/all of the following cards: /ā/, /m/, /ē/, /r/, /ū/, /k/.

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- This gives the slower kids a chance to catch up, as the fast kids usually can't grab all the cards. It also makes the students focus on breaking down the whole word into its component parts, helping their spelling and blending skills.

Picture group/pair karuta

- Another variation: instead of letter cards, use cards with words and pictures on them, focusing on initial or final sounds. Make sure to use words containing only sounds you have taught the students, e.g. if they haven't learned long vowels, don't include *rain*, etc.
- This variation can also help students to learn simple vocabulary.

Criss Cross

- Prepare cards of letters or pictures and then show one. Have the students raise their hands to guess the sound of the letter. If the student is correct, they can sit down. When only one student remains in the row, have the column of the last student stand up.

Connect the Dots

- You should prepare a simple design or picture using dots. When the dots are connected by lines, the picture should appear. Next to each dot, write a letter. Give the sheet to the students. Read out the sounds of the letters, in order. The students should listen to the sound of the letter, find it, and then connect the dots.
- As a variation, call out words. Students listen for either the initial or final sounds, and circle the appropriate letter. An example is included at the end of this handout.

Discovery Game

- Fold a piece of paper in half. Write a number on the outside. Write a letter on the inside. Make many of these with different letters and numbers. Place them around the classroom. The students should make pairs and decide who is a reader, and who is a writer. The student who is a reader finds paper #1, and looks at the letter inside. They must go back to their partner and tell the writer the sound of the letter. The writer writes down the letter. Then they switch, and the writer finds the next letter.

Discovery Game II

- The ALT and the JTE have a list of letters. The students should make pairs, and decide who the listener is, and who the speaker is. The listener goes to the ALT and hears a letter. Then the listener tells the speaker the sound of the letter.
- The speaker then goes to the JTE and tells the JTE what letter the listener heard (the name of the letter). Have the JTE give the speaker a new letter's sound, so the speaker can tell the listener and the listener can tell the ALT. This works like the Translation game.

Discovery Game III

- The ALT and JTE have a list of words. The students should make pairs, and decide who the listener is, and who the speaker is. The listener goes to the ALT and hears a word (e.g. *dog*). Then the listener tells the speaker the initial (or final) sound of the word (e.g. /d/).

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- The speaker then goes to the JTE and tells the JTE what letter the listener heard (the name of the letter, e.g. *d*). Have the JTE give the speaker a new word, so the speaker can tell the listener the initial/final sound and the listener can tell the ALT the letter.

Detective Game

- There has been a crime, and the criminal left five letters! Fold five pieces of paper in half. Write a different letter inside each one. Tape them around the room. Students should make teams of five. Student #1 should look at the first letter, and tell their team what the letter sounds like, e.g. /s/. The team should write down the letter, e.g. *s*. Then student #2 looks at the second letter, etc.
- When all the teams have collected five letters, they can talk to the suspects. Take five volunteers. Give each one five letters. One of the slips should be the same as the slips around the room.
- The leader of each team can ask each suspect for one letter. The student should ask "Can you say buh, buh, buh?" If the suspect has a B on their list, they reply buh, buh, buh. If they don't have a B, then the student/suspect says "No." The teams then compare their notes and decide who the criminal is.

Detective Game II

- There has been a crime, and the criminal left five things! Fold five pieces of paper in half. Write a different word item inside each one, e.g. *bat, disk, dog, camera, umbrella*. Tape them around the room. Students should make teams of five. Student #1 should look at the first word, e.g. *bat*, and tell their team what the word sounds like, e.g. /b/, /ā/, /t/. The team should write down the word, e.g. *bat*. Then student #2 looks at the second word, etc. When all the teams have collected five words, they can talk to the suspects. Take five volunteers. Give each one five words. One of the slips should be the same as the slips around the room.
- The leader of each team can ask each suspect for one word. The student should ask "Do you have a *camera*?" If the suspect has *camera* on their list, they reply "Yes, I do." If they don't have *camera*, then the student/suspect says "No, I don't." The teams then compare their notes and decide who the criminal is.

Listening Maze

- A listening maze is like a phonics tree, which the students can use together. Make two identical grids of letters, one on the top of the paper, and the other on the bottom of the paper. The students should use the top one to draw a path from letter to letter. Then the students take turns. One student reads the sound of a letter and the other draws a line to it. At the end, the students switch, and they can check to see if their mazes look the same. They can only draw from one letter to a letter directly around it.
- Before students work in pairs, they could first listen to the teacher and all complete the teacher's maze for practice.

Message Maze

- Works almost the same way as the listening maze. This time, students are designated either A or B, and given different papers. Each paper has two grids, as before, however the top and bottom grids differ.

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- Paper A has a path already drawn on the top grid. Paper B has a path already drawn on the bottom grid. As with the listening maze, students take turns directing each other from one letter to another.
- When they have completed their mazes, they should write the letters out in the order that they are joined together. Each grid will spell out a message – a question to ask their partner. For example, “How are you?” “Do you like sushi?” etc. They should ask the question to their partner and write the answer on their paper.

Word Maze

- Works the same way as the listening maze. This time instead of reading the sound of the letter, the students should think of words either beginning (for initial sounds maze) or ending (for final sounds maze) with the letter sound. For example, for the letter *k*, the student could tell their partner *king* (for initial sounds), or *desk* (for final sounds).

Battleships

- You can play Battleship with a row of letters across the top and the bottom. This can function as an introduction to blending sounds. For example, if you have C on the side and AT on the top, you can say “Cat.” If you have B on the side, you could choose “Bat.” An example worksheet is included at the end of this handout.
- Again, students should first practice playing as a class “against” the teacher for practice.

Letter Bridge

- Choose two students. Write a row of letters across the chalkboard. Have the students start at each end, saying the letter’s sounds. When the students meet, have them janken. The winner continues, but the loser goes back to their seat, and their next team mate must start over.

Musical Chairs/Four Corners

- Tape up large letters around an empty room. Say a word. When you say the word, the students must move to the letter corresponding to the initial or final sound. Only students on that letter can continue playing. The other students must sit down. Tape up many copies of the same letter, but remove them as the students sit down in large numbers. With four corners, give the students three seconds to move to the right letter. If they are still moving on the count of three, they are out.

Sound Basket

- Based on the infamous “fruit basket”. Arrange all the students’ chairs in a circle, minus one. Give all the students cards with letters on them. Have one student in the middle of the circle, and make the sound of their letter (without showing it). Students holding the same letter must run around and find a new seat. The student left standing must read the sound on their card. After a while, switch cards. To make things more interesting, the student in the centre should say a word, either with the initial or final sound corresponding to their letter.

Telephone Game

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- Give the last student in each row the sound of a letter. Have the students pass this sound to the first student. The first student should write the letter on the board. If the letter is wrong, the row should start again. Then have the students move one seat forward, and have the front student move to the back. Start again. Again, you can give the students words, instead of just sounds. The front student should write the letter corresponding to either the initial or final sound of the word.

Tongue Twisters

- You can use a tongue twister to review a sound of the day. For example, A big black bug bit a big black bear practices the /b/ sound. You can also use this like the telephone game race above. Have each student say the tongue twister to the person ahead of them.
- She sells seashells by the seashore.
- Red lorry, yellow lorry
- World Wide Web
- How can a clam cram in a clean cream can.
- Silent snakes slithering slowly southward.
- Barbara burned the brown bread badly.
- A big black bug bit a big black bear.
- I scream you scream we all scream for ice cream.
- How much wood can a woodchuck chuck if a woodchuck could chuck wood?
- Peter Piper picked a peck of pickled peppers.

Who Is It?

- Make a big picture. Cover it with post-it notes. Make two or more teams. Say a letter. The team that raises its hand and can say the sound of the letter can remove one post-it note. Then they can guess who the picture is of.
- Variations: #1 Say a word, and students must guess the letter corresponding to the initial/final sound; or #2 Write words on the post-it notes. Say a sound. The first student in each row must run to the picture and try to touch a word corresponding to the sound. Specify whether the sound is initial or final. If they touch the correct word, they can remove that post-it note, and guess who the picture is of. The students then go to the back of the line and the second students try to find the next word.

Ball and Cap Game

- Put letters in a hat. Play some music. Pass around the hat and a ball. When the music stops, the student with the hat must say the sound of a letter from the hat. The student with the ball must guess what the letter is. Or, the student with the letter card should say a word, with either the corresponding initial or final sound. The student with the ball guesses the letter on the card.

Shouting Game

- Students should make pairs. Have one of each pair stand on the left of the class and one of each pair stand on the right of class. Show one side a card

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with a letter. Have them shout the sound of the letter to their partner. The partner should go to the teacher and tell them the right letter.

Information Gap Grid

- Give the students a grid. All the squares should be numbered. Some of the squares should contain letters. Have the students ask each other for the letters they are missing, using the letter sounds. For example, “*huh*, please.” → “Number 2.” → “Thank you.”

Checklist Race

- Give each group a check list of letters. Have one team member come to you and give any letter sound they choose. If the teacher can guess the letter, give them a checkmark next to that letter. The first team to get all the checkmarks wins.

Picture Strips

- Give the students a picture cut into strips. Write letters on the back. Give them some tape. Read the sounds of the letters. When the students recognize them, they should put them in order and can tape them back together. If they are right, when they turn the strips over, there will be a picture.

Five Fingered Phonics

- This game is very similar to the American party game “Twister”. To make your own game, make a grid of pictures of vocabulary words. Review the words and pictures. Call out the names of five pictures. As the teacher reads each name, the student should put a finger down on the picture. They should not move any of their fingers as they play. By the fifth picture, the kids should be really stretching and contorting.
- Alternatively, instead of pictures, write letters in the grid. When you call out a word, students should put their fingers on the letter representing either the beginning or final sound of the word.

Team Sound-off

- Students make teams of three or four. Each team is assigned a sound, e.g. /s/. The teacher calls some students to the front, for example, one student each from the /s/ /n/ and /t/ teams, and two from the /ā/ team. The teacher arranges the students in a line, and asks them to pronounce their sound, one by one.
- When they have finished, the first team can guess what the word is. If they’re correct they get a point. If they’re incorrect, the second team can guess, and so on. If students can’t guess, demonstrate how to correctly blend the sounds together and allow them to guess again.
- Once they have correctly pronounced the word, change the students and try a different word.

First/Last Sounds

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- Students make teams. Ask students to listen to a set of words, e.g. *cat*, *cake*, *karate*, *king*. Then ask them to guess what the first sound is, e.g. in this case /k/. If they are correct, their team gets a point. Continue with other words.
- Repeat the game, this time focusing on the last sound, e.g. *cat*, *basket*, *hot*, *great* = /t/

Where is the Sound?

- Give students a worksheet with a series of boxes, for example:

- Specify a sound, e.g. /p/. Call out a word, and tell them to listen and decide where in the word the sound is – the start, middle, or end. For example, in the word *pack*, the /p/ is at the start.
- Students should mark an X in the box corresponding to the sound's position. For example, for *pack*, they should place an X in the first box, for *tap*, in the last box, and for *happy*, in the middle box.
- You can focus on only one sound per worksheet, or several, making sure to specify the sounds as you go along.

Sound Switch

- Students make teams. Call out a pair of words, e.g. *fish/dish*, and ask them to listen carefully, and guess which sound you changed, i.e. /f/ was changed to /d/. Allow team one to guess. If they get the correct answer they get a point, if not team two can guess, etc. Then call out a new pair of words and allow team two to guess, and so on.
- If they find it difficult to hear the difference, stretch out the words when pronouncing them, e.g. *ffffffiiiiiiiiiiisssshhhh*.

Find the Sound

- Give students a reading passage, or use the textbook section they're currently studying. Tell students a specific sound to look for, e.g. /b/. Students should read the passage aloud to themselves and circle every /b/ sound. You can specify *initial*, *final* or *medial* sounds, or just tell them to circle the sound at any position in the word.

Letter Tic-Tac-Toe

- The teacher should prepare tic-tac-toe grids for students to use in pairs. In each row, a word should be spelled out, with one sound missing. For example, b/ _/t, _/a/n, w/i/_. Students should janken to decide who goes first.
- The first student chooses a square. If they can think of a missing sound, e.g. bat → /ā/, then they are allowed to mark an X or O in the square. Then the next student takes a turn. If they can't think of a sound, their partner can try.

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- When they have got the hang of CVC words, you can design more difficult grids, using digraphs, long vowels, etc. For example, *ch/_/p, _/i/sh, c/_/ke*

Word Baseball

- Divide the class into two teams. One at a time, each player is up to bat. Show the student a word card. If the student can read the card, they go to first base. If they can't, the team receives an out. The team at bat continues until it receives three outs. The winning team is the one with the most points after nine innings.
- To make the game more exciting, make easy words worth a base hit, medium words a double or triple, and difficult words a homerun.
- You might also ask the player at bat to read the word, then say a word that rhymes with it, or contains the same initial/final/vowel sound.

Word Toss

- Tape several paper cups together, each cup should have a letter/letters representing a sound written near the top, e.g. *b, s, a, ch, fr*, etc.
- Students should make teams. One student from team one should try to toss a button in a cup. If the button lands in a cup, they should say the sound, and think of a word containing that sound. You can specify if the sound should be in the beginning, middle or end. If they can think of a word, their team gets a point. Continue with the next group.
- As for Word Baseball, you can award different point values for different difficulties of sounds.

Word Line

- Students form teams. Give each team several cards containing the end parts of words. For example, *and, ank, ance, ag*, etc. On the blackboard, place a line of cards containing the starts of words, such as consonants, clusters, or digraphs, e.g. *br, fr, dr, pr*, etc. Let each team take a turn to choose one of their cards, and pair it with an appropriate card on the board, e.g. *prank*. If they can make a word, and read it aloud, their team gets a point. Have the whole class practise reading the word before the next team takes their turn.

Word Ladders

- Students form teams. Draw a ladder on the blackboard. On the first step, write a word. Ask a volunteer from the first team to change one sound in the word to make a new word. They should say the word and write it on the second step. Continue team by team until the ladder is completed.
- Start with simple CVC words, specifying that students only need to change one letter. Then move onto more difficult words, explaining that they should still only change one *sound*, but that this might involve more than one letter. So for example, they could produce the following sequence of words: *rip, ship, chip, chop, shop, mop, map, mat*, etc.

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Fishing

- Students should make teams. The teacher should prepare a bag of word cards containing the sounds they have studied. Stick a paperclip to each card and prepare a “fishing rod” with a magnet “hook” on the end.
- One student from each team must fish a word card from the bag. When the student draws a card, they should sound out the word on the card, e.g. “*fuh..ah...suh...tuh*”, then blend them together, “*fffffaaaasssst*” and finally pronounce the word, “*fast*”. If they are correct, their team gets a point.

What Am I?

- The teacher thinks of a classroom object, for example, *chair*, and gives the students clues to guess the object. For example, “My name starts with /ch/”. Write the students guesses on the blackboard, then continue with another clue, e.g. “My name ends in /r/”. Allow them to modify their guesses. Continue until you think they have all guessed the word. Then practise blending and pronouncing the word as a class.

Missing Sound Row Race

- Students should compete in rows. Have the first student in each row stand up.
- Put a picture of an animal or object on the blackboard. Beside it, put a word card, missing a letter/sound. For example c_t for a cat picture. The first student to put up their hand can answer. They should say the missing sound, e.g. /ā/, and then the word. If they are correct, they can sit down, and the next person in their row stands up.
- Then change the picture and word card. Continue, with students sitting down when they get the correct answer. The first team to have all members sitting down wins.

Word Bowling

- Students should form teams. Make a bowling scorecard for each team. The teacher should prepare a ball full of word cards, shaped like bowling pins. Each pin should be assigned a value from 1 to 10, depending on the difficulty of the word.
- One player from each team should pull out a pin. They should try to read the word on the pin. They can sound the word out, and blend the sounds together to pronounce the word. But for easier words, they don't have to if they are able to read the word straight away.
- If the player can't read the word, they get a “gutter ball”, i.e. zero. The game ends when all ten frames of the bowling game have been played. The team with the highest score wins.

Find Your Partner

- Prepare a series of sound cards, where each card contains half a word. For example, one card might have *bl* written on it, whilst its match would have *ack*. Pass the cards out, one to each student. Students should wander around the class, and try pronouncing their sound to other students to see if they have matching cards.

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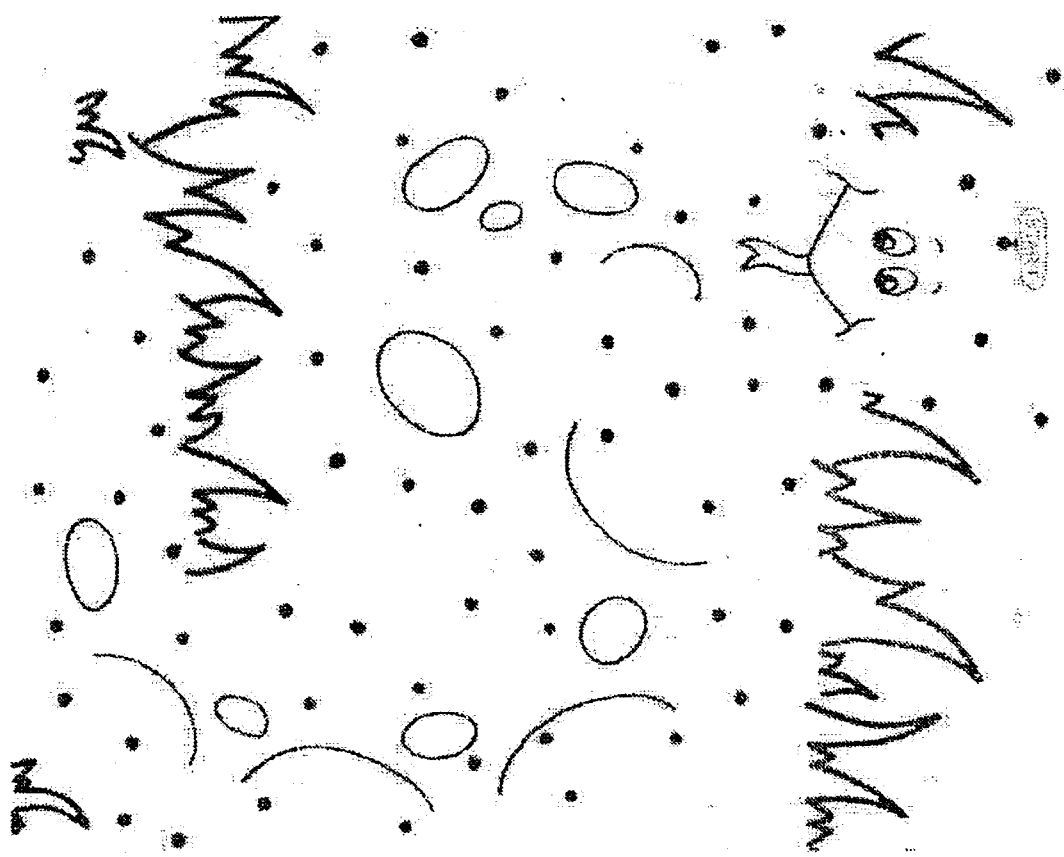
- When they have found their partner they should sit down. The teacher should check to make sure they've really found the right partner. When everyone is paired up, get them to introduce their words to the class.

Reading Board Game

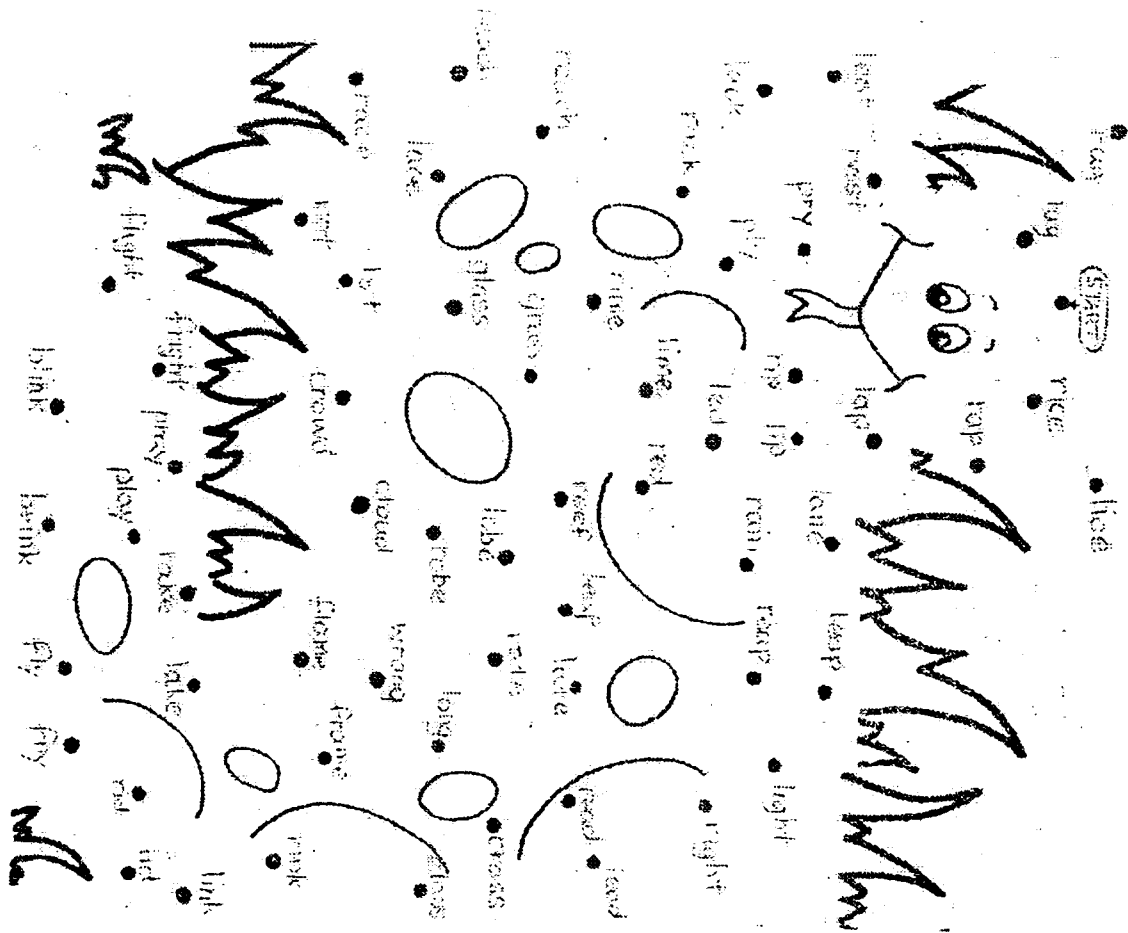
- Students should form teams of four. Each team member needs a place marker, they can use their erasers, or something similar. The teacher should prepare a game board with any design they like, and a deck of word cards for each team. Each card should have a point value assigned according to the difficulty.
- The cards should be face down on the desk. Students janken to decide the order they'll play in. The first player turns over a card, and reads the word, if necessary sounding out the individual letters. If they can read the word, they can move their counter along the board according to the points on the card. e.g. for a three point word, they can move three spaces.
- Students take turns and continue playing until one student reaches the end (or all students, if you want the game to last longer).

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Who's In The Grass? 😊



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Who's in the grass! (x)



Please draw 3 ships in your grid.



Example:



Please question your friend:

You: Are you mast?

Your friend: Yes, I am.

Sound Battleships



b	ad	et	est	ack	ed
c	ask	asket	ad	ab	at
s	et	ad	am	ack	at
f	ast	act	ab	ed	est
m	et	ast	ad	ask	am



No, I'm not.



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- Please draw 3 ships in your grid.



Example:



Please question your friend:

You: Are you mast?

Your friend: Yes, I am.

Sound Battleships

b	ad	et	est	ack	ed
c	ask	asket	ad	ab	at
s	et	ad	am	ack	at
f	ast	act	ab	ed	est
m	et	ast	ad	ask	am



No, I'm not.



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List 1 of 2: Exception words commonly found in children's literature sorted by frequency.

Highest Frequency						Lowest Frequency
the	great	poor	kind	others	against	Castle
said	door	soup	police	answer	worry	Busy
you	thought	four	world	anyone	wearing	Policeman
was	something	work	love	answered	berries	Hey
they	only	dinosaur	walrus	loved	special	Suit
one	water	should	friend	mama	hurried	Bye
are	through	enough	caught	done	climb	Signor
what	once	laughed	climbed	comes	tomorrow	Bears
have	another	clothes	honey	also	listen	Lie
there	give	someone	mind	toward	onto	Babies
were	heard	many	sorry	son	easier	Canoe
your	nothing	friends	watch	violet	walking	Sugar
into	been	tired	says	both	warm	Knows
mother	walked	anything	word	cookies	marigold	Half
very	always	course	live	covered	field	Onions
could	eyes	most	shoes	rolled	already	Trouble
know	dinosaurs	pretty	sometimes	buy	everywhere	Cupboard
bear	everyone	bought	floor	stairs	become	Heart
Mr.	any	doing	talk	money	telephone	Believe
would	behind	almost	brother	journey	smaller	Earth
who	woman	giant	idea	though	nazis	Eight
put	young	watched	carry	goes	grandmother	Either
come	together	today	picture	color	moved	Eye
oh	front	pulled	guess	wonderful	soldier	Monkey
some	people	whole	sign	lamb	laughing	Moving
Their	sure	straight	worm	move	above	Somebody
Where	wanted	beautiful	piece	pushed	carried	watching
Two	gone					
Again	coming					
Want	walk					
Other	does					
Find						
Father						
Mrs.						

List 2 of 2: Other exception words being compiled by SEDL.

Miyagi MYC 2006 Phonics (Handout)

Word	Letters	Syllables	Frequency (per million)
were	4	1	3284
school	6	1	492
often	5	2	368
building	8	2	160
hour	4	2	144
blood	5	1	121
touch	5	1	87
build	5	1	86
broad	5	1	84
campaign	8	2	84
lose	4	1	58
minute	6	2	53
choose	6	1	50
bureau	6	2	43
wear	4	1	36
height	6	1	35
tongue	6	2	35
exhibit	7	3	25
vein	4	1	25
sweat	5	1	23
thorough	8	2	21
mortgage	8	2	17
shoe	4	1	14
pint	4	1	13
deaf	4	1	12
dialogue	8	3	12
gauge	5	1	12
tomb	4	1	11
steak	5	1	10
colleague	9	3	9
hosom	5	2	8
choir	5	1	8
chord	5	1	7
cough	5	1	7
rendezvous	10	3	7
sword	5	1	7
aisle	5	1	6
benign	6	2	6
pear	4	1	6
sew	3	1	6
tread	5	1	5
gourd	5	1	2
naïve	5	2	1
succinct	8	2	1
voila	5	2	1
womb	4	1	1