

# A Picture Workbook of English Spellings and Phonetics

For the Multilingual, Multi-Ability Classroom

Level I: Monosyllables with standard phonetic symbols

Discover proper pronunciation of the English language  
while learning to read and spell single syllable words

Cheri Montgomery

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## PREFACE

This volume is the first book in a two-part series. Level one covers the sounds of English using single syllable words. Level two covers words with diphthongs, triphthongs, and multiple syllables. With these resources, teachers have all the lecture notes, activities, and homework assignments needed to help students read, spell, and pronounce English words and sentences. Images are used to define concepts and vocabulary making it ideal for the multilingual, multi-ability middle school through adult audience. QR code links give learners the ability to study English independently. A tactile braille version is available under the title *Reading, Phonics, and Braille*.

The textbook/workbook format gives teachers the ability to offer a concise and engaging approach to proper pronunciation and spelling. Phonetic transcription rules are based on spelling – numerous lists of sight words are not necessary.

Each unit contains pronunciation instructions, rules for converting spellings into phonetic symbols, instructor-led group exercises, multiple homework assignments, and exercises with a word bank for creating sentences (images and phonetic hints are provided to assist with the answers).

Supplemental materials are accessed via QR codes that link to spoken examples of each word list. Page 2 provides recordings of English speech sounds as pronounced in multiple languages, along with practice in reproducing phonetic symbols. A review of phonetic transcription rules, an introduction to articulatory phonetics, and charts defining key terms are included.

The resources needed to establish rules and create exercises originated from research developed for the publication of the *Lyric Diction Workbook Series* and the *IPA Scramble* game app by Cheri Montgomery. Computer search functions and her database of more than 87,000 English words were used to organize the spellings of the English language. Words from the database were arranged in order of frequency of occurrence. The words were placed in a graded order and categorized according to the sounds of the English language as defined by the International Phonetic Alphabet.

This text follows the Moore teaching model. The Moore Method is an interactive approach to instruction designed by Robert Lee Moore, a famous topologist who first used the method at the University of Pennsylvania in 1911. His methodology engages students in the learning process by giving each class member the opportunity to present homework assignments.

Class meetings follow a daily routine. Class begins with each student presenting homework that corresponds with their assigned number(s). Written work can be shared using a document camera. Students who read braille share content digitally. The teacher introduces new material in a brief lecture and leads the class in a written and spoken (or sung) group exercise.

Flip this process to double the activities. Ask students to read the transcription homework or answer key. This converts the exercises into English reading and spelling exercises.

Grading can be simple. Each student would begin with a 100 average. Five points would be deducted each time a student fails to present their homework. One or two extra credit opportunities could be offered throughout the grading period so that students could redeem points.

*A Picture Workbook of English Spellings and Phonetics for the Multilingual, Multi-Ability Classroom* was created to make English accessible. Familiarity is gained as numerous words are encountered. The recognition of English spellings with accurate pronunciation is assessed during in-class presentations. No outside grading is necessary.

## ABOUT THE AUTHOR

Cheri Montgomery is an author and lecturer on the topics of voice and diction. She teaches English, Italian, German, French, Latin, Spanish, and Russian lyric diction at the Blair School of Music at Vanderbilt University. Her series of workbooks with book reviews and published articles are available at [www.stmpublishers.com](http://www.stmpublishers.com).

## INSTRUCTOR'S NOTES

The International Phonetic Alphabet (IPA) was created by phoneticians for language study. Each symbol stands for one unit of sound. Brackets enclose the symbols and distinguish phonetic content from the spellings of words. The instructor's manual is available in three versions: a standard version with IPA, an accessible version with an adapted phonetic system which easily converts to braille or sign language, and a third version containing a combination of both phonetic systems (the standard IPA in a regular font with the accessible phonetic system shown in subscript). The student manual is available in two versions: the standard version and the accessible version.

Unit 1 introduces students to the speech sounds of the English language. Phonetic terms are located on pages 7 and 8. Phonetic charts can be overwhelming for students. It is best to expose them to the information when they are ready.

Guide students through the first unit by pronouncing the words. Have them repeat each word after your example. The sounds, English spellings, and phonetic symbols are introduced incrementally throughout the text – the first unit simply exposes students to all the sounds of the language. They may refer back to this unit for review.

The format of the exercises allows students to be engaged in the learning process. Encourage them to enjoy the language by singing the words. Singing is an excellent way to explore the sounds of a language. Singing slows down the articulatory process and gives the voice time to clarify the sounds. Model singing by intoning the words on one note. There are always students who are eager to join in and share their voices with the class.

The first unit is unique in that it is teacher-led. Students lead class for all units that follow. A daily routine is recommended:

1. Have students present a uniquely assigned word list in front of the class (word lists are numbered 1-12). They may sing or speak their word list. Use a document camera to share the students' phonetic transcriptions. The class should observe the presentations and use the workbook to transcribe their classmates' word lists.
2. Introduce new rules in a brief lecture.
3. Lead the class in a group transcription exercise (an answer key is located at the end of the instructor's manual on page 139).

This text is ideal for the multilingual, multi-ability classroom. The phonetic symbols provided in the accessible versions easily accommodate braille and signing as they use only uppercase and lowercase letters. All words are defined with images. Even the rules are written in formulas with concepts communicated using images (refer to the legend of terms on page 8). English instructions are included but not necessary for comprehension.

Phonetic transcription exercises facilitate multiple group-engaging activities. Word lists can be distributed as board work. The students could then read the board work (phonetic symbols) and provide English spellings. This flips the activity into a spelling challenge. Do not correct the board work. Encourage students to read the words as they are transcribed and allow them to point out errors as they are identified.

This series was designed to help students enjoy the sounds of the English language. They quickly discover that homework assignments are reminiscent of word games. Once they learn the sounds and associated symbols, they will be ready to play IPA Scramble, free in the app store. Visit S.T.M. Publishers for a listening lab, IPA charts, and other free diction resources.

# TABLE OF CONTENTS

Unit	Topic	Section	Page
<b>Single syllable words</b>			
1	Introduction	Handwriting	2
		Pronunciation guide	3
		Group exercise	6
		Terms	7
2	English spellings: <i>a, i, b, p, d, t, g, k, c</i>	Enunciation rules	10
		Transcription rules	11
		Individual exercises	12
		Sentence structure	14
3	English spellings: <i>s</i> and <i>x</i>	Enunciation rules	16
		Transcription rules	17
		Individual exercises	18
		Sentence structure	20
4	English spellings: <i>z</i> and <i>s</i> as [z]	Enunciation rules	22
		Transcription rules	23
		Individual exercises	24
		Sentence structure	26
5	English spellings: <i>l</i> and <i>r</i>	Enunciation rules	28
		Transcription rules	29
		Individual exercises	30
		Sentence structure	32
6	English spelling: <i>e</i> as [i]	Enunciation rules	34
		Transcription rules	35
		Individual exercises	36
		Sentence structure	38
7	English spellings: <i>e</i> as [ɛ], <i>d</i> as [t]	Enunciation rules	40
		Transcription rules	41
		Individual exercises	42
		Sentence structure	44
8	English spellings: <i>qu</i> and <i>w</i>	Enunciation rules	46
		Transcription rules	47
		Individual exercises	48
		Sentence structure	50
9	English spellings: <i>f</i> and <i>v</i>	Enunciation rules	52
		Transcription rules	53
		Individual exercises	54
		Sentence structure	56

# TABLE OF CONTENTS

Unit	Topic	Section	Page
10	English spellings: initial vowel words	Enunciation rules Transcription rules Individual exercises Sentence structure	58 59 60 62
11	English spellings: <i>o</i> and <i>a</i> as [ɔ]	Enunciation rules Transcription rules Individual exercises Sentence structure	64 65 66 68
12	English spellings: <i>oo</i> , <i>ou</i> , <i>ew</i> , <i>u</i> , <i>o</i> as [u]	Enunciation rules Transcription rules Individual exercises Sentence structure	70 71 72 74
13	English spellings: <i>y</i> , <i>u</i> , <i>ew</i> as [j]	Enunciation rules Transcription rules Individual exercises Sentence structure	76 77 78 80
14	English spellings: exception words with [ʊ] pronunciation	Enunciation rules Transcription rules Individual exercises Sentence structure	82 83 84 86
15	English spelling: <i>u</i> as [ʌ]	Enunciation rules Transcription rules Individual exercises Sentence structure	88 89 90 92
16	English spellings: <i>a</i> and <i>o</i> as [ɑ]	Enunciation rules Transcription rules Individual exercises Sentence structure	94 95 96 98
17	English spellings: vowel + <i>r</i> as [ɜ]	Enunciation rules Transcription rules Individual exercises Sentence structure	100 101 102 104
18	English spellings: <i>h</i> , <i>ch</i> , <i>gh</i> , <i>ph</i> , <i>wh</i>	Enunciation rules Transcription rules Individual exercises Sentence structure	106 107 108 110

# TABLE OF CONTENTS

Unit	Topic	Section	Page
19	English spelling: <i>th</i>	Enunciation rules Transcription rules Individual exercises Sentence structure	112 113 114 116
20	English spellings: <i>sh</i> and <i>ch</i>	Enunciation rules Transcription rules Individual exercises Sentence structure	118 119 120 122
21	English spellings: <i>g</i> and <i>j</i>	Enunciation rules Transcription rules Individual exercises Sentence structure	124 125 126 128
22	English spellings: <i>ng</i> and <i>nc</i>	Enunciation rules Transcription rules Individual exercises Sentence structure	130 131 132 134
	Appendix: review of rules		136
	Answer key		139
	Bibliography		181

# UNIT 1.

## Introduction

TOPIC	PAGE
Handwriting exercise	2
Pronunciation guide	3
Group exercise	6
Terms	7



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# PRONUNCIATION GUIDE

## FRONT VOWELS

<b>[i]</b>	tree [tʰiː]		leaf [lif]		sleep [slɪpʰ]	
<b>[ɪ]</b>	hill [hɪl]		mitt [mitʰ]		wind [windʰ]	
<b>[ɛ]</b>	thread [θrɛdʰ]		nest [nɛstʰ]		bread [bʰrɛdʰ]	

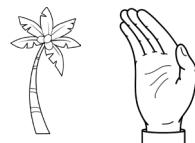
## BACK VOWELS

<b>[u]</b>	moon [mun]		fruit [fju:tʰ]		school [skʰu:l]	
<b>[ʊ]</b>	wood [wʊdʰ]		foot [fʊtʰ]		book [bʰʊkʰ]	
<b>[ɔ]</b>	walk [wɔ:kʰ]		thought [θɔ:tʰ]		corn [kʰɔ:n]	

## CENTRAL VOWELS

<b>[æ]</b>	hand [hændʰ]		lamb [læm]		cat [kʰætʰ]	
<b>[ɑ]</b>	heart [haɪtʰ]		rock [rakʰ]		stop [stʰapʰ]	
<b>[ʌ]</b>	sun [sʌn]		dove [dʰʌv]		won [wʌn]	
<b>[ɔː]</b>	nurse [nɔ:s]		bird [bʰɔ:dʰ]		world [wɔ:ldʰ]	

## BILABIAL CONSONANTS

**[p<sup>h</sup>]**pin  
[p<sup>h</sup>ɪn]palm  
[p<sup>h</sup>æm]**[b<sup>h</sup>]**bed  
[b<sup>h</sup>ɛd<sup>h</sup>]bag  
[b<sup>h</sup>æg<sup>h</sup>]

## LABIODENTAL CONSONANTS

**[f]**fan  
[fæn]flag  
[flæg<sup>h</sup>]**[v]**vest  
[vɛst<sup>h</sup>]glove  
[g<sup>h</sup>λav]

## DENTAL CONSONANTS

**[θ]**tooth  
[θuθ]wealth  
[wɛlθ]**[ð]**this  
[ðis]breathe  
[b<sup>h</sup>rið]

## \*ALVEOLAR CONSONANTS

**[t<sup>h</sup>]**tea  
[thi]tent  
[t<sup>h</sup>ɛnt<sup>h</sup>]**[d<sup>h</sup>]**dart  
[d<sup>h</sup>aɪt<sup>h</sup>]drink  
[d<sup>h</sup>riŋk<sup>h</sup>]**[l]**lamp  
[læmp<sup>h</sup>]wheel  
[wił]

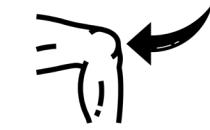
\*Consonants *d*, *t*, *l*, and *r* are classified as dental in the Romance languages – the tongue tip touches the upper front teeth. The tongue tip touches the alveolar ridge for *d*, *t*, *l*, *r* in English.

## ALVEOLAR CONSONANTS

[ɹ]

ring  
[rɪŋ]roof  
[ruːf]

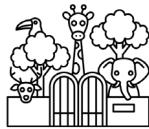
[n]

noon  
[nʌn]knee  
[niː]

[s]

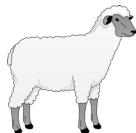
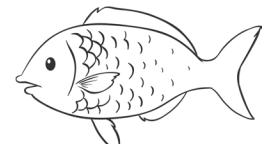
street  
[st̬.riːt̬]swan  
[swan]

[z]

zoo  
[zuː]news  
[njuːz]

## PREPALATAL CONSONANTS

[ʃ]

sheep  
[ʃɪpʰ]fish  
[fiʃ]

[ʒ]

rouge  
[juʒ]liege  
[liʒ]

[tʃ]

chart  
[tʃaɪt̬]church  
[tʃɜːt̬]

[dʒ]

judge  
[dʒʌdʒ]jar  
[dʒaɪ]

## VELAR CONSONANTS

[kʰ]

cup  
[kʰʌpʰ]key  
[kʰi]

[gʰ]

gum  
[gʰʌm]dog  
[dʰaɡʰ]

[ŋ]

swing  
[swɪŋ]wink  
[wɪŋkʰ]

## GLOTTAL CONSONANTS

[h]

hat

[hæt<sup>h</sup>]

harp

[haɹp<sup>h</sup>]

[χ]

arm

[χaɹm]



eggs

[χeɡ<sup>h</sup>z]

Consonant and vowel terms are defined throughout this text. A review of all terms is available on pages 7 and 8.

## Group Exercise



Every word contains a vowel. Vowels are long. Consonants are short. Consonants introduce the vowel or end a word or syllable. Circle the five vowels in the following list of English letters:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**Back vowels.** Circle the two vowels that are formed by rounding the lips:



Aa Ee Ii Oo Uu

**Front vowels.** Circle the two vowels that are formed by spreading the lips:



Aa Ee Ii Oo Uu

**Nasal consonants.** Circle the two consonant sounds that have a nasal quality:



Bb Cc Dd Ff Gg Hh Jj Kk Ll Mm Nn

Pp Qq Rr Ss Tt Vv Ww Xx Yy Zz

**Tongue tip consonants.** Circle eight consonants that are formed by lifting the tongue tip:



Bb Cc Dd Ff Gg Hh Jj Kk Ll Mm Nn

Pp Qq Rr Ss Tt Vv Ww Xx Yy Zz

# UNIT 2:

## English Spellings: *a, i, b, p, d, t, g, k, c*

TOPIC	PAGE
Enunciation rules	10
Transcription rules	11
Individual exercises	12
Sentence structure	14
Answer key	140



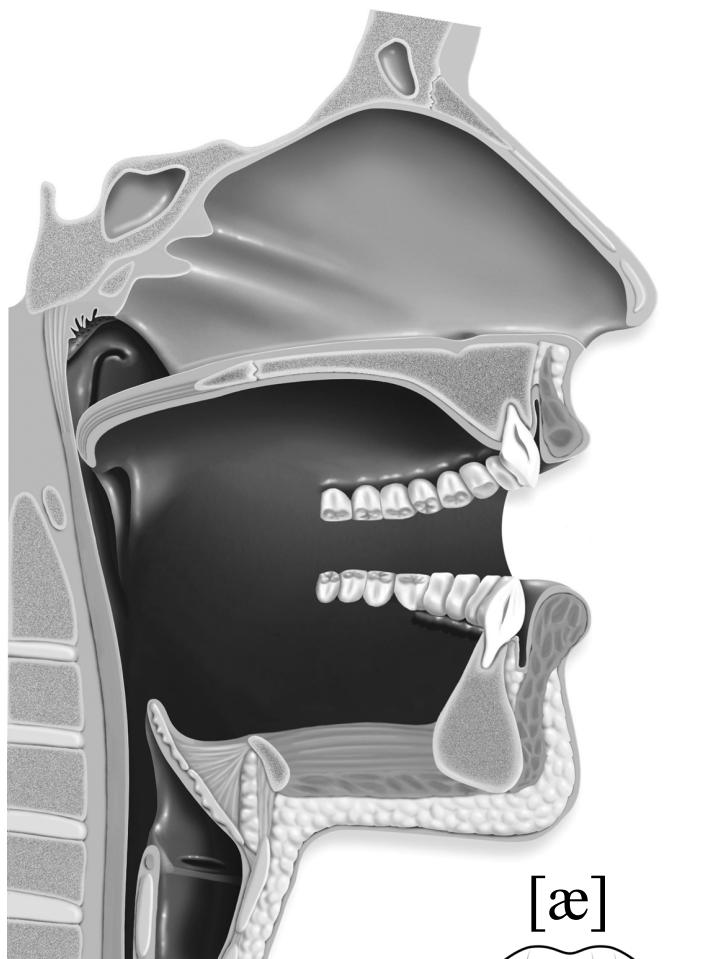
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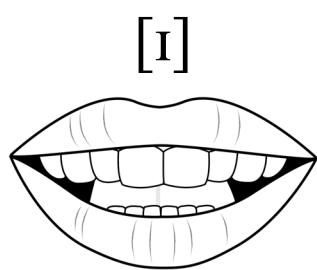
## UNIT 2: Enunciation rules for [æ] [i] [p<sup>h</sup>] [b<sup>h</sup>] [t<sup>h</sup>] [d<sup>h</sup>] [k<sup>h</sup>] [g<sup>h</sup>]

### Vowels: [æ] [i]

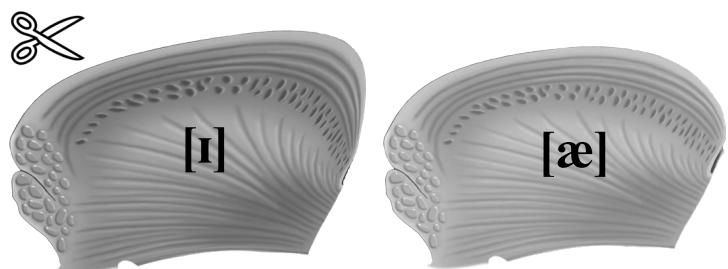
Vowels maintain a larger space between the articulators. Cut out the tongue formations and place them in the blank mouth to observe the airflow pathway.



[æ]

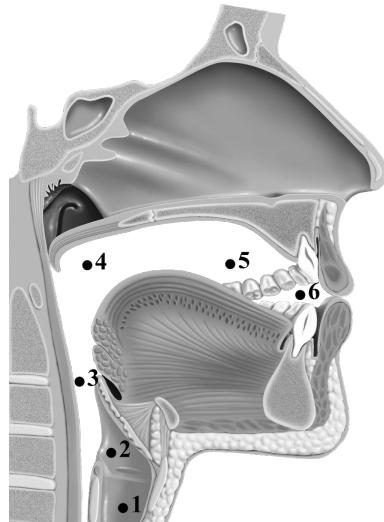


[i]

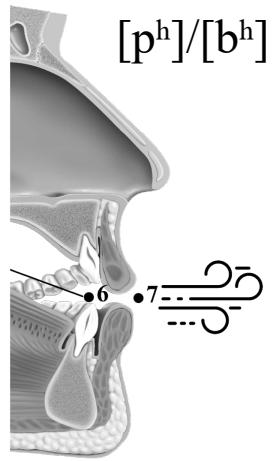


### Consonant stops: [p<sup>h</sup>] [b<sup>h</sup>] [t<sup>h</sup>] [d<sup>h</sup>] [k<sup>h</sup>] [g<sup>h</sup>]

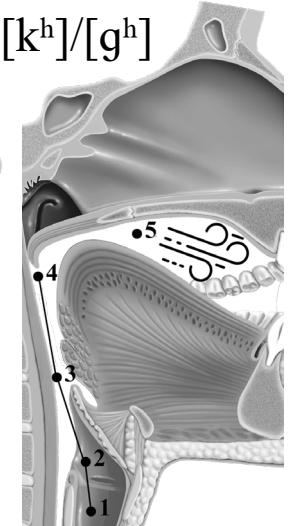
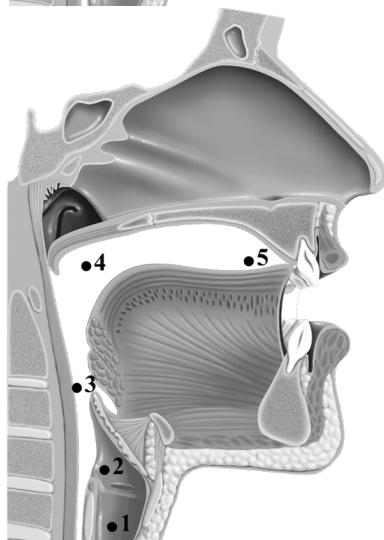
Consonants restrict the air flow. A stop is made by blocking then releasing the breath. Connect the dots to observe the stop and release of air.



[p<sup>h</sup>]/[b<sup>h</sup>]



[t<sup>h</sup>]/[d<sup>h</sup>]



[k<sup>h</sup>]/[g<sup>h</sup>]

UNIT 2: Transcription rules for *a, i, p, b, t, d, k, g, c*

SOUNDS	SPELLINGS & SYMBOLS		
	[æ]	a = [æ]	man [mæn] cat [k <sup>h</sup> æt <sup>h</sup> ]
	[I]	i, y, ui = [I]	win [wɪn] hymn [hɪm] build [b <sup>h</sup> ɪld <sup>h</sup> ]
	[p <sup>h</sup> ]	p, pp = [p <sup>h</sup> ]	pin [p <sup>h</sup> ɪn]
	[b <sup>h</sup> ]	b, bb = [b <sup>h</sup> ] (mb = [m])	bib [b <sup>h</sup> ɪb <sup>h</sup> ]
	[t <sup>h</sup> ]	t, tt = [t <sup>h</sup> ]	tan [t <sup>h</sup> æn]
	[d <sup>h</sup> ]	d, dd = [d <sup>h</sup> ]	dad [d <sup>h</sup> æd <sup>h</sup> ]
	[k <sup>h</sup> ]	c, k, ck = [k <sup>h</sup> ] (kn = [n])	kick [k <sup>h</sup> ɪk <sup>h</sup> ]
	[g <sup>h</sup> ]	g, gg = [g <sup>h</sup> ] (gn = [n])	give [g <sup>h</sup> ɪv]

Note. The [<sup>h</sup>] symbol indicates an aspirate consonant. A puff of air is released with the consonant articulation.

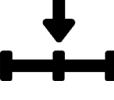
**Group Exercise**

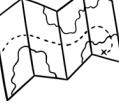
Circle all letters that are made with a stick and a circle (*b, d, g, p*).  
These (with *t, c, k*) are pronounced with an aspirate [<sup>h</sup>]. Provide IPA:

can əʊv <hr/> big əj <hr/>	pan ə <hr/> did əv <hr/>	back əʊəv <hr/> tap əv <hr/>
----------------------------------	--------------------------------	------------------------------------

WORKSHEET #2: *a, i, p, b, t, d, k, g, c*

Provide IPA:

#1	#2	#3
dip əʊv _____	 pig ə _____	 ban əʊv _____
nap əʊv _____	 band ə _____	 tick əʊv _____
tag ə _____	 mid ədʒ _____	 Pam _____
mitt ə _____	 camp əʊv _____	 kit ə _____
cat ə _____	 Tim _____	 cad ə _____
bad ədʒ _____	 knack ə _____	 mig ə _____

#4	#5	#6
Dan _____	 map ə _____	 mat ə _____
mint ə _____	 Gib _____	 Nick _____
pact ə _____	 bat ə _____	 gag əv _____
tip əʊv _____	 tack ə _____	 nip əv _____
nab əv _____	 dim ədʒv _____	 tad ə _____
gap ə _____	 pant əv _____	 bin ə _____

WORKSHEET #2: *a, i, p, b, t, d, k, g, c*

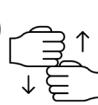
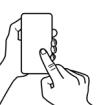
Provide IPA:

#7	#8	#9
damp @j _____	nag ʌ _____	Matt _____
pick əʊv _____	tint əʊv _____	tact ə _____
tan ʌv@j _____	dam əʊv _____	kid ə _____
bag ə _____	bid əʊv _____	gab ʌ _____
cab ə _____	Mack _____	pack əʊv _____
Pip _____	pit ə _____	bit ə _____

#10	#11	#12
knit ʌ _____	pad ə _____	gnat ə _____
Mac _____	Kip _____	mag ə _____
dig ʌ _____	dab əʊv _____	kick ʌ _____
mad @j _____	tin əʊv@j _____	dad ə _____
pin əʊv _____	cap ə _____	bib ə _____
tab ə _____	gig ə _____	Pat _____

WORKSHEET #2: *a, i, p, b, t, d, k, g, c*

Use the word bank to create sentences:

SUBJECT	VERB	VERB	ANSWER
*A cat 	can <input checked="" type="checkbox"/>	camp 	Example:
A kid 	did 	dig 	1.
A man 		gab 	2.
A pig 		gag 	3.
Dad 		kick 	4.
Dan 		knit 	5.
Mack 		nab 	6.
Matt 		nap 	7.
Nan 		pack 	8.
Nick 		pant 	9.
Pam 		pick 	10.
Pat 		tag 	11.
Tim 		tap 	12.

\*Note: the word *a* /?ə/ is needed for the creation of phrases and sentences. It is a necessary sight word.

# ANSWER KEY

## Unit #2

## Word bank

## Unit #2