

## READING AND PHONETICS: LEVEL 1 PREFACE

Today's teachers serve students with diverse abilities and language backgrounds. How can one curriculum meet all their needs? This series enables every learner to engage in the same lesson plan.

Level 1 covers the spellings and sounds of single-syllable words. Level 2 expands the vocabulary of single-syllable words, includes words with diphthongs, and provides additional opportunities for transcription. Level 3 extends the instruction to include words with multiple syllables. A preparatory workbook is also available for those new to the Latin alphabet.

Individual learning needs are supported through four parallel workbooks designed for students, parents, and teachers who are new to:

- braille
- manual signing and lipreading
- English language learning
- articulatory phonetics

Each workbook contains the same carefully ordered selection of words, phrases, and sentences. All exercises include only the sounds and spellings previously introduced. Sentences are deliberately constructed to avoid predictability and prevent guesswork. The intentional design supports early literacy development and proper pronunciation, while the separate formats enhance accessibility for students with distinct learning needs.

The parallel books provide unique instructions for:

- tactile training in braille with audio examples for those learning through touch and hearing
- manual-visual learning through signing and lipreading for those who rely on visual communication
- visual articulatory study using front and midsagittal views of the vocal tract with audio examples for those developing clarity of speech
- visual definition of vocabulary through carefully selected images with audio examples for those acquiring English in the multilingual classroom environment

Because the linguistic core is identical, all student groups can participate in the same lesson while engaging through the pathway best suited to their learning needs. Audio recordings of each sound, as pronounced in multiple languages, further strengthen comparison and deepen phonetic awareness. Additional sensory associations, including scent, touch, taste, and sound, provide alternate avenues for learning when visual or auditory cues are limited.

Students are encouraged to sing their words as a way of developing clarity of speech. Singing slows the articulatory process, allowing vowels to be sustained and consonants to be articulated with energy.

The decision to offer this approach originates from more than two decades of experience teaching lyric diction at the Blair School of Music at Vanderbilt University. The concepts have been refined and shared through the author's presentations for the National Opera Association, the National Association of Teachers of Singing, and the International Congress of Voice Teachers.

From this research emerged a phonetic system first developed for braille readers, now integrated throughout the series. Each workbook offers a simplified and accessible approach to the International Phonetic Alphabet (IPA). Uppercase and lowercase letters are used to represent the sounds of English. They are placed between brackets to distinguish phonetic content from conventional spelling. A conversion chart listing the standard IPA symbols with the simplified version is on page 3.

The resources needed to create the exercises in this series originated from research developed for the *Lyric Diction Workbook Series* and the *IPA Scramble* game app. Computer-based search tools and a database of more than 87,000 English words with phonetic symbols were used to organize a graded approach to learning English spellings and phonetics.

This workbook follows the Moore teaching model, an interactive approach to instruction developed by mathematician Robert Lee Moore and first implemented at the University of Pennsylvania in 1911. His methodology engages students in the learning process by giving each class member the opportunity to present individually assigned work.

Each class meeting follows a consistent routine. Students begin by presenting a written transcription assignment and one of the twelve phrases provided in each unit. The teacher introduces new material in a brief lecture, followed by a guided phonetic reading or transcription activity. Finally, each student receives a unique phonetic assignment to present in the next class meeting. The twelve exercises in each unit are also suitable for independent study.

### **Tactile Alphabet Preface.**

*Reading and Phonetics: Tactile Alphabet* focuses on braille reading. The visual version gives sighted parents and teachers the ability to learn Grade 1 braille alongside the student. Teacher's notes and audio are included. A hard copy tactile version is available on the student order page at [www.teamphonetics.com](http://www.teamphonetics.com). The tactile version is published in two parts: textbook and workbook. The textbook contains spelling rules, phonetics, and reading assignments. The workbook contains phrases, sentences, and a short story.

- *Reading, Phonics, and Braille*, tactile textbook, comb binding, ISBN 979-8-9878102-1-7
- *Reading, Phonics, and Braille*, tactile workbook, comb binding, ISBN 979-8-9878102-2-4

### **English Language Learners Preface.**

*Reading and Phonetics: English Language Learners* is an image-based workbook designed for the multilingual classroom. It focuses on exploring the unique attributes of the English language. The instructional pages provide thorough descriptions of each sound, accompanied by diagrams showing articulatory formation and the airflow pathway. QR codes provide access to translations of the instructional content in 10 languages (Spanish, Chinese, Vietnamese, Arabic, Tagalog, Korean, French, Russian, Hindi, and Portuguese). Detailed images of the vocal tract, presented in midsagittal and front views, illustrate the formation of each vowel and consonant sound. Audio examples support pronunciation, while visual definitions of words and phrases assist students learning in the multilingual classroom. Parts of speech and verb tense indications are included using the following symbols:

Grammar Indications			
noun	Ⓝ	preposition	Ⓜ
verb	Ⓥ	conjunction	Ⓢ
adjective	ⓐ	interjection	Ⓜ
adverb	Ⓣ	determiner	Ⓜ
pronoun	Ⓟ	past tense	⌚

### **Articulation Preface.**

*Reading and Phonetics: Articulation* focuses on clarity of speech. Detailed images of the vocal tract, presented in midsagittal and front views, illustrate the formation of each vowel and consonant sound. The instructional pages provide thorough descriptions of each sound, accompanied by diagrams showing articulatory formation and the airflow pathway. Audio examples are included.

### **Manual Alphabet Preface.**

*Reading and Phonetics: Manual Alphabet* focuses on fingerspelling and an introduction to lipreading. A structured fingerspelling system with phonetics supports the development of lipreading skills. Phonetic symbols are signed near the mouth. This placement assists lipreading by visually positioning phonetic symbols beside the articulators. Because lipreading alone cannot distinguish between voiced and voiceless consonants, this newly designed system provides an added visual cue to represent the contrast.



























Vertical location is used to indicate the letter case required for the simplified phonetic system developed for this group of learners. Uppercase letters are signed near the forehead, while lowercase letters remain at mouth level. This distinction also separates the conventional spellings of words (signed at chest level) from the phonetic system used for lipreading (signed near the mouth).

### **ABOUT THE AUTHOR**

Cheri Montgomery is an author and lecturer specializing in voice and diction. She teaches voice and English, Italian, German, French, Latin, Spanish, and Russian lyric diction at the Blair School of Music at Vanderbilt University. This series is adapted for use in her articulatory phonetics course designed for Vanderbilt University students majoring in voice, English language learning, speech-language pathology, or special education.

Phonetic Conversion Chart								
IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
[æ]	[a]	hat	[k <sup>h</sup> ]	[k]	ca <u>k</u> e	[θ]	[th]	<u>th</u> ing
[ɑ]	[A]	f <u>a</u> ther	[l]	[l]	l <u>l</u> tle	[ð]	[Th]	<u>th</u> is
[b <sup>h</sup> ]	[b]	b <u>a</u> by	[m]	[m]	m <u>e</u> me	[u]	[u]	m <u>o</u> on
[tʃ]	[tS]	<u>ch</u> air	[n]	[n]	<u>n</u> ote	[ʊ]	[U]	b <u>o</u> ok
[d <sup>h</sup> ]	[d]	<u>d</u> ance	[ŋ]	[N]	s <u>ng</u>	[ʌ]	[x]	<u>u</u> p
[ɛ]	[E]	b <u>e</u> d	[ɔ]	[O]	<u>o</u> ught	[v]	[v]	<u>v</u> ase
[f]	[f]	<u>f</u> ig	[p <sup>h</sup> ]	[p]	<u>p</u> in	[w]	[w]	<u>w</u> in
[g <sup>h</sup> ]	[g]	g <u>o</u> od	[ɹ]	[r]	<u>r</u> ing	[j]	[j]	<u>y</u> es
[h]	[h]	<u>h</u> ear <u>t</u>	[ɜ]	[R]	<u>e</u> ar <u>th</u>	[z]	[z]	<u>z</u> oo
[i]	[i]	s <u>e</u> at	[s]	[s]	<u>c</u> ea <u>s</u> e	[ʒ]	[Z]	beige
[ɪ]	[I]	<u>f</u> it	[ʃ]	[S]	<u>sh</u> irt	stress: [']	[']	be'lieve
[dʒ]	[dZ]	ju <u>d</u> ge	[t <sup>h</sup> ]	[t]	<u>t</u> ime	glottal: [ʔ]	[ʔ]	I, ever

Grade 1 Braille Phonetic Alphabet												
a /a/	a /A/	b /b/	c	ch /tS/	d /d/	e /E/	f /f/	g /g/	g /dZ/	h /h/	i /i/	i /I/
⠁	⠠⠁	⠃	⠉	⠠⠉	⠇	⠑	⠋	⠎	⠠⠎	⠈	⠊	⠠⠊
j /j/	k /k/	l /l/	m /m/	n /n/	n /N/	o /o/	o /O/	p /p/	q	q/c /k/	r /r/	r /R/
⠵	⠅	⠇	⠍	⠎	⠠⠎	⠏	⠕	⠏	⠠⠏	⠠⠏	⠗	⠠⠗
s /s/	s /S/	t /t/	u /u/	u /U/	v /v/	w /w/	x /x/	y	z /z/	z /Z/	/ /	/ ? /
⠎	⠠⠎	⠞	⠥	⠠⠥	⠺	⠻	⠼	⠽	⠵	⠠⠵	⠨	⠨

The Signed Phonetic Alphabet												
An underlined sign indicates capitalization												
a [a]	a [A]	b [b]	c	ch [tS]	d [d]	e [E]	f [f]	g [g]	g [dZ]	h [h]	i [i]	i [I]
												
j [j]	k [k]	l [l]	m [m]	n [n]	n [N]	o [o]	o [O]	p [p]	q	q/c [k]	r [r]	r [R]
												
s [s]	s [S]	t [t]	u [u]	u [U]	v [v]	w [w]	x [x]	y	z [z]	z [Z]	[']	[ʔ]
