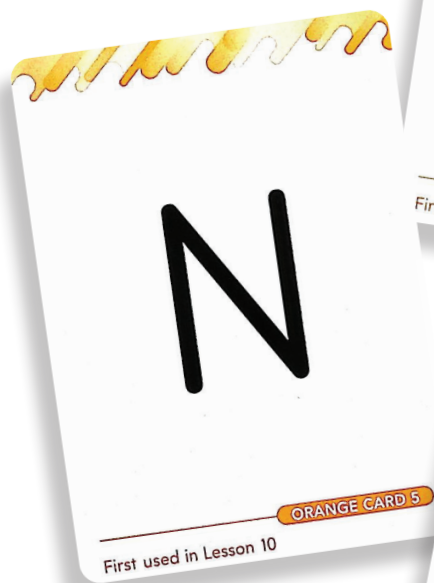
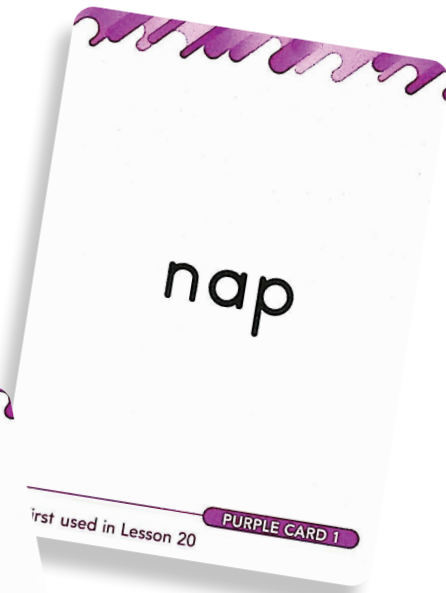
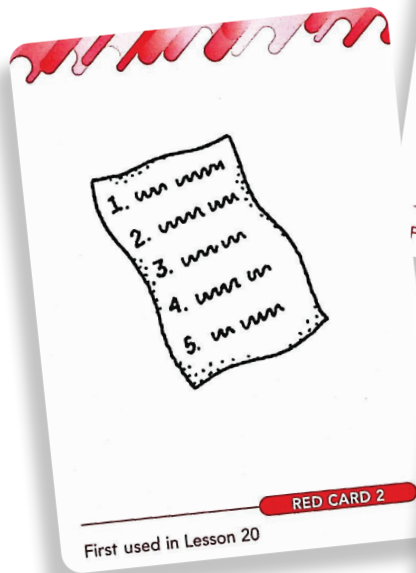


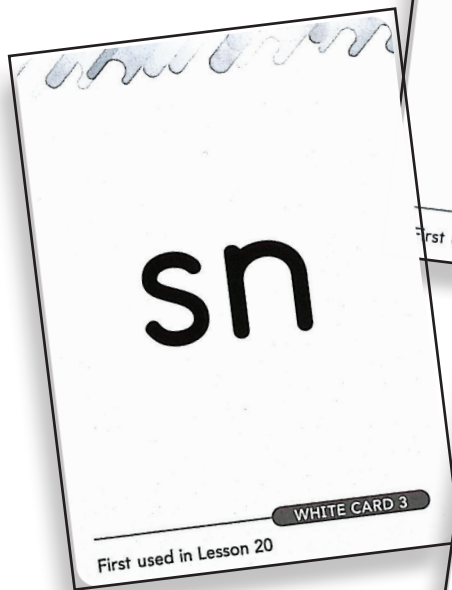
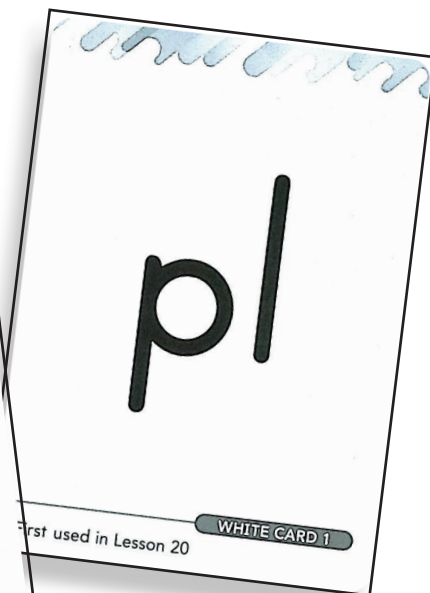


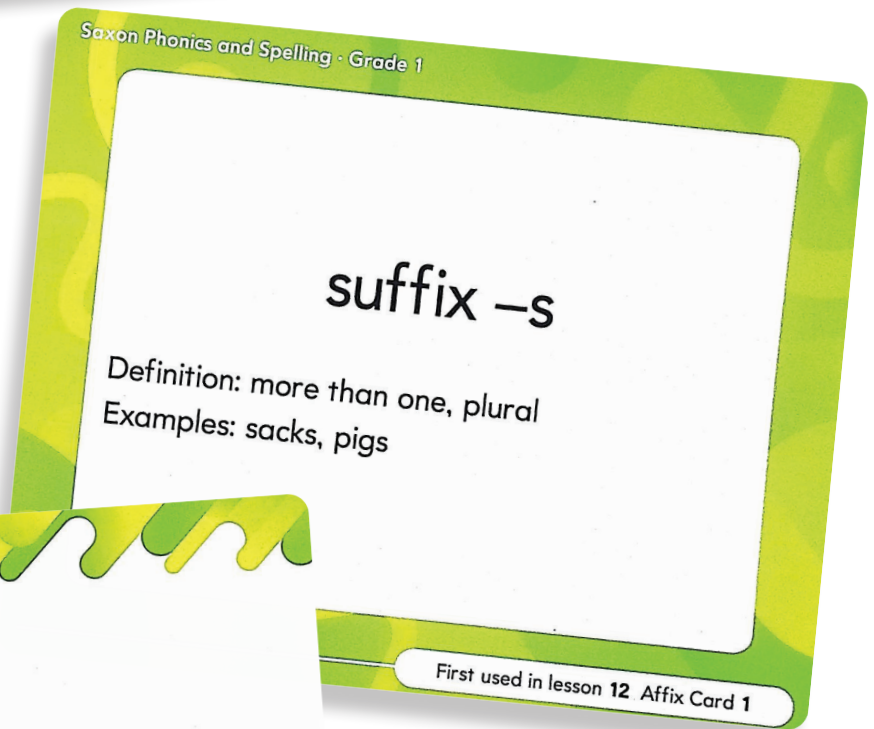












suffix -ing

Definition: happening now

Examples: jumping, filling

First used

-ing

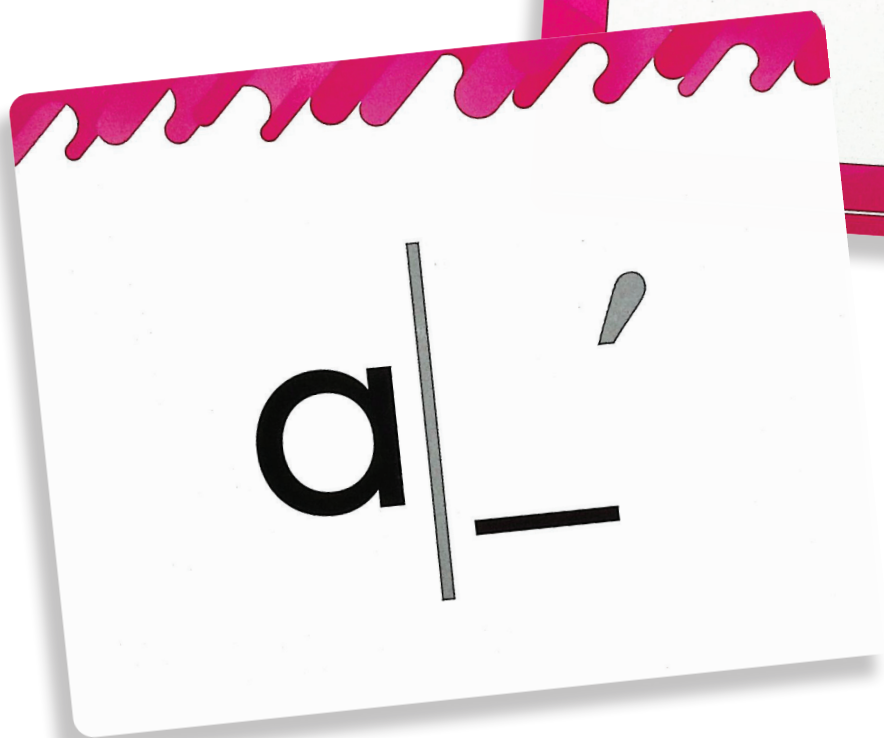
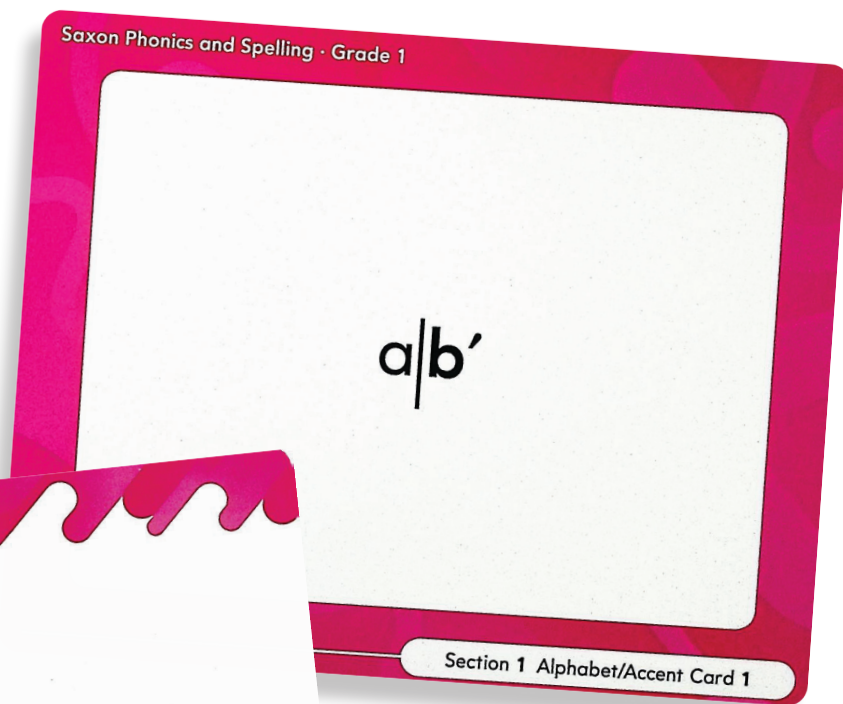
suffix -ed

Definition: already happened

Examples: jumped, filled, sanded

First used

-ed



b|c'

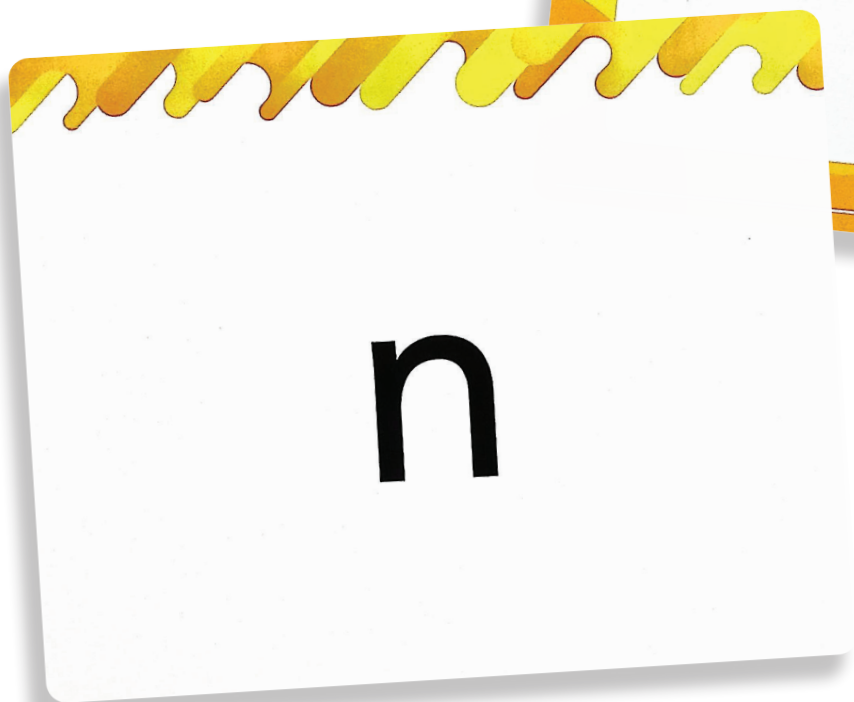
Section 1

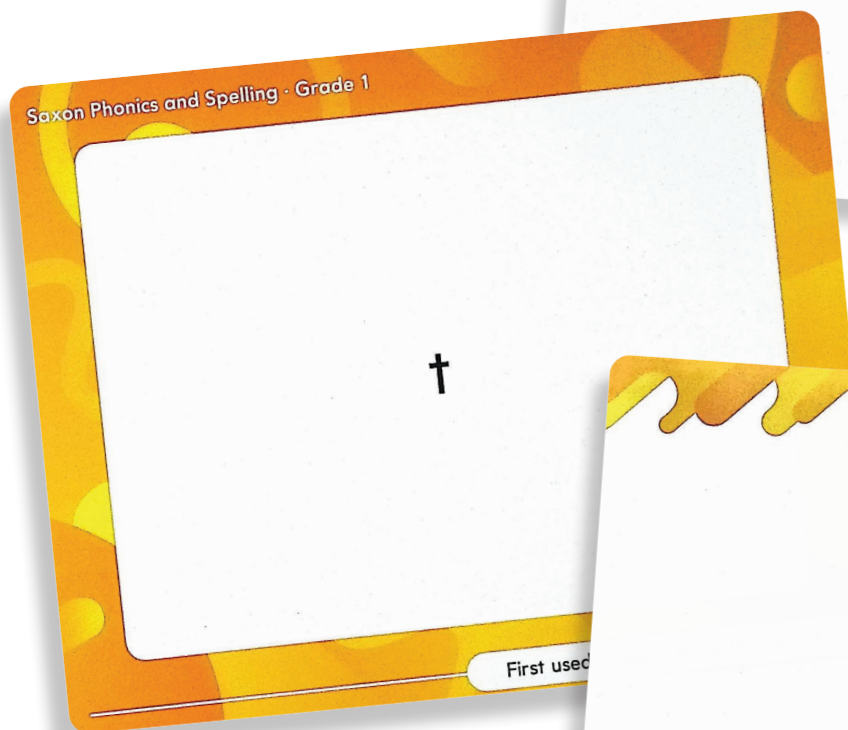
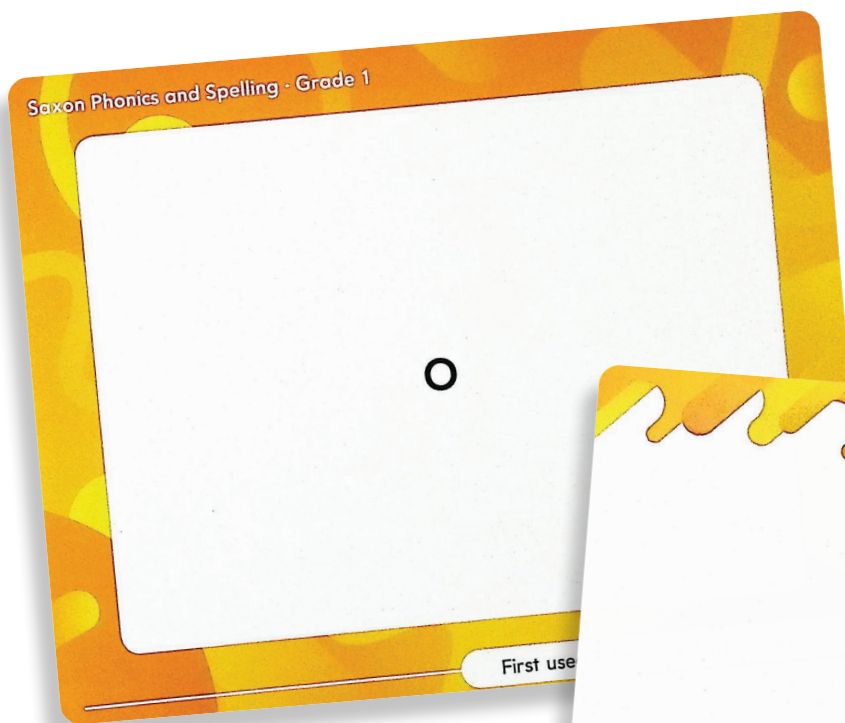
b|c'

c|d'

Section 1 A

c|d'

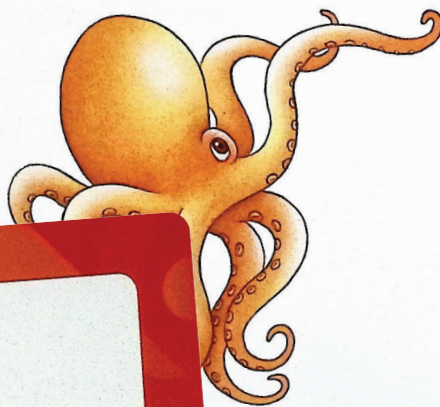






octopus; /ō/

First used



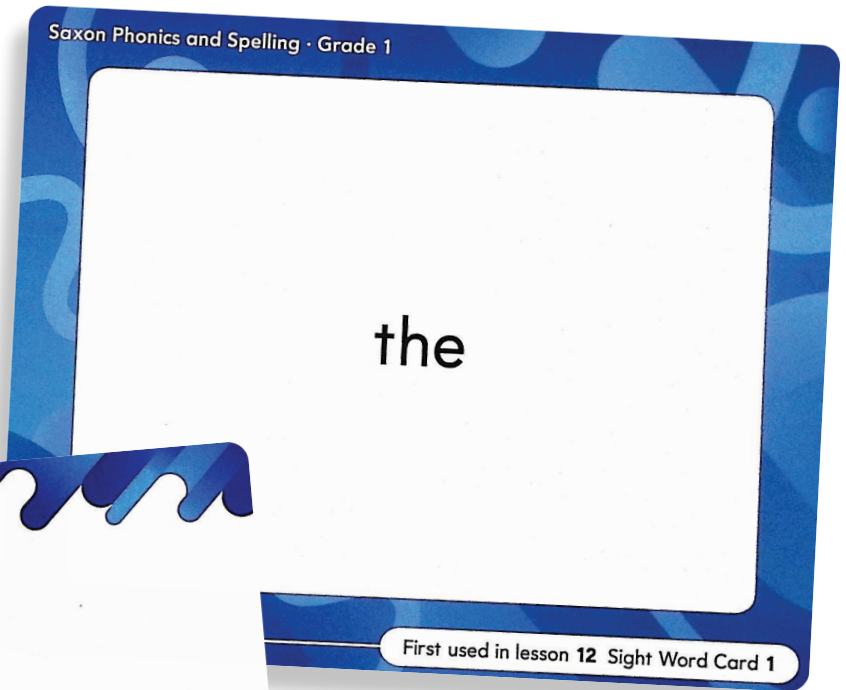
ō

overalls; /ō/

First used in Lesson 3 (Keep behind P)



ō



said

First used in le

said

of

First used in le

of

1

SAXON Phonics and Spelling

46
CARDS

SPELLING DECK
(with Articulation Support)

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/n/

Teacher gives sound: /n/
Children echo same: /n/

Articulation Support: Put your tongue on the ridge behind your top teeth. Make a sound with the air coming out of your nose and say /n/.

After Lesson 1 they say: "n"
while they write: n

Keyword: nest

First used in lesson 1 Spelling Card 1



/ō/

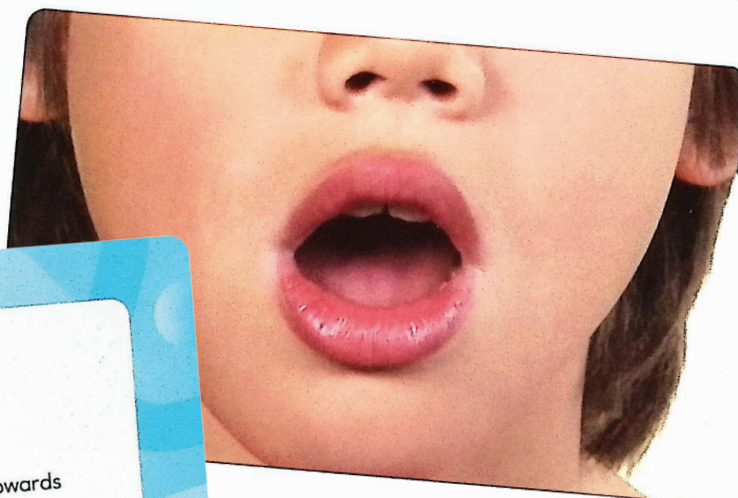
Teacher gives sound: /ō/
Children echo same: /ō/

Articulation Support: Put the middle of your tongue towards the bottom of your mouth. Open your mouth, round your lips, and put your hand under your jaw to feel it drop: /ō/.

After Lesson 2 they say: "o"
While they write: o

Keyword: octopus

First used



/ō/

Teacher gives sound: /ō/
Children echo same: /ō/

Articulation Support: Put the back of your tongue towards the middle of your mouth. Round your lips without relaxing your muscles. The long o sound is the same as the letter's name: /ō/.

After Lesson 3 they say: "o"
while they write: o

After Lesson 42 they say: "o consonant e comma"
while they write: o-e, o

After Lesson 79 they say: "o consonant e comma"
final digraph ow"
while they write: o-e, o || ow

Keywords: overalls, hose, bow

First used

