

REBOUND LEARNING

A relatively new application to an old physical principle is that of rebound learning. This has been a key factor in the success of tutoring programs. The rebounding device is one that I highly recommend for all homes, offices, and schools. Essentially, it is a mini trampoline about three feet in diameter which sets about eight inches off the floor. A person may jump, jog, or do any number of exercises on it. The devices are manufactured by several companies and are available in many department stores.

The "machine" has a great number of values. It helps a person control his weight, moves body poisons, helps get rid of headaches and other pains, and in general helps a person attain and maintain a high degree of mental and physical fitness. As for using these devices for all ages, would you believe that with a rebounding device:

Every cell in your body is strengthened, not just the muscles.

1. Five minutes of rebound exercise is equal to 4 to 6 miles of jogging.
2. A person can eliminate their glasses after regular use.
3. It can be used as a learning tool.
4. Your back can be adjusted in just seconds.
5. Most back trouble can be eliminated.
6. Your muscles will be toned and tightened, lung capacity will be increased, vital signs will be improved, that balance, coordination, rhythm, timing, dexterity and general kinesthetic awareness will increase.
7. Those with weak bladders can soon overcome the problem.
8. Thicker, more flexible skin is developed.
9. The body can be trimmed and firmed.
10. Vision can be improved and that this kind of device contributes to improved visual perception more than any other known device.
11. This is the best way to circulate the lymphatics (system for removing body wastes). If the lymphatic system is circulating properly it is practically impossible to get sick.
12. Body balance and eye-coordination is developed as well as an increased ability to concentrate – an extremely valuable skill that most anyone can improve upon.

A person or child just starting to use a rebound unit needs to go at it real easy if they are not used to much exercise, possibly only a minute or so. As the person rebounds, toxins are rushing into the circulatory system. A person can become nauseous if overdone.

An example that comes to mind that markedly shows rebound learning results is that of a nine year old boy who was a school student. His public school records evaluated him as mentally retarded. Although his levels and records showed signs of retardation, it was felt after the informal test and a few minutes with him that he had more potential than he was credited with. When tested, he barely knew his alphabet and only counted to about 23. So basically, he had spent about four years in school and was only at kindergarten level.

He spent one school year with our program. At the end of the year he

was doing second grade reading and third grade math. His success was, of course, due to a combination of factors. One of the primary tools for his progress was the regular use of the rebounder. He learned his alphabet, how to count and recognize numbers, and most of the sounds and blends that exist, with the aid of rebound learning. He also became more confident about his own body movements.

Rebound learning has been a real asset in helping students learn more easily and have fun while doing it. If you have read Al Carter's Miracles of Rebound Exercise you have been introduced to many of the miracles that have been seen and experienced. Any person, no matter what his age or ability, can learn with the aid of one of these little trampolines.

Before suggesting specific learning activities, let's briefly review why this kind of exercise is so helpful. You will recall from reading Al Carter's book, that as a person moves up and down on the rebounder, pressure is put on every cell in the body. This is true whether the movement is slight bouncing, jogging, or high bouncing, although greater pressure is exerted on higher bounces.

Let's interject here a word of caution to new users. Don't overdo it. If a person isn't used to exercise, he can easily become dizzy or nauseous in only a few seconds. Like all new physical activities, proceed with caution and ease into it. Most children can bounce three minutes without getting dizzy. Once the body begins to lose the toxins loosened by regular rebound exercise, the user will be able to use it for longer periods of time. Remember, you're using the most efficient form of exercise there is.

In other forms of exercise, we exercise groups of muscles, the strengthening of those tissues resulting from the force exerted against the pull of gravity. While we do sit-ups, push-ups, or running, or whatever, we are resisting or pushing against the earth's gravity. This same force exists when we exercise on a rebounding device. As we jump or move against the pull of gravity a pressure is placed on our cells and when we return to the mat, another force is exerted against them. The big advantage, physiologically, is that the force of pressure is placed on all the cells of the body not just the muscles of the legs, etc. Every cell, because of the pressure, becomes strengthened. Every cell in the body is stressed at the top of the bounce and particularly when the person hits the mat coming down. Every cell, including the brain cells, is strengthened over a period of time due to its stress. Now, here is the key to explaining its success in learning.

When a student sees, says, and thinks of something at the moment he hits the mat (stress on the brain cells), somehow that thought process gets imbedded or impressed into the brain cells. Repeated use of learning material this way seems to permanently groove in that which was thought of. The rhythmic bouncing is a big factor. It really works, no matter what the subject material experienced.

After the student has been studying for a while, give him a break by directing some rebound learning. This fun break is usually looked forward to, is a pleasant relief from study, and is a fun communication time with the parent or teacher. Usually, this is a relaxed time for both persons and helps develop a good relationship. When the children use the rebounder they feel "energized" and more capable of returning to their studies for effective study time. This makes a worthwhile, productive, and fun break when it's used to break the

"monotony" of studies. By the way, a teacher will get more out of his or her day if they also use it for a few minutes each day. It's a fantastic energizer and tranquilizer at the same time, if that sounds possible.

As a parent, older sibling, friend, or teacher, direct the student to spend about three minutes on the rebounder for a combination of benefits. One benefit is that the three to five minutes is totally equal to about two to five miles of jogging which is beneficial in so many ways as far as health is concerned. The student's agility and spacial awareness will increase. Eye muscle strength and coordination will increase. And while they are rebound learning, they are having fun while developing concentration skills.

Rarely does an adult or child know all the phonetic sounds presented on the enclosed charts. Although it is possible to read these while rebounding, you may want to enlarge them or make your own charts.

Let's consider a brand new student just beginning to learn. A variety of charts could be made, such as identifying colors, numbers, letters, shapes or anything you desire. Learning to count and identify numbers, and identifying alphabet letters are of prime importance. For the moment, let's assume the alphabet letters are placed on the wall about three to five feet in front of the student. Let's see how the process goes. First, be sure the student knows how to say the words, letters or whatever. Let the student practice a little by having him repeat his name, family member names, colors, a sentence or anything to establish a rhythm, knowing when to say a word. When ready, have the beginning student say each letter at the bottom of the bounce. Be sure he does not say a combination of letters or "sing" his ABC's. He must be able to say each symbol one at a time. If it is difficult for the child to remember a lot of letters, concentrate on perhaps only five at a time, skipping around the five until they are mastered. After the alphabet or the five can correctly be read, use a pointer of some kind to skip through the letters, mixing them up.

It is helpful to keep a record of what is mastered. Make a list of specific charts that are to be learned. When a chart is correctly stated twice in a row without any errors, consider it mastered and check it off by writing "passed #2" on the student's PEP. The sound charts are the main use of rebounding. The procedure explained for Rebound Spelling is very valuable, as may be practicing the flash cards as the student develops a rhythm on the trampoline. These make constructive breaks for the student and are very effective, much more helpful than trying to have a student just memorize the material.

When an older student or teacher's aide is directing the practice sessions and it's time for a test, it would be best to have the teacher direct the test. Not only may the test be more valid because of the consistency of standards but having the teacher personally involved with the progress can mean a lot to the student. Hopefully, the teacher will sincerely praise the student for his progress.

A couple of important notes. Make certain the consonants are said "silently." That is, the "t" is not said tu or the "b" as bu, etc. If the student is allowed to say the /u/ sound with the consonant, the habit will carry over to sounding out words incorrectly. Phonic Charts 2 to 6 have been designed to help a student reinforce combining sounds plus develop a very important skill. Students need to see letters as combinations or syllables. When they say the sounds on these charts the combined letters will sound almost as one sound.

This will also eliminate the habit of say "m - u" or "t - u," etc.

There are many sources for obtaining mini-trampolines for learning and fitness. After looking for the most available and least costly units, Wal Mart stores have a 36 inch rebounder for about \$30. Other sources were considerably more.

Rebound Charts For Phonics Mastery and Spelling

Phonics Mastery 1

a d ad

a m am

a n an

a s as

a t at

da d dad

ma d mad

ma n man

Sa m Sam

ma t mat

sa d sad

sa t sat

Help the student master the idea of blending the short /a/ with the next consonant. Next, blending the consonant with the short /a/ as one sound is very important for sounding out words.

Phonics Mastery 2

pa t	pat	fa t	fat
fa n	fan	ra n	ran
ca t	cat	ta n	tan
ta p	tap	ha m	ham
na p	nap	ba t	bat
ha s	has	ta b	tab
ba g	bag	ra g	rag
la p	lap	ma p	map
ba t	bat	ra t	rat
ta x	tax	ha t	hat

It may be helpful to cover the last letter of each word at first. Students must see the first two sounds **together** as making one sound. This will give them a “running start” in sounding out words and help eliminate saying each letter separately.

Phonics Mastery 3

ad	am	an	as	at	ax
had	ham	man	has	hat	tax
dad	dam	Dan	<i>was</i>	sat	wax
sad	Sam	tan	gas	mat	Max

Dan has an ax.

Dan has ham.

Sam sat.

Ann has a fat cat.

Sam was mad at Pam.

Has dad an ax?

Was Dan mad at Pam?

Unless absolutely necessary for sounding out words, don't allow students to point at each word. The eyes must be trained to move smoothly from left to right when reading sentences. The student will learn here that italicized words are sight words, as in *was* above.

Phonics Mastery 4

Bb	Cc	Dd	Ff	Gg
bad	cab	dad	fad	gab
ban	can	Dan	fan	gag
bat	cat	dam	fat	gal
band	cast	daft	fact	gash
Hh	Jj	Kk	Ll	Mm
hat	jam		lab	man
had	Jan		lag	mat
has	jab		lad	mad
hand	Jack		land	mask

This and the next page introduces the student to the upper and lower forms of the consonants. In the PAL program it is okay to review pages of the short /a/ sound even though short /a/ words have been made for three phonics lessons. Reading the student's 15 words is also helpful

Phonics Mastery 5

	<u>Nn</u>	<u>Pp</u>	<u>Qq</u>	<u>Rr</u>
	<u>Ss</u>			
nab	pad		rat	sat
nag	pat		rag	sad
nap	Pam		ran	sap
	past		ramp	sack

<u>Ck</u>	<u>qu</u>	
back	quack	Sam has a bat.
hack		Ann has a cat.
jack	<i>the</i>	The fat cat sat.
lack		The rat sat.
pack		Pack the sack.
rack		Sam has a tan rack.

a cat

Jan has a jazz band.

a can

The man has a tan

back.

This is only an introduction to the /qu/ and /ck/. Phonics words don't need to be made for these. In the phrase "a cat", the /a/ can be pronounced long but most people sound it like a short /u/. Point out that words in this manual in italics are sight words and cannot be sounded out as other words on the page. It would be interesting and useful to look at a dictionary together. Turn to the Q section and point out that all q's are followed by a u. Discuss the term "pronunciation spelling" and point to them in parentheses, emphasizing that this shows us how to say the word. An advanced reader could be asked to make five /ck/ and /qu/ words.

Phonics Mastery 6

bi	g	big	bid	sit	mist
bi	t	bit	pin	pit	fist
di	d	did	lip	rib	ship
pi	g	pig	fit	hit	fish
Ni	p	Nip	his	tip	mint
fi	n	fin	dig	Kit	lick
ri	p	rip	wig	lid	rich
to		I	I'm	I'll	I'd

Practice saying the first two letters as one blended sound. Introduce the word I and the beginning introduction to the contraction and its apostrophe. These will be a major lesson later.

Phonics Mastery 7

bit	Bill	Dick	bid	big
it	dill	hick	hid	fig
pit	Jill	pick	kid	rig
quit	quill	quick	rid	zig

dip	sis	fix	quick
hip	hiss	mix	quit
sip	kiss	nix	quip
zip	miss	six	quiz

Phonics Mastery 8

Nip can sit.

Ann can pat Nip.

Tim bit his lip.

Will Bill kiss Jill?

Sid will miss his pig.

The ant sat in the can.

Is Jill ill?

Jim is a sick kid.

His pig is big and fat.

Nip will sit in the pit.

I will sit in the can.

I'll miss the cat.

Lift it to the fat man.

Phonics Mastery 9

peck	be d bed	be g beg	he n hen	pe ck
	se t set	ne t net	Be n Ben	de ck deck
mess	te n ten	ye n yen	Ke n Ken	me ss
	pe n pen	we t wet	ye t yet	le ss less
send	je t jet	ge t get	ye s yes	se nd
lend	pe n pen	Ze n Zen	me n men	le nd

Practice the first two letters as one blending sound before saying the whole word.

Phonics Mastery 10

I slept in the red bed.

I will sell the bell fast.

The ant ran to the fat mint.

Bess fed Jack an egg and jam.

Ben has a red jet and it is fast.

Ted has a fat cat as a pet.

Tell Ann I will set the can in the pan.

Dad let Ken get wet.

I'll slip in the wet pan.

I can fix the net and will mend it.

I can yell and will yell at the cat.

Set the cans in the big ship.

And I will end this!

Phonics Mastery 11

Sh

ash

mesh

dish

shack

bash

shed

fish

cash

wish

shin

dash

ship

gash

wash

This dish has fish in it.

I will dash to the ship.

Ann will wash the ship.

The cash is in the red can.

Ben has a shell in the shack.

Stash the chip in the shed.

Occasionally, as new words are introduced to the student, ask them if they know what the words mean. They will be more easily remembered if the words have meaning to the reader.

Phonics Mastery 12

Ch

chap chip check

chat chill chick

chin rich chex

I had fish and chips.

The rich man has a tan ship.

I'll check the fish in the shed.

Lift the chip to his chin.

Jim will check the chess set.

Set the ash in the red can.

The chess set had black chex.

The man will wash his hands and chin.

The word **chex** leads to additional learning. It will not be found in many dictionaries. Point out that there are many variations and levels of dictionaries. **Chex** is an uncommon plural for check. It properly describes the pattern of crossing squares as in a plaid-like material and the "checker effect" familiar with some cereal boxes.

Phonics Mastery 13

bo	b	bob	Bob	hock	
co	b	cob	off	dock	
go	b	gob	God	lock	
mo	b	mob	nod	mock	
ro	b	rob	rod	pock	
so	b	sob	sod	rock	
mo	m	mom	cop	sock	
To	m	Tom	hop	flock	<i>son</i>
do	t	dot	mop	clock	<i>ton</i>
ho	t	hot	box	crock	<i>won</i>

pom-pom

tick-tock

of

from

Practice blending the first two sounds together before reading the entire word. Introduce the concept of the hyphen separating a word.

Phonics Mastery 14

The Red Sox will win.

Tom is the son of Jack.

Is the dog in the red box?

The quick fox got on top of the box.

The clock ticks.

I'll not rob the sock from mom.

The crock pot is hot.

Tell mom that Bob has the mop.

I will not drop the pom-pom.

A frog can hop and sit.

An ox sat in the pond with the frog.

A ton of rocks is in the big box.

Phonics Mastery 15

cu b cub bug bun but
du b dub hug fun cut
hu b hub jug gun gut
su b sub mug nun rut
tu b tub rug pun mutt
bu m bum gum bus must
mu m mum sum rut muss
put dull pull bull

bad did bed bob dud
dad bid deb bod dub
dab bib ded dod bud
bab dib beb dob bub

Some of the words at the bottom of the page are not actual words. If a student has trouble reversing the letters, other days may be needed for practice. Be certain the student understands the concepts of left and right. If a student gets confused about the d and b, try showing that "the bee (b) is always right", meaning the circle is on the right.

Phonics Mastery 16

The dog dug in the mud and had fun.

His dad put the pup in the tub.

Jack and Jill ran up the hill.

Beth will hug the pup.

The red jug is full.

Don has a chill. Bud has a rash.

Chuck is on the thin log.

Bud is his chum.

The shop will shut at six.

Do not bum gum off the rug.

The bug dug in the rug.

The sun was on the rock.

Gus put the rock in the black mud.

Phonics Mastery 17

th

th at that ba th bath

th an than ma th math

th e the pa th path

th em them Be th Beth

th en then wi th with

th is this th in thin

th ere there th ick thick

That is a cat on the box.

I did the math with mom.

Beth hid the pen.

There is the frog with Seth.

Do not sit in the hot bath.

Phonics Mastery 18

Plurals

cat s	cats	pet s	pets
dog s	dogs	pig s	pigs
wig s	wigs	pill s	pills
pot s	pots	pan s	pans
rug s	rugs	ant s	ants
bug s	bugs	fig s	figs

Plurals (es)

kiss es	kisses	bus es	buses
miss es	misses	fox es	foxes
fish es	fishes	fix es	fixes
wish es	wishes	tax es	taxes
church es	churches		
bunch es	bunches		

Jack has six boxes of eggs.

Bob fixes a lot of churches.

The student should memorize the four times an **es** is added to plurals. (when words end in **x**, **ch**, **sh**, and **s** or **ss**)

Phonics Mastery 19

Possessives

Don 's Don's hat.

Bob 's Bob's bat.

Jack 's Jacks pet is black.

Jim 's Jim's pen is red.

ant 's The ant's leg is black.

Sock 's The sock's dirt smells.

frog 's The frog's pond has rocks in it.

man 's The man's hand is big.

Students need to realize that possessives are for things as well as people. A pencil can own an eraser, for example. The phonics lesson would include both the "owner" and what it possesses.

Phonics Mastery 20

Contractions

is not	isn't	it is	it's
can not	can't	let us	let's
did not	didn't	will not	won't
could not	couldn't		
should not	shouldn't		

I couldn't dig the rocks.

Bob didn't run fast.

Ann isn't with Pam.

It's not his pet pig.

Let's run past him.

Jill won't dig in the mud.

I shouldn't do that.

Contractions represent two words. Master the term "apostrophe".

Phonics Mastery 21

hot dog hotdog box top boxtop

zig zag zigzag cat nip catnip

hel met helmet vel vet velvet

tom cat tomcat gal lop gallop

les son lesson nap kin napkin

tid bit tidbit hab it habit

can did candid bas ket basket

bon net bonnet gob lin goblin

ton ic tonic rob in robin

pen cil pencil rab bit rabbit

egg nog eggnog pub lic public

sun set sunset to day today

cac tus cactus pock et pocket

A syllable can be recognized by how many times your jaw goes down when a word is said aloud. Each syllable has a vowel or vowel sound. The **y** is not a vowel but may have a vowel sound of a long **e** or **i**.

Phonics Mastery 22

Jill has a picnic basket full of relish and hotdogs.

Kevin is a rascal.

Karen and Ken will visit dad.

Bill's mascot is a rabbit.

Mom has a red satin bonnet.

Peg's husband has a wagon.

The camel sat on the cactus.

Pam can mimic a puppet.

Let's visit Patrick's dad.

Dick is in the kitchen.

Miss Pat isn't a chicken.

The milkman has a sandwich.

I'm happy today!

The previous page probably saw the student making five two-syllable words. Ask the student to think of three, four or five-syllable words for today's five words for Phonics.

Phonics Mastery 23

All, aul, awl

all haul awl

ball maul bawl

call Paul

fall Saul

hall

mall

tall

Paul is slim and tall.

He had the awl to put into the wall.

Dad will haul the rocks to the mall.

His jacket is in the hall.

I will bawl if I fall from there.

Phonics Mastery 24

Ng

bang bing bong hung

gang ding gong lung

hang king long rung

pang ping song sung

rang ding-dong ping-pong

sang

Ted sang a song.

Ron rang the bell that went ding-dong.

Ann sang a song to the gang.

Ping-pong is fun.

Review the concept and use of the hyphen.

Phonics Mastery 25

fan	fanning	pack	packing
nap	napping	pick	picking
get	getting	yell	yelling
let	letting	sell	selling
set	setting	pass	passing
kid	kidding	sing	singing
rub	rubbing	ring	ringing
dig	digging	hang	hanging
rob	robbing	fix	fixing
call	calling	fall	falling

The last consonant of a word is usually doubled if it is preceded by a vowel. When the word ends with two consonants the **ing** is just added (not when a word ends with an **x**). When a word ends with a silent **e**, the **e** is dropped before adding **ing**.

Phonics Mastery 26

Er, ir, ur

Her fir

burr

ear, or

earn

Better

flirt

burn

learn

Butter

skirt

burnt

heard

Chatter

squirt

churn

search

Bigger

twirl

fur

earth

Summer

stir

purr

work

Winter

sir

turn

worst

Is butter better with jam?

Ken has a sister that is bigger.

Summer is better than winter.

There is a burr on her skirt.

Twirl is to turn and turn and turn.

We learned to search for worms.

The work was the worst ever.

Phonics Mastery 27

<u>Nd</u> band	<u>nt</u> pant	<u>nk</u> honk	<u>nch</u> ranch
land	rant	hunk	bench
sand	cent	kink	pinch
send	punt	tank	lunch

<u>Ct</u> act	<u>ft</u> left	<u>pt</u> apt	<u>xt</u> next
fact	lift		text
duct	raft		

Bill had junk on the bench.

He left his raft at the pond.

Jack will get the next gift.

Can Bill lift the raft?

The fact is that Bill can't do that.

These are words with consonant blends. Have the student learn this term. As each page of blends are read, have the student make five words for phonics that contain the blends just read. This can be done for any days that the blends are studied. It would be helpful for the tutor to list the blends on the student's scratch paper so they can choose from

them.

Phonics Mastery 28

lb
bulb

ld
held

lf
elf

lk
milk

geld

self

silk

lm

bald

golf

bulk

elm

calf

walk

helm

half

walk

film

lp

lt

mp

help

melt

camp

gulp

belt

limp

yelp

quilt

romp

The elf held the bulb.

I will walk when I golf.

Pam talks when walking.

The bulk of the sack has milk.

Phonics: Write a total of five words using a combination of some of these consonant

blends.

Phonics Mastery 29

<u>tch</u>	<u>dge</u>	<u>nce</u>	<u>nse</u>
itch	edge	fence	dense
match	hedge	since	sense
hitch	ridge	dunce	tense
botch	wedge	dance	rinse

Pitch the tent next to the fence.

That is a dense hedge.

Dad has a watch.

Don't botch the job.

Pam is sitting on the edge of the ridge.

His left hand is tense.

Put the wedge into the truck.

Watch them dance from the bench.

Phonics: Write a total of five words using a combination of some of these consonant blends.

Phonics Mastery 30

bl br cl cr dr
blab bran clan crab drab

black brand clap crack draft

bland brick clip crank drift

bless bring cluck crush drum

dw fl fr gl gr
dwell flab Fred glad grab

flag fresh gland gram

gw fled frost glass grin

Gwen flesh French glob Greg

The brick will crush the dirt.

There is frost on the flag.

Fred will bless the men.

Greg will clap his hands.

The French dressing is in the glass.

Phonics Mastery 31

<u>pl</u>	<u>pr</u>	<u>sl</u>	<u>shr</u>	<u>sm</u>
plan	prep	slab	shrink	smack
plop	print	slat	shrimp	smell
plug	prom	sled	shrunk	small
plum	print	slush	shrug	smog

<u>sn</u>	<u>sp</u>	<u>spr</u>	<u>st</u>	<u>str</u>
snag	spill	spring	sting	string
snap	spell	sprint	stem	strand

sniff	speck	sprawl	stop	strip
-------	-------	--------	------	-------

<u>sw</u>	<u>sc</u>	<u>sk</u>	<u>scr</u>	<u>tr</u>
swim	scab	skid	scratc	track

swell	scalp	skill	scrub	trash
-------	-------	-------	-------	-------

swift	scat	skim	scrap	trust
-------	------	------	-------	-------

<u>Thr</u>	<u>tw</u>
thrash	twig
thrift	twist

thrill

twelve

Phonics Mastery 32

wh

what

when

which

where

whiz

wherein

ph

phonics

graph

telegraph

kn

know

knit

knob

knack

au, aw

law

Maud

saw

taut

Where is the phonics graph?

Was it the telegraph or the telephone?

It whizzed past us.

I watched her knit the cap.

Did he know how to do it?

Maud turned the knob to get in.

This would be a good time to show the student what a dictionary pronunciation spelling is. Indicate that the **wh** words show the sound written as **hw**. Three sets of Phonics words would be appropriate for this page (**wh**, **ph**, and the **au**, **aw** sounds).

Phonics Mastery 33

ate ace age ale ape
pale face cage male cape
made race page sale gape
mane brace sage tale tape
jane grace wage stale grape
date fade came bare gave
gate made fame care save

rate wade same ware wave

ache *are* *have*

Jane can bake a cake.

Dave gave Kate a locket.

This place is safe.

Jake made a date with Jane.

Texts often refer to this long a spelling as the VCE rule. When there is an e on the end of a word and it is preceded by a consonant, the vowel before it will say its own name. That is, it will be long.

Phonics Mastery 34

ai

aid ail air gain bait

laid fail fair rain wait

paid mail hair vain trait

again against

Ay, ey, eigh

bay lay clay hey rein

lay may gray grey vein

gay pay stay they heir

ray way sway obey weigh

say Kay stray eight

The freight train came.

Can they weigh the freight?

Kay's hat has a beige veil.

Jill is an heir to their land.

Introduce the saying: "When two vowels are walking together, the first one does the talking and the second one does the walking." (You can't hear it.) Give examples of other vowel "partners" and ask what the sound will be. Note that there are exceptions that will be given later.

Phonics Mastery 35

<u>ar</u>		<u>a</u>	<u>ou,ow</u>	
bar	card	ma	bow	loud
far	hard	pa	cow	cloud
jar	yard	mama	sow	our
star	park	father	powder	hour
part	yarn	ha ha	down	ouch
<i>quart</i>		<i>touch</i>	<i>your</i>	<i>rough</i> <i>four</i>
<i>tough</i>	<i>enough</i>	<i>wound</i>	<i>tour</i>	

Mark's arm has a wound.

Clark drank a quart of milk.

The four of us will touch the cow.

Your yard is as big as a park.

There were stars behind the clouds.

Our father has four cows.

Don't touch the cow or our sow.

Phonics Mastery 36

<u>ee</u>			<u>ea</u>		
bee	beep		pea	beat	beach
see	feel	deed	sea	feat	peach
be	free	feet	tea	sea	tease
he	flee	seed	flea	treat	lease
me	mEEK	weep	leak	speak	peace
she	week	<i>deer</i>	leap	beast	weave
<i>been</i>	knee		<i>dead</i>	<i>sweat</i>	<i>steak</i>
			<i>head</i>	<i>threat</i>	<i>break</i>
			<i>wear</i>	<i>bread</i>	<i>read</i>

Each week Jean eats a peach.

We had steak and beans to eat.

The deer leaped onto the beach.

She will wear socks on her feet.

We leased a house on the street.

We were free to read and speak.

Phonics Mastery 37

Answer the following questions for review.

What are the short vowel sounds?

What are the vowels? What is a hyphen?

What are the other letters called?

What does VCE stand for?

What are contractions?

What is the mark in the contraction called?

Words showing more than one are called?

Plurals are usually shown by adding an s. When are the four times we add an es?

What is a possessive noun?

How can we tell how many syllables or parts there are in a word?

What do we always find in each syllable?

Sentences always begin with a ___ and end with a___.

Names of persons, places or things begin with ___.

Phonics: If there is an area on the previous page that needs practice, have the student make their five words for that practice.

Phonics Mastery 38

e-e (vce)
gene

ie

y

piece

baby

hazy

scene

shield

puppy

study

eve

niece

carry

happy

Pete

field

silly

candy

these

siege

daily

funny

Vce & ee

Lassie

city

muddy

cheese

yield

Gary

hurry

geese

friend

busy

pretty

there

receive

any

many

where

chief

money

monkey

Debbie is pretty.

The city is chilly and foggy.

Pete and Eve were three at the beach.

Jackie shields her funny bunny.

Lassie ran in the muddy field.

These are variations of long e spellings. The **ie** spellings follow the **I** except after **c** "rule", and are exceptions to two vowels being together with the first vowel saying **its** name.

Phonics Mastery 39

<u>i-e</u> ice	<u>ie</u> die	<u>y</u> by	try	<u>igh</u> high
mice	lie	my	fry	sigh
nice	pie	why	try	fight
time	tie	dry	cry	light
smile		sky	fly	bright
gripe		sly	fry	slight
<i>give</i>	<i>rhyme</i>	<i>give</i>	<i>live</i>	

I like ice cream and pie.

It's nice to ride a bike.

I might win a prize tonight.

Is the price high?

The land is in sight and the sky is bright.

The fire is bright and is just right.

I like to climb the big pile.

Phonics Mastery 40

<u>o-e</u>	<u>oa</u>	<u>ow</u>	<u>old</u>	
robe	oat	bow	bold	
vote	coat	low	cold	
quote	soak	mow	told	
choke	goal	know		most
more	foam	grown	oh	
whole	boast	known	go	
phone	toast	bowl	so	
<i>love</i>	<i>broad</i>			

Dad drove home for an ice cream cone.

Tell me more about the goat.

Joe wants to own a boat.

His toe froze in the cold snow.

I like to go bowling.

He sold his home at a low cost.

It cost a lot of money.

Phonics Mastery 41

<u>ough</u>	<u>ough</u>	<u>ould</u>	<u>oi</u>	<u>oy</u>
ought	caught	could	oil	boy
bought	taught	would	boil	toy
sought	daughter		moist	Joyce
<i>though</i>			point	joy

I shouldn't point at the boy.

Roy has a choice of the coins.

Joan's daughter caught a cold.

Would you join our club?

Dad taught a tennis lesson to the boy.

I brought my friend Joy.

Phonics Mastery 42

<u>u-e</u>	<u>ue</u>	<u>ui</u>	<u>ew</u>
use	use	juice	few
fuse	due	fruit	new
cube	hue	bruise	blew
Luke	blue	cruise	stew
mule	glue		crew
cure	true		threw
huge	flu		fewer

June is a cute baby.

We made fruit juice ice cubes.

Bruce has a tube of toothpaste.

Sue likes to chew gum.

Luke's mule grew a few inches.

The bruise was black and blue.

Phonics Mastery 43

<u>gh as f</u>	<u>oo</u>	<u>oo</u>	<u>kn as n</u>
laugh	too	boo	knee
rough	to	zoo	knife
cough	two	loose	knelt
tough	who	spoon	knit
laughter	you	school	knock

though

The sea was rough and tough on the ship.

The moose at the zoo made me laugh.

Our school day seems too long.

Put the knife and spoon on the table.

Who of the two had coughed?

The ground was rough as I knelt on my knee.

The two boys were filled with laughter.

Can you handle the bustle of the crowd?

Phonics: Give some time to the student to study these words for a spelling test after being able to read the list with no errors in pronunciation.

Phonics Mastery 45

<u>wr</u>	<u>st as s</u>	<u>ch as k</u>	<u>yas short i</u>
write	castle	Christian	cyst
wrong	listen	character	hymn
wreck	moisten	chorus	myth
writer	nestle	chemist	Lynne
wrist	whistle	chronic	gymnasium
wrestle	listener	chlorine	cylinder
wrench	hasten	Christmas	synonym
<u>ps as s</u>			synthetic
psychic			
psyche			

Gymnasium has four syllables.

The chemist used chlorine from the cylinder.

We listened to the chorus sing hymns.

The scholar is also very psychic.

This writer is a character and a philosopher.

Phonics: Give some time to the student to study these words for a spelling test after being able to read the list with no errors in pronunciation.

Chart #1

a as in AM

j as in JAM

s as in SAM

b as in BIB

k as in KIT

t as in TOP

c as in CAT

l as in LITTLE

u as in UP

d as in DOG

m as in MAN

v as in VAN

e as in EGG

n as in NOT

w as in WIN

f as in FAT

o as in ODD

x as in OX (ks)

g as in GIRL

p as in PIN

x as in XYLEM

h as in HAT

q as in QUIT

y as in YES

i as in IT

r as in RUN

z as in ZIP

Chart # 2

ba as in BAT

ka as in KANGAROO

sa as in SAT

ca as in CAN

la as in LAND

ta as in TAP

da as in DAD

ma as in MAP

va as in VAT

fa as in FAT

na as in NAP

ax as in TAX

ga as in GAS

pa as in PAN

wa as in WAG

ha as in HAT

qua as in QUACK

ya as in YAP

ja as in JAM

ra as in RAN

za as in ZAP

Chart #3

bi as in BIG

ki as in KIT

si as in SIT

ci as in CITY

li as in LIP

ti as in TIP

di as in DIG

mi as in MITT

vi as in VISIT

fi as in FIX

ni as in NIP

wi as in WIN

gi as in GIVE

pi as in PIN

ix as in FIX

hi as in HIM

qui as in QUICK

yi as in YIPPEE

ji as in JIG

ri as in RIP

zi as in ZIP

Chart #4

be as in BED

ke as in KEPT

se as in SET

ce as in CELL

le as in LEG

te as in TEN

de as in DEN

me as in MET

ve as in VENT

fe as in FED

ne as in NET

we as in WET

ge as in GET

pe as in PET

ex as in EXIT

he as in HEN

que as in QUEST

ye as in YET

je as in JET

re as in RED

ze as in ZEST

Chart #5

Bo as in BOB

lo as in LOG

to as in TOP

co as in COD

mo as in MOP

vo as in VOLLEY

do as in DOG

no as in NOT

wo as in WOBBLE

fo as in FOG

po as in POT

ox as in FOX

go as in GOT

quo as in QUOD

yo as in YON

ho as in HOT

ro as in ROD

zo as in ZOMBIE

jo as in JOB

so as in SOD

Chart # 6

bu as in BUT

lu as in LUMP

vu as in VULGAR

cu as in CUP

mu as in MUTT

ux as in TUXEDO

du as in DUG

nu as in NUT

yu as in YUMMY

fu as in FUN

pu as in PUN

gu as in GUT

pu as in PUN

hu as in HUG

su as in SUN

ju as in JUMP

tu as in TUB

Chart #7

egg deck cell get

beg neck sell met

keg peck den set

leg bell hen yet

peg tell men Ben

bed well pen mend

red yell ten send

Chart #8

in fit kick dig

pin pit lick pig

tin quit quick him

win ill did slim

is bill hid lip

his hill rid miss

sis will big quill

Chart #9

that **rob** **mom**

than **sob** **hop**

the **rock** **top**

them **sock** **hot**

this **sod** ***son***

bath **off** ***ton***

thin **dog** ***w***

Chart # 10

cats

cub

cash

dogs

tub

wash

pets

hub

dish

hands

rug

wish

Bob's

dull

bush

Jill's

full

push

kisses sum hush

Chart #11

chap what isn't

rich when can't

check which hasn't

much suntan it's

such puppet let's

chick **within** **didn't**

chop **sudden** **you're**

Chart # 12

wh as in WHAT **sch** as in SCHOOL **igh** as in HIGH

ge as in GEM **oy** as in BOY **y** as in FLY

ge as in EDGE **oi** as in COIN **ie** as in TIE

ce as in CELL **all** as in CALL **er** as in HER

ci as in CITY **aul** as in HAUL **ir** as in SIR

ph as in PHONE

ng as in THING

ur as in FUR

sc as in SCOOT

th as in THIN

wr as in WRAP

sk as in SKY

or as in CORE

oo as in ROOF

Chart # 13

ch as in CHIN

ie as in CHIEF

aw as in RAW

sh as in SHIN

ew as in FEW

ar as in CAR

ai as in RAIN

ui as in SUIT

ow as in NOW

ay as in SAY

ue as in BLUE

ou as in OUT

eigh as in EIGHT

oe as in TOE

ck as in TICK

ee as in FEET

oa as in BOAT

ow as in OWE

ea as in FEAT

ow as in TOW

th as in THE

y as in FUNNY

au as in AUTHOR

Chart # 14

1	6	11	16	21	26	31
2	7	12	17	22	27	32
3	8	13	18	23	28	33
4	9	14	19	24	29	34
5	10	15	20	25	30	35

36 41 46 51 56 61 66

37 42 47 52 57 62 67

38 43 48 53 58 63 68

39 44 49 54 59 64 69

40 45 50 55 60 65 70

80 90 100 110 120 130 140

SPELLING DIRECTIONS (PART-TIME STUDENTS)

The spelling list of words again should be assigned just a little below the reading level and be coordinated with reading, rebound learning and phonics activities. Procedure:

1. Student reads the list of words to the parent or teacher to assure correct pronunciation and then makes sentences with each word underlining the spelling word.
 - a. All written work should be neat before it is accepted. The tutor should not insist on perfection, however.
 - b. If grammar and/or spelling of the words is poor, show or make corrections as best you can for the student.
 - c. If the sentences are purposely completed in an effortless manner, don't accept this or sign the PEP until they are adequately done. The student will discover that it's faster and easier to do his/her best the first time.
2. When completed, sign your initials in ink on the sentence paper and write the unit number on the PEP.
3. Next, the student should practice writing each word neatly three times each by the cover and say method if they will be hard to spell.
4. The neatly written words are shown to the parent or teacher.
5. The teacher gives oral spelling test. This helps a student to visualize and develop

concentration skills. If needed, the student could write them.

6. Number 3 should be repeated for missed words followed by re-spelling the missed words.

7. Repeat the procedures until all the words are spelled correctly.

8. Write the unit number in the Spelling Test PEP square when the test is completed.

REVIEW TEST -After each fifth lesson a review test is in order.

1. Administer the test and correct it after the student studies for the test.

2. Missed words should be written properly three times each by the cover and say method and turned in to the parent or teacher.

3. Sign the PEP after all the words are spelled correctly. Spelling (revision)

3. When a unit of sentences has been completed in a learning center, the tutor needs to draw a line through the corrected sentences. This is done so that another tutor coming to the sentences can see they are completed.

In a learning center it isn't necessary for every student to have review tests. Students with extreme spelling deficits could benefit. After a student has completed all of the rebound learning charts, he will then be asked to rebound in review of spelling units. This is done by going back to the very first spelling lesson on the PEP. A day's spelling lesson's words will be read forward and backwards from the rebound spelling lists in the green binder. When this is done with errors, the tutor will initial the PEP. When the student reads them correctly in both directions without help, the tutor will record the lesson numbers onto the PEP.

1

2

3

4

am	in	end	on
at	it	egg	off
an	is	met	hot
ran	fit	men	lot
can	hit	hen	pot
fan	his	ten	rod
pan	rim	pen	log
fat	tin	bed	fog
cat	pin	fed	sod
mat	pill	net	got

and	fill	red	pod
jam	big	get	lob
sat	hint	best	ox
hand	lint	bend	fond
land	mint	dent	pond

5	6	7	8
up	chat	sheet	ate
run	chin	shin	late
sun	rich	mush	mate
cup	such	rush	rate
mud	chill	gush	made
gun	chap	mash	grade
tug	chip	dish	tale
fun	much	fish	take
pun	chop	rash	came
cut	latch	ship	cane
nut	fetch	shop	tame
bun	patch	shoot	stale
stun	itch	smash	same
fund	match	trash	gave
must	catch	slush	later

9	10	11	12
mine	role	seem	rude
line	cone	feet	cute
bite	lone	seed	tube
kite	bone	heed	dude
lime	tone	need	rule
ride	robe	beet	mule
like	pole	meet	tune
bike	joke	feed	mute

fine	poke	feel	cube
wife	home	greet	jute
life	hole	geese	lube
wipe	broke	queen	flute
vise	alone	cheese	crude
chime	choke	kneel	yule
knife	stove	fleet	salute

13	14	15	16
maid	beam	boat	find
raid	bean	float	kind
braid	mean	coat	rind
tail	treat	road	mind
fail	meat	toad	grind
mail	cheat	roam	bind
aim	lead	loam	wind
train	bead	goal	blind
brain	read	row	grinder
chain	team	mow	finder
bait	beat	flow	kindest
pail	cleat	slow	binder
rail	cream	oats	kinder
afraid	scream	goat	rewind
trail	stream	load	blind

17	18	19	20
flew	hay	tick	pie
blew	say	tack	lie
chew	gay	tuck	die
few	ray	buck	tie
new	may	rock	my
stew	day	lock	try

fewer	bay	back	sky
crew	play	slacks	fly
clue	stay	track	by
cue	tray	chick	sly
hue	pay	chicken	why
true	lay	trick	flyer
blue	stray	clock	lied
knew	okay	quick	dye
screw	gray	socks	quiet

21

22

23

24

law	any	bar	ow
caw	many	tar	bow
paw	funny	car	now
raw	runny	card	cow
saw	sunny	star	chow
law	marry	art	pow
flaw	body	tart	brow
draw	skinny	arm	how
hawk	flabby	barn	vow
lawn	tricky	cart	owl
laundry	rocky	farther	bowed
author	handy	charm	shower
crawl	tummy	chart	chowder
brawl	rainy	chard	flower

25

26

27

28

bang	fanning	her	band
ding	napping	fir	pant
gong	packing	burr	honk
hung	picking	earn	ranch
hang	getting	better	hunk
king	yelling	skirt	bench
long	kidding	burnt	cent
lung	passing	heard	kink
rang	ringing	lean	pinch
ping	rubbing	chatter	sand
rung	hanging	squirt	punt
song	wishing	turn	tank
sung	calling	search	fact
ding-dong	fixing	work	apt
ping-pong	falling	winter	text

29

30

31

32

bulb	itch	blab	plug
elm	match	bland	print
film	edge	bless	twelve
held	ridge	brand	shrink
bald	fence	brick	smack
help	since	bring	sniff
gulp	dunce	cluck	speck
self	dense	crack	sprawl
golf	sense	crush	stem
half	tense	draft	strand
talk	botch	dwell	swift
melt	hitch	flag	scalp
guilt	wedge	frost	skill
camp	dance	gland	trust

limp	rinse	grin	thrift
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33

34

35

36

cell	skin	boy	all
city	scar	toy	ball
citrus	scatter	boil	call
cities	scoot	toil	fall
circus	skim	joy	mall
cinch	scoot	join	tall
cent	skate	coin	wall
recess	skip	spoil	small
grocery	scrap	voice	stall
princess	scare	moist	hall
decide	scarf	point	walnut
civil	escape	royal	fallen
cinder	scavenger	choice	install
decent	school	employ	almond
civic	scholastic	enjoy	almost

37

38

39

40

sing	thin	the	high
ring	threw	then	sigh
song	thick	there	sight
sang	thumb	this	might
bang	math	their	right
long	truth	they	tight
anger	thorn	these	light
linger	moth	thus	night
hanger	breath	father	highway
finger	path	mother	sighing

hunger	methane	breathe	flight
dung	myth	farther	alright
string	thunder	rather	mighty
belong	third	lather	midnight
along	faith	those	nigh

41

42

43

44

vote	bought	use	laugh
quote	caught	Luke	two
soak	sought	mule	who
foam	taught	cue	spoon
boast	could	blue	rough
love	daughter	cure	cough
whale	boil	true	to
broad	moist	juice	loose
know	joy	bruise	knife
bold	would	flew	too
most	toy	huge	knelt
oh	point	flu	though
drove	Joyce	cruise	knock
bowl	though	fewer	knee
goat	choice	threw	laughter

45

46

47

48

able	nation	write	break
title	fraction	castle	artist
paddle	patience	moisten	father
hustle	special	whistle	mother
hour	musician	Christian	sneak
honor	physician	chorus	silly
pimple	conscience	cyst	marry
bumble	fracture	hymn	retire

lamb	question	gymnasium	white
numb	fusion	cylinder	bald
heir	measure	nestle	decay
ghost	leisure	synonym	tuna
ghetto	issue	psychic	trout
fizzle	assure	synthetic	paper
wrestle	mission	chemist	grocery

49

50

51

52

any	angry	vain	vein
mood	brief	detail	wheat
bomb	civics	force	idea
judo	limb	radish	type
covers	shove	clearly	guest
schooling	parade	while	burst
action	fulfill	desert	metal
pillow	final	glove	cedar
cheek	fever	wiggly	know
ankle	force	poem	cable
lazy	total	eraser	worm
scowl	blood	gym	node
leave	deal	skillful	glaze
recess	early	fruit	sloppy
sign	itchy	medal	apex

53

54

55

56

chili	watch	cents	calf
scary	sister	dirty	other
midst	aunt	wreck	vary
Easter	uncle	equal	fellow

insist	morning	handle	quit
board	foolish	warmly	bread
mental	mishap	noise	affair
starch	surprise	rotten	rebate
slab	bottom	knit	assure
patio	depth	weave	tendon
mortar	strut	rabbit	varnish
plumb	stoop	hutch	shellac
putty	kneel	earth	gnat
sill	rifle	manure	daisy
hinge	pistol	yeast	poppy

57

58

59

60

washed	bias	picture	general
neither	atom	learned	change
theme	field	birthday	already
amaze	vary	behalf	inspiring
purple	follow	nation	seventy
whale	learners	pilgrim	weighed
toast	pencil	carrying	meter
listen	cookies	gargle	dollar
climax	assign	mural	responded
origin	verge	disturb	aisles
touch	patrol	scribble	notebook
surplus	guide	cope	appeared
fillet	liquid	nearest	approach
glaze	pencil	phony	dismiss
groove	peanuts	squid	ceased

61

62

63

64

divine	exclude	sense	cause
---------------	----------------	--------------	--------------

prayer	hasten	worthy	occur
fluid	world	force	naked
often	central	favor	rally
pour	soul	minute	assign
zebra	altar	further	metric
least	truce	barley	thumb
series	curing	rye	travel
engage	chief	saline	fungus
niece	session	energy	range
nephew	death	children	assume
agreed	organic	throat	forward
replied	simple	chord	decade
remarked	common	solely	remain
faith	finally	factor	eight

65

66

67

68

remove	building	please	airplane
respond	attack	crayons	quietly
toward	lettuce	tutor	genuine
poise	coffee	holler	praise
destroy	brother	suppose	fancy
venom	hatchet	muffle	profile
chosen	shovel	senior	avenue
guessed	rattler	junior	dessert
written	relaxed	resented	subside
freedom	someone	salmon	karate
bother	glance	waste	release
silence	carried	tease	torment
twenty	toilet	history	response
refuse	tonight	tattle	wrinkle
exciting	tomorrow	upstairs	achieve

69

70

71

72

March	sight	whole	Monday
April	swept	replied	Tuesday
May	buy	vowel	Wednesday
June	beast	enough	Thursday
July	cite	country	Friday
talent	music	women	Saturday
pattern	beyond	charge	Sunday
impact	detail	welfare	together
convey	circle	morale	loose
medium	woman	support	either
sibling	reveal	instead	costume
shower	minnow	cradle	bishop
sauna	quiet	ability	pawn
ninety	worries	monkey	wonder
bulletin	concern	awareness	comment

73

74

75

76

review	restore	tonight	produce
hour	group	fraction	honest
choose	social	except	naughty
voice	absorb	ration	excuse
require	priest	promptly	finite
purpose	tissue	retina	enable
cement	gadget	hostile	twelfth
liquid	nation	happier	straight
declare	quickly	satisfy	earlier
American	bottle	ice cream	honor
brighten	figure	Hawaii	carefully
rebuke	Idaho	Alaska	withdrawn
Kansas	Ohio	Iowa	several
Texas	Maine	N. Dakota	eighth
Utah	Georgia	Delaware	satisfying

77

78

79

80

January	weather	period	husband
February	trouble	demon	behalf
August	cough	point	behalf
September	movie	burnt	folklore
October	nervous	stagnant	stomach
November	clique	dwell	quietly
whether	New Mexico	reaction	active
through	president	similar	healer
questions	beginning	system	clearly
ounces	business	village	molecule
everyone	knitting	bough	electron
kneecap	necessary	between	chamber
journal	applesauce	tension	variety
distaste	Arizona	appeal	regular
December	Maryland	handicap	session

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mental	message	New York	severe
mount	drawer	Wyoming	gauge
create	passage	Florida	square
bruise	attempt	Michigan	joist
pursue	answered	S. Carolina	height
explore	involve	octopus	miter
facial	suite	occurred	chamber
elephant	Nevada	forehead	thimble
giraffe	Oregon	possess	knuckle
tonsil	Vermont	wound	fingernail
heard	Nebraska	attempt	sprinkler
beauty	S. Dakota	vague	paraffin
reign	spread	muscle	gallon
tougher	burnt	utility	thermos

whisper	decrease	entails	awning
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unknown	design	inasmuch	because
portray	fraud	pleasant	increase
weight	nature	vitality	route
structure	servant	watermelon	spectrum
handrail	Christian	Washington	urinate
visible	belief	N. Carolina	emerge
alfalfa	massage	Rhode Is.	afternoon
dandelion	cheerful	conifer	someday
dilution	tumor	tomato	improving
district	ancient	caterpillar	initiate
suburb	embryo	junction	wonderful
capitol	stitches	partition	cafeteria
compost	jungle	suitable	headache
grime	cheerful	gazebo	obscene
dilute	orchid	greenhouse	whistle

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activity	Indian	stability	engine
violet	radium	thankful	hesitate
improve	altitude	grateful	juggling
Mississippi	playground	presence	balancing
Virginia	elapsed	realize	fourteen
Wisconsin	Arkansas	infrared	confusion
Kentucky	Alabama	bizarre	permitted
Indiana	Connecticut	increasingly	inability
orchestra	island	supervise	volunteer
infinite	California	understand	lenient
complaint	Colorado	actually	weird
rivalry	Missouri	mention	laughter

coincide	Minnesota	lavatory	decision
previous	Louisiana	seventh	unusual
tendency	Tennessee	thirtieth	beginning

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motion	heart	quiet	average
bound	material	country	excess
northern	harvest	author	oval
southern	robust	human	benefit
eastern	explain	season	orator
western	propel	disease	picture
pressure	unity	achieve	current
immature	perish	though	heroic
Thanksgiving	reassure	heavy	remedy
holiday	route	peaceful	healthy
Halloween	flexible	poison	feature
interaction	gesture	therefore	quarrel
boulevard	scramble	different	daughter
continue	solution	dissolve	nephew
Christmas	continue	decision	general

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example	compare	material	scorched
ruddy	derive	complex	mattress
poverty	botany	object	concept
received	motion	exhaust	talon
ritual	happily	fashion	failure
ceases	account	sanctify`	adrenal
neither	abandon	routine	convince
autopsy	irritate	repeatedly	heighten
circuit	telescope	scribble	isolate

vitamin	periscope	noticeable	cupboard
wisdom	structure	grapefruit	discussion
creative	vehicle	movable	interfere
library	emphasis	require	friendship
alcohol	vague	afternoon	computer
occur	diskette	impression	guarantee

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painting	hospital	merely	opposite
relaxed	typing	national	typing
typing	district	climate	district
random	common	structure	common
personnel	reality	typist	reality
decisive	observe	system	happily
hemoglobin	prepare	arousal	account
openness	treatment	meditation	abandon
fountain	convince	seventeen	vague
laughter	attribute	favorable	irritate
brilliant	interplay	intestines	telescope
interpret	withdraw	pancreas	periscope
unique	clothing	appendix	structure
participate	industrial	tendency	vehicle
behavior	empathy	placebo	clipboard

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college	homely	horseshoe	weapon
national	bravery	sacrament	future
climate	condition	sincerely	silence
structure	believer	rationale	identify
typist	skeleton	humorous	obvious
system	underneath	cooperate	heighten
arousal	polygon	commission	apparent

meditation	diameter	galvanize	officiate
seventeen	circumference	identical	self-esteem
favorable	centimeter	compromise	forgetfulness
intestines	hippopotamus	triangular	routine
pancreas	housewife	accelerate	throughout
appendix	menstruate	conclusive	recovery
tendency	perishable	germinate	miracle
placebo	significant	completely	eighteen

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healthy	laundry	horizon	attitude
autumn	diluted	editions	ocean
cough	ordinary	moreover	muscle
everything	prevail	heaven	answer
mingle	circular	neither	examine
urine	enhance	incline	vigilant
suitable	forgiveness	century	powerful
evangelist	special	political	prolong
devotion	arithmetic	principal	stoppage
counteract	grammar	anxiety	similar
aesthetic	scientific	qualify	prisoner
solidarity	performance	diverse	suction
scrutiny	impersonal	invalid	available
journey	purification	membership	encounter
function	mysterious	disaster	sensitive

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favorite	describing	completing	multiplied
genetics	campuses	counsel	alternative
dietary	deprive	interaction	ancestor
avoidable	compel	cultural	implicit

trauma	culture	preparation	consideration
congest	notable	communion	frustration
imposing	chronic	reinforce	permissive
article	deviant	assemble	perspiration
therefore	successful	scheme	considerable
depression	enhance	invocation	preparatory
foreign	indulge	repentance	personality
decorate	complaint	announcemen t	applicable
attraction	antibiotic	participant	preposition
undertaken	coherent	illustrate	proposition

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geography	sentences	automobile	difference
scorched	purchase	exposure	community
frequent	interfere	threaten	stimuli
energetic	slaughter	measure	patient
dominate	hypothesis	stimulus	awareness
revenge	withdrawal	strengthen	conversely
dreadful	cigarettes	integral	inadequate
feather	observance	strenuous	numerous
pleasant	isolation	convincing	sufficient
motivate	convalesce	multiplied	economic
discredit	analogous	anecdote	reinforce
fabrication	prestige	mourning	relinquish
intercede	remarkable	admission	religious
deception	autobiography	ceremony	theoretical

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breathe	beauties	dangerous	comparison
purge	patience	feature	fashionable
boundary	confinement	dissolve	experience
ceremonies	nevertheless	parallel	chemical
immediately	inescapable	analysis	symbolize
legitimate	complexity	advisable	seasonal
synonymous	malfunction	immense	zoology
ineffective	overwhelm	extensive	accurately
primitive	enormous	groceries	mechanics
charlatan	expression	specialist	organism
elaborate	enlargement	obvious	electronics
gullible	endeavor	aspirations	consequence
herbalist	humanness	literature	glamour
financial	excellence	significant	paleontology

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dictionary	daughter	scissors	definition
illnesses	realm	graduate	precisely
external	million	glimpse	medicine
vitality	thousand	ancient	language
vigorous	clarity	beverage	research
amenable	theory	passion	universe
pollutant	ceremony	amusement	development
acquaintance	motion	themselves	worthless
compulsory	execute	excel	excesses
constitute	harmony	military	trifle
intuitive	principle	breast	replenish
manipulate	creation	groin	dramatic
mechanism	weapon	novelist	intermediate
naturalist	precede	secretary	immunize

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distinctly	heaviest	naughty	partial
function	engineer	boundary	coincide
analysis	psychology	retrospect	respective
rational	succession	discipline	inferior
oppose	malnutrition	spectacular	exhaust
viscera	infectious	philosophy	nowadays
shield	organism	psychiatric	generally
flourishing	nutritional	temperament	compound
downgrade	campaign	biological	prescribe
determine	orthodox	equilibrium	idleness
betterment	eventually	explanation	universal
procedure	architecture	chromosome	sickle
uncomfortable	questionable	manipulation	molecular
mechanism	supplement	incompatible	plunge

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syllable	illustrate	democracy	ambulance
treatise	necessity	comparison	familiar
obstruct	decrepit	rebellion	subdivision
transmit	ignorant	precious	transformation
inquire	confusion	vaporize	reprimand
symptoms	pleasure	appearance	excellent
gentleness	intestine	destruction	evacuate
particular	enlighten	approximate	conspire
restraint	perilous	assimilate	attendant
evacuation	abundant	superintenden	diagnose
		t	
neighborhood	concentrate	conscious	judgment
intercourse	complexion	discernment	succession
furthermore	favorable	deficiency	hemorrhage
wrestling	thoroughly	accordingly	profession

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frequent	organization	exception	consonant
atmosphere	superiority	tradition	premise
peculiar	rational	calamity	articulate
physique	viscera	ravine	information
especially	pancreas	orifice	assessment
jaundice	circumstance	reproach	surgeon
pneumonia	variegated	opposition	anesthetic
alteration	occasional	professor	correspondent
temperature	increment	compromise	notorious
unaccustomed	generation	patience	qualification
experience	influence	administer	consciousness
reference	penetrate	behavior	publication
proportion	demeanor	impoverish	intellectual
circumstance	tranquil	souvenir	conservative

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kindergarten	especially	nuisance	variance
construction	investigation	reappraisal	conceivable
labyrinth	synthetic	essentially	distinguish
components	refractory	comparable	dynamic
combination	universally	combination	physicist
measurement	criterion	dimensions	illustrate
centigrade	transmission	graduation	unique
precision	laboratory	substratum	facilitate
computer	conservative	sensuous	diagnostic

obscure	administration	influence	diagnostic
aggressive	relationships	projection	civilization
responsive	imagination	psychic	speculation
exclusive	evolution	particular	underscore
fundamental	description	cyclical	considerable

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physician	inconvenient	melodious	manufacturer
photographic	complementary	distinction	displeasure
incorporate	temperamental	qualitative	systematically
analogous	perspectives	oblivious	distinction
modification	quantitative	subordinate	centrifugal
essential	interdependence	characterize	pharmacology
realm	fundamentally	psyche	consequently
temporally	observation	analytical	phenomenon
aggravation	conventional	orientation	derivations
category	pathological	conventional	interrelated
inverse	comprehensive	crystallizing	immunological
hygiene	astronomical	perceptible	physiology
laboratory	inflammatory	interpretation	anatomical
olfactory	competitor	satellite	oysters

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courageous	commentaries
enthusiastic	millennium
manifestations	divergence
paraphrased	irreconcilable
unequivocally	meteorological

topographical	correspondence
predecessors	contentment
demonstrate	numbness
terminology	plausible
unorthodox	incoherent
suggestion	threshold
engage	stimulation
traditional	preoccupation
accordingly	thoroughly