

<p>Lesson 142</p> <p>d r i v ê n SyR 40; adjective.</p> <p>r e â l SpR 13; schwa 'uh' in second unstressed syllable. Think to spell 'aw.' SyR 42 "Divide between two vowels when they are sounded separately."</p> <p>r ê c ô v e r ĩ instead of ē; Schwa o; think to spell 'ah'; add to 'er' chart; SyR 39.</p>	<p>m o u n t â i n Most people say 'mountun' with the schwa 'uh' in the unstressed last syllable; we must think '2-letter ā' for spelling.</p> <p>s p e a k</p> <p>s p o k e / s p o k ê n SpR 13; SyR 41; bracket; add to Chart 8a.; past participle of speak.</p>
<p>Lesson 143</p> <p>p a s t (future)</p> <p>n i g h t (day)</p> <p>â g a i n Schwa a; we 'think to spell' 2 long a's, but say schwa 'uh' and either 'ĩ' or 'ě' instead of 'ā' as our British friends still say it.</p>	<p>t r u t h 3 over 'oo'; it is impossible to pronounce long u after r's.</p> <p>t r u e (false) 3 over the 'oo'; SpR 20, Job 2. We underline the u for the silent e, Job 2.</p> <p>t r u l y 3 over the 'oo' and 'e'; one of the few words requiring the word usually in Rule 24. There are others such as <i>wholly, argument, duly</i>; u says 'oo' after l, r, ch, and j.</p>
<p>Lesson 144</p> <p>c h i l d SpR 14.</p> <p>c h i l d r ê n Bracket these two and put on noun chart under irregular plurals.</p> <p>e n t e r Add to 'er' chart. SyR 38.</p>	<p>b r e a k 3 over 'ā'; bracket these two.</p> <p>b r e a k f â s t Means we break our overnight fast; throws the accent to the first syllable which changes the pronunciation of /ea/ to 'ě.' SyRs 37 and 38..</p> <p>l u n c h</p>

Notes:

<p>Lesson 145</p> <p>o b j e c t Notice the accent mark which marks this spelling as the noun.</p> <p>ô b j e c t This accent mark denotes the verb form of this word which needs the ‘think to spell’ ‘ô’; add to HHH.</p> <p>ô b j e c t i ô n Adding the suffix <i>tion</i> changes the word to a noun; the accent is still on the second syllable. To practice, try the accent on different syllable. Bracket.</p>	<p>d a i l y³ 3 over the ‘e’; SpR 23 “<i>Finally is changed to i before a suffix that does not begin with i.</i>” PR32.</p> <p>f a i n t / f a i n t l y³ 3 over ‘e’; adding the suffix <i>ly</i> also makes the word into an adverb as: <i>It was faintly visible</i>, answering the adverb question, How much? Faint has more than one meaning, therefore this word needs to go on the HHH Chart.</p> <p>Add <i>nation, tension, vision, television, special, ocean, chef, and sure</i> (and other words as they occur) to Chart 14a. Rules 11, 12 apply as well as SyRs 38, 39 and 40.</p>
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<p>Lesson 146</p> <p>a n g l e₄ SyR 44; a noun meaning a figure formed by two lines extending from the same point. SpR 20, Job 4: First n says ‘ng.’</p> <p>tri- Underline ‘ī’; a prefix meaning three; prefixes form the beginnings of many words (see next word).</p> <p>tri a n g l e₄ Underline ‘ī’; SyRs 38, 39 and 42 all apply. A polygon having three sides; also a musical instrument.</p>	<p>tri p l e₄ SpR 15; i says ‘ī’; SyR 44 “<i>When a word ends in l-e preceded by a consonant, divide before the consonant.</i>” Take this one to your math lesson.</p> <p>trip l ê t s Three persons born, at one time, of one mother; SyR. 38. We say ‘uh.’</p> <p>tri p o d SpR 15; underline ‘ī’; bracket these words, discuss meanings and demonstrate if necessary.</p>
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<p>Lesson 147</p> <p>f r e e z e, SpR 20, no job e.</p> <p>h e a r d Add to ‘er’ chart.</p> <p>h e a r Bracket these words as paronyms.</p>	<p>q u e s t The quest for a good reading program can take a long time.</p> <p>q u e s t i o n o says ‘uh’; /ti/ says ‘ch’ here; bracket quest and question as paronyms.</p> <p>c l i m b SpR 14; one consonant is silent.</p>
<p>Lesson 148</p> <p>t r y SpR 16. Bracket paronyms try/tried.</p> <p>t r i e d 2 over ‘ī’; SpR 23 “<i>Finally is changed to i before a suffix that does not begin with i.</i>” (You will add this to the ie / ei Chart/Page 14b in Lesson 151.)</p> <p>p o p u l a t i o n Add to ‘sh’ Chart/Page 14a. SyRs 43 and 41.</p> <p>f i e l d Within the root, we say ‘ē’; put on ie /ei Chart/Page 14b in Lesson 151.</p>	<p>p l e a s e, 2 over ‘z’; no job e.</p> <p>r e a d y 2 over ‘ě’; 3 over the ‘ē’; SyR 39.</p> <p>Note: y is an adjective suffix meaning: <i>full of (dirty), having the character of or composed of (icy, waxy), like that of (homey), tending or inclined to be (sleepy).</i> See Merriam-Webster’s 10th Collegiate for other meanings, and for noun suffix meanings.</p>
<p>Lesson 149</p> <p>q u i t e, SpR 20, Job 1.</p> <p>q u i t (begin)</p> <p>q u i ê t SpR 15; SyR 42.</p>	<p>t h r o w 2 over ‘ō.’</p> <p>t h r e w Bracket and add to irregular verb chart.</p> <p>t h r o u g h 2 over ‘ōō’; bracket these words; discuss meaning, tense, etc., and add to HHH chart</p>
<p>Lesson 150</p> <p>ch i e f Put on ei / ie Chart/page, Lesson 153 can be adjective (chief justice), adverb with -ly suffix (chiefly), or noun (<i>The chief is here.</i>)</p> <p>king</p> <p>‘p r e s î , d ê n t We say ‘uh.’ 2 over ‘z’; SpR 15; SyR 43.</p>	<p>u n d e r s t a n d Add to ‘er’ chart; SyRs 37 and 38 both apply.</p> <p>l e s s (more) SpR 4, Antonym Chart.</p> <p>l e a s t Bracket comparative and superlative adjectives less and least.</p>