

<p>Lesson 155</p> <p>p e n c i l SpR 2; Why does c say 's'? SyR 38. 'Think 'i' for spelling.</p> <p>n o i s e s 2 over 'z'; no job e.</p> <p>n o i s y 2 over 'z'; 3 over 'ē'; SR 24 exception; SyR 39.</p>	<p>s e w Bracket these words, discuss meaning; add to HHH chart.</p> <p>s o w 2 over 'ō.'</p> <p>s o SpR 13.</p>
<p>Lesson 156</p> <p>s u r e s SpR 20, Job 5; we pronounce 'sh' here, but 'think to spell' 's'; 4 over u; put on sh/zh Chart/page 14a under Unusual spellings.</p> <p>s u g a r Double underline s and ar; s says 'sh' and ar says 'er'; bracket these words; 4 over 'ōō' put on the /sh/zh Chart/Page 14a.</p>	<p>h u g e s</p> <p>y e l l o w SyR 38; 2 over 'ō.' First 'l' drops to pronounce.</p> <p>r a i s e s / r a i s i n g 2 over 'z.'</p> <p>a l w a y s 2 over 'z'; 4 over 'aw'; SyR 38. SpR 21.</p>

Review all concepts to date.

<p>Lesson 157</p> <p>f o r e s t 4 over 'aw' or 3 over 'ah'; it's not 'or' – Webster's shows two pronunciations.</p> <p>c o u r t 2 over 'ō.'</p> <p>h i m s e l f Compound word; SyR 37.</p>	<p>h o t e l / m o t e l SyR 41.</p> <p>m o n k e y / m o n k e y s We think ō but say 'uh'. 2 over 'ē's and 'z'; PR31</p> <p>c a r r y / c a r r i e s 1 over 'ā's; 2 over 'z'; 3 over 'ē'; SyR's 38, PR 35a; <i>carries</i> is a <i>singular</i> verb.</p>
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<p>Lesson 158</p> <p>a c c e p t When do c's say 's'? Transitive verb – we ask, accept what?</p> <p>e x c e p t Bracket these two and discuss meaning; except is a preposition.</p> <p>y o u n g (old) 4 over 'uh' – the other linguistically correct schwa spelling.</p>	<p>e ²ch o / e ²ch oe ²s 2 over 'k' s; underline 'o the \bar{o} of toe'; PR 35a. if used as another <i>singular</i> verb or PR 34 if plural noun; 'k' moves to 2nd syllable to pronounce.</p> <p>h i s t ³o r y 3 over 'ē'; we 'think to spell' long o in the second syllable, but say 'uh'; SyRs 38 and 41.</p> <p>s ⁴o r ³y 1 over 'ah' or 4 over 'aw'; like forest, it's not or; 3 over 'ē'; SyR 39.</p>
<p>Lesson 159</p> <p>ch e e r f u l 4 over 'oo'; SyR 37; SpR 21 "<i>All, till and full are usually written with one l when added to another syllable.</i>"</p> <p>â f r a i d Schwa 'uh'; 'think to spell' 'ā'; SyR 43.</p> <p>b r a v e, m o v i e Add to Chart 14b.</p>	<p>v o i c e s 2 over 'z'; Used as both plural noun (PR 30) and singular verb (PR 35a); this silent final e word is treated like it ended in an 's' and adds es because c is sounded 's'; SyR 39.</p> <p>s e c o n d SyR 40.</p> <p>b r o w n i e Add to Chart 14b; 'n' moves to second syllable to pronounce.</p>
<p>Lesson 160</p> <p>b o u g h 6 over 'ow.'</p> <p>A u g u s t 8th month of the year, named for Augustus Caesar</p> <p>N o v e m b e r Add to 'er' chart; SyRs 41 and 38.</p>	<p>b r i e f Within the root, we say 'ē.' Chart 146.</p> <p>ch i c k e n SpR 5; SyR 38 "<i>Divide between two consonants unless the consonants form a digraph and are sounded together.</i>"</p> <p>Th u r s d a y 2 over 'z'; add to 'er' chart.</p>

Happy Teaching!

