

JOSSEY-BASS TEACHER

GRADES K-5

THE ELEMENTARY TEACHER'S **Book** *of* **Lists**



Gary Robert Muschla • Judith A. Muschla • Erin Muschla

The Elementary Teacher's Book of Lists

Titles in the Jossey–Bass Education Book of Lists Series

THE SCHOOL COUNSELOR'S BOOK OF LISTS, SECOND EDITION

Dorothy J. Blum and Tamara E. Davis • ISBN 978-0-4704-5065-9

THE READING TEACHER'S BOOK OF LISTS, FIFTH EDITION

Edward B. Fry and Jacqueline E. Kress • ISBN 978-0-7879-8257-7

THE ESL/ELL TEACHER'S BOOK OF LISTS, SECOND EDITION

Jacqueline E. Kress • ISBN 978-0-4702-2267-6

THE MATH TEACHER'S BOOK OF LISTS, SECOND EDITION

Judith A. Muschla and Gary Robert Muschla • ISBN 978-0-7879-7398-X

THE ADHD BOOK OF LISTS

Sandra Rief • ISBN 978-0-7879-6591-4

THE ART TEACHER'S BOOK OF LISTS, SECOND EDITION

Helen Hume • ISBN 978-0-4704-8208-7

THE CHILDREN'S LITERATURE LOVER'S BOOK OF LISTS

Joanna Sullivan • ISBN 978-0-7879-6595-2

THE SOCIAL STUDIES TEACHER'S BOOK OF LISTS, SECOND EDITION

Ronald L. Partin • ISBN 978-0-7879-6590-7

THE VOCABULARY TEACHER'S BOOK OF LISTS

Edward B. Fry • ISBN 978-0-7879-7101-4

THE WRITING TEACHER'S BOOK OF LISTS, SECOND EDITION

Gary Robert Muschla • ISBN 0-7879-7080-8

Jossey-Bass Teacher

Jossey-Bass Teacher provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning. We offer classroom-tested and research-based teaching resources for a variety of grade levels and subject areas. Whether you are an aspiring, new, or veteran teacher, we want to help you make every teaching day your best.

From ready-to-use classroom activities to the latest teaching framework, our value-packed books provide insightful, practical, and comprehensive materials on the topics that matter most to K-12 teachers. We hope to become your trusted source for the best ideas from the most experienced and respected experts in the field.

The Elementary Teacher's Book of Lists

Gary Robert Muschla,
Judith A. Muschla,
and Erin Muschla

 **JOSSEY-BASS**
A Wiley Imprint
www.josseybass.com

Copyright © 2010 by Gary Robert Muschla, Judith A. Muschla, and Erin Muschla. All rights reserved.

Published by Jossey-Bass

A Wiley Imprint

989 Market Street, San Francisco, CA 94103-1741 — www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Permission is given for individual classroom teachers to reproduce the pages and illustrations for classroom use. Reproduction of these materials for an entire school system is strictly forbidden.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Jossey-Bass also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Library of Congress Cataloging-in-Publication Data

Muschla, Gary Robert.

The elementary teacher's book of lists / Gary Robert Muschla,
Judith A. Muschla, Erin Muschla.

p. cm. — (J-b ed: book of lists ; 65)

ISBN 978-0-470-50198-6 (pbk.), 978-0-470-90501-2 (ebk.), 978-0-470-90502-9 (ebk.), 978-0-470-90503-6 (ebk.)

1. Elementary school teaching—Handbooks, manuals, etc. 2. Education, Elementary—Curricula—Handbooks, manuals, etc. I. Muschla, Judith A. II. Muschla, Erin. III. Title.

LB1555.M865 2010

372.11—dc22

2010032372

Printed in the United States of America

FIRST EDITION

PB Printing 10 9 8 7 6 5 4 3 2 1

About This Book

Although teaching any grade or subject is demanding, teaching in the elementary grades is particularly challenging. If you are like most elementary teachers, you are responsible for teaching more than one subject, you teach students whose abilities and personalities vary widely, and you are held accountable for student performance on several standardized tests. Add to this your daily routines of effectively managing a classroom of energetic children as well as interacting with colleagues, administrators, and parents and guardians, and your day is full.

Written for classroom teachers of grades K–5, *The Elementary Teacher's Book of Lists* is designed to provide you with information on a wide range of topics that you can use to enhance your lessons, manage your classroom responsibilities, and create an environment in which learning flourishes. The book contains 273 lists, divided into six sections:

- Section 1: Reading (41 lists)
- Section 2: Writing (59 lists)
- Section 3: Mathematics (63 lists)
- Section 4: Science (50 lists)
- Section 5: Social Studies (35 lists)
- Section 6: General Reference for Elementary Teachers (25 lists)

The lists serve a variety of purposes. You may find many suitable to use as reproducibles to support your instruction, and you may use others for background information on specific topics or to generate supplementary materials for your students. Each list is written in clear, easy-to-read language, and may be used with students of various grades and abilities, enabling you to utilize the materials in a manner that best satisfies your students' needs. Every list concludes with a "Did you know?" that offers one last fact or observation about the information presented in the list. Finally, where applicable, the lists are cross-referenced so that you can refer to related lists to expand topics and provide additional information.

We trust the lists that follow will provide you with useful information, support you in planning and instruction, and help you to manage your school day more effectively. Our best wishes to you for a wonderful year.

Gary Robert Muschla
Judith A. Muschla
Erin Muschla

About the Authors

Gary Robert Muschla received his BA and MAT from Trenton State College and taught in Spotswood, New Jersey, for more than twenty-five years at the elementary school level. He is a successful author and a member of the Authors Guild and the National Writers Association.

In addition to math resources, Gary has written several resources for English and writing teachers, among them *Writing Workshop Survival Kit* (1993; second edition, 2005); *The Writing Teacher's Book of Lists* (1991; second edition, 2004); *Ready-to-Use Reading Proficiency Lessons and Activities, 10th Grade Level* (2003); *Ready-to-Use Reading Proficiency Lessons and Activities, 8th Grade Level* (2002); *Ready-to-Use Reading Proficiency Lessons and Activities, 4th Grade Level* (2002); *Reading Workshop Survival Kit* (1997); and *English Teacher's Great Books Activities Kit* (1994), all published by Jossey-Bass.

Judith A. Muschla received her BA in mathematics from Douglass College at Rutgers University and is certified to teach K–12. She taught mathematics in South River, New Jersey, for more than twenty-five years at various levels at both South River High School and South River Middle School. As a team leader at the middle school, she wrote several math curricula, coordinated interdisciplinary units, and conducted mathematics workshops for teachers and parents. She has also served as a member of the state Review Panel for New Jersey's Mathematics Core Curriculum Content Standards.

Together, Judith and Gary Muschla have coauthored several math books published by Jossey-Bass: *Hands-on Math Projects with Real-Life Applications, Grades 3–5* (2009); *The Math Teacher's Problem-a-Day, Grades 4–8* (2008); *Hands-on Math Projects with Real-Life Applications, Grades 6–12* (1996; second edition, 2006); *The Math Teacher's Book of Lists* (1995; second edition, 2005); *Math Games: 180 Reproducible Activities to Motivate, Excite, and Challenge Students, Grades 6–12* (2004); *Algebra Teacher's Activities Kit* (2003); *Math Smart! Over 220 Ready-to-Use Activities to Motivate and Challenge Students, Grades 6–12* (2002); *Geometry Teacher's Activities Kit* (2000); and *Math Starters! 5- to 10-Minute Activities to Make Kids Think, Grades 6–12* (1999).

Erin Muschla received her BS and MEd from The College of New Jersey. She is certified to teach grades K–8 with mathematics specialization in grades 5–8 and also social studies K–12. She currently teaches math at Applegarth Middle School in Monroe, New Jersey. She coauthored, with Judith and Gary Muschla, the *Math Teacher's Survival Guide, Grades 5–12* (2010), published by Jossey-Bass.

Acknowledgments

We thank Jeff Gorman, Assistant Superintendent of Monroe Township Public Schools, for his support of this project.

We also thank Chari Chanley, Principal of Applegarth Middle School in Monroe, for her encouragement.

Thanks to Dr. Brenda Leake, Professor of Elementary Education at The College of New Jersey, for her dedication to continuing education and the inspiration she imparts to her students.

We especially thank Kate Bradford, our editor at Jossey-Bass, for her guidance and suggestions from the initial concept of this book through its writing and publication.

Thanks also to Diane Turso for proofreading and making the final corrections to this book.

And finally, we thank the many colleagues who have supported and encouraged us over the years, and the many students whom we have had the pleasure of teaching.

Contents

About This Book	vii
About the Authors	ix
Acknowledgements	xi

Section 1 Reading

1.1	Long Vowels and Spellings	2
1.2	Short Vowels and Spellings	3
1.3	Special Vowel Sounds and Spellings	4
1.4	Vowels and a Final <i>E</i>	6
1.5	Consonants and Consonant Sounds	7
1.6	Common Phonograms	9
1.7	Common Prefixes	10
1.8	Common Suffixes	11
1.9	Synonyms	12
1.10	Antonyms	15
1.11	Homographs	18
1.12	Homophones	22
1.13	Ways to Build Vocabulary	26
1.14	Important Words for Primary Students to Know	27
1.15	Important Words for Elementary Students to Know	29
1.16	Compound Words	33
1.17	Idioms	35
1.18	Comprehension Strategies	37
1.19	Questions to Aid Comprehension	38
1.20	Common Signal Words for Readers	40
1.21	How to Find Main Ideas and Supporting Details	41
1.22	How to Use Context Clues	42
1.23	Habits of Good Readers	43
1.24	Overcoming Poor Reading Habits	44
1.25	Helping Students Select Books to Read	45
1.26	Types of Fiction and Nonfiction Your Students Might Read	46

1.27	Important Parts of a Book	47
1.28	Major Parts of Stories	48
1.29	Reading Log Guidelines	49
1.30	Some Suggestions for Student Entries in Reading Logs	50
1.31	Famous Children's Authors	51
1.32	Books for Pre-Readers	52
1.33	Books for Beginning Readers	54
1.34	Great Books for Any Primary or Elementary Classroom	56
1.35	Books for Reluctant Readers	61
1.36	Books for Young Readers Written by African American Authors	63
1.37	Poetry Books for Children	65
1.38	Magazines for Children	66
1.39	Suggestions for Parents and Guardians to Help Their Children with Reading	67
1.40	Reading Teaching Tips	68
1.41	Checklist for a Successful Reading Program	69

Section 2 Writing

2.1	The Writing Process: The Way Writers Write	71
2.2	Habits of Good Student Writers	71
2.3	Finding Ideas for Writing	72
2.4	Writing Prompts	73
2.5	Developing Writing According to the Five <i>W</i> 's and <i>How</i>	74
2.6	Basic Structure for Composition	75
2.7	High-Frequency Words for Writing	76
2.8	Kinds of Sentences	80
2.9	Sentence Forms	80
2.10	Subjects and Predicates	81
2.11	Compound Subjects and Predicates	82
2.12	Fragments and Run-Ons	83
2.13	Point of View	84
2.14	Figurative Language: Similes, Metaphors, and Personification	85
2.15	Guidelines for Revision	86
2.16	Guidelines for Proofreading	87
2.17	Words That Are Easy to Confuse	88
2.18	The Parts of Speech	90
2.19	Nouns	92
2.20	Rules for Forming Plural Nouns	94

2.21	Special Irregular Plural Nouns	95
2.22	Possessive Nouns	95
2.23	Action Verbs	96
2.24	Linking Verbs	97
2.25	The Tenses of Verbs	98
2.26	Rules for Forming Verb Tenses	99
2.27	Irregular Verbs	100
2.28	Verb Contractions with <i>Not</i>	102
2.29	Rules for Subject-Verb Agreement	103
2.30	Pronouns	104
2.31	Subject Pronouns	104
2.32	Object Pronouns	105
2.33	Possessive Pronouns	106
2.34	Pronoun Contractions	107
2.35	Adjectives	108
2.36	Comparing with Adjectives	110
2.37	Some Special Adjectives	111
2.38	Adverbs	112
2.39	Comparing with Adverbs	113
2.40	Negative Words	113
2.41	Prepositions and Prepositional Phrases	114
2.42	Conjunctions	115
2.43	Interjections	116
2.44	Common Abbreviations	117
2.45	Rules for Using End Punctuation	119
2.46	Rules for Using Commas	120
2.47	Rules for Using Colons	121
2.48	Rules for Using Apostrophes	121
2.49	Rules for Using Quotation Marks	122
2.50	Rules for Using Italics	123
2.51	Rules for Using Hyphens	123
2.52	Rules for Capitalization	124
2.53	Rules for Spelling Words Correctly	126
2.54	Strategies for Improving Spelling	128
2.55	Tough Words to Spell	129
2.56	Tips for Student Writing Journals	131
2.57	Grading Student Writing	132
2.58	Ways to Share the Writing of Your Students	133
2.59	Checklist for a Successful Writing Program	134

Section 3 Mathematics

3.1	Math Concepts and Attributes	136
3.2	Habits of Good Student Mathematicians	137
3.3	Cardinal and Ordinal Numbers	138
3.4	Addition Table and Additional Facts	140
3.5	Place Value Chart for Whole Numbers	142
3.6	Steps for Adding and Subtracting Whole Numbers	143
3.7	Multiplication Table and Multiplication Facts	145
3.8	Prime Numbers	147
3.9	Prime Factorization and Factor Trees	148
3.10	Composite Numbers	149
3.11	Square Numbers and Cube Numbers	150
3.12	Divisibility Tests	151
3.13	Steps for Multiplying and Dividing Whole Numbers	152
3.14	Big and Very Big Numbers	154
3.15	Mathematical Signs and Symbols	155
3.16	Place Value Chart for Decimal Numbers	156
3.17	Steps for Rounding Numbers	157
3.18	Types of Decimals	159
3.19	Steps for Adding, Subtracting, Multiplying, and Dividing Decimals	160
3.20	Steps for Finding the Greatest Common Factor	163
3.21	Steps for Finding the Least Common Multiple	164
3.22	Types of Fractions	165
3.23	Renaming Mixed Numbers and Improper Fractions	166
3.24	Steps for Simplifying Fractions	167
3.25	Steps for Adding, Subtracting, Multiplying, and Dividing Fractions	168
3.26	Steps for Adding, Subtracting, Multiplying, and Dividing Mixed Numbers	171
3.27	Steps for Changing Decimals to Fractions	175
3.28	Steps for Changing Fractions to Decimals	176
3.29	Steps for Changing Decimals to Percents	177
3.30	Steps for Changing Percents to Decimals	178
3.31	Steps for Changing Fractions to Percents	179
3.32	Steps for Changing Percents to Fractions	180
3.33	The Customary System of Measures	181
3.34	Steps for Converting Units in the Customary System of Measures	182
3.35	Steps for Computing with the Customary System of Measures	183
3.36	Visualizing the Metric System	185

3.37	Metric System Units and Prefixes	186
3.38	Steps for Converting Units in the Metric System	187
3.39	Steps for Computing in the Metric System	188
3.40	Steps for Measuring Length	189
3.41	Time Words	190
3.42	Measuring Temperature	191
3.43	Angles	192
3.44	Steps for Measuring and Drawing Angles	193
3.45	Polygons	194
3.46	Classifying Triangles	195
3.47	Classifying Quadrilaterals	196
3.48	Tangrams	197
3.49	Tessellations	199
3.50	Circle Words and Facts	200
3.51	Solid Figures	202
3.52	Cubes	203
3.53	Symmetry	204
3.54	Formulas	206
3.55	The Number Line	207
3.56	Transformations	208
3.57	Common Graphs	209
3.58	Mean, Median, and Mode	210
3.59	Math Manipulatives for Your Classroom	211
3.60	Tips for Reading and Solving Math Word Problems	213
3.61	Math Problem-Solving Strategies	214
3.62	Math and Literature	215
3.63	Checklist for a Successful Math Program	217

Section 4 Science

4.1	Characteristics of Living Things	219
4.2	The Kingdoms of Life	219
4.3	What Animals Need to Survive	220
4.4	Traits of Common Types of Animals	221
4.5	Animal Names	223
4.6	Migratory Animals	224
4.7	Hibernating Animals	225
4.8	Nocturnal Animals	226
4.9	Animal Superstars	227

4.10	Some Incredible Animal Facts	228
4.11	Metamorphosis	229
4.12	What Plants Need to Live	230
4.13	Photosynthesis	230
4.14	The Food Chain	231
4.15	Biomes of the World	232
4.16	Rain Forests	234
4.17	Why Rain Forests Are Important	236
4.18	How to Save the Rain Forests	237
4.19	Facts About Endangered Species	238
4.20	Examples of Endangered Animals	239
4.21	Some Extinct Animals	240
4.22	Examples of Endangered Plants	241
4.23	Dinosaur Facts	242
4.24	Dinosaur Superstars	243
4.25	Major Systems of the Human Body	244
4.26	Some Amazing Facts About the Human Body	246
4.27	The Five Senses and Beyond	247
4.28	Healthy Habits	247
4.29	Food Groups and MyPyramid	248
4.30	Facts About Matter	249
4.31	Elements and Atoms	250
4.32	Magnetism and Magnets	251
4.33	Electricity	252
4.34	Facts About Energy	253
4.35	Renewable and Nonrenewable Sources of Energy	254
4.36	Simple Machines	255
4.37	Facts About Earth: Our Home in Space	257
4.38	Kinds of Rock	258
4.39	Facts About Earthquakes	259
4.40	Facts About Volcanoes	260
4.41	The Water Cycle	261
4.42	The Carbon Oxygen Cycle	262
4.43	Weather Words	263
4.44	Types of Storms	264
4.45	Types of Clouds	265
4.46	The Highs and the Lows of Weather	267
4.47	Our Solar System	268
4.48	Beyond Our Solar System	272

4.49	Inventions and Inventors	273
4.50	Checklist for a Successful Science Program	275

Section 5 Social Studies

5.1	Continents of the Earth	277
5.2	Oceans of the Earth	279
5.3	The Highest Mountains on Earth	280
5.4	The Highest Mountains in North America	281
5.5	The Earth's Largest Seas	282
5.6	The Earth's Largest Lakes	283
5.7	The Earth's Longest Rivers	284
5.8	Geographic Regions of the United States	285
5.9	Your Place in the World	286
5.10	Pilgrim Facts	287
5.11	The Thirteen Colonies	288
5.12	Colonial Firsts	289
5.13	Famous Men and Women of Colonial America	291
5.14	Causes of the Revolutionary War	294
5.15	Events Leading up to the American Revolution	295
5.16	Common Colonial and Revolutionary War Words	297
5.17	Great Events of the American Revolution	299
5.18	Facts About the Declaration of Independence	301
5.19	Facts About the Constitution	302
5.20	Facts About the Bill of Rights	304
5.21	The Branches of the United States Government	305
5.22	Famous Native Americans	307
5.23	Famous Figures of American Folklore	309
5.24	Causes of the Civil War	310
5.25	Great Events of the Civil War	312
5.26	The Presidents	313
5.27	Presidential Trivia	318
5.28	Federal Holidays	319
5.29	Other Days to Celebrate	320
5.30	Major Religions Around the World	321
5.31	Major Religious Holidays	322

5.32	Famous Human-Made Structures Around the World	323
5.33	U.S. Landmarks	325
5.34	Calendar Words and Facts	327
5.35	Checklist for a Successful Social Studies Program	329

Section 6 General Reference for Elementary Teachers

6.1	The Elementary Teacher's Responsibilities	331
6.2	Basic Materials and Supplies Your Classroom Should Have	332
6.3	How to Create a Positive Classroom Atmosphere	333
6.4	Creating an Effective Learning Environment in an Inclusive Classroom	335
6.5	Basic Special Education Terminology	337
6.6	Basic Learning Styles	339
6.7	Assessment Terms	340
6.8	Alternative Assessments	342
6.9	How to Use Portfolios in Your Class	343
6.10	Tips for Managing Your Classroom	344
6.11	Tips for Organizing Your Classroom	346
6.12	Tips for Managing Time	348
6.13	Reward Options for Students	350
6.14	Conducting Effective Conferences with Students	351
6.15	Conducting Effective Conferences with Parents and Guardians	352
6.16	Tips for Communicating with Parents and Guardians	354
6.17	Suggestions for a Successful Back-to-School Night	356
6.18	Maintaining Positive Relationships with Your Students' Parents and Guardians	358
6.19	Helping Parents and Guardians Help Their Children	360
6.20	Bulletin Board Planning Tips	362
6.21	Tips for Planning Field Trips	363
6.22	How to Become an Expert in All the Subjects You Teach	365
6.23	Suggestions for Managing Discipline	366
6.24	Useful Web Sites for Teachers	374
6.25	Questions for Self-Appraisal	377

The Elementary Teacher's Book of Lists

Reading

The ability to read predicts a student's future success not only in school but in life as well. Reading is the foundation for all other subjects and disciplines. It opens the doors to countless discoveries and opportunities.



List 1.1 Long Vowels and Spellings

Vowels are speech sounds that typically form the central sound of syllables. The letters *a, e, i, o, u*, and sometimes *y* represent the main vowels in the English alphabet. The following list contains common spellings of those sounds and example words.

The **long a** /ā/ has several spellings, including:

a: lady, basic, vacation	a-consonant-e: ate, name, space
ai: main, claim, wait	ei: eight, neighbor, freight
ay: say, play, maybe	ey: hey, prey, they

The **long e** /ē/ has several spellings, including:

e: we, me, she	ie: field, brief, piece
ea: east, weak, flea	i-consonant-e: police, routine, vaccine
ee: see, keep, knee	y: memory, scary, very
e-consonant-e: these, complete, concrete	

The **long i** /ī/ has several spellings, including:

i: idea, title, lion	ey: eye, eyelid, eyesight
igh: might, sigh, highway	uy: buy, guy, buyer
i-consonant-e: fire, five, wide	y: try, cycle, reply

The **long o** /ō/ has several spellings, including:

o: go, hello, open	ow: owe, snow, bowl
oa: coat, goal, oak	o-consonant-e: hope, nose, spoke

The **long u** /ū/ has several spellings, including:

u: pupil, menu, human	eau: beauty, beautiful, beautician
ue: fuel, value, rescue	u-consonant-e: use, cube, confuse



Did you know? Students who are well versed in phonics tend to be competent readers.

See List 1.2, *Short Vowels and Spellings*; List 1.3, *Special Vowel Sounds and Spellings*; List 1.4, *Vowels and a Final E*.

List 1.2 Short Vowels and Spellings

Unlike long vowel sounds that sound like the letters they represent, short vowel sounds are not as distinct. Most young students easily recognize the long /ā/ in *ate*, yet many have trouble recognizing the short /ĭ/ sound in *drink* as opposed to the short /ŭ/ sound in *cup*. The following list can add some clarity.

Short a /ă/: pass, at, after, that, man, stand

Short e /ĕ/: end, gem, held, help, went, kept

Note: The short **e** sound may also be spelled **ea** as in *bread* and **ai** as in *said*.

Short i /ĭ/: will, miss, into, sip, big, thin

Short o /ŏ/: body, hot, rock, stop, clock, top

Short u /ŭ/: under, up, study, jump, sun, much

Note: The short u may also be spelled **o** as in *mother*.



Did you know? Most short vowel sounds are spelled with one letter.

See List 1.1, *Long Vowels and Spellings*; List 1.3, *Special Vowel Sounds and Spellings*; List 1.4, *Vowels and a Final E*.

List 1.3 Special Vowel Sounds and Spellings

When they think of vowel sounds, most students think of long vowel sounds and short vowel sounds. There are others. Depending on dialect, English has about twenty distinct vowel sounds. Some of the most common of these other vowel sounds are shown in the following list.

Vowels Affected by *R*

The /âr/ sound has several spellings, including:

- ar:** vary
- are:** spare
- air:** flair

The /är/ sound is often spelled **ar:** far

The /îr/ sound has several spellings, including:

- ear:** near
- eer:** cheer
- er:** serious
- ier:** pierce

The /ôr/ sound can be spelled:

- ar:** warm
- or:** force

The /ûr/ sound has several spellings, including:

- er:** herd
- ear:** search
- ir:** sir
- ur:** burst
- or:** world

Diphthongs

The /oi/ sound can be spelled:

- oi:** oil
- oy:** boy

The /ou/ sound can be spelled:

- ou:** out
- ow:** plow

Double O Sounds

The /oo/ sound can be spelled:

- oo:** soon
- u:** truth

List 1.3 continued

The /oo/ sound can be spelled:

oo: good

u: put

Broad O

The /ô/ sound has several spellings, including:

o: long

al: false

au: author

aw: saw

oa: broad

augh: caught

ough: bought

Schwa

The /ə/ sound has several spellings, including:

a: ago

e: happen

o: original

The /ə/ and l sound can be spelled:

al: final

el: marvel

il: pencil

le: table

ul: awful

The /ə/ and r sound can be spelled:

er: water

or: motor



Did you know? Y can be both a vowel sound and a consonant sound. At the beginning of a word, y is a consonant as in *yes*, but in the middle or end of a word, y is a vowel as in *cycle* and *funny*.

See List 1.1, *Long Vowels and Spellings*; List 1.2, *Short Vowels and Spellings*; List 1.4, *Vowels and a Final E*.

List 1.4 Vowels and a Final E

When a word ends in *e*, the preceding vowel often has a long sound. Following are examples of words that demonstrate the Final *E* Rule.

A Words	I Words	O Words	U Words
tape	kite	cope	cube
hate	hide	robe	tube
came	prime	hope	cute
scrape	slide	rode	use
same	ripe	globe	fuse
fate	fine	code	mule
rage	shine	slope	dude

There are exceptions to the Final *E* Rule, including many words that end in *ce*, *le*, *re*, *se*, and *ve*.

CE Words	LE Words	RE Words	SE Words	VE Words
voice	apple	are	horse	give
office	single	before	house	shove
dance	circle	sure	else	love

There are other exceptions that do not fall into the above categories, some of which include *large*, *gone*, *ledge*, *fudge*, and *one*.



Did you know? Over the centuries, English has absorbed thousands of words from many different languages. One result of this is phonics rules that are riddled with exceptions.

See List 1.1, *Long Vowels and Spellings*.
