

1	2	3	4	5	6	7
Word	Sentence	# Syllables	Say to Spell	Say syllable	Segment...	Finger Spell & Cue
1. <b>century</b>	A century is one hundred years.	3	sĕn tŭ rĕ	/sĕn/ /tŭ/ /rĕ/	/c-e-n/ /t-u/ /r-y/	Use /k-s/. Use /y-i-ĕ-ĕ/.
<p>Put a 2 over the /s/. /k-s/ said its second sound. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. The sounds /t-ŭ-r/ assimilate to /ch-er/. Put a line over the /ŭ/. /ŭ-ŭ-ŭ-ŭ/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. Put a 4 over the /ĕ/. /y-i-ĕ-ĕ/ said its fourth sound. <sup>7</sup>Y says /ĕ/ only in an unstressed syllable at the end of a multi-syllable word.</p>						
<p>Vocabulary: <b>cent</b> hundred</p> <p>Part of Speech: N</p> <p>Plural / Past Tense: centuries</p>						
2. <b>centennial</b>	The university will have a centennial celebration.	4	sĕn tĕn nĕ äĭ	/sĕn/ /tĕn/ /nĕ/ /äĭ/	/c-e-n/ /t-e-n/ /n-i/ /a-l/	Use /k-s/. Use /i-i-ĕ-y/. Use /ä-ä-ä/.
<p>Put a 2 over the /s/. /k-s/ said its second sound. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a 3 over the /ĕ/. /i-i-ĕ-y/ said its third sound. <sup>2</sup>I may say /ĕ/ with a silent final E, at the end of a syllable, and at the end of foreign words. Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. <sup>10</sup>When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31</sup>Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word.</p>						
<p>Vocabulary: <b>cent</b> hundred <b>-ennial</b> pertaining to a period of years</p> <p>Part of Speech: Adj, N</p> <p>Plural / Past Tense: centennials</p>						
3. <b>percent</b>	Ten percent of the proceeds will be donated to the school.	2	pĕr sĕnt	/pĕr/ /sĕnt/	/p-er/ /c-e-n-t/	Use the /er/ of her. Use /k-s/.
<p>Underline the /er/. Put a 2 over the /s/. /k-s/ said its second sound. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.</p>						
<p>Vocabulary: <b>per-</b> for each <b>cent</b> hundred</p> <p>Part of Speech: N, Adj</p> <p>Plural / Past Tense: percents</p>						
4. <b>centimeter</b>	The square is one centimeter long.	4	sĕn tĭ mĕ ter	/sĕn/ /tĭ/ /mĕ/ /ter/	/c-e-n/ /t-i/ /m-e/ /t-er/	Use /k-s/. Use /i-i-ĕ-y/. Use the /er/ of her.
<p>Put a 2 over the /s/. /k-s/ said its second sound. <sup>1</sup>C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>5</sup>I and Y may say /i/ or /i/ at the end of a syllable. <sup>31</sup>Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ĕ/. /ĕ-ĕ-ĕ/ said a long sound. <sup>4</sup>A E O U usually say their long sounds at the end of the syllable. Underline the /er/.</p>						
<p>Vocabulary: <b>centi</b> hundred <b>meter</b> measure</p> <p>Part of Speech: N</p> <p>Plural / Past Tense: centimeters</p>						
5. <b>disaster</b>	The hurricane left a disaster in its wake.	3	dĭ zäs ter	/dĭ/ /zäs/ /ter/	/d-i/ /s-a-s/ /t-er/	Use /i-i-ĕ-y/. Use /s-z/. Use /s-z/. Use the /er/ of her.
<p><sup>5</sup>I and Y may say /i/ or /i/ at the end of a syllable. <sup>31</sup>Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /z/. /s-z/ said its second sound. Underline the /er/.</p>						
<p>Vocabulary: <b>dis-</b> not, reverse, opposite, apart <b>aster</b> star</p> <p>Part of Speech: N</p> <p>Plural / Past Tense: disasters</p>						
6. <b>adventure</b>	These kids are going on a real adventure.	3	äd vĕn tŭr	/äd/ /vĕn/ /tŭr/	/a-d/ /v-e-n/ /t-u-r-e/	Silent final E.
<p><sup>31</sup>Any vowel may say one of the schwa sounds, /ŭ/ or /i/, in an unstressed syllable or unstressed word. The sounds /t-ŭ-r/ assimilate to /ch-er/. Put a line over the /ŭ/. /ŭ-ŭ-ŭ-ŭ/ said a long sound. Double underline the silent final E. <sup>12</sup>The vowel says its long sound because of the E.</p>						
<p>Vocabulary: <b>ad-</b> toward, add <b>vent</b> to come <b>-ure</b> noun suffix</p> <p>Part of Speech: N, V</p> <p>Plural / Past Tense: adventures, adventured</p>						
7. <b>fierce</b>	The competition at the track meet was fierce.	1	fĕrs	/fĕrs/	/f-i-e-r-c-e/	Use the /ĕ/ of field. Use /k-s/. Silent final E.
<p>Underline the /ĕ/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. <sup>12</sup>The C says /s/ and the G says /j/ because of the E.</p>						
<p>Part of Speech: Adj</p>						

8. science	Science class begins at ten o'clock.	2	sī ēns	/sɪ/ /sɪ-ɪ/	Use the advanced phonogram SC which says /s/. Use /i-ē-y/. Use /k-s/. Silent final E.
<u>sc</u> <sup>A</sup> <u>i</u> <sup>2</sup> <u>ence</u>	Underline the advanced phonogram /s/ and put an A over it. Put a line over the /i/. /i-ē-y/ said a long sound. <sup>5</sup> I and Y may say /i/ or /i/ at the end of a syllable. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. <sup>12,3</sup> The C says /s/ and the G says /j/ because of the E.				
	<b>sci</b> knowledge <b>-ence</b> noun suffix			N	sciences
9. collide	The cars are about to collide.	2	kōl lid	/kɒl/ /c-o-l/ /lɪd/ /l-i-d-e/	Use /k-s/. Use /i-ē-y/. Silent final E.
<u>col</u> <u>l</u> <sup>2</sup> <u>ide</u>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /i/. /i-ē-y/ said a long sound. Double underline the silent final E. <sup>12</sup> The vowel says its long sound because of the E.				
	<b>col-</b> with, together, completely <b>lide</b> to strike			V	collided
10. collision	The bike avoided a collision with the car.	3	kōl li zhōn	/kɒl/ /c-o-l/ /li/ /l-i/ /zhɒn/ /s-i-o-n/	Use /k-s/. Use /i-ē-y/.
<u>col</u> <u>li</u> <u>s</u> <sup>2</sup> <u>ion</u>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. <sup>5</sup> I and Y may say /i/ or /i/ at the end of a syllable. Underline the /zh/ and put a 2 over it. /sh-zh/ said its second sound. <sup>17</sup> TI, CI, and SI are used only at the beginning of any syllable after the first one. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.				
	<b>col-</b> with, together, completely <b>lide</b> to strike <b>-ion</b> noun suffix			N	collisions
11. unusual	That is an unusual color.	4	ün ü zū äi	/ün/ /u-n/ /ü/ /u/ /zū/ /s-u/ /ä/ /a-l/	Use /s-z/. Use /ä-ä-ä/.
<u>un</u> <u>ü</u> <u>sü</u> <u>ä</u> <sup>2</sup>	Put a line over the /ü/. /ü-ü-ö-ü/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put a 2 over the /z/. /s-z/ said its second sound. The sounds /z-ü/ assimilate to /zh-ö/. Put a line over the /ü/. /ü-ü-ö-ü/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put two dots over the /ä/. /ä-ä-ä/ said its broad sound. <sup>10</sup> When a word ends with the phonogram A, it says /ä/. A may also say /ä/ after a W or before an L. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.				
	<b>un-</b> not, opposite, lacking <b>use</b> use <b>-al</b> characterized by, a kind of			Adj	
12. lunge	He made a lunge for the ball.	1	lünj	/lünj/ /l-u-n-g-e/	Use /g-j/. Silent final E.
<u>lunge</u> <sup>2</sup>	Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. <sup>12,3</sup> The C says /s/ and the G says /j/ because of the E.				
				N, V	lunges, lunged
13. dangle	Please do not dangle that over the edge.	2	dän gl	/dän/ /d-a-n/ /gl/ /g-l-e/	Silent final E.
<u>dan</u> <u>gl</u>	<sup>2</sup> G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Double underline the silent final E. <sup>12,4</sup> Every syllable must have a written vowel.				
				V, N	dangles, dangled
14. combination	Iced tea and lemonade are a great combination.	4	kōm bī nā shōn	/kōm/ /c-o-m/ /bī/ /b-i/ /nā/ /n-a/ /shōn/ /t-i-o-n/	Use /k-s/. Use /i-ē-y/. Use tall /sh/ used only at the beginning of any syllable after the first one.
<u>com</u> <u>bi</u> <u>nā</u> <u>tion</u>	<sup>1</sup> C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. <sup>5</sup> I and Y may say /i/ or /i/ at the end of a syllable. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ä/. /ä-ä-ä/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Underline the /sh/. <sup>17</sup> TI, CI, and SI are used only at the beginning of any syllable after the first one. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.				
	<b>com-</b> with, together, completely <b>bin-</b> two, twice <b>-ation</b> a noun suffix which combines -ate + -ion			N	combinations
15. serious	That is a very serious matter.	3	sē rē ūs	/sē/ /s-e/ /rē/ /r-i/ /ūs/ /ou-s/	Use /s-z/. Use /i-ē-y/. Use /ow-ō-ö-ü-ü/. Use /s-z/.
<u>sē</u> <u>rī</u> <u>ūs</u> <sup>3 4</sup>	Put a line over the /ē/. /ē-ē/ said a long sound. <sup>4</sup> A E O U usually say their long sounds at the end of the syllable. Put a 3 over the /ē/. /i-ē-y/ said its third sound. <sup>7,2</sup> I may say /ē/ with a silent final E, at the end of a syllable, and at the end of foreign words. Underline the /ū/ and put a 4 over it. /ow-ō-ö-ü-ü/ said its fourth sound. <sup>31,1</sup> Any vowel may say one of the schwa sounds, /ū/ or /i/, in an unstressed syllable or unstressed word.				
				Adj	