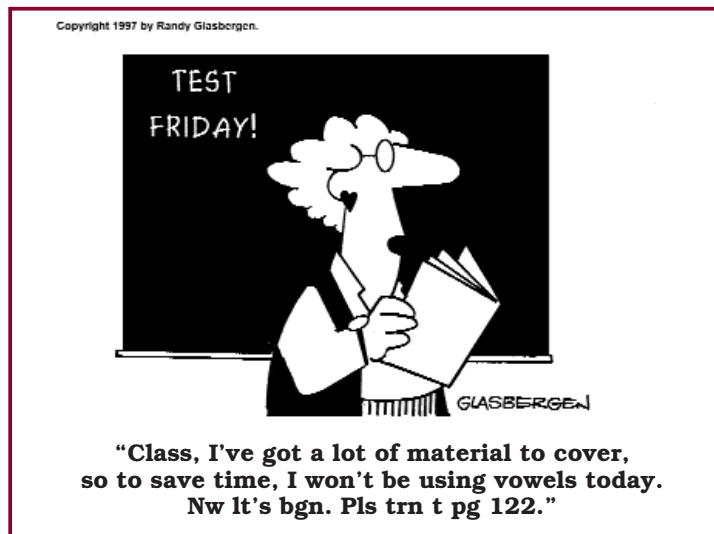


2

Phonics II: Vowels

THIS CHAPTER IN A NUTSHELL

- You will learn about the most common sounds of vowels. Following are the areas that will be covered:
 - Short vowel sounds
 - Long vowel sounds
 - Other vowel sounds



As the cartoon suggests, without vowels, words would be impossible to pronounce.

The sounds of vowels are made with an open mouth, unblocked by teeth, tongue, or lips. Here are the five letters that are **vowels** in the English language:

a e i o u

In addition, **y** is sometimes a vowel.

In this chapter, you'll learn about the most common sounds of vowels. Following are the areas that will be covered:

- Short Vowel Sounds
- Long Vowel Sounds
- Other Vowel Sounds

SHORT VOWEL SOUNDS

The list below shows how the short vowel sounds are pronounced. Note that a common symbol for the short sound of a vowel is a cup-shaped curve over the vowel. This symbol is used in many dictionaries to show that a vowel has a short sound.

- ă** sounds like the **a** in *pat*.
- ĕ** sounds like the **e** in *pet*.
- ĭ** sounds like the **i** in *pit*.
- ŏ** sounds like the **o** in *pot*.
- ŭ** sounds like the **u** in *cut*.

Remembering these words will help you keep each short vowel sound in mind.

➤ Practice 1

A. Practice with the Short **a** Sound

Say each word below to yourself. Write an **a** with a cup symbol (**ă**) beside each word that contains a short **a** sound, like the **a** in *pat*. Put an **X** beside words that do not have the short **a** sound. The first two are done for you as examples.

- | | | | |
|----------|----------|----------|-------|
| 1. crack | <u>ă</u> | 6. tame | _____ |
| 2. stay | <u>X</u> | 7. jam | _____ |
| 3. land | _____ | 8. pain | _____ |
| 4. tap | _____ | 9. bank | _____ |
| 5. face | _____ | 10. ache | _____ |

B. Practice with the Short e Sound

Say each word below to yourself. Write an **e** with a cup symbol (ě) beside each word that contains a short **e** sound, like the **e** in *pet*. Put an **X** beside words that do not have the short **e** sound. The first two are done for you as examples.

- | | | | |
|----------|-------------|-----------|-------|
| 1. bent | _____ě_____ | 6. less | _____ |
| 2. feed | _____X_____ | 7. sea | _____ |
| 3. cream | _____ | 8. speed | _____ |
| 4. get | _____ | 9. end | _____ |
| 5. here | _____ | 10. fresh | _____ |

C. Practice with the Short i Sound

Say each word below to yourself. Write an **i** with a cup symbol (ĩ) beside each word that contains a short **i** sound, like the **i** in *pit*. Put an **X** beside words that do not have the short **i** sound. The first two are done for you as examples.

- | | | | |
|----------|-------------|----------|-------|
| 1. will | _____ĩ_____ | 6. file | _____ |
| 2. spike | _____X_____ | 7. hint | _____ |
| 3. slim | _____ | 8. ride | _____ |
| 4. lime | _____ | 9. pin | _____ |
| 5. disk | _____ | 10. mice | _____ |

D. Practice with the Short o Sound

Say each word below to yourself. Write an **o** with a cup symbol (õ) beside each word that contains a short **o** sound, like the **o** in *pot*. Put an **X** beside words that do not have the short **o** sound. The first two are done for you as examples.

- | | | | |
|---------|-------------|----------|-------|
| 1. coat | _____X_____ | 6. block | _____ |
| 2. stop | _____õ_____ | 7. load | _____ |
| 3. cone | _____ | 8. rock | _____ |
| 4. soak | _____ | 9. grow | _____ |
| 5. fox | _____ | 10. bond | _____ |

E. Practice with the Short *u* Sound

Say each word below to yourself. Write a **u** with a cup symbol (ǔ) beside each word that contains a short **u** sound, like the **u** in *cut*. Put an **X** beside words that do not have the short **u** sound. The first two are done for you as examples.

- | | | | |
|---------|---------------|----------|-------|
| 1. bulb | _____ ǔ _____ | 6. bump | _____ |
| 2. fuse | _____ X _____ | 7. sure | _____ |
| 3. bum | _____ | 8. blue | _____ |
| 4. tune | _____ | 9. uncle | _____ |
| 5. hug | _____ | 10. cute | _____ |

Rule for Short Vowel Sounds

Compare the sounds of the words in columns 1 and 2 below. Which column lists words with the short sound of the vowels?

	Column 1	Column 2
a	hat	hate
e	pet	Pete
i	fill	file
o	rob	robe
u	cut	cute

Column 1 lists words with the short vowel sound. Notice that there is only one vowel in each word in the first column and that each vowel is followed by one or more consonants. That is the pattern of the **rule for short vowel sounds**:

When a word or syllable has only one vowel and that vowel is followed by one or more consonants, the vowel is usually short.

A **syllable** is a word or part of a word having one vowel sound. The word *hatbox*, for instance, has two syllables: hat-box. Each syllable has one vowel, and each vowel is followed by one consonant. This tells you that the vowel in each part of *hatbox* is short. You will learn more about syllables in Chapter 3.

Check Your Understanding

Below are two examples of this rule for each of the vowels, **a**, **e**, **i**, **o**, and **u**. See if you can add a third example in each space provided.

Short-vowel rule with a :	ham	back	_____
Short-vowel rule with e :	end	let	_____
Short-vowel rule with i :	sit	bill	_____
Short-vowel rule with o :	hop	lot	_____
Short-vowel rule with u :	dull	sun	_____

Practice 2

Complete each sentence below by filling in the word that contains a short vowel sound. The short vowel may be **a**, **e**, **i**, **o**, or **u**.

- When you're driving, the last thing you want is for the engine to (*die, stop*) _____.
- The floodwaters came up to the (*back, rear*) _____ of our house.
- An old saying says, "A crying baby is a (*fine, hungry*) _____ baby."
- It is not healthy to eat too much (*meat, fat*) _____.
- The first (*real, rubber*) _____ tires were invented long before automobiles—they were used on bicycles.
- Gambling has been legal for a long time in the state of (*Nevada, Maine*) _____.
- Margarine and (*oil, butter*) _____ contain the same amount of fat.
- Even a person with a great personality can wake up in a (*bad, mean*) _____ mood.
- Many bald men (*believe, think*) _____ that a hat makes a good fashion statement.
- The (*frame, body*) _____ of a blue whale contains so much blubber that the whale can go for months without eating.

LONG VOWEL SOUNDS

The list below shows how the long vowel sounds are pronounced. Read them to yourself, and you'll see that **each vowel sounds like the letter's name**.

Notice that the symbol for the long sound is a straight line over the letter.

- ā** sounds like the **a** in *pay*.
- ē** sounds like the **e** in *bee*.
- ī** sounds like the **i** in *pie*.
- ō** sounds like the **o** in *toe*.
- ū** sounds like the **u** in *fuse*.

Note: Some dictionaries show the long **u** sound as **yōō** rather than **ū**. But for the activities here, you can simply use **ū**.

➤ Practice 3

A. Practice with the Long a Sound

Say each word below to yourself. Write an **a** with a line on top of it (**ā**) beside each word that contains a long **a** sound, like the **a** in *pay*. Put an **X** beside words that do not have the long **a** sound. The first two are done for you as examples.

- | | | | |
|----------|----------|----------|-------|
| 1. rake | <u>ā</u> | 6. pain | _____ |
| 2. stack | <u>X</u> | 7. ram | _____ |
| 3. plant | _____ | 8. span | _____ |
| 4. tape | _____ | 9. sad | _____ |
| 5. race | _____ | 10. stay | _____ |

B. Practice with the Long e Sound

Say each word below to yourself. Write an **e** with a line on top of it (**ē**) beside each word that contains a long **e** sound, like the **e** in *bee*. Put an **X** beside words that do not have the long **e** sound. The first two are done for you as examples.

- | | | | |
|---------|----------|-----------|-------|
| 1. beam | <u>ē</u> | 6. meat | _____ |
| 2. fed | <u>X</u> | 7. spend | _____ |
| 3. feed | _____ | 8. street | _____ |
| 4. wet | _____ | 9. bent | _____ |
| 5. her | _____ | 10. free | _____ |

C. Practice with the Long *i* Sound

Say each word below to yourself. Write an **i** with a line on top of it (***i***) beside each word that contains a long **i** sound, like the **i** in *pie*. Put an **X** beside words that do not have the long **i** sound. The first two are done for you as examples.

- | | | | |
|----------|-----------------------|----------|-------------------|
| 1. wine | <u> <i>i</i> </u> | 6. fist | <u> </u> |
| 2. sip | <u> <i>X</i> </u> | 7. mint | <u> </u> |
| 3. crime | <u> </u> | 8. bride | <u> </u> |
| 4. list | <u> </u> | 9. pink | <u> </u> |
| 5. die | <u> </u> | 10. mile | <u> </u> |

D. Practice with the Long *o* Sound

Say each word below to yourself. Write an **o** with a line on top of it (***o***) beside each word that contains a long **o** sound, like the **o** in *toe*. Put an **X** beside words that do not have the long **o** sound. The first two are done for you as examples.

- | | | | |
|----------|-----------------------|------------|-------------------|
| 1. code | <u> <i>o</i> </u> | 6. flock | <u> </u> |
| 2. stoop | <u> <i>X</i> </u> | 7. loan | <u> </u> |
| 3. bone | <u> </u> | 8. lock | <u> </u> |
| 4. float | <u> </u> | 9. blow | <u> </u> |
| 5. box | <u> </u> | 10. strong | <u> </u> |

E. Practice with the Long *u* Sound

Say each word below to yourself. Write a **u** with a line on top of it (***u***) beside each word that contains a long **u** sound, like the **u** in *fuse*. Put an **X** beside words that do not have the long **u** sound. The first two are done for you as examples.

- | | | | |
|---------|-----------------------|----------|-------------------|
| 1. flub | <u> <i>X</i> </u> | 6. thump | <u> </u> |
| 2. use | <u> <i>u</i> </u> | 7. mute | <u> </u> |
| 3. runt | <u> </u> | 8. blunt | <u> </u> |
| 4. huge | <u> </u> | 9. cube | <u> </u> |
| 5. cure | <u> </u> | 10. cut | <u> </u> |

Rules for Long Vowel Sounds

Rule 1: Silent e

Compare the sounds of the words in column 1 and column 2. Which column lists words with a long vowel sound?

	<i>Column 1</i>	<i>Column 2</i>
a	hat	hate
e	pet	Pete
i	fill	file
o	rob	robe
u	cut	cute

The second column lists words with a long vowel sound. The **e** that ends each word makes the first vowel long, and the final **e** itself is not pronounced. That is the pattern of the **silent-e rule**:

When a word or syllable ends in a vowel-consonant-e, the vowel before the consonant is long and the final e is silent.

Check Your Understanding

Below are two examples of this rule for each of the vowels **a**, **e**, **i**, **o**, and **u**. See if you can add a third example in each space provided.

Silent-e rule with a :	name	flake	_____
Silent-e rule with e :	scene	here	_____
Silent-e rule with i :	ride	mine	_____
Silent-e rule with o :	hope	nose	_____
Silent-e rule with u :	cube	refuse	_____

➤ Practice 4

Complete each sentence by filling in the word that has at least one syllable which follows the silent-e rule.

- The forest fire burned many (*oak, elm, pine*) _____ and maple trees.
- When we first meet someone, we decide whether he or she is a person we can (*trust, like, enjoy*) _____.

3. When you go to class, make sure you have your (*notebook, textbook, pen*) _____ with you.
4. It's (*dangerous, risky, unsafe*) _____ to fall asleep on top of an electric blanket.
5. Is climbing a tall mountain a (*brave, fearless, bold*) _____ adventure or a foolish one?

Rule 2: Two Vowels Together

Each word below has two vowels together that produce a long vowel sound. Pronounce each word, and then read the explanation that follows.

seed	plea	play
see	hail	tie
please	road	toe

The words above follow the **rule for two vowels together**:

When two of certain vowels are together, the first vowel is long and the second is silent.

 **Check Your Understanding**

Below are vowel combinations that usually follow this rule. Two examples are provided for each. Add a third example in the space provided.

ai aid aim _____

ay pay stay _____

*Note: In the -ay combination, y is a vowel.
(See page 57.)*

ea eat cream _____

ee knee feet _____

ie lie tied _____

oa oat toad _____

oe hoe goes _____

➤ Practice 5

Complete each sentence by filling in the word that follows the two-vowels-together rule.

1. You must be patient if you want to (*train, ride, own*) _____ a horse.
2. In 1896, the first modern Olympics were held in (*Italy, Greece, France*) _____.
3. The entire life span of some insects can last all of a (*minute, day, month*) _____.
4. Before taking a shower, make sure you have enough (*time, soap, hot water*) _____.
5. Some people like individual sports such as tennis, while others prefer (*team, group, joint*) _____ sports like softball.

Rule 3: Final Single Vowel

In each example below, a single vowel ends a word or syllable. Pronounce each word, and listen to the sound of each boldfaced vowel.

me
notice

she
music

hi
basic

The words above follow the **rule for a final single vowel**:

A single vowel at the end of a word or syllable (other than silent e) usually has a long sound.

➤ Practice 6

In each item, three words are underlined. In the space provided, write the one underlined word that is an example of the final single vowel rule.

1. Gold was one of the first precious metals discovered by people. It is also one of the rarest metals. _____
2. Scientists have learned that the web of a spider can be three times stronger than iron of the same thickness. _____

3. On the average, Americans today sleep over an hour less than Americans of fifty years ago. _____
4. A computer crash can erase valuable information, which may then be lost forever. _____
5. In a famous magic trick, the magician escapes from a locked cell by using a key hidden on his body. _____

OTHER VOWEL SOUNDS

The Vowel y

When **y** starts a word (as in *yell*), it is considered a consonant. Otherwise, **y** is a vowel and usually has one of the following three vowel sounds:

- In the middle of a word or syllable, **y** usually sounds like short **i**, as in *myth*, *gym*, and *syllable*.
- At the end of a one-syllable word, **y** sounds like long **i**, as in *my*, *sty*, and *fry*.
- At the end of a word with more than one syllable, **y** sounds like long **e**, as in *many*, *baby*, and *city*. Sometimes **Y** will sound like long **i**, as in *deny*, *July*, and *reply*.

(Remember that **y** is also considered a vowel when it follows the letter **a**. The combination **ay**, as in *play* and *stay*, follows the rule for two vowels together: the **a** is long and the **y** is silent.)

➤ Practice 7

In the space provided, show whether the **y** in each word sounds like a consonant (**y**), short **i** (**ĭ**), long **i** (**ī**), or long **e** (**ē**). The first three are done for you.

- | | | | |
|-----------|----------|-----------|-------|
| 1. stingy | <u>ē</u> | 6. lynch | _____ |
| 2. hymn | <u>ĭ</u> | 7. yellow | _____ |
| 3. yes | <u>y</u> | 8. marry | _____ |
| 4. sadly | _____ | 9. youth | _____ |
| 5. by | _____ | 10. cyst | _____ |

Sounds of Vowels Followed by *r*

When *r* follows a vowel, it changes the sound of the vowel. A vowel that comes just before an *r* is usually neither long nor short, but in between. To see how this works, say the words below to yourself. Notice how the sound of the vowel—and the shape of your mouth—change a bit when the vowel is followed by *r*.

Long vowels	Short vowels	Vowels followed by <i>r</i>
cane	can	car
heat	help	her
site	sit	sir
code	cod	cord
fuel	fun	fur

➤ Practice 8

Identify each boldfaced vowel with one of the following:

- the symbol for a long vowel sound ($\bar{\quad}$)
- the symbol for a short vowel sound ($\check{\quad}$)
- an *r* if the vowel sound is changed by an *r*

The first three have been done for you.

- | | | | |
|------------------|---------------------------------------|----------------------------|-------------------|
| 1. gas | <u> \check{a} </u> | 6. f irm | <u> </u> |
| 2. h ard | <u> <i>r</i> </u> | 7. k nee | <u> </u> |
| 3. p age | <u> \bar{a} </u> | 8. r un | <u> </u> |
| 4. s aint | <u> </u> | 9. s port | <u> </u> |
| 5. t erm | <u> </u> | 10. t r <u>ic</u> k | <u> </u> |

Long and Short oo

When two *o*'s appear together, they are pronounced in one of two ways. One pronunciation is called the **long double o sound**, as in *boot*. Here are some other words with the long sound of **oo**:

spoon	room	food
-------	------	------

The other pronunciation is called the **short double o sound**, as in *foot*. Here are some other words with the short sound of **oo**:

stood	good	cook
-------	------	------

➤ Practice 9

In the space provided, show whether each **oo** vowel sound is long (\bar{oo}) or short (\check{oo}). The first two are done for you as examples.

- | | | | |
|------------|--------------|-----------|-------|
| 1. choose | \bar{oo} | 6 soot | _____ |
| 2. shook | \check{oo} | 7. wool | _____ |
| 3. loose | _____ | 8. proof | _____ |
| 4. brook | _____ | 9. zoo | _____ |
| 5. cartoon | _____ | 10. crook | _____ |

CHAPTER REVIEW

In this chapter, you learned the following:

- **Short vowels** are shown in some dictionaries by a cup-shaped symbol over the vowel: \check{a} , \check{e} , \check{i} , \check{o} , \check{u} .

Rule for short vowel sounds: When a word or syllable has only one vowel and that vowel is followed by one or more consonants, the vowel is usually short: *pat, pet, pit, pot, cut*.

- **Long vowels** have the sound of their own name and are shown in some dictionaries by a line over the vowel: \bar{a} , \bar{e} , \bar{i} , \bar{o} , \bar{u} .

Here are the rules for long vowels:

- *The silent-e rule:* When a word or syllable ends with vowel-consonant-**e**, the vowel before the consonant is long and the final **e** is silent: *hate, Pete, bite, robe, cute*.
- *The two-vowels-together rule:* When two of certain vowels are together, the first vowel is long and the second is silent: *aim, pay, eat, knee, lie, oat, hoe*.
- *The final single vowel rule:* A single vowel at the end of a word or syllable (other than silent **e**) usually has a long sound: *me, hi, notice, music*.

(Continues on next page)

- **Y is a vowel** when it does not begin a word.

Here are the rules for the sounds of the vowel **y**:

- *Short-i sound*: In the middle of a word or syllable, **y** usually sounds like short **i**: *myth*.
- *Long-i sound*: At the end of a one-syllable word, **y** sounds like long **i**: *my*.
- *Long-e sound*: At the end of a word with more than one syllable, **y** usually sounds like long **e**: *many*. Sometimes **y** sounds like long **i**: *deny*.
- **The sound of a vowel followed by r** is usually neither long nor short, but in between: *car*.
- The **long double o sound** is the vowel sound in *boot*. The **short double o sound** is the vowel sound in *foot*.



On the Web: If you are using this book in class, you can visit our website for additional practice with vowel sounds. Go to www.townsendpress.com and click on “Online Exercises.”

 **Review Test 1**

To review what you have learned in this chapter, answer each of the following questions. Write the letter of the correct answer in the space provided.

- _____ 1. A word or syllable usually has a short vowel sound when
A. a consonant is followed by a single vowel.
B. a single vowel is followed by one or more consonants.
C. a vowel is followed by a consonant and then the letter **e**.
- _____ 2. TRUE OR FALSE? The silent-**e** rule states that when a word or syllable ends in vowel-consonant-**e**, the first vowel is long and the **e** ending the word is silent.
- _____ 3. The two-vowels-together rule states that when two of certain vowels are together in a word,
A. the first is long and the second is short.
B. both vowels are long.
C. the first is long and the second is silent.
- _____ 4. When **y** is in the middle of a word,
A. it is a consonant.
B. it usually sounds like short **i**.
C. it usually sounds like short **e**.

► Review Test 2

- A. For each item below, write a word with the vowel sound shown. Choose from the words in the box; use each word once.

cram	dress	dust	file	green
home	mix	nod	place	used

- Short **a** sound: _____
- Long **a** sound: _____
- Short **e** sound: _____
- Long **e** sound: _____
- Short **i** sound: _____
- Long **i** sound: _____
- Short **o** sound: _____
- Long **o** sound: _____
- Short **u** sound: _____
- Long **u** sound: _____

- B. Here are the rules for long vowel sounds:

Silent e: When a word or syllable ends in a vowel-consonant-**e**, the vowel before the consonant is long and the final **e** is silent.

Two vowels together: When two of certain vowels are together, the first vowel is long and the second is silent.

Final single vowel: A single vowel at the end of a word or syllable (other than a silent **e**) usually has a long sound.

Beside each word, write the name of the rule that applies: Silent **e**, Two Vowels Together, or Final Single Vowel. In the second space, write a short explanation of the rule. Note the example.

Example:

- | | | |
|-----------|----------------------------|--|
| toast | <u>Two Vowels Together</u> | <u>The o is long, and the a is silent.</u> |
| 11. face | _____ | _____ |
| 12. go | _____ | _____ |
| 13. road | _____ | _____ |
| 14. steal | _____ | _____ |
| 15. plane | _____ | _____ |

C. Here are the rules for **y** as a vowel:

Sounds of y

Short-i sound: In the middle of a word or syllable, y usually sounds like short **i**.

Long-i sound: At the end of a one-syllable word, y sounds like long **i**.

Long-e sound: At the end of a word with more than one syllable, y usually sounds like long **e**.

Beside each word, identify the **y** sound by writing in one of the following:

ī (short i)

ī̄ (long i)

ē̄ (long e).

In the second space, write a short explanation of the rule that applies. Note the example.

Example:

ready

ē̄

At end of word with more than one syllable

16. sky

17. party

18. system

19. hurry

20. dry

► Review Test 3

Here is a chance to apply your understanding of vowel and consonant sounds to a full-length reading. Can you imagine a more terrifying experience than being on a plane that appears destined to crash? What if you were traveling with your young child? Which emotion would take over—love or terror? This selection is a true story about such an event. After you read the selection, answer the phonics questions that follow.

Words to Watch

Following are some words in the reading that do not have strong context support. Each word is followed by the number of the paragraph in which it appears and its meaning there. These words are indicated in the reading by a small circle (°).

apparent (3): obvious

streamed (6): flowed

clenching (6): closing tightly

chaos (8): complete disorder and confusion

grief (8): deep sorrow

compelled (9): forced

A LESSON IN LOVE

Casey Hawley

1 I learned a lesson about terror, and about love that is stronger than terror. I learned it on a flight I took six years ago, and only now can I speak of it without tears filling my eyes.

2 When our flight left the Orlando airport that Friday, I settled back, I intended to do some light reading on the brief flight.

3 But I put down my magazine when it became apparent° that this was not going to be a calm flight. Our plane began bumping up and down and from side to side. Soon the plane began

dipping wildly, one wing or the other turning downward. Passengers, bags, and coffee cups lurched and banged around the little cabin. Then we heard our pilot over the loudspeaker.

“We are having some difficulties,” 4 he announced. “At this time, we appear to have no nose-wheel steering. We will be returning to the Orlando airport at this time. We are not sure our landing gear will lock, so the flight attendants will prepare you for a bumpy landing. Also, if you look out the windows, you will see that we are dumping fuel from

our fuel tanks. We want to have as little on board as possible in the event of a rough touchdown.”

5 In other words, we were about to crash.

6 I watched as the fuel, hundreds of gallons of it, streamed^o past my window out of the plane’s tanks. Then, moving my attention away from that spilling fuel, I looked at my fellow travelers. I was stunned by what I saw. Some of their faces were actually gray with terror. Some people cried and screamed. A few of the men gripped their armrests tightly, clenching^o their teeth, and their jaws were tightly closed. No one faces death without fear, I thought. I wondered if there was anyone whose inner strength would provide peace and calm at such a moment. I saw no such person.

7 I didn’t see anyone, but then I heard a quiet, calm voice. A couple of rows to my left, a woman was speaking in a normal, conversational tone. There was no tension in her lovely, warm voice.

8 Then I saw the mother who was talking, in the midst of all the chaos^o, to her child. The woman was looking full into the face of her daughter, who seemed about four and was sitting in her lap. The child listened closely, sensing the importance of her mother’s words. The two seemed untouched by the sounds of grief^o and fear all around. It was as if a circle had been drawn around the two of them. Panic and grief could not cross the line.

9 I tried hard to hear what this mother was saying to her child. I felt compelled^o to hear. Finally, I made out what this soft, sweet voice was saying.

Over and over again, the mother said, “I love you so much. Do you know for sure that I love you more than anything?”

“Yes, Mommy,” the little girl said. 10

“And remember, no matter what happens, that I love you always. And that you are a good girl. Sometimes things happen that are not your fault. You are still a good girl, and my love will always be with you.” 11

And with that, the mother strapped 12 the seat belt over both of them. She then wrapped her body over the little girl’s and prepared to crash.

For whatever reason, our landing 13 gear held, and our landing was not the tragedy we feared it would be. It was over in seconds. We filed out of the plane, grateful to have escaped injury or death.

But I took something away from 14 the plane that day. I knew that none of the other people on that plane, myself included, could have done what that mother did. Was she born with a far greater share of courage than the rest of us? I doubt it. I think what I saw that day was evidence that a parent’s love for a child is an amazing source of strength. While facing her own death, this mother was able to reach deep into herself. She reached far past the fear she must have felt. Calmly and surely, she spent what could have been her last seconds on Earth promising her little girl that she would always be safe in her mother’s love.

For those few minutes, I was in the 15 presence of a love that is truly stronger than the fear of death: the love of a parent for a child.

Phonics Questions

Use phonics clues you learned from this and the previous chapter to answer the following questions. In the space provided, write the letter of your choice for each question.

- _____ 1. In the word *six*, used in the sentence below, the **x** sounds like
- A. **ks.**
 - B. **gz.**
 - C. **z.**

“I learned it on a flight I took six years ago. . . .” (Paragraph 1)

- _____ 2. In the word *years*, used in the sentence below, the **y** is a
- A. consonant.
 - B. vowel.

“I learned it on a flight I took six years ago. . . .” (Paragraph 1)

- _____ 3. Which word from the sentence below has a **y** that sounds like long **e**?
- A. *only*
 - B. *my*
 - C. *eyes*

“I learned it on a flight I took six years ago, and only now can I speak of it without tears filling my eyes.” (Paragraph 1)

- _____ 4. Which word from the sentence below has a silent consonant and a consonant blend?
- A. *magazine*
 - B. *became*
 - C. *apparent*

“But I put down my magazine when it became apparent that this was not going to be a calm flight.” (Paragraph 3)

- _____ 5. In the word *plane*, used in the sentence below,
- A. the vowels have their short vowel sounds.
 - B. the **a** is long and the **e** is short.
 - C. the **a** is long and the **e** is silent.

“Soon the plane began dipping wildly, one wing or the other turning downward.” (Paragraph 3)

- _____ 6. The word *crash*, used in the sentence below, has
- A. two consonant blends.
 - B. two consonant digraphs.
 - C. a consonant blend and a consonant digraph.

“In other words, we were about to crash.” (Paragraph 5)

- _____ 7. In the word *clenching*, used in the sentence below,
- A. the first **c** is hard, and the second is soft.
 - B. the first **c** is soft, and the second is hard.
 - C. the first **c** is hard, and the second is part of a consonant digraph.

“A few of the men gripped their armrests tightly, clenching their teeth, and their jaws were tightly closed.” (Paragraph 6)

- _____ 8. The **s** in the word *mother’s*, used in the sentence below,
- A. has its usual sound, as in *salt*.
 - B. sounds like **z**.

“The child listened closely, sensing the importance of her mother’s words.” (Paragraph 8)

- _____ 9. In the word *reach*, used in the sentence below, the vowel sound follows which rule?
- A. The silent-**e** rule
 - B. The two-vowels-together rule
 - C. The sounds of vowels followed by an **r**

“While facing her own death, this mother was able to reach deep into herself.” (Paragraph 14)

- _____ 10. Which word from the sentence below follows the Silent-**e** Rule?
- A. *she*
 - B. *her*
 - C. *safe*

“Calmly and surely, she spent what could have been her last seconds on Earth promising her little girl that she would always be safe in her mother’s love.” (Paragraph 14)

Discussion Questions

1. The author states that she learned of a “love that is stronger than terror.” Do you think love is always stronger than terror? Or was the event the author describes just an unusual incident?
2. The pilot of the aircraft tells the passengers exactly what is happening, saying, for example, “we are not sure our landing gear will lock” and “we are dumping fuel from our fuel tanks. We want to have as little on board as possible in the event of a rough touchdown.” Should the pilot have been so open with his passengers, who were then struck with fear, or should he have said nothing and concentrated on flying the plane? Why?
3. In your opinion, what is the strongest love that exists? The love of a parent for a child? What about love for a parent? Or for a spouse? Is all love the same?

Note: Writing assignments for this selection appear on page 556.

Check Your Performance

PHONICS II: VOWELS

<i>Activity</i>	<i>Number Right</i>	<i>Points</i>	<i>Score</i>
Review Test 1 (4 items)	_____	× 5 =	_____
Review Test 2 (20 items)	_____	× 2 =	_____
Review Test 3 (10 items)	_____	× 4 =	_____
TOTAL SCORE			= _____%

Enter your total score into the **Reading Performance Chart: Review Tests** on the inside back cover.