

Part 1: Samuel Taylor Coleridge • "Answer to a Child's Question"

POETIC READING • PHONIC HUNT

"Do you ask what the birds say? The sparrow, the **dove**,
The linnet, and the thrush say, 'I **love** and I **love**!'
Green leaves and blossoms, the sunny warm weather,
And singing and **loving** — all **come** back together;
Then the lark is so brimful of gladness and **love**,
The green fields below him, the blue sky **above**,
That he sings and he sings, and forever sings he,
'I **love** my Love, and my Love **loves** me.'"

— SAMUEL TAYLOR COLERIDGE

Phonic Hunt: Find words with o = ū (/ʌ/):

Identify the 6 words in the verse where letter o sounds like short ū:

1. The gentle bird: _____
2. Deep affection: _____
3. Participle of love: _____
4. Arrive / return: _____
5. High overhead: _____
6. 3rd-person verb: _____

Part 2: Nature & Phonics Spelling List (12 Words)

DICTIONATION • ORAL SPELLING • PENMANSHIP

thrūsh

/θrʌʃ/

Songbird with spotted chest

spārrrow

/ˈspærrou/

Small common brown bird

blössom

/ˈblɑːsəm/

Flower of a fruit-bearing tree

sūnny

/ˈsʌni/

Filled with warm sunshine

lōving

/ˈlʌvɪŋ/

Showing tender kindness

sīnging

/ˈsɪŋɪŋ/

Making sweet musical notes

bēlow

/bɪˈlou/

Underneath; in a lower spot

fōrēver

/fərˈevər/

Through all time; endlessly

glādness

/ˈglædnəs/

State of joy and cheer

lärk

/lɑːrk/

Meadow bird that sings in flight

wārm

/wɔːrm/

Pleasant heat; comfortable

ābōve

/əˈbʌv/

Overhead; at a higher level

Part 3: Morphology Inquiry • The Three Master Suffix Rules

MORPHOLOGY • SPELLING LAWS • SYNTHESIS

Textbook Inquiry: "What rule applies to the spelling of sunny, of loving, and of singing?"

1. The 1-1-1 Doubling Rule

sun + n + y = sunny

When a 1-syllable word has 1 short vowel and ends in 1 consonant, double the consonant before a vowel suffix.

fog + y = _____
run + er = _____

2. The Silent-E Dropping Rule

love – e + ing = loving

When a word ends in a silent final -e, drop the -e before adding a suffix beginning with a vowel.

come + ing = _____
make + ing = _____

3. The Base-Retaining Rule

sing + ing = singing

When a word ends in two consonants (-ng), simply add the suffix. Do not double or drop any letters!

ring + ing = _____
ask + ed = _____

Poetic Couplet Penmanship: "The green fields below him, the blue sky above, That he sings and he sings..."

Practice penmanship • 26px handwriting track

Section 1: Coleridge Literary Background & Phonic Hunt Solutions

LITERARY ANALYSIS • PHONIC SOLUTIONS

Samuel Taylor Coleridge (1772–1834):
Written in 1802 for his five-year-old son Hartley Coleridge, titled "Answer to a Child's Question". The lyric teaches avian nature study through playful onomatopoeic personification (sparrows, linnets, and thrushes singing of spring love, winter departing, and the skylark rejoicing in high flight).

- Phonic Hunt Solutions (o = ū = /ʌ/):**
- 1. *dove* — bird of peace (/dʌv/)
 - 2. *love* — deep affection (/lʌv/)
 - 3. *loving* — participle of love (/ˈlʌvɪŋ/)
 - 4. *come* — return / arrive (/kʌm/)
 - 5. *above* — overhead in sky (/əˈbʌv/)
 - 6. *loves* — 3rd-person singular (/lʌvz/)

Section 2: 12 Vocabulary Words Master Phonics & Etymology Key

TARGET WORDS MATRIX

Word • Mark	IPA	Phonic / Morphological Structure	Word • Mark	IPA	Phonic / Morphological Structure
thrūsh	/θrʌʃ/	Initial triple blend <i>thr-</i> ; short <i>ū</i> ; digraph <i>-sh</i>	bēlow	/bɪˈlou/	Prefix <i>be-</i> ; long <i>ō</i> spelled with digraph <i>-ow</i>
spārrrow	/ˈspærrou/	Initial blend <i>sp-</i> ; short <i>ā</i> with doubled <i>-rr-</i> ; <i>-ow</i>	fōrēver	/fərˈɛvər/	Compound word: <i>for</i> + <i>ever</i> ; accent on second syllable
blōssom	/ˈblɑːsəm/	Initial blend <i>bl-</i> ; short <i>ō</i> followed by doubled <i>-ss-</i>	glādnēss	/ˈglædnəs/	Base <i>glad</i> + noun suffix <i>-ness</i> (state of being glad)
sūnny	/ˈsʌni/	Doubled <i>-nn-</i> preserves short <i>ū</i> (1-1-1 Doubling Rule)	lārċ	/lɑːrk/	Italian / broad <i>ā</i> before <i>r</i> ; single coda <i>-k</i>
lōving	/ˈlʌvɪŋ/	Silent <i>-e</i> dropped before <i>-ing</i> ; <i>o</i> sounded as <i>ū</i>	wārġm	/wɔːrm/	Broad <i>a</i> = /ɔː/ modified by preceding <i>w-</i> sound
sīnging	/ˈsɪŋɪŋ/	Base <i>sing</i> + <i>-ing</i> ; no change to double consonant coda	ābōve	/əˈbʌv/	Unstressed initial <i>a-</i> ; root vowel <i>ō</i> = /ʌ/; silent <i>-e</i>

Section 3: The Three Master Suffix Rules & Teacher Dictation Sentences

MORPHOLOGY PROOF • DICTATION SCRIPT

- Comparative Morphological Law of English Suffixation:**
- 1. **Why Double in *sunny*?** The single consonant *n* in *sun* would otherwise be drawn into the suffix syllable (**su-ny*), causing the vowel to lengthen into long /u:/ or /ju:/. Doubling the consonant (*n* → *nn*) locks the first syllable closed, permanently protecting the short vowel /ʌ/.
 - 2. **Why Drop in *loving*?** Silent final *-e* is a diacritic marker. When a vowel suffix (*-ing*) is attached, the two adjacent vowels create orthographic clash; dropping *-e* eliminates the redundancy (*love* – *e* + *ing* = *loving*).
 - 3. **Why Retain in *singing*?** The base word *sing* already has a two-consonant coda (*-ng*). The vowel is already safely locked into short /ɪ/, so no modification is required (*sing* + *ing* = *singing*).

Master Oral Dictation Sentences (Administer at 12 wpm):

- 1. "On a sunny morning, the happy lark began singing high above the green fields." (Tests: sunny, lark, singing, above)
- 2. "The sweet thrush and little sparrow built a warm nest in the apple blossom." (Tests: thrush, sparrow, warm, blossom)
- 3. "Our loving mother felt great gladness when all the children came home together." (Tests: loving, gladness, come, together)
- 4. "Look at the blue sky above and the peaceful quiet brook below." (Tests: above, below, brook, sky)