

a b c **Six
Ways**

**We Make
Spelling
Easy**



6 Ways to Make Spelling Easy

Hi, my name is Marie Rippel and I'm the author of the *All About Reading* and *All About Spelling* programs. Thanks for downloading my free e-book on six ways to make spelling easy!

On the following pages, I'll share six fundamental aspects of an effective spelling program and the ways that I've incorporated these insights and methodologies into the *All About Spelling* program. You'll discover that *All About Spelling* has a unique approach that is based on the latest research as well as proven spelling rules and techniques—a successful and award-winning combination!

As you read through this e-book, feel free to jot down any questions you may have. You can email us at support@allaboutlearningpress.com, or call us at 715-477-1976. No question is too big or too small! We're here to help.

I hope this e-book provides helpful information as you strive to make spelling easy for your child.

Make learning a joy!

Marie Rippel

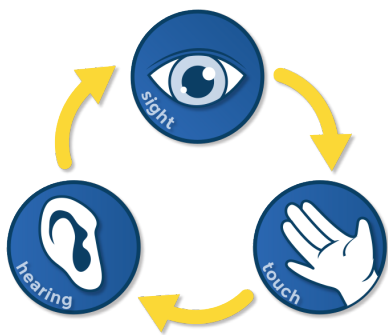
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1 How Your Child Learns Best



How do you learn best?

When you are learning something new, do you prefer to watch someone do it first? Read about it? Have someone tell you how to do it? Or do you prefer to just jump right

in and try it for yourself? Your answer is a strong clue as to how you learn best.

Most of us have one pathway to the brain that is stronger than the others. You may be a strong visual learner, or maybe you learn best through hearing or doing. It makes sense to learn through your strongest pathway to the brain because your brain will pay more attention and retain more information that way.

With young children, it isn't always clear which pathway (visual, auditory, or kinesthetic) is the strongest. Kids mature and experiment, and some children just don't have a really prominent preference. It might be totally obvious that one child is a hands-on learner, while the learning preference of another child may not be obvious at all, especially if, for example, the child's strengths are split between auditory and visual. But as you will discover shortly, you don't really need to be able to identify your child's strongest pathway to learning.

When children are taught using all three pathways to the brain, they learn even more than when they are taught only through their strongest pathway¹. The more senses we involve, the more learning occurs. So even if your child is an auditory learner, it is still important to teach through all three

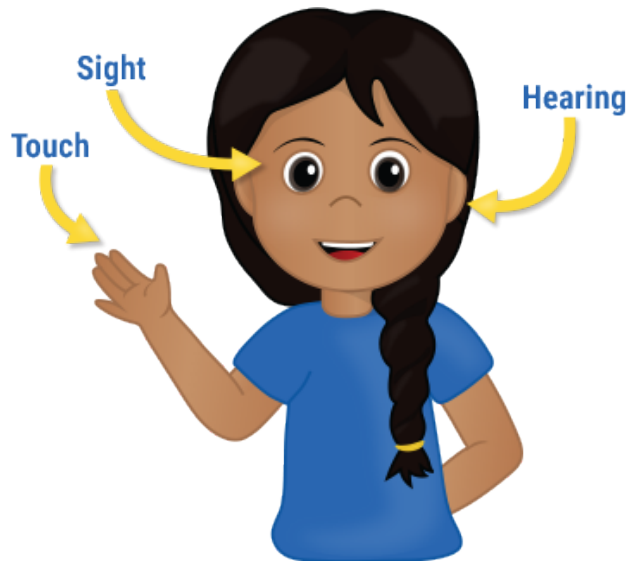


Using Letter Tiles

Color-coded letter tiles are a fantastic kinesthetic way to help your child learn to spell. See a short video demonstration and learn more about using letter tiles to teach spelling by visiting the link below.

<http://bit.ly/Using-Letter-Tiles>

pathways. By doing so, not only will you be sure to teach to your child's *strongest* pathway, you will engage the *other* pathways as well, enabling maximum long-term retention of the information.

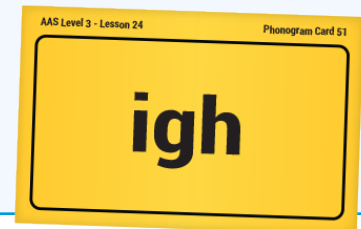


The real power comes when you combine all three pathways *simultaneously*. Multisensory

teaching is a big improvement over teaching through one pathway to the brain, but the real power comes when you combine all three pathways with simultaneous multisensory instruction—the SMI method.

SMI is powerful because, as neuroscientists say, “brain neurons that fire together, wire together”². When we teach using multiple senses simultaneously, the neurons in the respective parts of the brain fire at the same time and wire together to create neural networks. These neural networks allow the brain to store and retrieve information much more effectively and efficiently.

To show you how the SMI method is put into practice, here’s a quick example from the *All About Spelling* program. When the student learns a new phonogram (such as IGH to represent the sound of /ī/), he writes the letter combination as he says the sound. This simple activity simultaneously engages the visual, auditory, and kinesthetic pathways to the brain, which helps the new learning stick.



¹ Farkus, R.D. (2003). “Effects of traditional versus learning-styles instructional methods on middle school students,” *The Journal of Educational Research* 97 (1).

² Sousa, D.A. (2006). *How the brain learns*. Thousand Oaks, CA: Corwin Press.

2 The Orton-Gillingham Approach



The Orton-Gillingham approach is a powerful way to teach reading and spelling. It helps take the mystery out of spelling by focusing on the reasons words are spelled the way

they are. The English language contains just 26 letters, but these letters combine to create 44 speech sounds—and there are over 250 ways to spell those sounds. The Orton-Gillingham approach condenses the spelling of these sounds into phonograms and demystifies spelling by teaching students to apply generalizations and rules that help make spelling easy.

Learn More

All About Spelling uses key features of the Orton-Gillingham approach. To learn more about this powerful method, visit the article linked below.

<http://bit.ly/OG-Approach>

Key Benefits and Features of the OG Approach

1 Multisensory

Lessons involve all the major pathways to the brain: visual, auditory, and kinesthetic.

2 Sequential

Concepts are taught in a logical, well-planned sequence.

3 Incremental

Each lesson carefully builds upon the previous lesson.

4 Cumulative

Constant and consistent review of previously taught concepts is provided.

5 Individualized

The unique needs of each student are met.

6 Based on Phonograms

English is simplified by teaching letters and letter combinations known as phonograms.

7 Explicit

Students are taught exactly what they need to know in a clear and straightforward manner.

The Orton-Gillingham approach takes the guesswork out of spelling. With the OG approach, people with reading disorders, such as dyslexia, can actually overcome the language processing issues associated with these disorders. Students are taught exactly what they need to know in a clear and straightforward manner. They know what they're learning and why they're learning it. There's no guessing, no ambiguity, and no confusion. Children taught with this direct instructional approach gain skill and confidence.



Who Were Orton and Gillingham?

Dr. Samuel T. Orton (1879-1948) was a pioneer in the study and understanding of dyslexia. He studied numerous children with language processing issues and eventually developed teaching principles designed to help these children learn language more effectively. One of Dr. Orton's students, Anna Gillingham (1878-1963), further developed Orton's ideas and eventually combined his teaching methods with her own understanding of language structure. The first Orton-Gillingham manual was published in 1935.

3 Mastery-Based Lessons



***All About Spelling* is a mastery-based program, not a grade-level-based program.** This is an important distinction.

You might be accustomed to purchasing curriculum based on your child's age or grade level. But with *All About Spelling*, you place your child according to ability. You teach at your child's pace, reviewing consistently, moving to the next level only when the child has mastered the current level. This results in permanent learning.

The main problem with grade-level-based programs is that age or grade is not a good indicator of spelling ability. Some ten-year-olds can easily spell words like *pigeon* and *partridge*, while others may still be trying to grasp the idea that the letter G can make different sounds in different situations. Some ten-year-olds can spell circles around most adults, while others have their parents shaking their heads in dismay at their spelling struggles.

By definition, grade-level-based programs assume that all students have the same background knowledge and are at the same level. If your student is more advanced, he is held back. If he is behind his peers, he is pushed faster than he can absorb the information, and gaps in his learning make him feel miserably defeated. Either way, a cycle of frustration is set into motion, and short-term learning is often the result.



Watch a Video

When you teach your child at her instructional level and with a multisensory approach that suits her learning preferences, she can blossom. And you can revel in the knowledge that you are providing the foundation for long-term learning.

Follow the link below to watch a short video about mastery-based programs.

<http://bit.ly/Mastery-Video>

When you teach children at their instructional level, they can blossom! With a mastery-based program, your child moves on to the next level *only* after she has mastered the content in the previous level and is ready to move on to more advanced material.



Mastery-Based vs Grade-Level-Based Programs

Mastery-Based

Child is placed according to ability

You teach at your child's pace

Consistent review leads to permanent learning

No gaps in knowledge

Your child progresses to the next level when he has mastered the material

Grade-Level-Based

Child is placed according to age

Your child has to conform to the pace set by the curriculum

"Teach it and move on" often leads to short-term learning

Possible gaps in knowledge

Your child progresses to the next grade regardless of level of mastery

4 Embrace the Logic



Many people lament that the English language doesn't make sense, especially when it comes to spelling. But the English language doesn't have to be confusing, and when you approach it logically, you can actually make spelling easy.

Did you know that 97% of English words follow predictable patterns and only the remaining 3% are actually irregular? English does conform to predictable patterns, and more importantly, those patterns can be taught to your child. This is a better—and more logical—way to learn to spell than by simply memorizing list after list of unrelated words.

Imagine trying to teach a list of spelling words that includes nine different ways to spell the sound of long I. This word list would contain words with no other obvious connection to each other—like *pie*, *cry*, *light*, and *item*. This type of list can be very confusing for students, especially if there's no accompanying explanation of the logic behind the spelling rules.

Children can struggle when they try to memorize a list of words with unrelated spellings. And after being tested on the words, the child moves on to a new list of words that have no connection to the previous list. In all likelihood, the previous words were not thoroughly committed to the child's long-term memory and the learning is quickly forgotten.



Learn More

Looking for more information about how to make spelling logical? We outline seven ways and provide tips and printables in the article below. Just follow the link!

<http://bit.ly/Logical-Spelling>

There's a better way! *All About Spelling* takes the guesswork out of spelling by using a step-by-step approach, with each skill carefully building upon previously learned skills. This allows your student to see the organized, logical patterns behind English spelling.



Sample Lessons Demonstrating How We Make Spelling Logical

We eradicate “the myth of Silent E.”

Dozens of phonics programs teach that Silent E makes the previous vowel long, as in the word *home*. But that's only *part* of the truth, and it doesn't explain the Silent E in hundreds of words such as *have* and *hinge*. To make spelling logical, it's important to teach *all* the jobs of Silent E. [Download this Level 2 lesson plan¹](#) to see how we teach Silent E after a U or V, as in *true* and *love*.

We end “suffix confusion.”

This fail-safe method makes adding suffixes crystal clear. [Download two lessons from Level 3²](#) that provide an introduction to spelling with suffixes.

We show kids how to spell the sound of /j/.

Why is the /j/ sound in *fudge* spelled with DGE instead of simply J or GE? If your kids don't know the simple reason, spelling may seem weird and confusing. [Download this Level 4 lesson plan³](#) to see how easily this rule can be taught.

¹ <http://downloads.allaboutlearningpress.com/downloads/AAS-L2-TM-Step21.pdf>

² <http://downloads.allaboutlearningpress.com/downloads/AAS-L3-TM-Steps11-12.pdf>

³ <http://downloads.allaboutlearningpress.com/downloads/AAS-L4-TM-Step3.pdf>

5 Individualized Instruction

Every child is an individual, so we use an individualized approach to spelling. Some children prefer learning at a fast pace, some need a logical, analytical approach, and others need lots of regular review. Some children learn best visually, others are auditory learners, others need a hands-on approach, and some do best with a combination of all three!

Have you discovered that each of your children learns differently—and now you are desperately trying to make your spelling curriculum work for all of them? If so, you need a spelling program that is easily customized to suit your children’s different learning preferences.

All About Spelling was specifically developed to meet this challenge head on. We continually strive to ensure that the program is easy to customize without requiring a lot of extra effort


from parents, giving children an individualized approach that will help them succeed in spelling.

Your child can shine with individualized lessons! Every child is unique, and *All About Spelling* makes your job easier as you work to meet your child’s educational needs.



Bottom Line

An individualized approach allows you to “go as fast as you can, but as slow as you must” by helping you customize the programs to successfully meet the needs of each individual child.



Five Elements that Make Our Program Easy to Customize

Our programs provide an adjustable pace.

Anna Gillingham once said, “Go as fast as you can, but as slow as you must.” Our program is designed to do just that.

We include motivating activities.

The variety of activities helps motivate your child, sparking enthusiasm for learning and making spelling easier.

We use a multisensory approach.

All the learning pathways to your child’s brain—visual, auditory, and kinesthetic—are activated in every lesson.

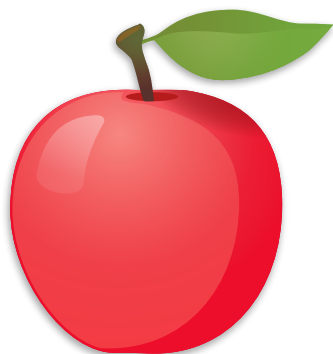
Customized review is built right in.

Our Spelling Review Box allows you to customize review for your child, creating a system that precisely addresses your child’s specific needs.

We implement scaffolding to reach the next level.

Scaffolding provides the structure that allows children to gradually build toward higher levels of understanding and greater levels of independence in the learning process.

6 Easy-to-Follow Lessons



So far, we've talked about how *All About Spelling* benefits your child. Now let's talk about you.

With *All About Spelling*, it doesn't matter if you have never taught spelling before. Our teacher's

manuals walk you through each step—with no previous experience necessary, no special training needed, and no extra preparation time required. You'll be teaching like an expert from your very first lesson.

All About Spelling contains all the components necessary to make spelling easy to teach. Here's how we make lessons effortless for you!

✓ **Open-and-go lesson plans**

The lessons are lightly scripted so you can focus on your child instead of trying to figure out what to do next.

✓ **Adjustable pace**

Our mastery-based program makes it easy to adjust the pace to suit your child's developmental level and attention span.

✓ **Adaptable lessons**

Curriculum that follows this approach makes it easy for you to adapt lessons to fit your child's individual strengths. Consequently, this approach works for *all* ages—beginning spellers, intermediate students, teens, and adults.




Watch a Video

It doesn't have to be difficult to teach reading and spelling—in fact, it can be easy! Watch a video that describes the features that make *All About Spelling* easy to teach. Just follow the link below!

<http://bit.ly/Make-Teaching-Easy>

- ✓ **An emphasis on logic**
Understanding the “whys” behind spelling—the rules, patterns, and concepts—eliminates the guessing that can make spelling difficult for many children and adults.
- ✓ **Support for you as the teacher**
With *All About Spelling*, you’re never on your own! We offer “Tips for the Teacher” sections in many lessons as well as lifetime support via email and phone.



Here’s What Real Moms Have to Say about Teaching Our Programs

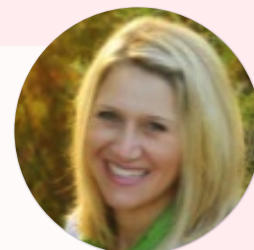


All About Spelling changed the way I look at curriculum. I can reach a variety of learning styles while still keeping life simple for me as a mom and teacher.

–Jolanthe Erb, *Homeschool Creations*

The hands-on learning approach is great for the kids and there is no preparation time on my part. So for our family, it’s a win-win!

–Erica Arndt, *Confessions of a Homeschooler*



The teacher’s manual is “open and go” and shows you EXACTLY what to do. It is super-easy to follow, with lots of illustrations and tips. It helps me be a better teacher.

–Michelle Gibson, *Delightful Learning*

Since using *All About Spelling* I have seen amazing progress in my son’s spelling abilities. I am learning to be a better speller as well.

–LaToya Edwards, *Learning to Let Him Lead*



What's Next?

By reading this e-book, you've gained a new understanding of six ways we make spelling easy.

Although some of the principles in this e-book may sound complex, *All About Spelling* takes the struggle out of teaching and learning how to spell. Our program breaks down learning concepts into simple, bite-sized lessons that are easy for you to teach and easy for your student to learn.

While I originally developed *All About Reading* and *All About Spelling* for my own child who had a hard time learning to read and spell, the programs have gone on to help over 150,000 children master reading and spelling—even those who were previously diagnosed with a learning disorder.



If you have any questions at all, please call us at 715-477-1976 or email us at support@allaboutlearningpress.com. My staff and I are passionate about helping children read and spell, and we would love to help you.

