

Lesson 17 The Floss Rule

Objective

This lesson teaches that letters f, l, and s may be doubled at the end of a word.

You Will Need

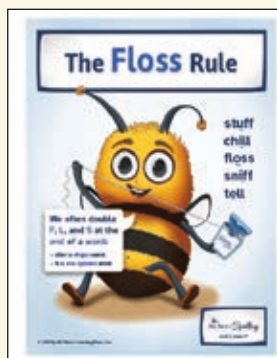
- ☐ extra f, l, and s tiles
- ☐ Rule Card 4
- ☐ *Zip into Spelling* pages 135-146
- ☐ Word Cards 101-110
- ☐ piece of floss (optional)

Before You Begin

Letter Tile Setup

If you are using physical letter tiles, set out extra f, l, and s tiles so your student can spell words with double letters.

Preview The Floss Rule



Remove the Floss Rule poster from page 135 of the activity book and keep it handy for use in the lesson.

The Floss Rule explains that we often double f, l, and s after a single vowel at the end of a one-syllable word.

The word *floss* is a great example because it follows the rule and contains the letters f, l, and s.

Look at these other words that follow the rule.

ff:	stiff	cuff	off
ll:	bill	roll	dull
ss:	pass	miss	less

Now look at these examples of words that do *not* meet all the criteria of the Floss Rule.

until (because it isn't a one-syllable word)
peel (because there is more than one vowel)
shelf (because the f doesn't come right after the vowel)

In addition, the rule does not apply when a final s sounds like /z/, as in *has*, *was*, and *is*.

We double the f, l, and s after a single vowel in hundreds of words, but there are several common words in which we do not double the last letter even though they meet all the criteria. Your student has already learned six of those words: *if*, *gas*, *yes*, *this*, *us*, and *bus*.

Review



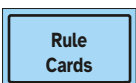
It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind. Shuffle the cards and choose a selection for review.



Review a selection of Phonogram Cards from behind the **Mastered** divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the **Mastered** divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the **Mastered** divider.



Review a selection of Word Cards from behind the **Mastered** divider. Have your student write the words in her dictation notebook.



Read through the Word Banks as necessary.



Alphabetize letter tiles a to z with your student.

New Teaching

Teach Spelling Rule 4: The Floss Rule

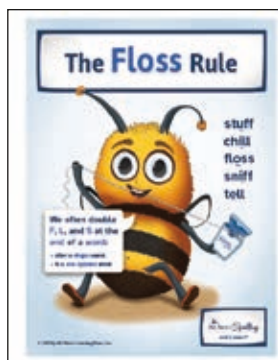
"Today we're going to look at an interesting word: *floss*."

Build the word .

Point to the last s. "See how the word ends with two s tiles? Why are there two s's instead of just one? We're going to find out!"

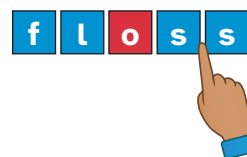
New Teaching

(continued)

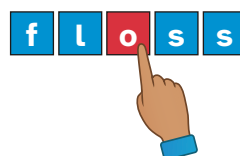


Take out the Floss Rule poster and show it to your student.

“The rule says *We often double f, l, and s at the end of a word...*” Point to the end of the word.



“...*after a single vowel...*” Point to the o. “A *single vowel* means just one vowel. There aren’t two vowels in a row.”



“...*in a one-syllable word.*”

“The word *floss* is a great example of this rule. It follows all the parts of the rule and contains the letters f, l, and s to help remind us.”

“Let’s look at another word.”

Move the **t**, **e**, and **l** tiles into the workspace.

“I want to spell the word *tell*. Let’s follow this poster and figure out if we need to double the last letter.”

“Is l one of the letters that we often double at the end of a word?” *Yes.*

“Does the l come right after a single vowel?” *Yes.*

“Is *tell* a one-syllable word?” *Yes.*

“Good! So we double the l.” Finish building the word.



Explore the sample words on the Floss Rule poster with your student.

You may wish to hang the poster in your lesson area for future reference.

New Teaching

(continued)

Read Rule Card 4 with your student and then file it behind the Review divider.

Spelling Level 1
Lesson 17 – Rule Card 4

The FLOSS Rule

1. The Floss Rule tells us to double which letters at the end of a word?
2. How many vowels does a Floss word have?
3. How many syllables does a Floss word have?

1. f, l, and s
2. one
3. one

Complete Activity Sheet (Optional)

“It’s time to floss! Let’s see if we can find some floss in the cabinet.”



Time to Floss

Remove pages 137-140 from the *Zip into Spelling* activity book.

Cut out the medicine cabinet and fold the ends toward the middle to create the cabinet doors. Cut out the object cards and place them in the medicine cabinet with the words facing up.

Have your student open the cabinet and take out a card. She should read the word and explain why the word *is* a floss word (because it ends in a double f, l, or s) or *is not* a floss word (because it ends in a single consonant). She may then turn the card over to reveal either a floss container or another medicine cabinet item. If she has correctly identified the word, she may keep the item; if not, return it to the medicine cabinet for another try.

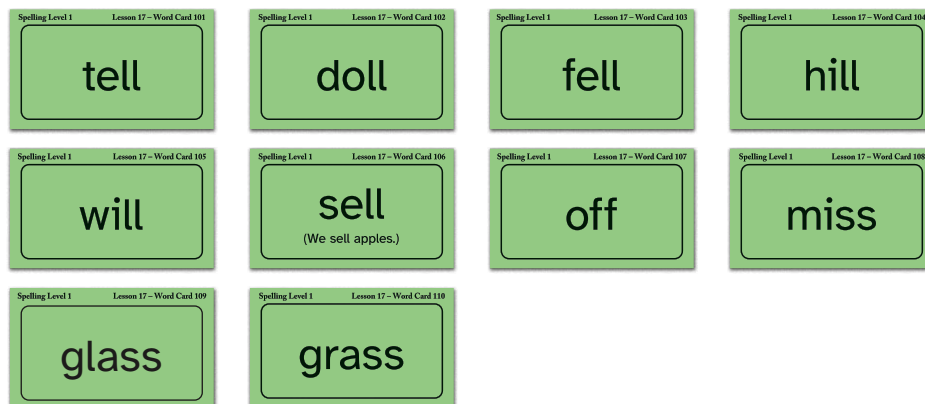
Continue until the medicine cabinet is empty.

New Teaching

(continued)

Spell Word Cards 101-110 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.



For the words *doll* and *off*, you may need to tell your student to “pronounce for spelling.” In many regions, the words are pronounced *daʊl* and *aʊf* in conversational speech.

If your student tries to spell *sell* with a c (as in *cell*), tell her to use an s and explain the difference between these homophones.



Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 101-110 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

New Teaching

(continued)

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

stuff	kiss	class	press	pill
dress	drill	fill (fill a cup)	ill	mess
spell	bill	less	still	Jill
pass	cuff	cliff	shall	shell
well	kill	stiff	loss	bell
sniff	Bess	brass	Swiss	fluff
chess	floss	boss	bliss	Bill
moss	huff	Jess	Russ	chill
spill	bluff	Ross	cross	fuss
Jeff	swell	gruff	Tess	muff

Complete Word Search



hiss	puff
mill	yell
quill	toss
Nell	staff
gull	smell

Turn to page 141 in the activity book.

Part 1: Dictate the following words and have your student write them on the lines provided.

hiss	puff	mill	yell
quill	toss	staff	gull
smell	Nell (name)		

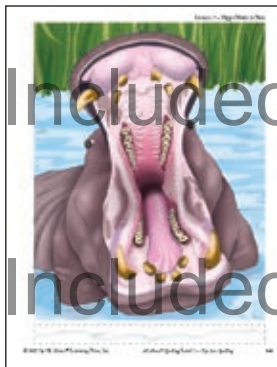
Part 2 (Optional): Have your student find and circle the words hidden in the Word Search.

New Teaching

(continued)

Complete Activity Sheet (Optional)

“This hippo has been eating lots of sweet and sticky foods! Let’s help her floss her teeth.”



Hippo Needs to Floss

Remove pages 143-146 from the activity book.

Cut out the floss strand under the hippo illustration. Cut around the hippo’s teeth as indicated by the dotted lines. Cut out the food cards and place them in a pile in the hippo’s mouth, with the illustrations facing up.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a food card. After spelling the word correctly, she may set the card aside.

Continue until the hippo’s mouth is empty and the student has practiced all twelve words. The student can then floss the hippo’s teeth using the illustrated floss strand or a real piece of floss, if desired.

Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in her dictation notebook.

fell off

will sell

sniff and smell

tell Dan

fill this glass

hug and kiss

math class

big cliff

best dress

sit still

rag doll

dug that well

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 142 of the activity book.

“You can spell *mill*. Now spell *windmill*, as in *A crooked old cat lives in that windmill*.” Student writes *mill* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **windmill** A crooked old cat lives in that windmill.
2. **crossroads** The bus will pick us up at the crossroads.
3. **classroom** Our classroom pet is a gerbil named Gretchen.
4. **kissing** My kissing fish don't seem to like each other.
5. **lesson** I loved your lesson on ventriloquism!
6. **seashell** Sally sells seashell necklaces for six dollars.
7. **uphill** Peddling my bike uphill is exhausting!
8. **spyglass** The pirate dropped his spyglass in the sea.
9. **offhand** I can't think of a funny example offhand.
10. **dollhouse** The dog knocked my dollhouse off the table!
11. **sundressu** Sam sewed a blue sundress for his sister.
12. **surpasss** You will never surpass my taco-eating record!
13. **gruffness** The three billy goats' gruffness was legendary.
14. **instilll** It's impossible to instill good manners in a hyena.
15. **earmufff** Why does Wayne wear only one earmuff?

In case your student is wondering: Floss Rule words retain their double f, l, or s even when combined with other words, prefixes, or suffixes. For example, in *crossroads*, the base word *cross* continues to follow the Floss Rule, even when it is combined with *roads*. In *kissing*, the base word *kiss* continues to follow the Floss Rule even when suffix *-ing* is added.



Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a firm grasp of the Floss Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 17 on the Progress Chart and move on to the next lesson!



Yikes, that
hippo scared the fuzz right
off my tummy!

I guess that means I have a
buzz-cut now.

Seriously, though, flossing is important.
I personally like to use lemongrass (smells
so good!). And hey—GRASS is
a Floss word!
BUZZ!

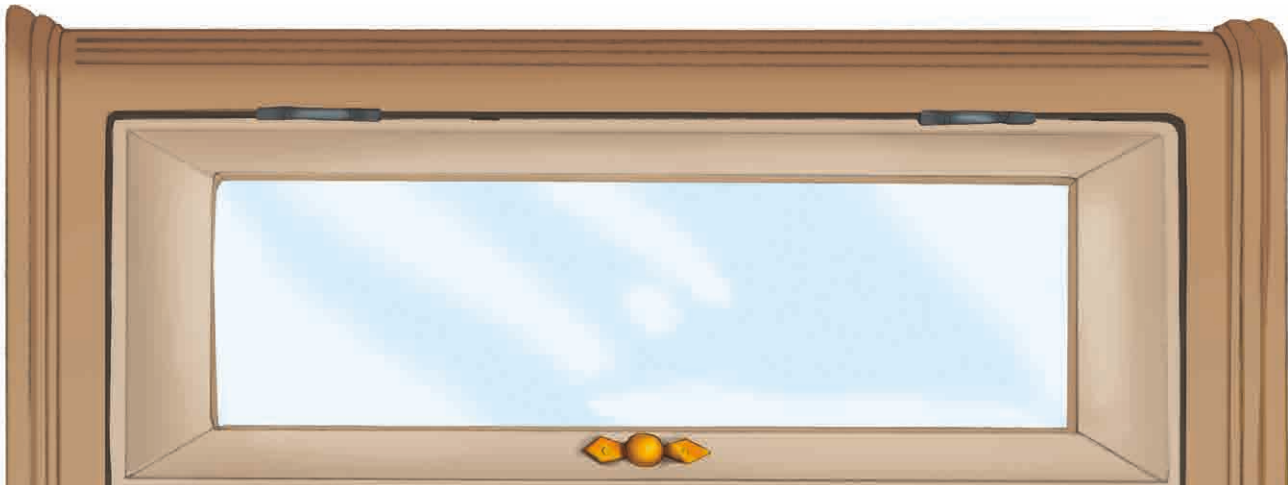
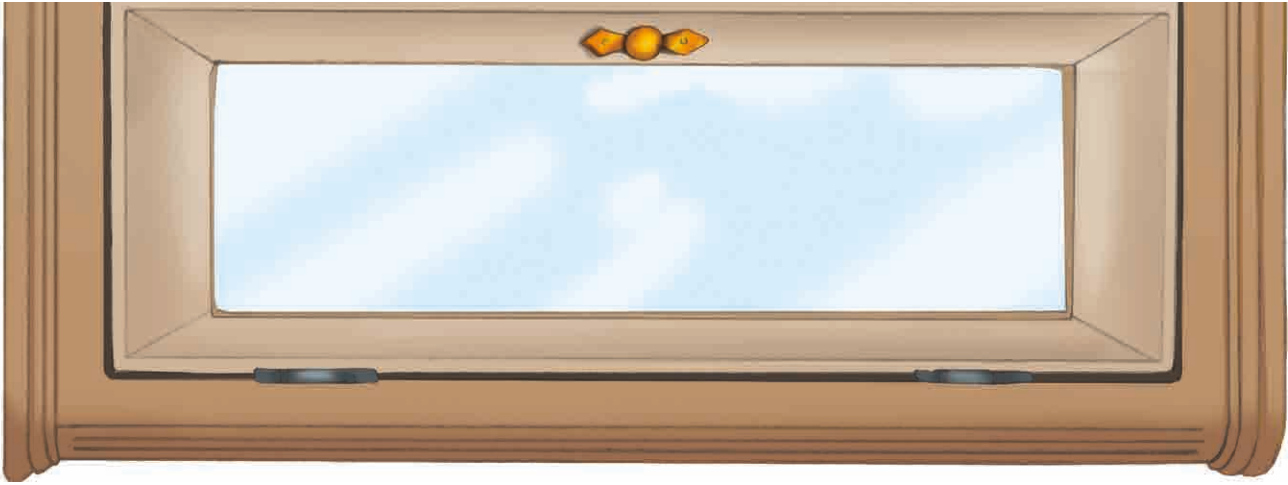
The Floss Rule

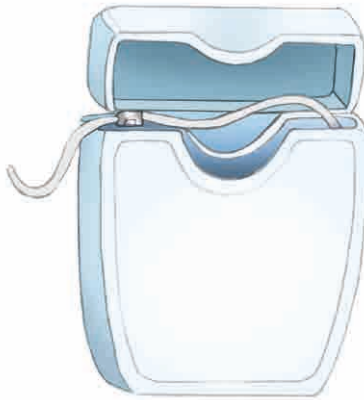
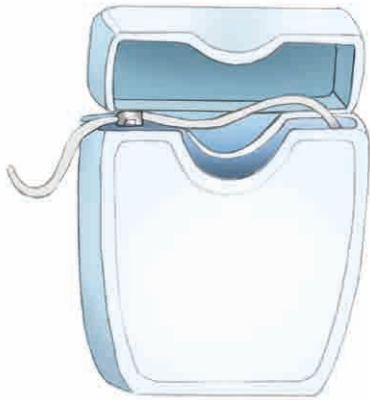
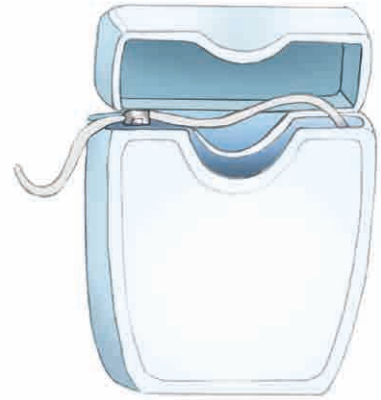
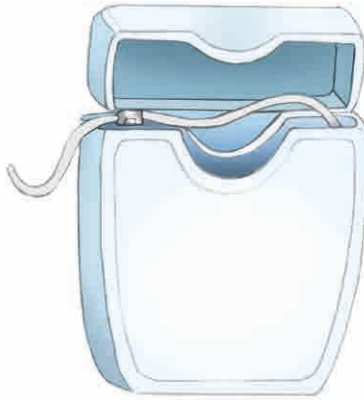
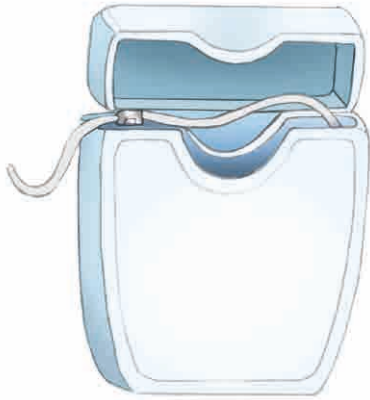
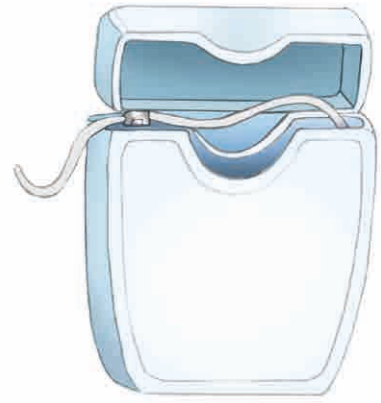
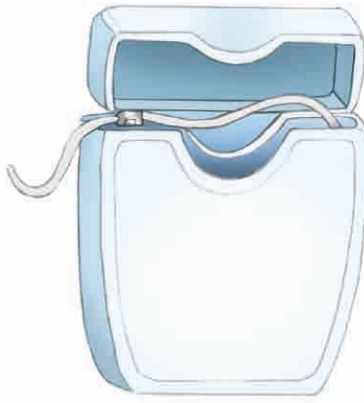
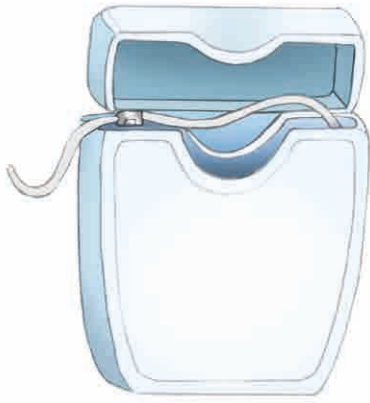
stuff
chill
floss
sniff
tell

We often double
F, L, and S at the
end of a word:

- after a **single vowel**
- in a **one-syllable word**







floss

gruff

his

doll

is

sniff

staff

hill

pass

well

has

press

Word Search

S	C	M	S	T	A	F	F	O	B	L	S
M	M	I	V	X	E	L	U	C	D	Z	G
E	Q	L	Z	K	Q	H	W	W	I	Y	N
L	C	L	Z	D	Z	I	N	L	W	Q	Z
L	V	G	T	V	S	S	G	B	M	U	Y
N	E	L	L	O	Y	S	U	V	K	I	E
K	A	D	J	G	S	H	L	O	Y	L	L
P	U	F	F	Q	E	S	L	R	N	L	L

Advanced Application

1 wind _____

10 _____ house

2 _____ roads

11 sun _____

3 _____ room

12 sur _____

4 _____ ing

13 _____ ness

5 _____ on

14 in _____

6 sea _____

15 ear _____

7 up _____

8 spy _____

9 _____ hand

