

# 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.

s. Look at these other words that follow the rule.

<b>ff:</b>	<b>stiff</b>	<b>cuff</b>	<b>off</b>
<b>ll:</b>	<b>bill</b>	<b>roll</b>	<b>dull</b>
<b>ss:</b>	<b>pass</b>	<b>miss</b>	<b>less</b>

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.

Phonogram  
Cards

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

Sound  
Cards

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

Rule  
Cards

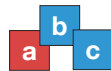
Review a selection of Rule Cards from behind the **Mastered** divider.

Word  
Cards

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

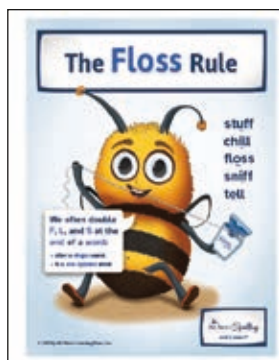
"Today we're going to look at an interesting word: *floss*."

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!"

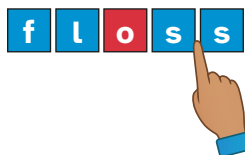
## New Teaching

(continued)

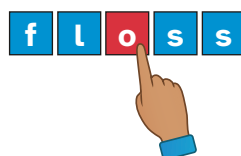


Take out the Floss Rule poster and show it to your student.

“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.

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.

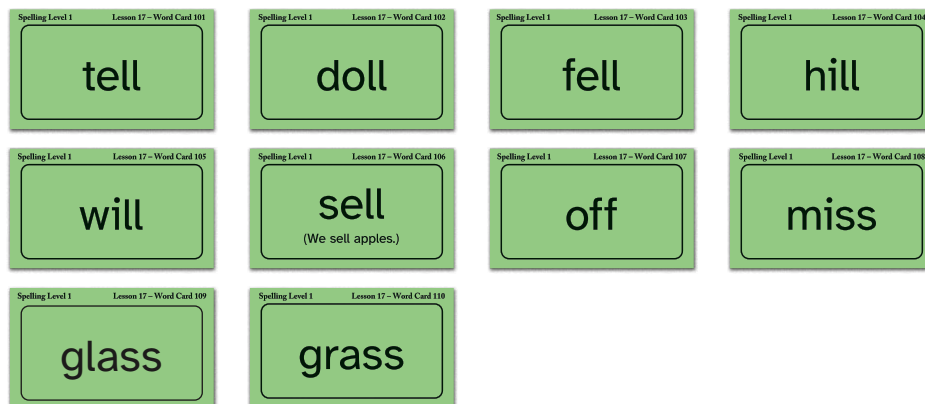
Continue until the medicine cabinet is empty.

## 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.

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

## Complete Word Search



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 \_\_\_\_\_  
 mill \_\_\_\_\_  
 quill \_\_\_\_\_  
 Nell \_\_\_\_\_  
 gull \_\_\_\_\_

puff \_\_\_\_\_  
 yell \_\_\_\_\_  
 toss \_\_\_\_\_  
 staff \_\_\_\_\_  
 smell \_\_\_\_\_

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

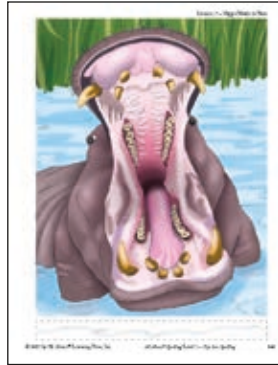
**Part 2 (Optional):** Have your student find and circle the words hidden in the Word Search.

## 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. **sundress** Sam sewed a blue sundress for his sister.
12. **surpass** You will never surpass my taco-eating record!
13. **gruffness** The three billy goats' gruffness was legendary.
14. **instill** It's impossible to instill good manners in a hyena.
15. **earmuff** 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.





### 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!



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