



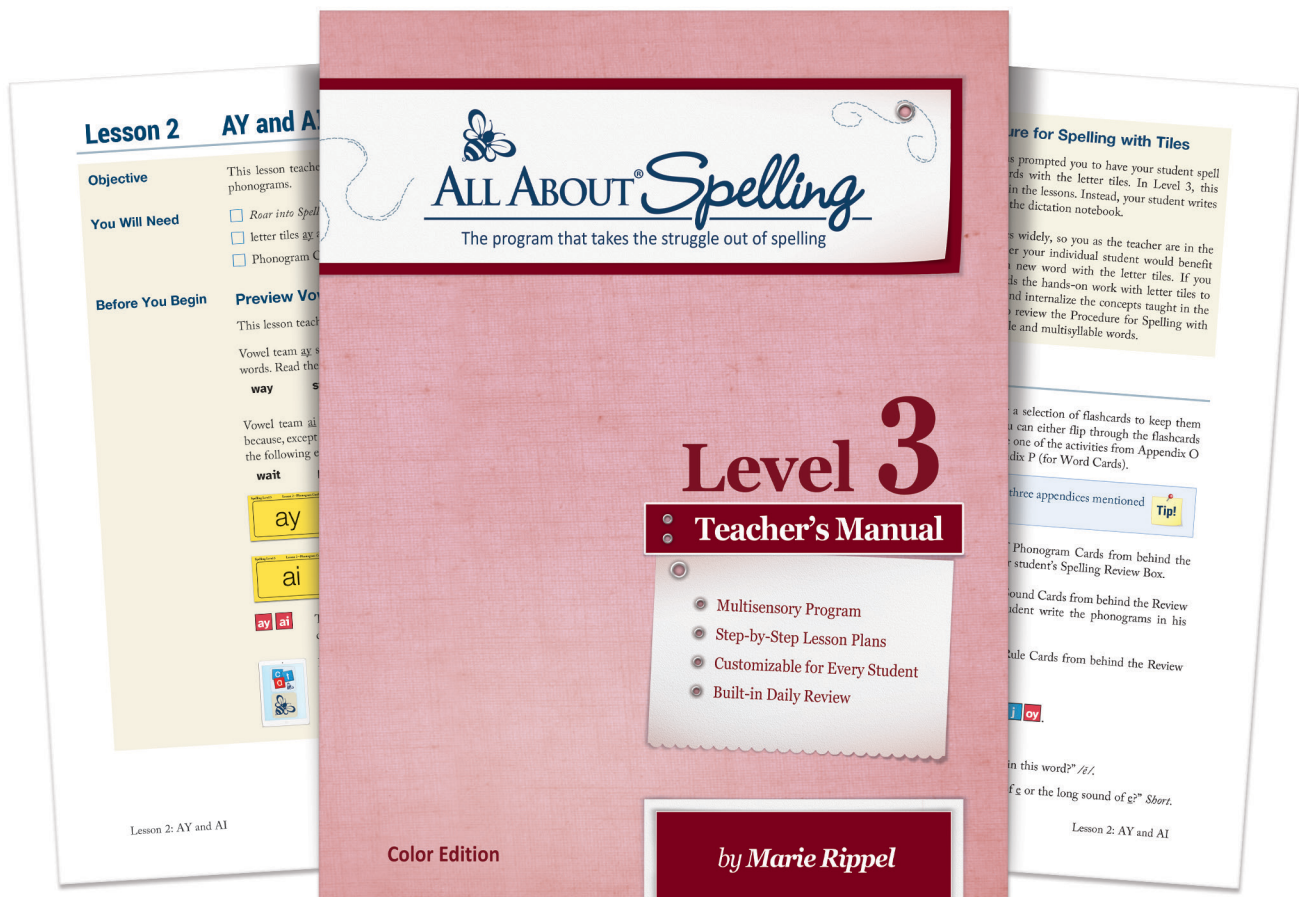
ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 3 Teacher's Manual Sample

In this sample you will find:

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1

Preparing for Level 3

Start Here!

To prepare for teaching *All About Spelling* Level 3, you can either watch our short videos or follow the checklist on the subsequent pages. Do whichever works best for you!

Option 1: Watch the Videos



Go to www.aalp.tv/spelling-level-3 on your phone, tablet, or computer, or scan the QR code to be taken directly to the videos.



Let us show you how to get set up for success!



After watching the videos, turn to page 37 of this Teacher's Manual to start teaching the first lesson.



Option 2: Read the Following Pages



Check off each page as you complete it.



Gather the Materials

In addition to this Teacher’s Manual, you will need the following items:

1 Student Packet

The Student Packet contains:

- *Roar into Spelling* activity book
- Flashcards
- Stickers for the Progress Chart



2 Letter Tiles Kit or Letter Tiles App

You can use either the physical letter tiles or the Letter Tiles app. See Appendix Q for guidance in choosing which option to use.



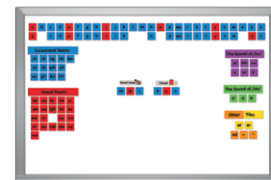
3 Spelling Review Box with Divider Cards

The review box is the perfect size to organize your student’s flashcards.



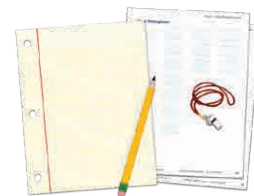
4 Magnetic Whiteboard (Optional)

If you choose to use the physical letter tiles, a 2’ x 3’ magnetic whiteboard is highly recommended. See Appendix S for information on selecting a whiteboard.



5 Notebook or Our Free Spelling Dictation Sheets

Your student will need a notebook with lined paper for spelling practice. Or you may choose to print our free dictation sheets. Go to www.allaboutlearningpress.com/dictation-sheets or scan the QR code.



Dictation Sheets





Learn about the *All About Spelling* Method

First of all, you can do this! *All About Spelling* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach spelling in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach spelling without being overwhelmed.

Your student will be actively involved in the learning process. This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Spelling* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

There are no gaps in this program. Your student will be taught everything he or she needs to know about spelling, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

***All About Spelling* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

Most importantly, *All About Spelling* is committed to results. The *All About Spelling* program has a very focused mission: to enable you to teach your student to spell while guaranteeing retention and enjoyment. Our approach to spelling focuses on helping students become confident, fluent spellers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at support@allaboutlearningpress.com or 715-477-1976.

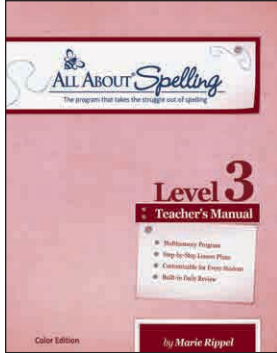
We're here to help!



Preview the Teacher's Manual

Lesson Plans

Turn to Part 2 of this teacher's manual, beginning on page 37. You'll see that the lessons are laid out for you, step by step. Lessons consist of five parts:



- 1. Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It takes just a few minutes to read it so you'll be well equipped to teach the lesson confidently.
- 2. Review.** Beginning with Lesson 2, you'll give your student a quick review of previously taught concepts. You will need your student's Spelling Review Box for this part of the lesson.
- 3. New Teaching.** This is the hands-on, multisensory portion of the lesson. Your student will work with the letter tiles and activity sheets while learning and practicing new spelling concepts.
- 4. Advanced Application.** If you have older students who need more of a challenge, the Advanced Application section provides the opportunity to practice new concepts with higher-level multisyllable words. This section begins in Lesson 2.
- 5. Track Your Progress.** At the end of each lesson, you'll record your student's progress on the Progress Chart.

Appendices

Take a few minutes to flip through the Appendices section starting on page 273. The Appendices are full of extra resources, tips, and activities to help you and your student get the most out of your spelling lessons. This is where you will find creative ideas for reviewing concepts, tips and troubleshooting help, and lists of concepts covered in the program.



Preview the Activity Book

The *Roar into Spelling* activity book contains:



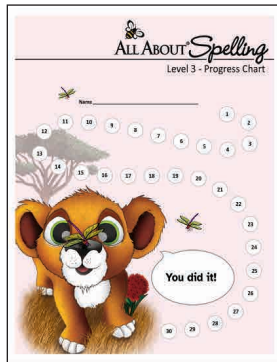
- Progress Chart
- Activity Sheets
- Word Banks
- Writing Station Sheets
- Advanced Application Sheets
- Rule Posters
- Certificate of Achievement

The lesson plans in the Teacher's Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let's take a quick look at each part of the activity book.

Progress Chart

The Progress Chart can be found on page 5 of the activity book.



This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward spelling independently.

Remove the chart on the perforation and decide where to place it. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next circle on the chart.

Activity Sheets



The activity sheets are very motivating for most students. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!

Take a look at the activity called “Let's Eat Apples” on page 57 of the activity book. When you get to Lesson 7, the lesson plan will prompt you to cut out the food cards and place them in a pile. You'll dictate some spelling words to your student. After spelling the words correctly, your student will flip the cards over to reveal the type of food made from the apples.

Although most of the activity sheets are optional, you may find that students of all ages enjoy the mental break that they provide.

Word Banks



A simple yet valuable teaching tool, Word Banks help students improve their visual memory by providing lists of words that contain the new spelling pattern taught in the lesson.

Take a look at the first Word Bank on page 53 of this teacher’s manual and page 21 of the activity book. In this exercise, your student reads through the Word Bank for AY and AI to get very familiar with the way the words look. This enables your student to recognize the correct spelling of long *a* when he needs to spell one of these words.

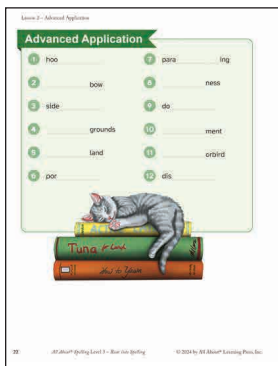
Writing Station Sheets



Starting in Lesson 18, each lesson will have a Writing Station activity. Up until this point, your student has been writing words and sentences from dictation. The Writing Station acts as a “bridge” between writing from dictation and writing in real life.

Take a look at the first Writing Station on page 181 of this teacher’s manual and page 129 of the activity book. You’ll dictate the five related words that appear in the teacher’s manual: *sticky*, *melting*, *dripping*, *quickly*, and *pants*. Your student will write those words in the spaces provided on the Writing Station sheet and then use his imagination and spelling skills to create original sentences with the given words.

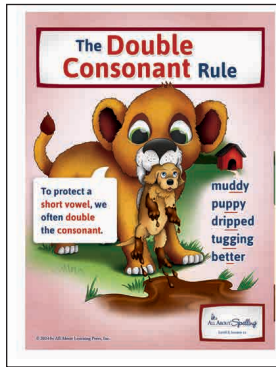
Advanced Application Sheets



Starting in Lesson 2, Advanced Application is included at the end of most lessons to meet the needs of older students who already know how to spell simple words.

Take a look at the first Advanced Application on page 54 of this teacher’s manual and page 22 of the activity book. Instead of spelling words like *tray*, *sail*, and *fair*, older students can practice the same concepts while completing multisyllabic words such as *portray*, *parasailing*, and *fairgrounds*.

Spelling Rule Posters



Level 3 teaches several new spelling rules. These rules have been illustrated on posters that you can display in a prominent area as visual reminders for your student.

The first Spelling Rule poster is taught in Lesson 11. For a list of all Spelling Rules introduced in Level 3, see Appendix C.



Learn about Phonograms

Understanding phonograms is vital to your child’s success in spelling. Fortunately, phonograms are simple to understand and easy to teach.

Let’s start with a quick definition.



What Are Phonograms?

A phonogram is a letter or combination of letters that represent a sound. For example:

- **CK** is a phonogram that says /k/ as in *clock*.
- **S** is a phonogram that says /s/ as in *sat* or /z/ as in *has*.
- **OY** is a phonogram that says /oy/ as in *boy*.

The word *phonogram* comes from Greek and is literally translated as the “written symbol for a sound.”



Why Do We Teach Phonograms?

Phonograms make learning to read and spell much easier!

Take a look at the word *shed*. If you pronounce the word slowly to hear the individual sounds, you will hear three different sounds: /sh/-/ĕ/-/d/. As we say each sound, we can write down the corresponding phonogram.

sh-e-d

That was an easy example, but the same principle applies to multisyllable words as well. For the word *winter*, for example, we say the individual sounds in each syllable and write the corresponding phonograms.

w-i-n t-er

As you can see, your student doesn’t need to remember w-i-n-t-e-r as a random string of letters. Instead, just segment the word and represent each sound with a phonogram.

Phonograms Are Like Building Blocks

Phonograms are the building blocks of almost every English word. In fact, a study of 17,000 words showed that the vast majority of words follow the regular phonogram sounds. Only 3% of the words are completely irregular (such as *said* and *of*).¹ This means that there are very few words that must be learned through repetition and rote memorization.

Since phonograms represent sounds, the number of letters in a word doesn't necessarily correspond to the number of phonograms. Look at these examples.

h igh Since *high* has two sounds,
↑ ↑ it is represented by
two phonograms.

sh ee p *Sheep* has three sounds,
↑ ↑ ↑ so it is represented by
three phonograms.

Preview the Phonogram Sounds

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. Below are three ways you can preview the sounds.



Phonogram Sounds app. This free app can be used on your computer, tablet, or phone. Go to www.allaboutlearningpress.com/phonogram-sounds-app to download. Simply tap the phonogram to hear the sound.



Letter Tiles app. If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s).



Chart in Appendix B. Key words are given for each phonogram.

Using the method you prefer, take a moment to preview two phonograms taught in Level 3: ay and oo. You'll discover that ay has one sound (/ā/), while oo has three sounds (/ōō/-/ōō/-/ō/). Try out a few more letters, being sure to pronounce them clearly. Practice saying the pure sound without adding a noticeable /uh/ sound at the end. A common problem is to say /tuh/ instead of /t/ or /nuh/ instead of /n/.

For letters with more than one sound, we always say the sounds in a particular order, starting with the most common sound. Say one sound after the other, with only a slight pause in between. For example, for the letter **c**, say “/k/-/s/.”



¹Hanna, P.R., Hanna, J.S., Hodges, R.E., & Rudorf, H. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement*. Washington, DC: United States Office of Education Cooperative Research.



Learn about the Flashcards

We will be using four types of flashcards. Below is an introduction to each type.

Phonogram Cards are used to teach and review the phonograms.

Spelling Level 3 Lesson 2 – Phonogram Card 44

ay

Show the front side to your student.

ay
Sound: /ā/
two-letter /ā/ that we **may** use
at the end of English words
[Key word: day]

The back of the card is your “cheat sheet.” The key word is for you, not your student.

Sound Cards are used to practice writing phonograms from dictation. You’ll dictate the sound(s) listed on the flashcard and your student will write the corresponding phonogram.

Spelling Level 3 Lesson 2 – Sound Card 44

Dictate: /ā/, two-letter /ā/ that we **may** use at the end of English words
[Key word: day]
Your student writes: **ay**

This tells you which sound(s) to dictate.

Don’t dictate the key words; they are for your reference only.

This is what your student will write.

Word Cards are used to teach and review spelling words. You’ll dictate the word and your student will write the word in his dictation notebook.

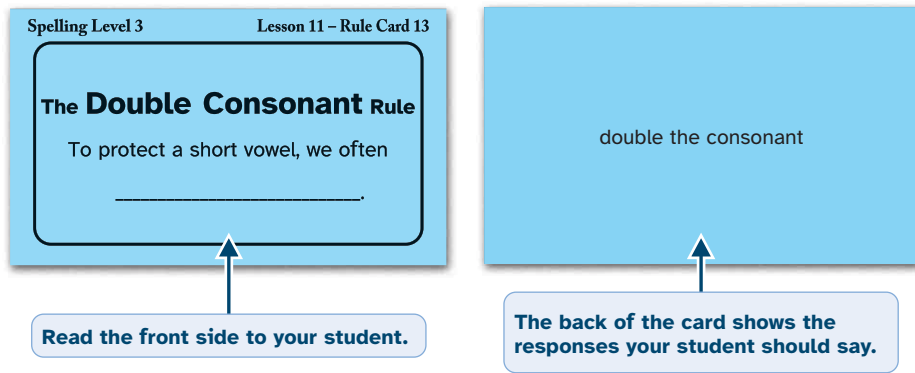
Spelling Level 3 Lesson 2 – Word Card 7

rain
(The rain helps the crops grow.)

Read the front side aloud.
Don’t show the card to your student.

Some Word Cards contain a sentence like the one under the word *rain* above. This is to distinguish it from the words *rein* and *reign*. You can read the sentence aloud for clarity, but **don’t have your student write the sentence**. Your student will only write the word *rain*. Sentences are added to all cards containing homophones (words that sound alike but are spelled differently).

Rule Cards contain spelling rules and generalizations.





Prepare Your Spelling Review Box

The Spelling Review Box will help you keep the flashcards organized. Follow the instructions below to set up your Spelling Review Box.



- 1. Place the divider cards in your box.** The divider cards are numbered 1-12 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.

If you used *All About Spelling* Level 2, your instructions for this first step are a bit different since you already have cards in the Spelling Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place them in a labeled baggie and store separately.



- 2. Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them in numerical order behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.



- 3. Locate the red Sound Cards** in the Student Packet. Separate the perforated cards and place them in numerical order behind the red tabbed divider called *Sound Cards–Future Lessons*.



- 4. Locate the blue Rule Cards** in the Student Packet. Separate the perforated cards and place them in numerical order behind the blue tabbed divider called *Rule Cards–Future Lessons*.



- 5. Locate the green Word Cards** in the Student Packet. Separate the perforated cards and place them in numerical order behind the green tabbed divider called *Word Cards–Future Lessons*.



Set Up the Letter Tiles

Letter tiles are used in every lesson to help your student quickly and easily grasp new concepts. You have the option to use either the Letter Tiles app or the physical letter tiles. See Appendix Q if you need help deciding which format to use.

If You Will Be Using the Letter Tiles App

Visit www.allaboutlearningpress.com/letter-tiles-app to purchase the app for your tablet, or scan the QR code. (Please note that the Letter Tiles app is only available for tablets and touch-enabled Chromebooks. There is no version for phones because the tiles would be too small to be useful.)



Short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

If You Will Be Using the Physical Letter Tiles

- 1 Take out the Letter Tiles kit.** Locate Sheets 1-7. Do not separate the tiles yet. (Sheets 8-13 will be used in future levels.) If you used previous levels, you will already have tiles from Sheets 1-5 on your whiteboard.
- 2 Apply the magnets to the back of the sheets you removed in Step 1.** Stick one magnet in each gray box.
- 3 Separate the tiles** on the perforations.
- 4 Set up your whiteboard for Lesson 1.** Set up the letter tiles and syllable tags on your magnetic whiteboard as shown below. Set the board aside until letter tiles are called for in the lessons.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

s

Consonant Teams

ch	ck	ng	nk
sh	th	wh	

Vowel Teams


au	aw	ee	oi
ou	ow	oy	


The Sound of /er/


er


Other Tiles

ar	or
----	----


Closed


Open


Vowel Team


Bossy R


Name Game

5

Place the remaining Level 3 items in the small zip storage bag provided with the Letter Tiles kit. The lessons will tell you when to add these items to your whiteboard. For now, store the baggie in your larger letter tiles zip storage bag for safekeeping.

Answers to Common Questions about Letter Tiles

What do the different colors mean?

- b** Blue tiles are consonants and consonant teams.
- u** Red tiles are vowels and vowel teams.
- er** Purple tiles are for the sound of /er/.
- or** Yellow tiles are for Bossy R combinations that don't say /er/.
- ci** Green tiles are for alternate spellings of /sh/: ti, ci, si.
- ed** Orange tiles are for miscellaneous symbols and letters.
- ful** Pink tiles are for consonant and vowel suffixes.

You'll learn about each category when you get to it in the lessons.

Why are there two different y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /ī/, or /ē/.

Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

What will happen with the other letter tiles that are left in my Level 3 baggie or envelope?

- Starting in Lesson 2, we will gradually add the remaining letter tiles to the board.
- To see what the board will look like by the end of Level 3, see Appendix R.

What if I don't have a magnetic whiteboard?

A magnetic whiteboard makes it easier and faster to set up for your spelling lessons, but if you don't have a magnetic whiteboard, you can set up the letter tiles right on your table.

What do all these funny marks and symbols mean?

As a shorthand way to represent the sounds of letters in this Teacher's Manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*. You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *macron*.
- A "smile" above a letter, as in /ă/, represents the short vowel sound. This symbol is called a *breve*.



Prepare for Spelling Dictation

- 1 Prepare a notebook with lined paper or use whichever type of paper your student uses for handwriting lessons.

Alternatively, download our free Level 3 Dictation Sheets at www.allaboutlearningpress.com/dictation-sheets or scan the QR code on page 9.

- 2 When the lesson prompts you to take out your student's dictation notebook, you can use either the notebook you've prepared, the printed dictation sheets, or loose-leaf paper.

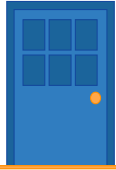



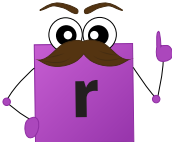
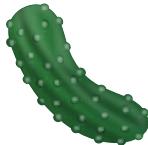
- **In the Review section** of each lesson, your student will write phonograms from dictation.
- **In the New Teaching sections**, your student will write words, phrases, and sentences from dictation.

- 3 See Appendix N to learn about the procedure for spelling dictation. Review the helpful tips in the troubleshooting section so you will be ready if your student runs into difficulties during the dictation exercises.



Review the Six Syllable Types

There are six different syllable types. Your student has already learned how to spell words with the first five syllable types. In Level 3, those types are reviewed and then your student learns the sixth syllable type.

<p>Closed</p> <p><i>bat</i> <i>fish</i> <i>thim-</i></p> 	<p>Open</p> <p><i>we</i> <i>no</i> <i>ma-</i></p> 	<p>Name Game</p> <p><i>name</i> <i>hope</i> <i>-ite</i></p> 
<p>Vowel Team</p> <p><i>toy</i> <i>slow</i> <i>eat</i></p> 	<p>Bossy R</p> <p><i>her</i> <i>corn</i> <i>spar-</i></p> 	<p>Pickle</p> <p><i>-ble</i> <i>-ple</i> <i>-kle</i></p> 

Students will use syllable tags to mark the syllable types in words they are learning to spell. We are setting the groundwork for more advanced spelling skills, and learning to recognize syllable types will help your student immensely.

In Level 3, your student learns how to add suffixes (such as *-ed*, *-ful*, *-ing*, and *-ment*) and combine syllable types to create multisyllable words. Without the knowledge gained through labeling syllable types, spelling longer words can be confusing. Why do you double the p in *stepping* but not in *weeping*? Why do you need a double consonant in *little* but not in *maple*? When your student has a working knowledge of syllable types, the answers will make perfect sense.

For more information on each syllable type, see Appendix E.

Note that the abbreviation for the Name Game syllable, also known as Vowel-Consonant-E, is VCE, which may be used from time to time throughout the program.



Read This If You Are Teaching an Older Student

All About Spelling is frequently used with older students, including teens and adults. Some of the words in Level 3 may be easy to spell, but many students have not learned the concepts behind them, and these concepts are crucial for success throughout the program.

Level 3 concepts that older learners may not be familiar with include

- how to spell words with Pickle syllables;
- adding consonant and vowel suffixes;
- when to double the consonant before adding a suffix; and
- how to form common contractions.

Here are four tips for working with older students who need remedial work.

1

Be ready to explain why you're working in Level 3 instead of a higher level.

Compare learning to spell to something they can relate to, like video games or swimming lessons. Your student may understand that even though the first level of a game (or of swimming lessons) may seem easy, that doesn't mean he should jump ahead to the fifth level. But it does mean that he can go quickly through the earlier levels, learning what he needs to know so that when he does get to the higher levels, he isn't overwhelmed by having to learn too much at once.

2

Take advantage of Advanced Application.



Starting in Lesson 2, Advanced Application is included at the end of most lessons to meet the needs of older students who already know how to spell simple words. As an example, turn to page 133 of this teacher's manual and page 102 of the activity book and look for the green section. Instead of spelling words like *snow*, *boat*, and *crow*, older students can practice the same concepts while completing multisyllabic words such as *snowflakes*, *steamboat*, and *scarecrow*.

3

Adjust the speed for your student.

With older learners, you will probably go much faster than you would with a younger child, but be prepared to slow down if you reach a concept that your student doesn't understand. Your goal is to achieve mastery. Anna Gillingham, co-founder of the Orton-Gillingham approach, put it this way: "Go as fast as you can, but as slow as you must."

4

Use the activity sheets.



Although most of the activity sheets are optional, you may find that students of all ages enjoy the mental break that they provide.



Decide How Much Time to Spend on Spelling

All About Spelling lessons are designed so that you can work at your student's pace. Following are general guidelines.



Spend 20 minutes per day teaching spelling.

We recommend spending about 20 minutes per day, five days a week, on spelling instruction, but you can adjust this if necessary for younger students or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards, and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.



Lessons often take more than one day to complete.

Please know that the lessons in *All About Spelling* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the lesson all play a part in how quickly a lesson can be completed.

2

**Complete Step-by-Step
Lesson Plans**



Hiya!
Elwood's the name
and spelling's my game!

I'll be ambling along beside you
through the lessons and roaring you on
the whole way!

So stretch your paws and give a RAWR—
it's time for us to
POUNCE
on Lesson 1!



Lesson 2 AY and AI

Objective

This lesson teaches vowel teams ay and ai and words containing those phonograms.

You Will Need

- Roar into Spelling* pages 13-22
- Sound Cards 44 and 45
- letter tiles ay and ai
- blank red tile
- Phonogram Cards 44 and 45
- Word Cards 1-10

Before You Begin

Preview Vowel Teams AY and AI

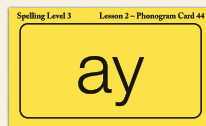
This lesson teaches two ways to spell the sound of /ā/: ay and ai.

Vowel team ay says /ā/ as in *day*. Ay is found mainly at the end of base words. Read the following examples and listen for the /ā/ sound.

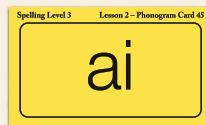
way stay play today maybe

Vowel team ai says /ā/ as in *rain*. ai isn't found at the end of words because, except for the words *ski* and *I*, English words don't end in i. Read the following examples and listen for the /ā/ sound.

wait paint train air explain



When we practice the Phonogram Card for ay, we say "/ā/, two-letter /ā/ that we **may** use at the end of English words."



When we practice the Phonogram Card for ai, we say "/ā/, two-letter /ā/ that we **may not** use at the end of English words."



The ay and ai tiles are stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ay and ai phonogram sounds.

Before You Begin Review the Procedure for Spelling with Tiles

(continued)

In Levels 1 and 2, the lessons prompted you to have your student spell the words on the Word Cards with the letter tiles. In Level 3, this activity is no longer included in the lessons. Instead, your student writes the dictated words directly in the dictation notebook.

However, student ability varies widely, so you as the teacher are in the best position to decide whether your individual student would benefit from continuing to spell each new word with the letter tiles. If you feel that your student still needs the hands-on work with letter tiles to establish good spelling habits and internalize the concepts taught in the lessons, refer to Appendix K to review the Procedure for Spelling with Letter Tiles for both one-syllable and multisyllable words.

Review

Spend several minutes reviewing a selection of flashcards to keep them fresh in your student's mind. You can either flip through the flashcards as shown in Appendix J or choose one of the activities from Appendix O (for Phonogram Cards) or Appendix P (for Word Cards).

You may wish to bookmark the three appendices mentioned above for easy future reference.



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



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



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



Build the word **e n j oy**.

"Read this word." *Enjoy.*

"What is the first sound in this word?" /*ĕ*/.

"Is that the short sound of e or the long sound of e?" *Short.*

Review

(continued)

“Divide this word into syllables.” *Student divides between the two consonants.*

“Why can’t I spell this first syllable with just an n?” *That would say /n/, not /ɛn/. Every syllable must have a vowel.*

“What is the last sound in this word?” */oy/.*

“Why can’t I use oi for the sound of oy?” *English words don’t end in i.*

“Label the syllables.” *Student uses the Closed and Vowel Team tags.*

New Teaching

Teach Vowel Teams AY and AI

“We have two new tiles today.”

Move **ay** and **ai** into the workspace.

“Both of these tiles say /ā/. Repeat after me: /ā/.” *Student repeats the sound.*

Point to the **ay**. “Ay usually comes at the end of a base word.”

Point to the **ai**. “ai never comes at the end of word. Do you know why?” *Because English words don’t end in i.*

“Good. Since the two letters work together as a team, these tiles are stored under the Vowel Teams label.” Point to the category label.

Phonogram
Cards

Take out Phonogram Cards 44 and 45 and practice them with your student. Be sure to say the full phrase on each flashcard.

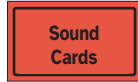
- ay: “/ā/, two-letter /ā/ that we **may** use at the end of English words.”
- ai: “/ā/, two-letter /ā/ that we **may not** use at the end of English words.”

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

New Teaching

(continued)

Teach Sound Cards 44 and 45



Take out Sound Cards 44 and 45.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Cards. Practice until your student can easily write the correct phonograms in his dictation notebook. Mix in several other Sound Cards for mixed review.

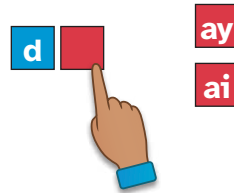
File the flashcards behind the Review divider in the Spelling Review Box.

Teach a Generalization about AY and AI

“Today we will spell words that have the sound of /ā/. Repeat these words after me and listen for the /ā/ sound: *may, train, play.*” *Student repeats the words.*

Move **ay** and **ai** into the workspace.

Build the word *day*, using a blank red tile in place of the ay tile. “I want to spell the word *day*. The last sound I hear in *day* is /ā/.”



“I need to decide whether to use ay or ai. I already know that English words don’t end in i, so I choose ay.”



“Change *day* to *pay*.” *Student exchanges the d for a p.*

Have your student spell the following words with tiles.

play **clay** **say** **stay** **spray**

Build the word **t o d ay**.

“What does this word say?” *Today.*

New Teaching

(continued)

“Good. When you spell this word, pronounce it for spelling. Pronounce it clearly: /too–day/.”

Point to the **ai**. “This tile is used to spell the sound of /ā/ in the middle of a word. Why would this tile **not** be used at the end of a word?” *Because English words don’t end in i.*

Build the word **r ai n**.

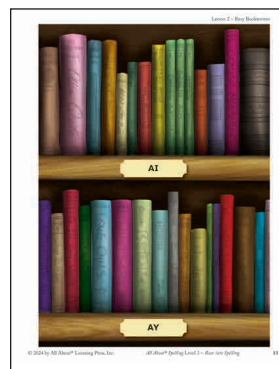
Point to the **ai** tile. “**Ai** is used to spell the /ā/ sound in the word *rain*. It is also used to spell the sound of /ā/ in these next words.”

Have your student spell the following words with tiles.

mail **wait** **fail** **trail**

Complete Activity Sheet

“Let’s help some bookworms find their place on the bookshelves.”



Busy Bookworms

Remove pages 13-17 from the *Roar into Spelling* activity book.

Cut four slits on page 14 as indicated by the dotted lines. Cut apart the bookworm strips.

Take one of the word strips and have your student fill in **AY** or **AI** in the blank space to complete the word. Then choose the appropriate shelf (**AY** or **AI**), weave the bookworm through the slits, and pull it through.

Continue until all the bookworms have found their places on the bookshelves.

Answer Key

ai

rain wait
fail brain
sail paid

ay

play tray
today bay
stay spray

New Teaching

(continued)

Spell Word Cards 1-10

Dictate the words and have your student spell them in his dictation notebook.



If a spelling word has a homophone—another word that sounds alike but is spelled differently—dictate the word in a sentence for clarity. **Your student does not write the sentence.** Homophones will be introduced in Lesson 3.

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

Practice More Words

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

ray	chain	jail	pray (pray for rain)
paid	wait (wait for me)	maybe	faint (faint sound)
quail	fail	saint	trail
snail	May	air (cool air)	sail (sail a boat)
mailbox	spray	chair	bay
brain	waist (pants waist)	tail (animal tail)	pair (pair of shoes)
tray	clay	main (main event)	gray
day	bail (bail water)	aim	hay (hay barn)
okay	plain (plain yogurt)	stairs (steep stairs)	rail
claim	pain (sharp pain)	bait (fish bait)	frail

pay	stray	hail (icy hail)	grain
faith	nail	stain	lay (lay it down)
drain	pail (pail of water)	hair (long hair)	

Complete Activity Sheet (Optional)

“Let’s write some book titles!”



On the Bookshelf

Remove page 19 from the activity book.

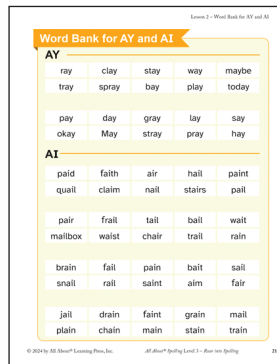
Cut out the book cards and place them in a pile.

In random order, dictate a word to your student from the list below. Have your student choose a book card and write the word in the blank space on the cover. Some of the resulting titles will be silly, but that’s just part of the fun.

Continue until all of the book titles are complete and your student has spelled all the words.

chairs	grain	hair	snails	quail
paint	hay	nails	trains	

Read Word Bank for AY and AI



Turn to page 21 in the activity book.

Have your student read through the Word Bank for AY and AI to improve visual memory. There are several ways to spell the sound of /ā/ and we want students to become very familiar with the words in this Word Bank. This will enable your student to recognize the correct spelling of long a when he needs to spell one of these words.

Word Banks are reviewed in subsequent lessons so you may want to bookmark them, tuck them into the back of the teacher’s manual, or add them to your student’s notebook for future reference.



New Teaching

(continued)

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

Did his sister say she will go?

Stay here until the rain stops.

I left my trumpet on the train.

A clay pot fell off the stairs.

Did you get the mail today?

It was a long way home.

Jill has a part in the play.

My gray cat has a short tail.

Don sat in wet paint.

Was that a fair game?

Mike will pay the bill.

The snail left slime on the squash.

Advanced Application

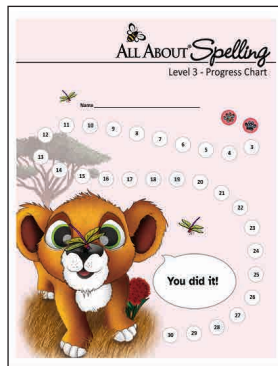
For advanced practice, have your student turn to the Advanced Application sheet on page 22 of the activity book.

“You can spell *ray*. Now spell *hooray*, as in *Hooray, you won the bean-eating contest!*” Student writes *ray* 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(s).

1. **hooray** Hooray, you won the bean-eating contest!
2. **rainbow** A double rainbow appeared on the horizon.
3. **sideways** Why are you walking sideways like a crab?
4. **fairgrounds** We need to get the pigs to the fairgrounds by six.
5. **mainland** We traveled to the Greek islands and the mainland.
6. **portray** She'll portray the Big Bad Wolf in the play.
7. **parasailing** I want to go parasailing on Lake Michigan.
8. **grayness** A sunbeam pierced the grayness of the city.
9. **domain** That wooded area is part of the queen's domain.
10. **payment** We made another payment on our pet cockatiel.
11. **tailorbird** The talented tailorbird can sew its own nest!
12. **display** That display of fireworks was out of this world!

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 2 on the Progress Chart and move on to the next lesson!

A Word Card is mastered when your student can spell it quickly and easily, without self-correcting or having to stop and think about it.



These AI and AY
words are WAY too cool!
I used some in this little song I wrote.
We can sing it while we ramble around
the savanna together!

Ahem.

Ohhhhhh ...

*I love to play the day away
and swing my awesome tail,
then snooze beneath the noonday rays
along the dusty trail.
RAWR!*



Lesson 3 Ways to Spell Long A

Objective

This lesson analyzes four ways to spell the sound of /ā/.

You Will Need

- Roar into Spelling* pages 23-30
- Summary Sound Card for /ā/

Before You Begin

Review Spellings of Long A

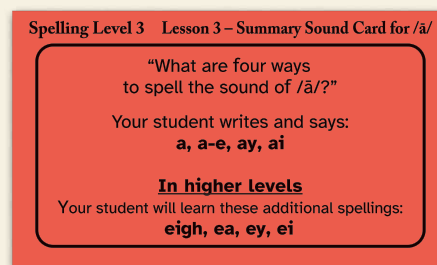
Your student has learned four ways to spell the long a sound:

- a as in *acorn*
- a-e as in *name*
- ay as in *day*
- ai as in *rain*

Long a can also be spelled ea as in *great*, ei as in *vein*, igh as in *eight*, and ey as in *they*. These spellings aren't used in nearly as many words as the four your student will review in this lesson and will be covered in later levels.

Preview the New Summary Sound Cards

This lesson introduces the first of the six new Summary Sound Cards included in Level 3. When you review this type of card, you will ask your student how to spell a sound and she will write down all the ways she has learned to spell that sound. If your student happens to know additional ways to spell the target sound, she can write those as well.



Store the Summary Sound Cards with the rest of the Sound Cards in your student's Spelling Review Box.

Preview the Word Sort Activity

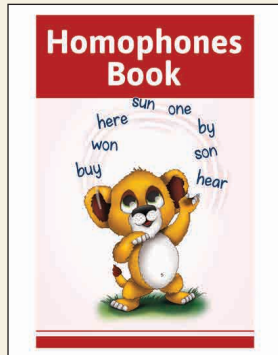
Your student will complete the first Word Sort activity. Word Sorts will give your student another strategy for spelling words. If she can't recall the spelling of a word, she should test out various ways of spelling the

Before You Begin

(continued)

sound and choose which one looks right. This is one more skill that will enable her to become a strong, independent speller.

Preview the Homophones Book



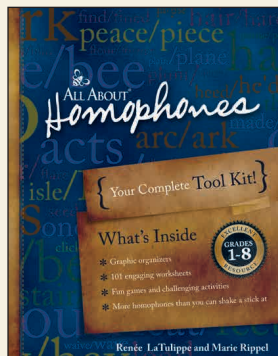
Remove pages 27-30 from the activity book. Assemble the Homophones Book by stacking the pages, folding in half, and stapling in the middle where indicated.

Homophones are words that sound alike but are spelled differently, such as *rain/reign*, *mail/male*, *eye/I*, *hour/our*, and *oh/owe*.

Homophones occur in English because there are multiple ways to spell the same sound. Take a look at the samples below.

- The sound of /n/ can be spelled with the letter n or the letter combination kn, resulting in the homophones *night* and *knight*.
- The sound of /ā/ can be spelled a-consonant-e or ay (among other possible spellings), giving us *daze* and *days*.
- The schwa sound (the muffled /uh/ sound of vowels in unaccented syllables) causes words like *complement* and *compliment* to be pronounced alike.

Regional accents can affect whether words are homophones. For example, in certain parts of the United States, *weather* and *whether* are pronounced the same, but in other regions the wh in *whether* has retained a distinct /hw/ sound. The words *boy* and *buoy* have the same pronunciation in England (and therefore are homophones), but not in the U.S.



For additional practice with homophones, consider purchasing the *All About Homophones* book. This companion book emphasizes proper usage of hundreds of homophones, providing fun ways to practice through games, worksheets, riddles, and puns.

Review

Phonogram
Cards

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

Sound
Cards

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

Rule
Cards

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

Word
Cards

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



Read through the Word Bank for AY/AI.



Build the word **b r a k e s**.

“What is the base word?” *Brake.*

“What is the job of Silent E?” *To make the a long.*

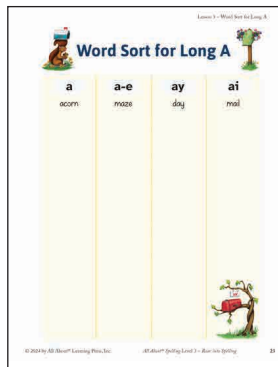
“What would this word say if I left out the e?” */brāks/.*

“Why can't I use ck for the /k/ sound?” *Ck is only used right after a short vowel.*

“How many syllables?” *One.*

“Label the syllable.” *Student uses the Name Game tag.*

Complete Word Sort for Long A



Remove pages 23-26 from the *Roar into Spelling* activity book.

Cut out the envelope cards and place them in two stacks, one yellow stack and one blue stack.

Point to the column headings on page 23. “Here are four ways to spell the sound of /ā/.” Explain that in the case of a-e, the dash takes the place of the word *consonant*. Read the sample words with your student.

Point to the yellow envelope cards. “I will dictate a word and you will write it down on the back of a yellow envelope. Then you will place the card in the correct column.” Dictate the following words.

April **same** **say** **paper** **rain**
play **late** **grape** **wait** **made**

Answer Key - Yellow

<u>a</u>	<u>a-e</u>	<u>ai</u>	<u>ay</u>
April	same late	rain	say
paper*	grape made	wait	play

*If your student puts *paper* in the a-e column, build the word with letter tiles and divide it into syllables. Point out that the a is long because it’s in an open syllable. Also, the e isn’t silent; it’s part of the er phonogram.



Optional: Have your student read the words on the back of the blue envelopes and sort them into the correct columns. It is interesting to note that there are more words with /ā/ spelled a. This is the most common spelling for /ā/; ai is the least common of these four spellings.

New Teaching

(continued)

Answer Key - Blue

a			a-e	ai	ay
cable	acorn	flaky	brave	grain	hay
crazy	baby	maple	cake	paid	okay
taper	basic	bacon	place	bail	
table	apron	staple	made		
agent					

Teach the Summary Sound Card for /ā/

“Today we have a new type of flashcard.”

Read the Summary Sound Card for /ā/ to your student.

Spelling Level 3 Lesson 3 – Summary Sound Card for /ā/

“What are four ways to spell the sound of /ā/?”

Your student writes and says:
a, a-e, ay, ai

In higher levels
Your student will learn these additional spellings:
eigh, ea, ey, ei

Since this is a new type of flashcard, demonstrate for your student how she should respond to the question: “Write and say the four ways like this.”

Say the name of the letters as you write them down: “a, a-consonant-e, ay, ai.” Explain that we write a *hyphen* for the word *consonant*.

Practice this Summary Sound Card with your student and then file it behind the Sound Card Review divider in the Spelling Review Box.

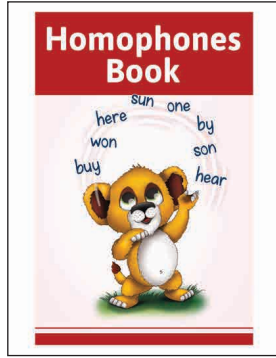


Any time you introduce a new flashcard in a lesson—Phonogram, Sound, Word, or Rule Card—remember to file it behind the appropriate **Review** divider in your student’s Spelling Review Box. Shuffle the cards before reviewing them with your student.

New Teaching

(continued)

Start the Homophones Book



Take out the Homophones Book and have your student write her name on the inside cover.

Read the word pairs on the front cover to your student: *buy/by*, *won/one*, *here/hear*, and *sun/son*.

“Do you hear how these words sound alike?”

Now point out the words on the back cover.

“Here we have two more homophone pairs. The first one is *tale*, as in *a fairy tale*, and *tail*, as in *the cat’s tail*. The second one is *mane*, as in *the lion’s mane*, and *main*, as in *the main street*.”

“Two words that sound alike but are spelled differently are called **homophones**. Repeat this word: **homophones**.” *Student repeats the word.*

“Now I’ll say some sentences and you point to the correct spelling of these words.”

Read the following sentences and make sure your student points to the correct word on the back cover of the Homophones Book.

I’ll tell you a tale about a lion named Elwood.

He can’t wait to grow a fluffy golden mane.

Elwood’s main rule is to be kind to everyone.

So please don’t pull his tail when you see him!

“When you learn a new pair of homophones, write it in this Homophones Book. I’ll dictate two pairs of homophones for you to add to the book.”

sail (sail a boat)

plain (plain yogurt)

sale (half-price sale)

plane (fly a plane)

There are no new Word Cards for Lesson 3.



New Teaching

(continued)

Dictate Sentences

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

We will play a game in the rain.

The snake left a wet trail.

The flame is like a ray of sun.

Do you want to trade?

I made a face at Sam!

It is late in the day.

Ed ate all the cake!

My mailbox is by the gate.

She is safe on home base!

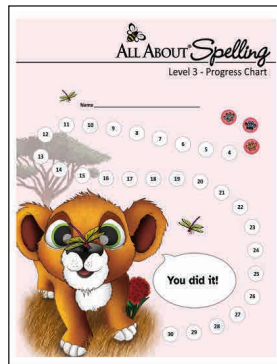
Did you spray the clay with water?

I like to sail in May.

My dog can wave her tail so fast!

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has a good grasp on the four ways to spell /ā/, have her mark Lesson 3 on the Progress Chart and move on to the next lesson!

Did you get a good look at
those grrrreat homophones?

I mean, MANE and TAIL?!
We're talking about some of the best parts
of ME!

Okay, maybe I don't have a mane ... yet.
But I will soon enough, and then
I'm going to be
FIERCE!



Lesson 11 The Double Consonant Rule

Objective

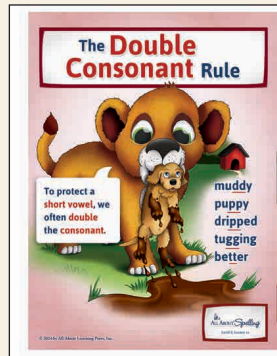
This lesson teaches how to double consonants in words with short vowels.

You Will Need

- Roar into Spelling* pages 85-92
- Silent E Book
- Rule Card 13
- Word Cards 71-80

Before You Begin

Preview the Double Consonant Rule



Remove the Double Consonant Rule poster on page 85 of the activity book and keep it handy for use in the lesson.

This rule explains that when spelling words with short vowels, we sometimes have to protect the short vowel by doubling the consonant, as in *muddy* and *puppy*.

Hundreds of words follow the Double Consonant Rule. Your student will also learn several exceptions, including *city*, *body*, *river*, and *never*.

It is interesting to note that v is rarely doubled so as to prevent vv from looking like w.

Review

Phonogram Cards

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

Sound Cards

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

Rule Cards

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

Word Cards

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

Review

(continued)



Read through the Word Bank for Pickle Syllables (Part 1).



Build the word **p l ow**.

“What is the last sound in *plow*?” /ow/.

“What is another way to spell the sound of /ow/?” Ou.

“How do I know that I can’t use ou in this word?” *English words don’t end in u.*

“Label the syllable.” *Student uses the Vowel Team tag.*

New Teaching

Teach Spelling Rule 13: The Double Consonant Rule

Build the word **h a p p y**.

“Divide this word into syllables.” *Student divides the word.*

h a p p y

“Read this word, one syllable at a time.” *Student responds: hap-py.*

“Now say the word fast like we normally say it.” *Hă-py.*

“When we say the word, the sound of the first **p** disappears: *hă-py*. We don’t hear it, but when we spell the word, we put in the **p**. **We double the consonant to protect the short vowel.**”

Remove one of the **p** tiles. **h a p y**

“What would this word say if we only included one **p**?” *Hă-py.*

Replace the **p** in the word *happy*. “We often double the consonant to protect the short vowel.”

New Teaching

(continued)

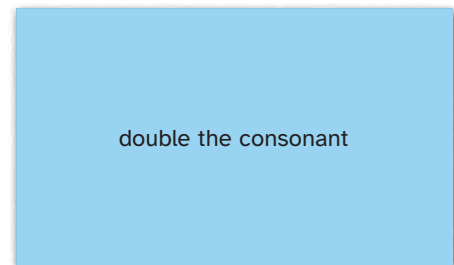
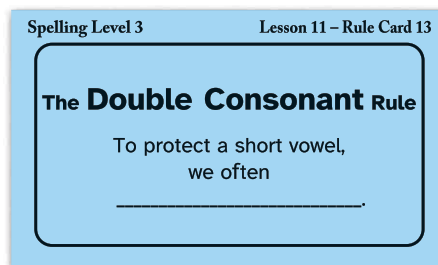


Take out the Double Consonant Rule poster and explore it with your student.

Read the sample words aloud and have your student notice the double consonants in each word: *muddy*, *puppy*, *dripped*, *tugging*, *better*.

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

Read Rule Card 13 with your student and then file it behind the Review divider.



Dictate the following words to your student to practice this concept.

penny

rabbit

muffin

kitten

Teach Common Exceptions to the Double Consonant Rule

“You just learned that we often double the consonant to protect the short vowel. But there are a few common words that do not follow this pattern.”

Build the word **c i t y**.

“The word *city* is an example of a word where we do not double the consonant.”

Build the word **b o d y**.

“The word *body* is another example of a word where we do not double the consonant. We just have to practice these words to remember the spelling.”

Build the word **n e v e r**.

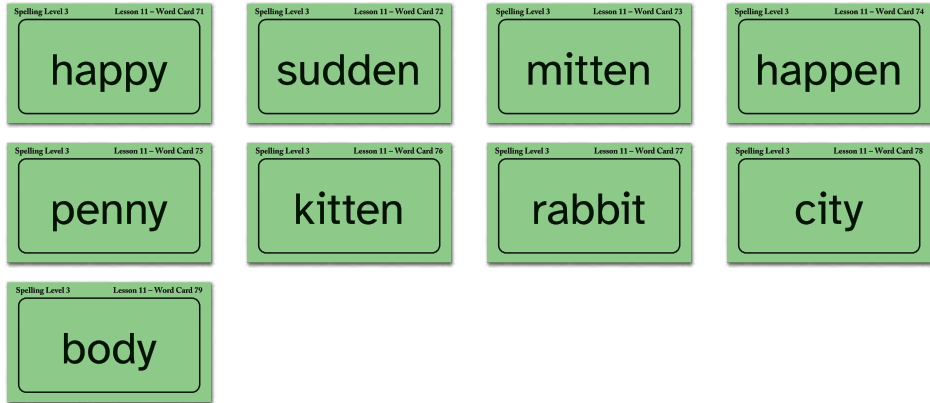
Point to the y.

“The letter v is rarely doubled. If we did double the v, it could look like a w.”

“Change *never* to *ever*.” *Student removes the n.*

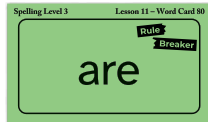
Spell Word Cards 71-79

Dictate the words and have your student spell them in her dictation notebook.



Teach a Rule Breaker: are

Show Word Card 80 to your student.



“This word is *are*. The a doesn’t say what we expect it to, so this is a Rule Breaker.” Have your student circle the a and fill in the circle with yellow pencil.

Take out the Silent E Book. “In the word *are*, Silent E isn’t doing one of its regular jobs. The Silent E was probably pronounced a long time ago but now it isn’t. Let’s add this word to page 16 of the Silent E Book.”

Review this Rule Breaker several times today.

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.

Dennis	puppet	muffin	bonnet
summit	comment	Ellen	bunny
dinner	sonnet	supper	jelly
granny	taffy	pollen	summer
silly	hobby	copy	never
river	liver	ever	every

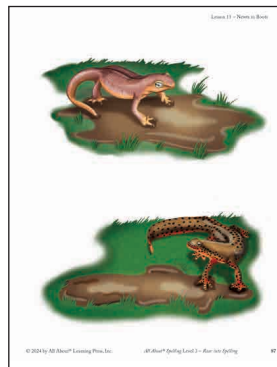
The word *every* is often pronounced *ev'ry* in normal speech. For spelling purpose, it is helpful to enunciate each syllable: /ev-er-y/.



It is also helpful to pronounce the words *puppet*, *bonnet*, *Ellen*, *sonnet*, and *pollen* for spelling. Enunciate the second syllable clearly to help your student choose the correct vowel.

Complete Activity Sheet (Optional)

“These newts are getting all muddy! Let’s give them some boots.”



Newts in Boots

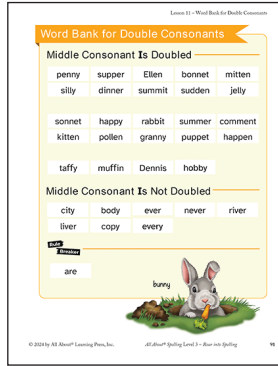
Remove pages 87-90 from the *Roar into Spelling* activity book.

Cut out the boot cards and place them in a pile with the illustrations facing down.

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 one of the boot cards. If she spells the word correctly, turn the card over to reveal a pair of boots and then choose which newt should wear the boots.

Continue until the newts have worn all the pairs of boots and your student has practiced all twelve words.

Read Word Bank for Double Consonants



Lesson 11 - Word Bank for Double Consonants

Word Bank for Double Consonants

Middle Consonant Is Doubled

penny	supper	Ellen	bonnet	mitten
silly	dinner	summit	sudden	jelly
sonnet	happy	rabbit	summer	comment
kitten	pollen	granny	puppet	happen
taffy	muffin	Dennis	hobby	

Middle Consonant Is Not Doubled

city	body	ever	never	river
liver	copy	every		

are

bunny

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Turn to page 91 in the activity book.

Have your student read through the Word Bank for Double Consonants to improve visual memory.

Dictate Sentences

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

- The kitten had a sudden need to run.**
- Dennis found a mitten in the mailbox.**
- How much jelly can we get for a penny?**
- My hobby is to cuddle with every bunny!**
- My puppet has a dainty body with big feet.**
- We went out to dinner in the city.**
- What will happen if we miss our train?**
- Ellen never sells muffins or taffy.**
- Where are all the silly rabbits?**
- We ate a plate of liver by the river.**
- Pollen bugs me all summer long!**
- I put a pebble in my bonnet and sang a happy tune.**

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 92 of the activity book.

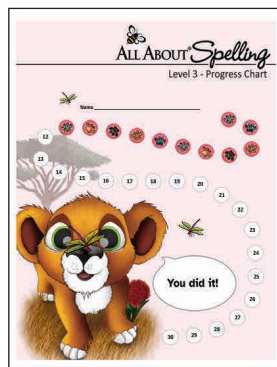
“You can spell *bonnet*. Now spell *sunbonnet*, as in *The pioneer woman tied on her sunbonnet*.” Student writes *bonnet* on the first line.

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

1. **sunbonnet** The pioneer woman tied on her sunbonnet.
2. **commentary** Their commentary on the Olympics was excellent.
3. **sonnets** Sonnets are rhyming poems with fourteen lines.
4. **cityscape** At night the cityscape shimmered with light.
5. **jackrabbit** The jackrabbit twitched its outsized ears.
6. **dinnertime** Dinnertime in Spain is around 9:30 p.m.
7. **happening** We craned our necks to see what was happening.
8. **kittenish** Our puppy’s tiny face looks almost kittenish.
9. **suddenly** The path suddenly gave way to an open meadow.
10. **bodyguard** His bodyguard lifted weights five times a week.
11. **unhappy** We were so unhappy about the canceled concert!
12. **pennyweight** This necklace contains a pennyweight of gold.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has a good grasp on doubling the consonant, have her mark Lesson 11 on the Progress Chart and move on to the next lesson!

Why did the lion
lose at Go Fish?
He was playing with a cheetah!

Do you know which day is
my favorite day to eat?
Chewsday.

AR-AR-AR-RAWR!!

Whew, all this joking has tuckered me out!
You don't mind if I slip into my pawjamas
for a little snooze, do you?

Give my regards to the
goats in Lesson 12!



Lesson 22 The Drop Silent E Rule

Objective

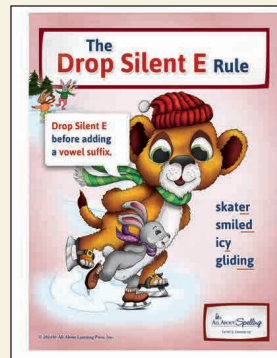
This lesson teaches that when you add a vowel suffix to a word ending in Silent E, you drop the e before adding the suffix.

You Will Need

- Roar into Spelling* pages 157-165
- Word Cards 151-160
- Rule Card 17

Before You Begin

Preview the Drop Silent E Rule for Adding Vowel Suffixes



Remove the Drop Silent E Rule poster on page 157 of the activity book and keep it handy for use in the lesson.

This rule explains that we drop the Silent E from the base word before adding a vowel suffix. Take a look at the following examples.

joke + ing = joking
large + est = largest
bake + er = baker
wire + ed = wired

In later levels, your student will learn that there are some situations where we don't drop Silent E before adding a vowel suffix, such as in the words *noticeable* and *courageous*. In these words, Silent E is needed to make c and g soft and therefore the e is retained.

Review

Phonogram Cards

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

Sound Cards

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

Rule Cards

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

Review

(continued)



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



Read through the Word Bank for OA/OW.



Build the word **p i c k e d**.

“Read this word.” *Picked.*

“How many syllables are in this word?” *One.*

“What is the last sound you hear?” */t/.*

“How is the /t/ sound spelled?” *Ed.*

“What is the base word?” *Pick.*

“What is the suffix?” *Ed.*

New Teaching

Teach Spelling Rule 17: The Drop Silent E Rule

Move suffix **ing** into the workspace.

Build the word **d r i v e**.



“Today we are going to add vowel suffixes to words ending in Silent E.”

“I want to turn *drive* into *driving*. First I drop the e.”

d r i v **e**

“And then I add *ing*.” **d r i v** **ing**

Build the word **n a m e**.

“Change *name* to *naming*. First drop the e.” *Student removes the e.*

n a m **e**

New Teaching

(continued)

“And then add *ing*.” *Student adds ing.*

n a m ing

Practice this concept with the following words.

time → **timing**

vote → **voting**

Move suffixes **ed** and **er** into the workspace.

Build the word **t r a d e**.

“We drop the e before adding other vowel suffixes, too.”

“I want to change *trade* to *traded*. I drop the e and add *ed*.”

t r a d ed

Practice with the following words.

Build this word

trade

time

fire

note

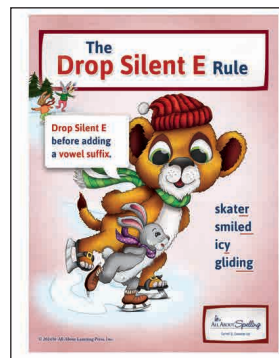
Change to this word

trader

timer

fired

noted



Take out the Drop Silent E Rule poster and explore it with your student.

Read the sample words aloud and point out where Silent E has been dropped: *skater*, *smiled*, *icy*, *gliding*.

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

Read Rule Card 17 with your student and then file it behind the Review divider.

Spelling Level 3 Lesson 22 – Rule Card 17

The Drop Silent E Rule

Drop Silent E when adding a suffix that begins with a _____.

vowel

Identify the Base Word

“I will say a word and you will tell me the base word. For example, if I say *joking*, you tell me the base word, *joke*.”

You say this word

Your student says this word

joking

joke

tires

tire

placed

place

smiling

smile

daring

dare

used

use

notes

note

riding

ride

Complete Activity Sheet

“Let’s help the bunnies add suffixes to base words that end in Silent E.”

Help the Bunnies

Let's help the bunnies add suffixes to base words that end in Silent E!

Is it a consonant suffix?
If so, just add the suffix to the base word.

Is it a vowel suffix?
If so, drop the Silent E before adding the suffix.

1. vote + ed = _____

2. care + less = _____

3. dance + ing = _____

4. hope + ing = _____

5. hike + er = _____

6. hope + ful = _____

7. save + ed = _____

Help the Bunnies

Remove page 159 from the *Roar into Spelling* activity book.

Have your student add the suffix to the base words.

Answer Key

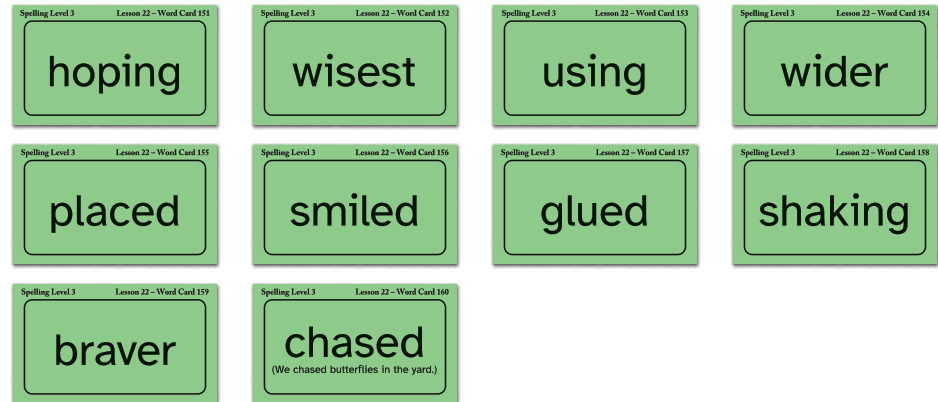
- | | | | |
|-------------|------------|------------|----------|
| 1. voted | 3. dancing | 5. hiker | 7. saved |
| 2. careless | 4. hoping | 6. hopeful | |

New Teaching

(continued)

Spell Word Cards 151-160

Dictate the words and have your student spell them in his dictation notebook.



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

Practice More Words

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

Vowel Suffixes

aging	waded (waded in water)	whiny	losing
daring	baker	making	grimy
nosy	voter	bony	pruned
hiked	driver	raked	bluest
noted	caring	tamest	danced
baked	bored (I'm bored)	wavy	liked

Consonant Suffixes

placement	forgiveness	scrapes	careless
useful	priceless	lovely	cuteness
careful	movement	hopeful	safely
ripeness	statement	barely	hopeless

If you wish, your student may add the homophone pairs *bored/board* and *waited/waded* to the Homophones Book since he knows how to spell words with these spelling patterns.

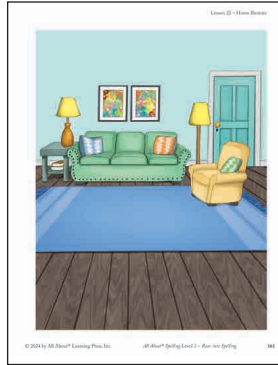


New Teaching

(continued)

Complete Activity Sheet (Optional)

“Are you allowed to skateboard in the house? These bunnies are. Let’s see what happens!”



Home Bunnies

Remove pages 161-164 from the activity book.

Cut out the bunny cards and place them in a pile with the illustrations facing down.

Choose nine 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 one of the cards.

If he spells the word correctly, turn the card over and add the bunny to the home scene. Encourage your student to arrange the cards to create a fun or exciting scene with the bunnies.

Continue until all the bunnies have been added to the scene and your student has practiced all nine words.

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

I was hoping to blow some bubbles.

The creek is much wider here.

Be careful when using a drill!

The cows are braver than the goats.

Jim placed a toad in my grimy hands.

She smiled at the hopeful student.

Are you making the wisest choice?

The geese chased us all over the yard.

I glued the paper to my hand!

The careless baker spilled the cream.

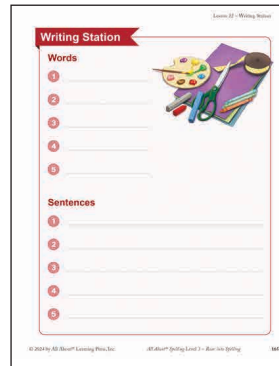
Follow the movement of the fly.

I held the priceless ruby in my shaking hands.

New Teaching

(continued)

Writing Station



A worksheet titled "Writing Station" with a red header. It features a small illustration of a paint palette, brushes, and a pencil. The page is divided into two sections: "Words" and "Sentences". Each section has five numbered lines (1-5) for writing. At the bottom, there is a small copyright notice: "© 2009 by All About Spelling, Inc. All About Spelling Level 3 - Blue Ink Spelling 164".

Turn to page 165 in the activity book.

Dictate the words below and have your student write the words on the five lines provided. For many students, it is easier to write the base word first and then add the suffix.

Then have your student create original sentences using the new words and write them on the lines provided.

painted

biggest

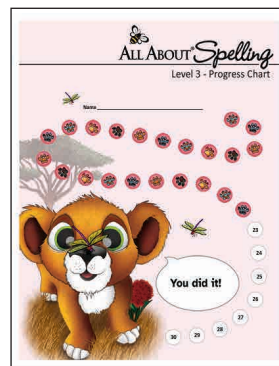
making

glued

crafts

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards and has a firm grasp on the Drop Silent E Rule, have him mark Lesson 22 on the Progress Chart and move on to the next lesson!



You are having a roaring success with all your spelling prowess, my friend!

Everyone on the savanna is talking about what a wildebeest you are with the words— and I'm not LION!

I hope you are taking pride in all that you are accomplishing. I know I am!

This **ROAR** is for you!!!!



Lesson 23 IR

Objective

This lesson teaches phonogram ir and words containing ir.

You Will Need

- Roar into Spelling* pages 167-172
- Sound Card 51
- letter tile ir
- Word Cards 161-170
- Phonogram Card 51

Before You Begin

Preview Phonogram IR

Phonogram ir says /er/ as in *first* and is the third most common spelling of /er/. Read the following examples and listen for the /er/ sound.

first thirty bird shirt circle

When we practice the Phonogram Card for ir, we say “/er/ as in *first*.” This phrase distinguishes ir from the other ways of spelling /er/, such as er.



The ir tile is stored under the Sound of /er/ category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ir phonogram sound.

Review



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



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



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



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

Review

(continued)



Are you remembering to shuffle the Word Cards before dictating them? Dictate review words with a variety of patterns.



Read through the Word Bank for UR and the Word Bank for EA (/ē/).



Build the word **v** **o** **t** **ed**.

“Read this word.” *Voted.*

“What is the base word?” *Vote.*

“What is the suffix?” *Ed.*

“How many syllables?” *Two.*

“Label the syllables.” *Student uses the Open and Closed tags.*

New Teaching

Teach Phonogram IR

“We have a new tile today.”

Move the **ir** tile into the workspace.

“This phonogram says /er/. Repeat after me: /er/.” *Student repeats the sound.*

“Tiles for the sound of /er/ are stored in their own category, Sound of /er/.” Point to the category label.



Take out Phonogram Card 51 and practice it with your student. Be sure to say the full phrase: “/er/ as in *first*.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

New Teaching

(continued)

Teach Sound Card 51



Take out Sound Card 51.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in her dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

Teach Words with IR

“Repeat these words after me and listen for the /er/ sound: *girl, circle, shirt.*” *Student repeats the words.*

“In each of these words, the /er/ sound is spelled with ir.”

Build the word **d** **ir** **t**.

“Read this word.” *Dirt.*

“What does the ir say?” /er/.

“Good. There are several ways to spell the sound of /er/, and ir is the third most common way.”

“I will dictate some words for you to spell. The /er/ sound in each of these words is spelled with ir.”

Dictate the following words.

birth **shirt** **bird** **third**

Label Syllable Types


Build the following words with letter tiles. Have your student divide the words into syllables where necessary and label with the proper syllable tags.

<p>birthday</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Vowel Team Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">b</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> <div style="background-color: #0070c0; color: white; padding: 2px;">th</div> </div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">d</div> <div style="background-color: #d62728; color: white; padding: 2px;">ay</div> </div> </div>	<p>thirteen</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Vowel Team Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">th</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> </div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">t</div> <div style="background-color: #d62728; color: white; padding: 2px;">ee</div> <div style="background-color: #0070c0; color: white; padding: 2px;">n</div> </div> </div>
<p>thirty</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Bossy R Syllable</div> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3;">Open Syllable</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">th</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> </div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">t</div> <div style="background-color: #d62728; color: white; padding: 2px;">y</div> </div> </div>	<p>stir</p> <div style="border: 1px solid gray; padding: 2px; background-color: #d3d3d3; margin-bottom: 5px;">Bossy R Syllable</div> <div style="display: flex; gap: 2px;"> <div style="background-color: #0070c0; color: white; padding: 2px;">s</div> <div style="background-color: #0070c0; color: white; padding: 2px;">t</div> <div style="background-color: #800080; color: white; padding: 2px;">ir</div> </div>

Spell Word Cards 161-170

Dictate the words and have your student spell them in her dictation notebook.

When dictating the word *thirty*, pronounce for spelling. Enunciate the second t for correct spelling.



<small>Spelling Level 3 Lesson 23 - Word Card 161</small> girl	<small>Spelling Level 3 Lesson 23 - Word Card 163</small> birthday	<small>Spelling Level 3 Lesson 23 - Word Card 165</small> shirt	<small>Spelling Level 3 Lesson 23 - Word Card 169</small> bird
<small>Spelling Level 3 Lesson 23 - Word Card 165</small> dirt	<small>Spelling Level 3 Lesson 23 - Word Card 166</small> circle	<small>Spelling Level 3 Lesson 23 - Word Card 167</small> first	<small>Spelling Level 3 Lesson 23 - Word Card 168</small> third
<small>Spelling Level 3 Lesson 23 - Word Card 169</small> thirteen	<small>Spelling Level 3 Lesson 23 - Word Card 170</small> thirty		

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.

birth (date of birth)	sir	firm	stir
circus	whirl (whirl around)	skirt	thirsty
dirty	whir (whir of wings)	twirl	birch
swirl			

Complete Activity Sheet (Optional)

“Let’s find out how this laundry got so dirty!”



Dirty Shirts

Remove pages 167-168 from the *Roar into Spelling* activity book.

Cut out the cards and place them in a pile with the dirty shirts facing up.

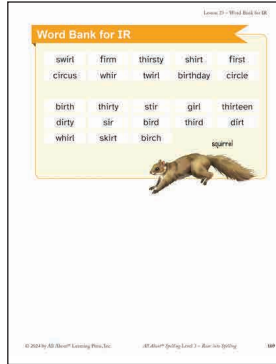
Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on one of the cards. If she spells the word correctly, turn over the card to reveal the activity that resulted in the dirty shirt.

Continue until your student has gathered all the laundry and practiced all twelve words.

New Teaching

(continued)

Read Word Bank for IR



Turn to page 169 in the activity book.

Have your student read through the Word Bank for IR to improve visual memory. Since there are multiple ways to spell the sound of /er/, we want students to become very familiar with the words in this Word Bank before the next spelling is introduced.

Dictate Sentences

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

That girl has thirty yellow skirts.

His third birthday party was so fun!

I am drawing a circle in the dirt.

Sir Ben has a white shirt on.

The thirsty quail drank from a puddle.

We planted thirteen birch trees.

Did you swirl the cream into the cake mix?

Which one do you want to eat first?

I hear the whirl of bird wings.

The circus tent was a bit dirty.

These muffins are firm yet moist.

I saw the leaf whirl and twirl in the wind.

New Teaching

(continued)

Writing Station

Turn to page 171 in the activity book.

Dictate the words below and have your student write the words on the five lines provided. For many students, it is easier to write the base word first and then add the suffix.

Then have your student create original sentences using the new words and write them on the lines provided.

stirring

handful

scrapes

swirled

baker

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 172 of the activity book.

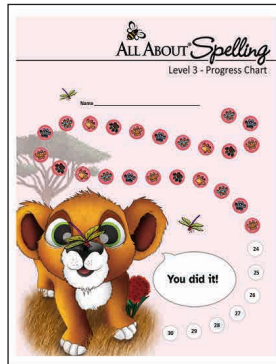
“You can spell *bird*. Now spell *birdlike*, as in *Mrs. Teazle is a birdlike woman with small eyes.*” Student writes *bird* on the first line.

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

1. **birdlike** Mrs. Teazle is a birdlike woman with small eyes.
2. **headfirst** He dove headfirst into his scuba diving hobby.
3. **encircle** Nine cypress trees encircle our house.
4. **birthstone** She gave me a necklace with my birthstone in it.
5. **confirm** Can you confirm that you’ll be here by noon?
6. **skirted** We skirted the bulls and ran to the barn.
7. **aswirl** The sky is aswirl with snowflakes!
8. **dirtying** He keeps dirtying the porch with his muddy boots.
9. **sweatshirt** My sister brought me a sweatshirt from college.
10. **whirlpool** The water spiraled in a whirlpool by the drain.
11. **firmament** Look how the stars twinkle in the firmament!
12. **twirlers** The baton twirlers led the parade.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 23 on the Progress Chart and move on to the next lesson!



3

Appendices

APPENDIX A

Scope and Sequence of Level 3

Your Student Will:	Lesson
Review Level 2 concepts	1
Learn vowel teams <u>ay</u> and <u>ai</u> and spell words with those phonograms	2
Analyze four ways to spell the sound of /ā/ and begin Homophones Book	3
Learn the fourth job of Silent E, begin Silent E Book, and spell words with Silent E	4
Learn the Pickle syllable type and the fifth job of Silent E, and spell words with Pickle syllables	5
Learn the Pickle Syllable division rule	6
Learn when to double the consonant before a Pickle syllable and spell Pickle words with double consonants	7
Learn to spell additional words with Pickle syllables	8
Learn phonogram <u>ur</u> and spell words containing <u>ur</u>	9
Learn that <u>y</u> can say /ē/ and spell words with this pattern	10
Learn the Double Consonant Rule and spell words with double consonants	11
Learn vowel team <u>oa</u> , review vowel team <u>ow</u> , and spell words with those phonograms	12
Analyze four ways to spell the sound of /ō/	13
Learn the Suffixes syllable division rule	14
Learn the Consonant Suffix Rule and spell words with consonant suffixes	15
Learn the 1-1-1 Rule for adding vowel suffixes and spell words with vowel suffixes	16
Practice the 1-1-1 Rule for adding suffixes	17
Learn vowel team <u>oo</u> and spell words with /ōō/ spelled <u>oo</u>	18
Learn vowel team <u>ea</u> and the sixth job of Silent E, and spell words with /ē/ spelled <u>ea</u>	19
Analyze five ways to spell the sound of /ē/	20
Learn phonogram <u>ed</u> , suffix <u>ed</u> , and the Past Tense Rule, identify base words, and spell past tense words with <u>ed</u>	21
Learn the Drop Silent E Rule for vowel suffixes and spell words with this pattern	22
Learn phonogram <u>ir</u> and spell words containing <u>ir</u>	23
Analyze three ways to spell the sound of /er/	24
Spell words with /ōō/ spelled <u>oo</u>	25
Learn vowel team <u>igh</u> and spell words with <u>igh</u>	26
Analyze four ways to spell the sound of /ī/	27
Learn the Change the Y to I Rule and spell words with this pattern	28
Learn how to form common contractions	29
Review concepts learned in Level 3	30

APPENDIX B

Phonograms Taught in Levels 1-7

Phonograms are letters or letter combinations that represent a single sound. For example, the letter b represents the sound /b/ as in *bat*. The letter combination sh represents the sound /sh/ as in *ship*.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
Phonograms Taught in Level 1				
1	m	/m/	moon	Level 1
2	s	/s/-/z/	sun has	
3	p	/p/	pig	
4	a	/ă/-/ā/-/ah/	apple acorn father	
5	n	/n/	nest	
6	t	/t/	tent	
7	b	/b/	bat	
8	j	/j/	jam	
9	g	/g/-/j/	goose gem	
10	d	/d/	deer	
11	c	/k/-/s/	cow city	
12	y	/y/-/ī/-/ī/-/ē/	yarn gym my happy	
13	h	/h/	hat	
14	k	/k/	kite	
15	r	/r/	rake	
16	i	/ī/-/ī/-/ē/	itchy ivy radio	
17	v	/v/	vase	
18	f	/f/	fish	
19	z	/z/	zipper	
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/ōō/	udder unit put	
24	e	/ĕ/-/ē/	echo even	
25	qu	/kw/	queen	
26	x	/ks/	ax	
27	th	/th/-/th/	three then	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
28	sh	/sh/	ship	Level 1
29	ch	/ch/-/k/-/sh/	child school chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
Phonograms Taught in Level 2				
33	ee	/ē/, double e	feed	Level 2
34	wh	/hw/	while	
35	er	/er/ as in <i>her</i>	her	
36	ar	/ar/	car	
37	or	/or/-/er/ as in <i>work</i>	corn work	
38	oy	/oy/ that we may use at the end of English words	toy	
39	oi	/oy/ that we may not use at the end of English words	oil	
40	aw	/aw/ that we may use at the end of English words	saw	
41	au	/aw/ that we may not use at the end of English words	pause	
42	ow	/ow/-/ō/	cow low	
43	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	
Phonograms Taught in Level 3				
44	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day	2
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	2
46	ur	/er/ as in <i>nurse</i>	nurse	9
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	12

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
48	oo	/ōō/-/ōō/-/ō/	food book floor	18
49	ea	/ē/-/ē/-/ā/	leaf bread great	19
50	ed	/ĕd/-/d/-/t/	wanted snowed dropped	21
51	ir	/er/ as in <i>first</i>	first	23
52	igh	/ī/, three-letter /ī/	light	26
Phonograms Taught in Level 4				
53	tch	/ch/, three-letter /ch/	watch	Level 4
54	dge	/j/, three-letter /j/	badge	
55	or	/or/-/er/ as in <i>work</i>	corn work	
56	ew	/ōō/-/ū/	grew few	
57	ie	/ē/-/ī/	field pie	
58	wr	/r/, two-letter /r/ used only at the beginning of a word	write	
59	kn	/n/, two-letter /n/ used only at the beginning of a word	know	
60	eigh	/ā/, four-letter /ā/	eight	
61	ear	/er/ as in <i>early</i>	early	
62	ph	/f/, two-letter /f/	phone	
63	ti	/sh/, tall-letter /sh/	nation	
64	ey	/ē/-/ā/	key they	
65	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	
Phonograms Taught in Level 5				
66	si	/sh/-/zh/	mission vision	Level 5
67	ough	/ō/-/ōō/-/ŭff/- /ōff/-/aw/-/ow/	though through rough cough thought bough	
68	ei	/ā/-/ē/	vein ceiling	
69	ui	/ōō/	fruit	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
70	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	Level 5
71	our	/er/ as in <i>journey</i>	journey	
Phonograms Taught in Level 6				Level 6
72	mb	/m/, two-letter /m/	lamb	
73	gu	/g/, two-letter /g/	guide	
74	augh	/aw/, four-letter /aw/	daughter	Level 7
Phonograms Taught in Level 7				
75	ci	/sh/, short-letter /sh/	special	
76	rh	/r/, two-letter /r/ used in Greek words	rhyme	

APPENDIX D

Rule Breakers Taught in Level 3

In Level 3, your student learns the following Rule Breakers.

Rule Breaker	Lesson	Why Taught as a Rule Breaker
said	5	The <u>ai</u> says /ě/ instead of /ā/.
gone	5	The <u>o</u> says /ǒ/ or /aw/ even though there is a Silent E.
some	8	The <u>o</u> says /ů/ even though there is a Silent E.
none	8	The <u>o</u> says /ů/ even though there is a Silent E.
come	8	The <u>o</u> says /ů/ even though there is a Silent E.
very	10	The <u>e</u> says /ā/ instead of /ě/.
where	10	The <u>e-r-e</u> doesn't say what we expect it to.
there	10	The <u>e-r-e</u> doesn't say what we expect it to.
are	11	The <u>a</u> doesn't say what we expect it to.
one	15	The <u>o</u> says /wů/.
once	15	The <u>o</u> says /wů/.
many	18	The <u>a</u> says /ě/ instead of any of the normal sounds of <u>a</u> .
any	18	The <u>a</u> says /ě/ instead of any of the normal sounds of <u>a</u> .
were	25	The <u>e-r-e</u> doesn't say what we expect it to.
two	25	The <u>w</u> is silent.
won't	29	The word is not formed the way other contractions are formed.

Here are four helpful techniques to help your student learn to spell Rule Breakers or any other words that give your student trouble.

- 1 Identify the “Tricky Spot.”** Have your student use a colored pencil to circle the part of the word that doesn't say what the student expects it to say. Help your student see that Rule Breakers generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.

2

Writing Intensive. In this exercise, your student looks at the Word Card and then looks at an empty spot on the table. He pictures the word on the table and spells the word aloud three times. Then with his finger, he writes the word in VERY BIG LETTERS on the table three times. Finally, he spells the word on paper three times. In the space of a minute, your student has practiced the word nine times.

3

Tactile Practice. In this exercise, your student “writes” the Rule Breakers on a tactile surface, using his pointer finger instead of a pencil. Some surfaces to consider include:

- Sand in a shoe box lid
- A sheet of fine sandpaper
- “Feely” fabrics such as burlap, velvet, or corduroy
- Rice poured into a baking pan
- Plush carpet square

The following items can be put into a sealed plastic baggie to create a no-mess surface. Your student can then use his finger to write through the bag.

- Shaving cream
- Liquid soap
- Glue
- Pudding (This one you can eat after the lesson!)

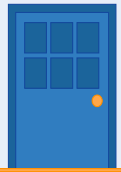



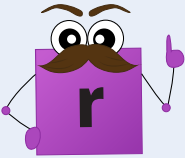

4

Download a Free Rule Breaker Activity. Would your student enjoy “feeding” the Rule Breaker words to a puppy? Or perhaps throwing the word in jail? Visit our blog at blog.allaboutlearningpress.com/spelling-rule-breakers to download your choice of activity.

We treat Rule Breakers differently from other words to help your student learn them soon after they are introduced. Two ways to burn something into memory are frequency (repeated review) and intensity (different and surprising treatment), so keep that in mind as you handle the Rule Breakers. Doing whatever it takes to enable your student to spell these words correctly right from the start will prevent problems later.

APPENDIX E

The Six Syllable Types

	<h3 style="text-align: center;">Closed</h3> <p>A Closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word bat. On the syllable tag, the closed door represents a closed syllable because the consonant “closes in” the vowel.</p>
	<h3 style="text-align: center;">Open</h3> <p>An Open syllable ends in a vowel. The vowel has a long vowel sound, as in the first syllable of apron. On the syllable tag, the open door represents an open syllable. In an open syllable, there is nothing after the vowel. The vowel is “open.”</p>
	<h3 style="text-align: center;">Name Game</h3> <p>A Name Game, or VCE, syllable is typically found at the end of a word. The final <u>e</u> is silent and makes the previous vowel long, as in the word name. On the syllable tag, the party hat shows that the vowel and Silent E are at a party. Silent E asks the vowel what its name is, and the vowel says its name.</p>
	<h3 style="text-align: center;">Vowel Team</h3> <p>A Vowel Team syllable has two or more letters next to each other that together say a vowel sound, as in the words <u>ou</u>th and <u>ei</u>ght. On the syllable tag, the team of horses represents a vowel team syllable. Just as a team of horses works together, vowel teams work together to make one sound.</p>
	<h3 style="text-align: center;">Bossy R</h3> <p>A Bossy R syllable contains a vowel followed by the letter <u>r</u>. The <u>r</u> controls the vowel and changes the way it is pronounced, as in the words her, car, and firm. On the syllable tag, the Bossy R syllable is represented by a bossy-looking <u>r</u> letter tile.</p>
	<h3 style="text-align: center;">Pickle</h3> <p>A Pickle syllable contains three letters: consonant + <u>i</u> + <u>e</u>. Examples include the second syllable in the words handle, puzzle, and middle. The second syllable in the word pickle is a memorable example of this syllable type.</p>

APPENDIX F

Syllable Division Rules

Level 3 introduces two more syllable division rules. The remaining rules are taught in higher levels. Remember to keep multiletter phonograms together when dividing words.

Division Rule	Other Words	First Taught In
<p style="text-align: center;">Compound Words Rule</p> <p>Divide compound words into smaller words.</p> <p style="text-align: center;"> d u s t m o p </p>	<p>anthill, suntan, dishcloth, cobweb</p>	<p style="text-align: center;">Level 2 Lesson 4</p>
<p style="text-align: center;">Two Consonants Rule</p> <p>Point to the vowels. If there are two consonants between them, we usually divide between the consonants.</p> <p style="text-align: center;"> n a p k i n </p>	<p>insect, contest, invent, muffin, upset</p>	<p style="text-align: center;">Level 2 Lesson 6</p>
<p style="text-align: center;">One Consonant Rule</p> <p>Part 1: Point to the vowels. If there is one consonant between them, we usually divide before the consonant.</p> <p style="text-align: center;"> b r o k e n </p> <p>Part 2: If that doesn't make a real word, move the consonant to the first syllable.</p> <p style="text-align: center;"> r o b i n </p> <p style="text-align: center;"> p o ck e t </p> <p>Note: Keep consonant teams together.</p>	<p>Part 1: belong, hotel, hero, protect, basic</p> <p>Part 2: cabin, habit, seven, blanket, rocket</p>	<p style="text-align: center;">Level 2 Lesson 8</p>
<p style="text-align: center;">Pickle Syllables Rule</p> <p>When a word ends in a Pickle syllable, count back three letters from the end and divide.</p> <p style="text-align: center;"> s t a p l e </p>	<p>pickle, sample, middle, candle, uncle</p>	<p style="text-align: center;">Level 3 Lesson 6</p>

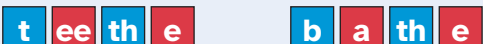
Division Rule	Other Words	First Taught In
<p style="text-align: center;">Suffixes Rule</p> <p>Part 1. Consonant suffixes form their own syllables, with the exception of suffix <i>s</i>.</p> <p style="text-align: center;">g r a c e f u l b e a k s</p> <p>Part 2. Vowel suffixes usually form their own syllables, although they often grab the preceding single consonant.</p> <p style="text-align: center;">s w i m m e r w a v i n g</p>	<p>Consonant suffixes: careful, quickly, sadness, movement</p> <p>Vowel suffixes: colder, jumping, biggest, sandy</p>	<p style="text-align: center;">Level 3 Lesson 14</p>
<p style="text-align: center;">Prefixes Rule</p> <p>Divide after a prefix.</p> <p style="text-align: center;">pre p l a n</p>	<p>mistake, nonsense, overdue, recharge</p>	<p style="text-align: center;">Level 4</p>
<p style="text-align: center;">Three Consonants Rule</p> <p>Part 1: Point to the vowels. If there are three consonants between them, we usually divide after the first consonant.</p> <p style="text-align: center;">ch i l d r e n</p> <p>Part 2: If that doesn't make a real word, divide after the second consonant.</p> <p style="text-align: center;">p u m p k i n</p> <p>Note: Keep consonant teams together.</p>	<p>Part 1: monster, hundred, pilgrim, explode</p> <p>Part 2: sandwich</p>	<p style="text-align: center;">Level 5</p>
<p style="text-align: center;">Two Vowels Rule</p> <p>When two vowels are together, divide between them.</p> <p style="text-align: center;">d i e t</p> <p>Note: Keep vowel teams together.</p>	<p>poet, meow, duet, create</p>	<p style="text-align: center;">Level 5</p>

APPENDIX G

Jobs of Silent E

When you see e at the end of a word, it is usually a Silent E. But just because we don't pronounce the e doesn't mean it isn't doing a job.

★ The starred jobs are very common. The jobs without stars are not nearly as common.

Job	Explanation	Other Words	First Taught In
1 ★	Silent E can make the vowel before it long.  Silent E does this job in 50% of words ending in <u>e</u> .	made, joke, cute, smile, white	Level 2 Lesson 9
2 ★	Silent E can make <u>c</u> and <u>g</u> soft. 	dance, prince, spruce, hinge, orange, large	Level 2 Lesson 24
3 ★	Silent E keeps <u>u</u> and <u>v</u> from being the last letter in a word.  English words don't end in <u>i</u> , <u>j</u> , <u>u</u> , or <u>v</u> .	have, glue, argue, live, nerve	Level 2 Lesson 26
4 ★	Silent E shows that the word is not plural. 	dense, lapse, close, tease, house, nurse	Level 3 Lesson 4
5 ★	Silent E adds a vowel to a Pickle syllable.  Every syllable needs a vowel.	title, table, chuckle, candle, jungle, maple	Level 3 Lesson 5
6	Silent E makes <u>th</u> say its second sound, / <u>th</u> /. 	clothe, breathe, wreath, loathe	Level 3 Lesson 19
7	Silent E clarifies the meaning of the word. 	ew/ewe, ow/owe, or/ore	Level 3 Lesson 29

- Silent E can be added to Rule Breakers, such as *come*, *where*, *shoe*, *were*, and *one*. In these words, the reason for Silent E isn't obvious. In many cases, the final e used to be pronounced.
- Silent E can do two jobs in a word. For example, in the word *race*, Silent E makes the a long and makes the c soft. Other examples of two jobs include *hive*, *mice*, *trace*, *page*, and *cage*.

APPENDIX H

Ways to Spell Common Sounds

This chart lays out the various ways to spell particular sounds as reviewed in Level 3. More ways to spell some of these sounds will be taught in future levels. Where there is a hyphen, as in a-e, the hyphen is understood to mean “consonant.”

Sound	Method	Examples	Reviewed In
Long A /ā/	a	April paper	Lesson 3
	a-e	same grape	
	ai	rain wait	
	ay	day play	
Long O /ō/	o	open most	Lesson 13
	o-e	home vote	
	oa	toad boat	
	ow	show window	
Long E /ē/	e	even she	Lesson 20
	e-e	these Steve	
	ee	sleep tree	
	ea	hear eat	
	y	sticky funny	
/er/	er	her farmer	Lesson 24
	ur	nurse purple	
	ir	first thirteen	
Long I /ī/	i	tiny behind	Lesson 27
	i-e	dime while	
	y	cry sky	
	igh	light tonight	

APPENDIX I
Ways to Spell Long Vowel Sounds

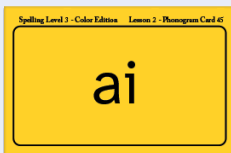
Method	Examples	First Taught In
<p>Put a vowel at the end of a syllable.</p> <p>A vowel can be long when it is placed at the end of a syllable. In the word <i>we</i>, for example, the vowel <u>e</u> is at the end of the syllable and it says /ē/.</p>	<p>i t e m</p> <p>p a p e r</p> <p>n o b l e</p> <p>p r e v e n t</p>	<p>Level 2 Lesson 1</p>
<p>Add Silent E to the end of the word.</p> <p>Silent E can make the preceding vowel long.</p>	<p>n o t e</p> <p>wh o l e</p> <p>s p i n e</p> <p>c o m p e t e</p>	<p>Level 2 Lesson 9</p>
<p>Use a vowel team.</p> <p>A long vowel sound can be made using a vowel team. Vowel teams are two vowels that work together to make one sound.</p>	<p>p ie</p> <p>f ee t</p> <p>b oa t</p> <p>m ai n</p>	<p>Level 2 Lesson 17</p>
<p>Put <u>i</u> or <u>o</u> before two consonants.</p> <p>Vowels <u>i</u> and <u>o</u> can be long before two consonants.</p>	<p>r o l l</p> <p>m i n d</p> <p>h o l d</p> <p>ch i l d</p>	<p>Level 2 Lesson 19</p>

APPENDIX J

How to Review the Flashcards

In each teaching session, choose a mix of **no more than twenty** Phonogram, Sound, Word, and Rule Cards to review. The following procedures will help you make the most of your review time.

Phonogram Cards



1. Shuffle the cards behind the Review divider before starting. If there are no cards behind the Review divider, either skip that part of the review or choose cards from behind the Mastered divider, according to your student's needs.
2. Choose a small number of cards, between 4-12 depending on your student's age, ability, or attention span.
3. Show the front of the Phonogram Card to your student.
4. Have your student say the sound or sounds.
5. If a phonogram has several sounds, you can give your student a hint by holding up the appropriate number of fingers.

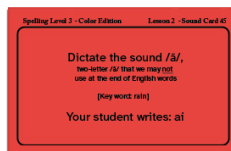
Alternatively, you may wish to use one of the review activities in Appendix O.

When do I move a Phonogram Card behind the Mastered divider?

Look for these signs. If you see all three, the card is mastered!

- Your student responds quickly and easily when you hold up the card.
- Your student says the pure, clipped sound(s) without adding /uh/ at the end (for example, he says /p/, not /puh/).
- You have no doubt that your student knows the card thoroughly.

Sound Cards



1. Shuffle the cards behind the Review divider before starting. If there are no cards behind the Review divider, either skip that part of the review or choose cards from behind the Mastered divider, according to your student's needs.
2. Choose a small number of cards to review, depending on your student's age, ability, or attention span.
3. Dictate the sound(s) listed on the flashcard. If there is more than one sound, pause briefly between them. Do not read the key words.
4. Your student will write the phonogram that makes that sound(s).

When do I move a Sound Card behind the Mastered divider?

If your student does not hesitate when writing the phonogram, the card is mastered!

Word Cards



1. Shuffle the cards behind the Review divider before starting. If there are no cards behind the Review divider, either skip that part of the review or choose cards from behind the Mastered divider, according to your student's needs.
2. Choose a small number of cards, between 4-12 depending on your student's age, ability, or attention span.
3. Dictate the word and have your student spell it. Alternatively, use one of the review activities in Appendix P.

When do I move a Word Card behind the Mastered divider?

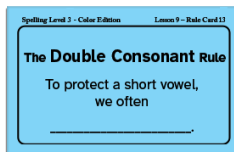
If your student does not hesitate when he spells the word, the card is mastered!

A good practice is to keep no more than twenty Word Cards behind the Review divider at a time: the ten cards from the most recent lesson, plus several cards that have not yet been mastered.

If you find that the Word Cards for review are stacking up too much, or that your student is misspelling a lot of words during daily review, slow down the pace of the lessons and spend more time on review. Move on to the next lesson only when you are sure your student has mastered the previous one.

See also Appendix M: How to Handle Spelling Mistakes.

Rule Cards



1. Shuffle the cards behind the Review divider before starting. If there are no cards behind the Review divider, either skip that part of the review or choose cards from behind the Mastered divider, according to your student's needs.
2. Choose a small number of cards to review, depending on your student's age, ability, or attention span.
3. Read the Rule Card to your student, pausing so that your student can verbally fill in the blank(s) or answer the question(s) on the card.

When do I move a Rule Card behind the Mastered divider?

If your student does not hesitate when filling in the blanks or answering the questions, the card is mastered!

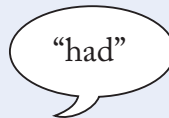
APPENDIX K

Procedure for Spelling with Letter Tiles

The following routine was used extensively in Levels 1 and 2. If your student misspells a word, it is helpful to revisit this routine. Be sure to see the procedure for multisyllable words on the next page as well.

1

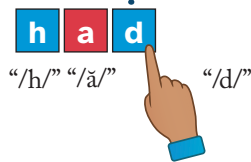
Dictate the word, then point to the tiles.



(This indicates to your student that it is his turn to use the tiles.)

2

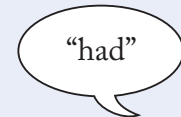
Your student segments the word aloud, selecting the correct tile for each sound.



(Segmenting aloud helps your student represent each sound with a phonogram.)

3

Your student reads the word he just spelled.



(Reading the word enables your student to self-correct if he has made a mistake.)

4

After each word, your student puts the tiles back in order (physical tiles) or clears the workspace (app).



Procedure for Spelling Multisyllable Words

1

Your student claps as she says each syllable.

“Spell the word *silent*.”

“si”

“lent”

[clap]

[clap]

(Clapping helps your student hear each syllable clearly.)

2

Your student spells one syllable at a time with letter tiles.

s i

l e n t



3

Your student reads each syllable aloud exactly as she just spelled it.

s i

l e n t

“si”

“lent”

(Reading the word enables your student to self-correct if she has made a mistake.)

4

Your student pushes the syllables together to complete the word.

s i l e n t

