



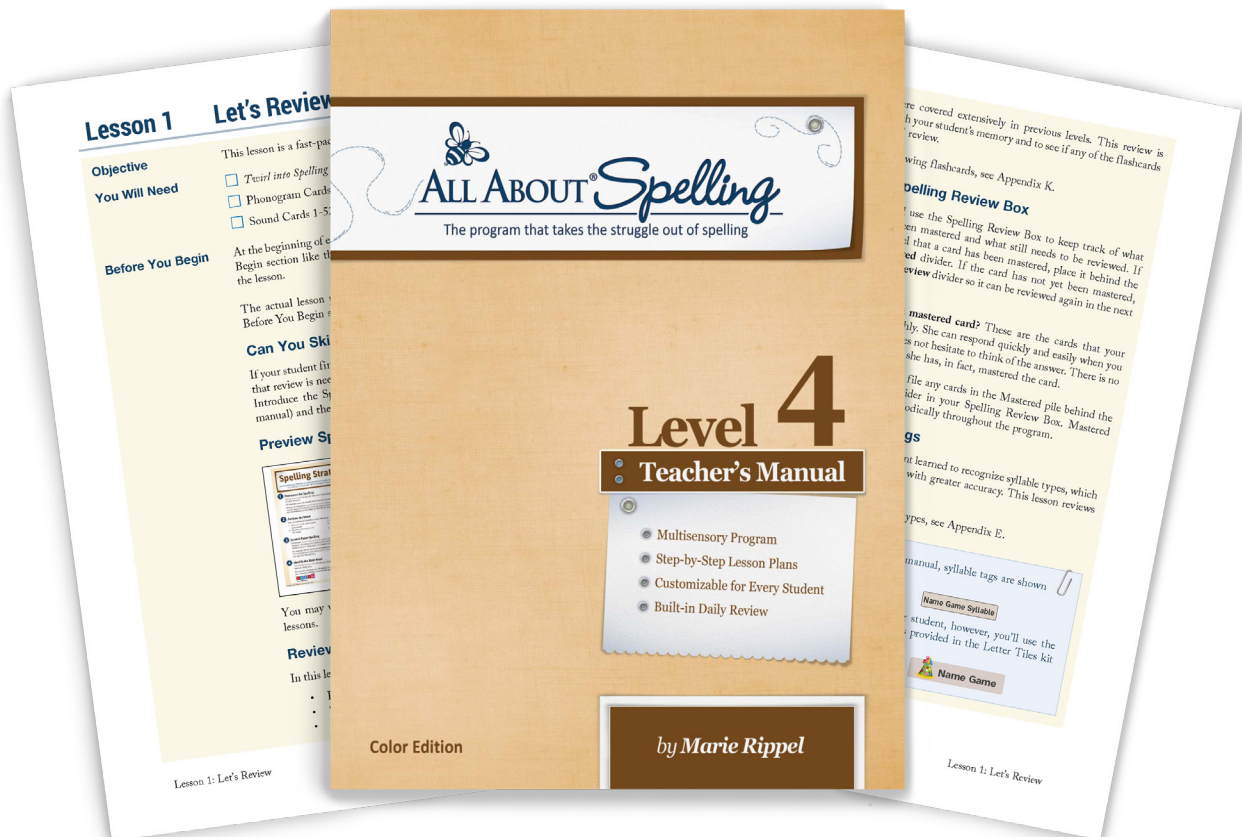
ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 4 Teacher's Manual Sample

In this sample you will find:

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1

Preparing for Level 4

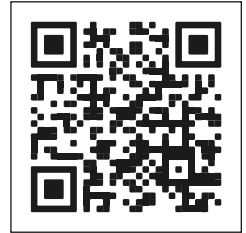
Start Here!

To prepare for teaching *All About Spelling* Level 4, 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-4 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 35 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:

- *Twirl 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 S for guidance in choosing which option to use.



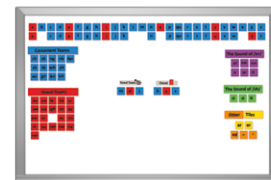
3 Spelling Review Box with Divider Cards

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



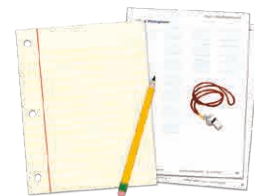
4 Magnetic Whiteboard (Optional)

If you choose to use the physical letter tiles, a 2’ x 3’ magnetic whiteboard is highly recommended. See Appendix U 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.

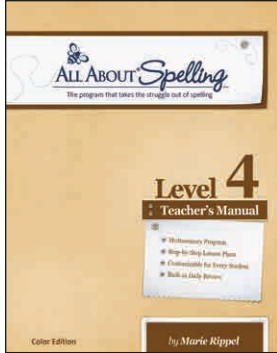
We're here to help!



Preview the Teacher's Manual

Lesson Plans

Turn to Part 2 of this teacher's manual, beginning on page 35. 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 309. 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 *Twirl into Spelling* activity book contains:



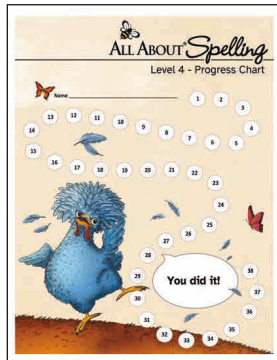
- Progress Chart
- Activity Sheets
- Word Banks
- Writing Station Sheets
- Advanced Application Sheets
- Rule Posters
- Certificate of Achievement

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 “Festive Fireworks” beginning on page 71 of the activity book. When you get to Lesson 7, the lesson plan will prompt you to cut out the fireworks 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 fireworks display and then add the card to the night-sky scene.

Although many 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 94 of this teacher’s manual and page 75 of the activity book. In this exercise, your student reads through the Word Bank for WOR to get very familiar with the way the words look. This enables your student to recognize the correct spelling of /er/ when he needs to spell one of these words.

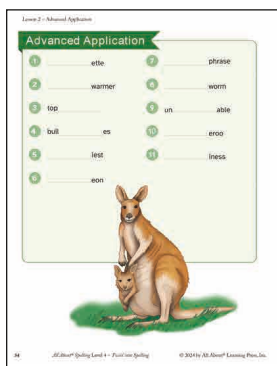
Writing Station Sheets



Starting in Lesson 2, each lesson will have a Writing Station activity. 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 54 of this teacher’s manual and page 33 of the activity book. You’ll dictate the five related words that appear in the teacher’s manual: *loudly*, *stretched*, *begging*, *brownish*, and *hear*. 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.

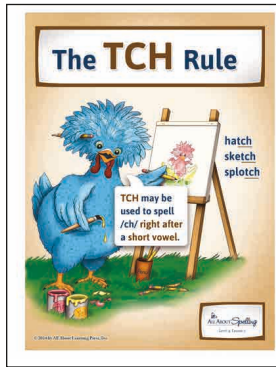
Advanced Application Sheets



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 55 of this teacher’s manual and page 34 of the activity book. Instead of spelling words like *kitchen*, *stretch*, and *lunch*, older students can practice the same concepts while completing multisyllabic words such as *kitchenette*, *stretchiest*, and *luncheon*.

Spelling Rule Posters



Level 4 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 2. For a list of all Spelling Rules taught in Levels 1-4, 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.



1 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.



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



3 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 4: tch and ew. You'll discover that tch has one sound (/ch/), while ew has two sounds (/ō/-/ū/). 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 ç, 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 4 Lesson 2 – Phonogram Card 53

tch

Sound: /ch/
three-letter /ch/
[Key word: match]

Show the front side to your student.

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 4 Lesson 2 – Sound Card 53

Dictate: **/ch/, three-letter /ch/**

[Key word: match]

Your student writes: **tch**

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 4 Lesson 6 – Word Card 25

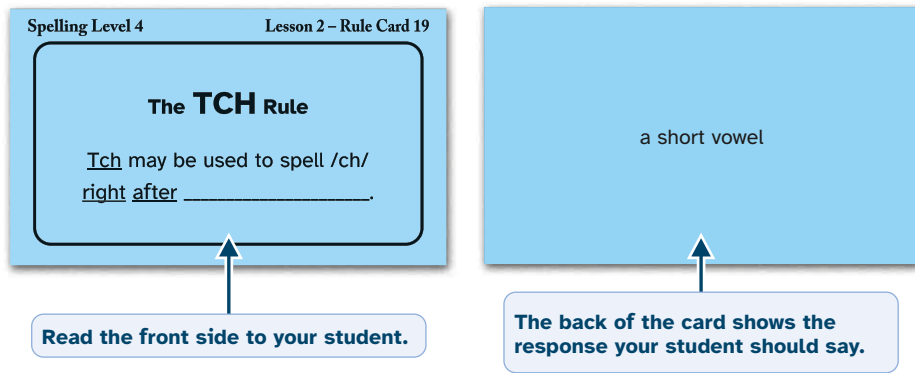
gym

(Let’s lift weights at the gym.)

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 *gym* above. This is to distinguish it from the word *Jim*. You can read the sentence aloud for clarity, but **don’t have your student write the sentence**. Your student will only write the word *gym*. 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.



- 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 3, 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.

kn	eigh
ear	ph
ie	ti
ey	oe

- 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*.

Sound cards with phonograms and definitions.	Sound cards with phonograms and definitions.
Sound cards with phonograms and definitions.	Sound cards with phonograms and definitions.
Sound cards with phonograms and definitions.	Sound cards with phonograms and definitions.
Sound cards with phonograms and definitions.	Sound cards with phonograms and definitions.

- 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*.

The Blue Rule Card	The Orange Y to I Rule
The Red Y Rule	The Blue Y Rule
The Purple Rule	The Green Substitutes Rule
The Blue Rule Card	The Blue Y Rule

- 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*.

inch	catch
bench	stitch
ranch	match
lunch	kitchen

- 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 S 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 1-9. Do not separate the tiles yet. (Sheets 10-13 will be used in future levels.) If you used previous levels, you will already have tiles from Sheets 1-7 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

Consonant Teams		Sound of /er/
ch ck ng nk		er ur ir
sh th wh		

Vowel Teams		Other Tiles
ai au aw ay		ar or ed
ea ee igh oa		,
oi oo ou ow		
oy		

Consonant Suffixes	Vowel Suffixes	Closed	Open
ful less ly ment	ed er es est	Bossy R	Name Game
ness s	ing ish y	Vowel Team	Pickle

Space for Word Building

5

Place the remaining Level 4 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.
- re** Gray tiles are for prefixes.

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 4 baggie?

- 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 4, see Appendix T.

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 4 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.





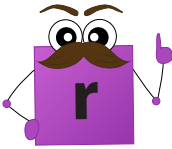

- **In the Review section** of each lesson, your student will write phonograms and words from dictation.
- **In the New Teaching section**, your student will write words and sentences from dictation.

- 3 See Appendix P 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 all six syllable types. In Level 4, the syllable types will continue to be reviewed.

<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 4, your student learns how to add prefixes (such as *re-*, *un-*, *over-*, and *non-*) 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.



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**

Hello there,
my fine feathered friend!

My name is Cha-Cha
and when it comes to spelling, I'm no chicken!

I love to dance, so I'll be twirling
through the lessons with you—
and I have great EGG-spectations for our time together!

So spread your wings and shake your tail feathers—
it's time to CHA-CHA-CHA
our way to Lesson 1!

BAWK!



Lesson 3 DGE and the DGE Rule

Objective

This lesson teaches consonant team dge and how to spell the sound of /j/ after a short vowel.

You Will Need

- Twirl into Spelling* pages 35-44
- letter tile dge
- Phonogram Card 54
- Sound Card 54
- Rule Card 20
- Silent E Book
- Word Cards 11-20

Before You Begin

Preview Consonant Team DGE

Consonant team dge says /j/ as in *badge*. Read the following examples and listen for the /j/ sound.

judge bridge edge lodge hedge

When we practice the Phonogram Card for dge, we say “/j/, three-letter /j/.” We add the phrase “three-letter /j/” to distinguish dge from phonograms j and g.



The dge tile is stored under the Consonant Teams category.



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

Take a look at the dge phonogram in the word *bridge* (or any dge word). The d acts as a “buffer” so Silent E doesn’t make the vowel long. The d protects the vowel from Silent E.

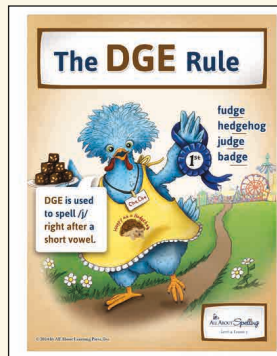


Before You Begin

(continued)

Preview the DGE Rule

Your student has already learned that /j/ can be spelled with phonograms j and g.



Remove the DGE Rule poster from page 35 of the activity book and keep it handy for use in the lesson.

This rule explains that when the sound of /j/ comes right after a short vowel, we spell it with dge.

When deciding whether to use dge, j or g, be sure to look *only* to the letter *immediately* preceding the /j/ sound. There may be a short vowel elsewhere in the word, but we are only concerned with the letter that comes directly before the /j/ sound.

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.

Teach Consonant Team DGE

“We have a new tile today.”

Move the  tile into the workspace.

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

“Good. Since three letters work together to say a consonant sound, we’ll store this tile under the Consonant Teams label.” Point to the category label.



Take out Phonogram Card 54 and practice it with your student. Be sure to say the full phrase: “/j/, three-letter /j/.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

Teach Sound Card 54




Take out Sound Card 54.

“I am going to dictate a sound. Write the three 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 Rule Card 20: The DGE Rule

Move  into the workspace.

“Dge is interesting because it only comes after a short vowel.”

Build the word *badge*, using a blank blue tile for the /j/ sound.

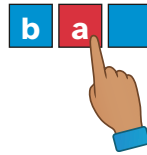


New Teaching

(continued)

“I want to spell the word *badge*. Let’s figure out if we can use dge in place of this blank tile.”

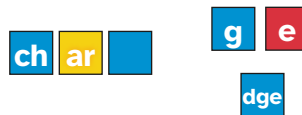
Point to the a. “Is this a short vowel?” *Yes*.



“It is, so we use dge.”

Replace the blank tile with the dge tile. **b a dge**

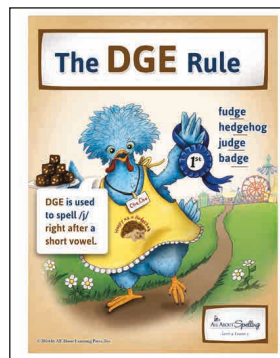
“Let’s try another word. I want to spell the word *charge*.”



“I need to decide whether to use g-e or dge.”

Point to the ar tile. “Is this a short vowel?” *No*. **ch ar**

“Ar is not a short vowel, so we use g-e.”



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

“Dge is used to spell /j/ right after a short vowel.”

Read the sample words aloud and point out the short vowel sound in each: *fudge*, *hedgehog*, *judge*, *badge*. Notice how dge is only used immediately after a short vowel.

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

New Teaching

(continued)

Read Rule Card 20 with your student and then file it behind the Review divider.

Spelling Level 4 Lesson 3 – Rule Card 20

The DGE Rule










Dge is used to spell /j/
right after _____.

a short vowel

Complete Activity Sheet

“Let’s eat some fudge!”

Lesson 3 – Fudge Time

 nu _____	 pie _____	 ra _____
 bri _____	 hu _____	 lo _____
 sta _____	 bu _____	

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Fudge Time

Turn to page 37 in the *Twirl into Spelling* activity book.

One at a time, dictate the words below and have your student decide whether the word ends with g-e or dge. Your student should then write the letters on the line provided. If the word ends in dge, your student can pretend to eat the piece of fudge.

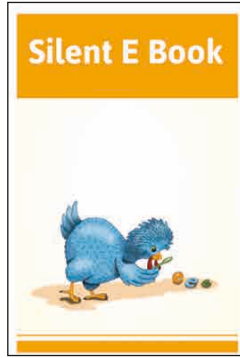
If necessary, remind your student that dge is used only if the letter immediately before it is a short vowel.

nudge pledge rage bridge
huge lodge stage budge

Answer Key

<u>g-e</u>	<u>dge</u>
rage	nudge lodge
huge	pledge budge
stage	bridge

Identify the Job of Silent E



Take out the Silent E Book.

Have your student enter the following words in the correct section of the book.

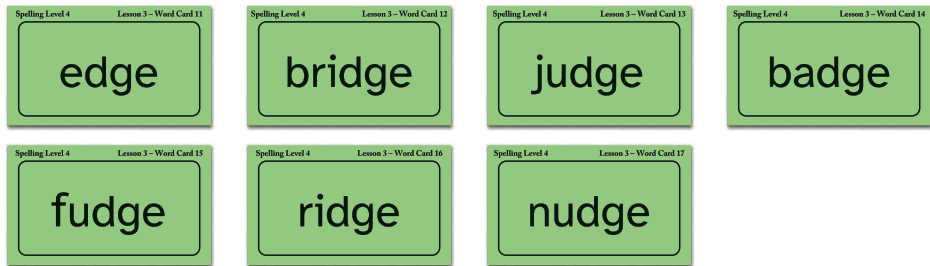
judge (Job #2)

love (Job #3)

owe (Job #7)

Spell Word Cards 11-17

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



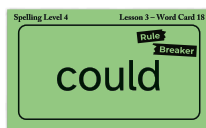
Teach Three Rule Breakers: *could*, *would*, and *should*

“Three words on today’s word list are Rule Breakers.”

Build the word **c** **ou** **l** **d**.

“This word is *could*, as in *We could go to the park*. Which letters don’t say the sounds we expect them to say?” Lead your student to see that the ou sounds like /ōō/ and the l is silent.

Show Word Card 18 to your student.



New Teaching

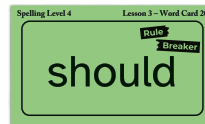
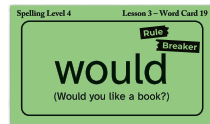
(continued)

“Circle the ou in this word because those letters don’t make the sounds we expect them to make.” Have your student fill in the circle with yellow pencil.

Build the words **w** **ou** **l** **d** and **sh** **ou** **l** **d**.

“The words *would* and *should* are similar to the word *could* and are also Rule Breakers. Which letters don’t make the sounds we expect them to make?” *The ou sounds like /oo/ and the l is silent.*

Show Word Cards 19 and 20 to your student.



“Circle the ou in both words and color them yellow.”

Review these Rule Breakers several times today.

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

If your student has a tough time with these words, try the following strategies:



1. Teach *could* first. Once your student has mastered that word, the others will come easily.
2. Try saying a “cheer” to help your student get the rhythm and spelling of these words: C (pause), O (pause), U-L-D (said quickly together).
3. See our blog post blog.allaboutlearningpress.com/spelling-rule-breakers/ for more activities for practicing rule breakers.

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.

ledge	pledge	hedge	lodge
sludge	hedgehog	budge	wedge
footbridge	smudge	trudge	grudge
fridge	badger	dodge	drawbridge

Complete Activity Sheet (*Optional*)

“Which type of fudge is your favorite? In this activity, you’ll be the judge!”



Judge the Fudge

Remove pages 39-41 from the activity book.

Cut out the fudge cards and place them in a pile with the illustrations facing down. Cut out the ribbon cards and set them aside.

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 a word on the back of each fudge card. If she spells the word correctly, flip the card over and place it on the table.

Once your student has practiced all nine words, give her the three ribbon cards and encourage her to award ribbons to her three favorite types of fudge.

New Teaching

(continued)

Dictate Sentences

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

Should we take the bus?

Don't stand on the edge of the cliff!

The judge said I was the best swimmer!

Could you speak louder?

There is a green hedge by my house.

We ran over the high bridge.

I have a red badge on my shirt.

The plant is on the window ledge.

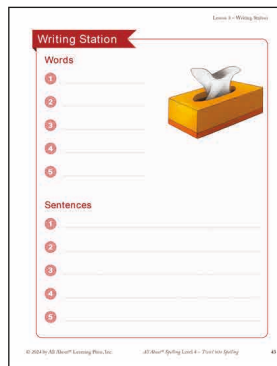
I wish Mom would make us some fudge!

What can you see from the ridge of the hill?

That man is in a rage!

How much do you charge for ketchup?

Writing Station



Turn to page 43 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

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

sickness

drippy

itches

weak (weak arms)

catching

You can use the Writing Station as a diagnostic tool. Is your student misspelling any words when she creates her own sentences? Take a look at the types of errors she makes to determine if you need to review or reteach any concepts.

Tip!

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 44 of the activity book.

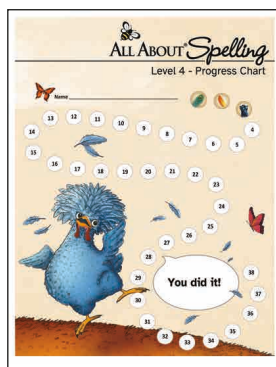
“You can spell *lodge*. Now spell *dislodge*, as in *We tried to dislodge the stone from the garden.*” Student writes *lodge* on the first line.

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

1. **dislodge** We tried to dislodge the stone from the garden.
2. **abridge** That book is so long they had to abridge it.
3. **acknowledge** Did Tod acknowledge that the painting was fake?
4. **adjudge** The court will adjudge the case.
5. **porridge** Goldilocks may like porridge, but I sure don't!
6. **begrudge** I don't begrudge anyone buying books.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

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

If the answer to both is yes, have your student mark Lesson 3 on the Progress Chart and move on to the next lesson!

Lesson 4 Ways to Spell /j/

Objective

This lesson analyzes three ways to spell the sound of /j/.

You Will Need

- Twirl into Spelling* pages 45-54
- Summary Sound Card for /j/

Before You Begin

Review Spellings of /j/

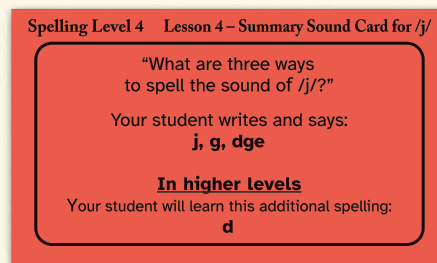
Your student has learned three ways to spell the sound of /j/:

- j as in *jam*
- g as in *gem*
- dge as in *badge*

The sound of /j/ can also be spelled d as in *gradual*. This spelling will be covered in Level 7.

Review the Summary Sound Cards

Summary Sound Cards were introduced in Level 3, and Level 4 contains eight additional Summary Sound Cards. When you review this type of card, you will ask your student how to spell a sound and he will write down all the ways he has learned to spell that sound. If your student happens to know additional ways to spell the target sound, he can write those as well.



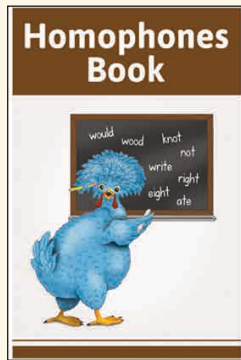
Store the Summary Sound Cards with the rest of the Sound Cards in your student's Spelling Review Box.

Review the Word Sort Activity

Your student will complete the first Word Sort activity. Word Sorts give your student another strategy for spelling words. If he can't recall the spelling of a word, he should test out various ways of spelling the sound and choose which one looks right. This is one more skill that will enable him to become a strong, independent speller.

Before You Begin Review the Homophones Book

(continued)



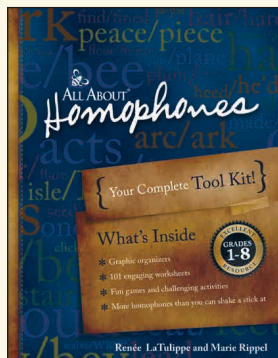
Remove pages 45-48 from the activity book. Assemble the Homophones Book by stacking the pages, folding in half, and stapling in the middle where indicated.

As in Level 3, the Homophones Book activity appears when a lesson introduces a new word that forms a homophone pair with another word that has already been taught.

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

Rule Cards

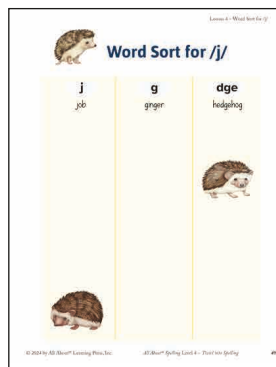
Review a selection of Rule Cards from behind the Review divider.

Word Cards

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

New Teaching

Complete Word Sort for /j/



Remove pages 49-52 from the *Twirl into Spelling* activity book.

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

Point to the column headings on page 49. "Here are three ways to spell the sound of /j/." Read the sample words with your student.

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

gentle joyful jumping ledge stage
joking charge large badge rage

Answer Key - Yellow

j		g		dge
joyful	joking	gentle	stage	ledge
jumping		large	rage	badge
		charge		

New Teaching

(continued)

Optional: Have your student read the words on the back of the blue hedgehog cards and sort them into the correct columns. It is interesting to note that there are more words with /j/ spelled g. This is the most common spelling for /j/; dge is the least common of these three spellings.

Answer Key - Blue

j	g				dge
jarring	germy	sage	danger	gel	bridge
jazz	agent	margin	rigid	page	
joined	legend	wage	cringe	gemstone	
jungle	plunge	digit	German	change	
	barge				

Teach the Summary Sound Card for /j/

“Today we have a new flashcard.”

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

Spelling Level 4 Lesson 4 – Summary Sound Card for /j/

“What are three ways to spell the sound of /j/?”

Your student writes and says:
j, g, dge

In higher levels
Your student will learn this additional spelling:
d

“Write and say the three ways like this.” Say the name of the letters as you write them down: “j, g, dge.”

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

Build the word **w** **ou** **l** **d**.

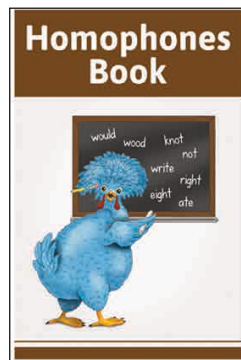
“Read this word.” *Would*.

“*Would*, as in *Would you like a book?*”

Build the word **w** **oo** **d**.

“Read this word.” *Wood*.

“*Wood*, as in *My uncle chops wood.*”



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

“You know that words that sound alike but are spelled differently are called homophones. *Would* and *wood* are homophones. Write these words in your Homophones Book.”

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

Would you like to go to the movies?

Let's go see *Walter Chops Wood*.

Doesn't a movie about wood sound fun?

I would rather mow the lawn!

There are no new Word Cards for Lesson 4.



New Teaching

(continued)

Dictate Sentences

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

The hinge on the gate is rusty.

The queen paused on the drawbridge.

Please turn to page nine.

Three hedgehogs cuddled under the bush.

I stood on the stage and trembled.

He lives in a house on the edge of town.

I need to change my shirt.

Could you put the cream in the fridge?

Don't smudge the ink on the paper!

The cows trudged up the hill.

We let the mice out of the cage.

I would like a wedge of cheese.

Writing Station

Lesson 4 - Writing Station

Writing Station

Words

- 1
- 2
- 3
- 4
- 5

Sentences

- 1
- 2
- 3
- 4
- 5

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Turn to page 53 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

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

chopping

hikes

dragged

wood (made of wood)

branches

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has a good grasp on the three ways to spell /j/, have him mark Lesson 4 on the Progress Chart and move on to the next lesson!

Ooh, you completed
that Word Sort like a chicken-coop BOSS!

Me? I was over here whirling out some
Writing Station rhymes about my last camping trip.

Ahem.

There's nothing so good as chickens chopping wood.
I dragged branches to a pile with a shimmy and a smile.
Short little hikes—that's what I likes!



Lesson 15 KN

Objective

This lesson introduces consonant team kn and words containing that phonogram.

You Will Need

- Twirl into Spelling* pages 123-130
- letter tile kn
- Phonogram Card 57
- Sound Card 57
- Homophones Book
- Word Cards 91-100

Before You Begin

Preview Consonant Team KN

The consonant team kn says /n/ as in *know*. Read the following examples and listen for the /n/ sound.

know knee knife knot knight

When we practice the Phonogram Card for kn, we say “/n/, two-letter /n/ used only at the beginning of a word.” We add this phrase to distinguish kn from other ways of spelling /n/, such as n and gn.



The kn tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the kn 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

(continued)



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 EW (/ū/).

New Teaching

Teach Consonant Team KN

“We have a new tile today.”

Move the  tile into the workspace.

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

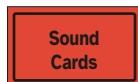
“Good. This tile is used only at the beginning of a word.”

“Since the two consonants work together as a team, we’ll store this tile under the Consonant Teams label.” Point to the category label.



Take out Phonogram Card 57 and practice it with your student. Be sure to say the full phrase: “/n/, two-letter /n/ used only at the beginning of a word.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

Teach Sound Card 57



Take out Sound Card 57.

“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.

New Teaching

(continued)

Teach Words with KN

“Repeat these words after me and listen for the /n/ sound: *knee*, *knot*, *know*, *knife*.” *Student repeats the words.*

“In each of these words, the /n/ sound is spelled with kn.”

Build the word **kn** **ow**.

Point to the kn tile. “What sound does this tile make in the word *know*?”
/n/.

“Good. I will dictate some words for you to spell. In each one, the /n/ sound at the beginning of the word is spelled kn.”

Dictate the following words.

knock **knight** **knit** **kneel**

Homophones Book: Add *know/no* and *knot/not*

Build the word **kn** **ow**.

“Read this word.” *Know*.

“*Know*, as in *I know her name*.”

Build the word **n** **o**.

“Read this word.” *No*.

“*No*, as in *There are no more cookies*.”

Build the word **kn** **o** **t**.

“Read this word.” *Knot*.

“*Knot*, as in *Tie a knot in the rope*.”

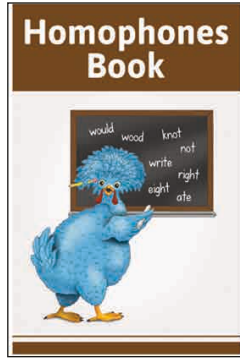
Build the word **n** **o** **t**.

“Read this word.” *Not*.

“*Not*, as in *That is not my cat*.”

New Teaching

(continued)



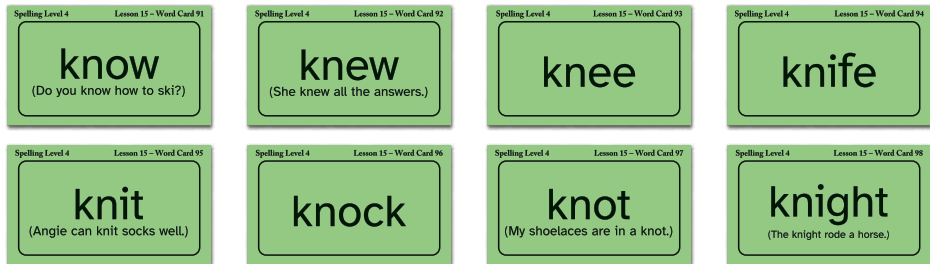
Take out the Homophones Book. “*Know/no, knot/not, knight/night, and knew/new* are homophones. Write these words in your Homophones Book.” *Student writes the words.*

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

**Sir Lance didn't know when he'd arrive.
He was not a punctual gentleman.
Now he's found a huge knot in his reins!
And there's no one to help with this mess!**

Spell Word Cards 91-98

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

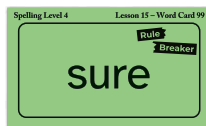


Teach Two Rule Breakers: *sure* and *says*

Build the word **s u r e**.

“The word *sure* is a Rule Breaker. Which letter doesn't say the sound we expect it to say?” *The s because it says /sh/.*

Show Word Card 99 to your student.



“Circle the s in this word because it doesn't make the sound we expect it to make.” Have your student fill in the circle with yellow pencil.

New Teaching

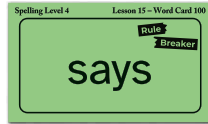
(continued)

Build the word **s ay s**.

“This word is *says*, as in *He always says no*. What is the base word of *says*?”
Say.

“Good. But what sound does ay make in the word *says*?” /ě/.

Show Word Card 100 to your student.



“The word *says* is a Rule Breaker because the ay doesn’t say what we expect it to. Circle the ay in this word.” Have your student fill in the circle with yellow pencil.

Review these Rule Breakers several times today.

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 her dictation notebook.

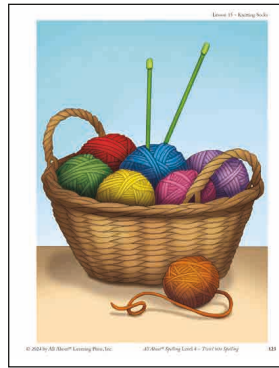
known	knob	knapsack	knead (knead dough)
knoll	knuckle	kneecap	knickers (wool knickers)
kneepad	slipknot	knockout	kneel (kneel down)
knighthood	kneesocks	knack	

If you wish, your student may add the homophone pairs *knight/night*, *knew/new*, *knead/need* and *knickers/nickers* to the Homophones Book since she knows how to spell words with these spelling patterns.



Complete Activity Sheet (Optional)

“Let’s knit some socks!”



Knitting Socks

Remove pages 123-126 from the *Twirl into Spelling* activity book.

Cut out the yarn cards and place them in a pile with the balls of yarn facing up. Place the pile of cards on the knitting basket scene.

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 yarn cards. After spelling the word correctly, she may flip the card over to reveal the pair of socks created with the yarn.

Continue until all the socks have been knitted and your student has practiced all twelve words.

Read Word Bank for KN



Turn to page 127 in the activity book.

Have your student read through the **Word Bank for KN** to improve visual memory. There are several ways to spell the sound of /n/ 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 /n/ when she needs to spell one of these words.

New Teaching

(continued)

Dictate Sentences

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

Rick stuck the knife in the wood.

He's the kindest man I've ever known.

I knew you could do it!

The brave knight helped the king.

Knock three times on the window.

Do you know how to knit?

I hurt my knee when I fell off the bed.

Tie a knot in the fishing wire.

Are you sure you want to kneel in the mud?

We rolled down the grassy knoll.

There is no need to knead this bread.

Ken says sweaty kneesocks are the best!

Writing Station

Lesson 15 • Writing Station

Words

- 1
- 2
- 3
- 4
- 5

Sentences

- 1
- 2
- 3
- 4
- 5

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Turn to page 129 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

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

worker

afternoons

busier

bee (honey bee)

sunniest

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 130 of the activity book.

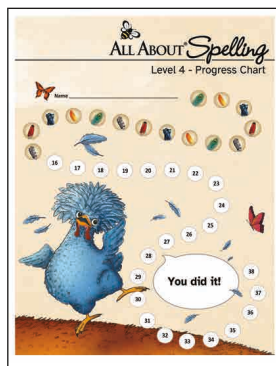
“You can spell *knife*. Now spell *pocketknife*, as in *Ray carved a wooden bear with his pocketknife*.” Student writes *knife* on the first line.

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

1. **pocketknife** Ray carved a wooden bear with his pocketknife.
2. **ensure** Does working hard ensure success?
3. **beknighted** It was an honor when my brother was beknighted.
4. **doorknob** Let me out! The doorknob is stuck!
5. **unknowingly** Lily unknowingly insulted my grandmother.
6. **knockwurst** I eat knockwurst for breakfast, lunch, and dinner.
7. **knitwear** There’s a half-price sale on knitwear!
8. **knottiest** Martha collects the knottiest pieces of wood.

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 15 on the Progress Chart and move on to the next lesson!

Lesson 31 TI and Suffix TION

Objective

This lesson teaches phonogram **ti** and the most common way to spell the word ending /shŭn/.

You Will Need

- Twirl into Spelling* pages 225-230
- letter tile **ti**
- suffix tile *tion*
- suffix tile *ion* (optional)
- Phonogram Card 62
- Sound Card 62
- Sound of /sh/ label
- Word Cards 221-230

Before You Begin

Preview Phonogram TI

Phonogram **ti** says /sh/ as in *nation*. Read the following examples and listen for the /sh/ sound.

action nation solution mention station

Most commonly, **ti** is found in the suffix *tion*, but it is also found in other words such as *partial*, *cautious*, and *quotient*.

Phonogram **ti** is never found at the beginning of a word.

When we practice the Phonogram Card for **ti**, we say “/sh/, tall-letter /sh/.” We add the phrase “tall-letter /sh/” to distinguish **ti** from other spellings of /sh/, such as **sh**, **ci**, and **si**.

If you are using a magnetic white board, add the Sounds of /sh/ label to the board. To see what the magnetic white board will look like after all the new Level 4 tiles have been placed on the board, refer to Appendix T.



The **ti** tile is stored under the Sound of /sh/ category.



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

Preview Suffix TION

This lesson serves as an introduction to suffix *tion*. Using simple words such as *motion* and *option*, students will learn that when they hear /shŭn/ at the end of a word, the most common spelling is *tion*.

In Level 5, we will build upon this knowledge and show that suffix *tion* is used to change a verb (such as *locate*) to a noun (such as *location*).

Before You Begin

(continued)



The *tion* tile is stored under the Consonant Suffixes category.



The *ion* tile is stored under the Vowel Suffixes category.

A Note about Suffix ION

Suffix tiles for both *ion* and *tion* are included in the Letter Tiles kit. According to linguistic study, *ion* is the “pure” suffix, as demonstrated by the following words.

act + ion = action

note + ion = notion

pollute + ion = pollution

Additionally, many words ending in *ion* are formed with a Latin root that contains t in the last syllable, as in the following examples.

admire (Latin: *admiratus*) + **ion** = **admiration**

compose (Latin: *compositus*) + **ion** = **composition**

In both sets of words above, notice how the t from the base or root word combines with the i from the suffix to form phonogram ti.

While *ion* is the “pure” suffix, *tion* is treated as a suffix for practical purposes. We will use the *tion* tile in this lesson, but feel free to use t + *ion* if you prefer.

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.



Read through the Word Bank for EAR and the Word Bank for EA (/ā/).

Teach Phonogram TI

“We have a new tile today.”


Move the  tile into the workspace.

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

“Good. Since these two letters work together to say /sh/, we’ll store this tile under the Sound of /sh/ label.” Point to the category label.

Phonogram
Cards

Take out Phonogram Card 62 and practice it with your student. Be sure to say the full phrase: “tall-letter /sh/.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

If your student is curious about the name “tall-letter /sh/,” show her all the letter tiles that spell the /sh/ sound: sh, ti, ci, and si. Notice that ti is written with the tallest letter. To help distinguish between the four ways to spell the sound of /sh/, ti is given the nickname “tall-letter /sh/.” 

Teach Sound Card 62

Sound
Cards

Take out Sound Card 62.

“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.


New Teaching

(continued)

Introduce Suffix TION

“Repeat these words after me and listen for the /shŭn/ sound: *action, motion, attention.*” *Student repeats the words.*

“In each of these words, the /shŭn/ sound is spelled ti-o-n.”

Move the letter tiles into the workspace. 

Point to each letter tile as you say “/sh/-/ŭ/-/n/.”

“The o says its fourth sound.”

Move suffix  into the workspace.

“We have a new suffix tile that says /shŭn/. /Shŭn/ is used in thousands of words. Let’s look at a few.”

Build the word .

“What does this word say?” *Nation.*

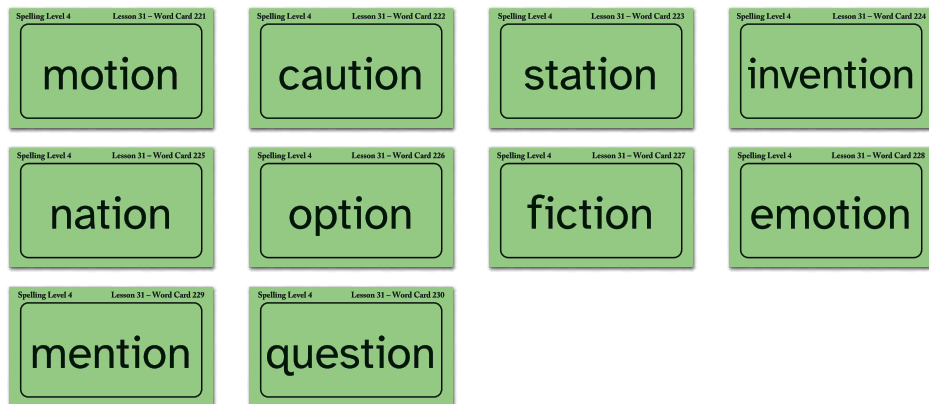
“Divide this word into syllables.” *Student divides the word between a and t.*

“Good. Suffix *tion* forms its own syllable.”

“Change *nation* to *motion*.” *Student exchanges the first two tiles.*

Spell Word Cards 221-230

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



New Teaching

(continued)

If your student has difficulty with the word *question*, explain that the second syllable can sound like /chŭn/ in many dialects but is spelled with *tion*.



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 her dictation notebook.

celebration

audition

election

examination

auction

expedition

competition

coronation

Complete Activity Sheet (Optional)

“Let’s create some silly sentences!”

She planned to buy a guinea pig after the _____.

He could hardly wait for the _____ to end so he could go hiking.

The entire family prepared for the _____ by eating popcorn.

It wasn't until Thursday that she remembered the _____.

The _____ was boring but he said cleaning his closet was even worse.

Grandpa said that the _____ was more important than football.

I'm glad the _____ is tomorrow.

Aunt Jan snapped six hundred photos at the _____.

audition	auction	expedition	competition
election	celebration	examination	coronation

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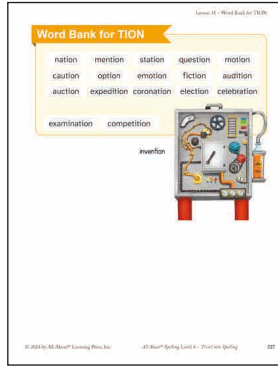
Auctions, Auditions, and More!

Turn to page 225 in the *Twirl into Spelling* activity book.

Have your student choose one word at a time from the bottom of the page and then write the word in one of the blank spaces. There are no right or wrong answers, so your student should feel free to create sentences that are as silly or serious as she chooses.

When your student has finished all the sentences, read them aloud together and get ready for some giggles.

Read Word Bank for TION



Turn to page 227 in the activity book.

Have your student read through the **Word Bank for TION** to improve visual memory. There are several ways to spell the sound of /shŭn/ 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 /shŭn/ when she needs to spell one of these words.

Dictate Sentences

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

Let's begin the celebration right away!

Which is the richest nation on Earth?

Did I mention that I earn great grades?

Please reply to the question.

The motion of the ship made me ill.

My latest invention will amaze you!

The bus station is next to the courthouse.

Which option do you prefer?

I felt so much emotion at my audition!

My friends love to read fiction.

He led an expedition to the South Pole.

We caution you not to tease the beagles.

New Teaching

(continued)

Writing Station

Turn to page 229 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

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

ribbons

buttery

singing

great (great movie)

amused

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 230 of the activity book.

“You can spell *emotion*. Now spell *emotional*, as in *She made an emotional speech at the wedding.*” Student writes *emotion* 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. **emotional** She made an emotional speech at the wedding.
2. **locomotion** Walking is my favorite form of locomotion.
3. **unmentionable** The topic of pets is unmentionable in my house.
4. **stationery** Glenda writes me letters on striped stationery.
5. **fictionalized** I read a fictionalized account of the earthquake.
6. **questionnaire** Did you fill out the questionnaire?

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 31 on the Progress Chart and move on to the next lesson!



Hey, friend!
What an outstanding lesson!
I mean, look at all these sensational words:
FICTION, which lets us tell all kinds of stories.
EMOTION, which makes me happy.
MOTION, which lets us move to the groove.
And CORONATION—
because I am crowning us the
Royal Chickens of Boogie Town!

Lesson 32 AR after W Says /or/

Objective

This lesson teaches that phonogram ar can say /or/ when it follows a w and how to spell words with the sound of /wōr/ spelled w-ar.

You Will Need

- Twirl into Spelling* pages 231-235
- Homophones Book
- Silent E Book
- Word Cards 231-240

Before You Begin

Review Phonogram AR

ar In Level 2, your student learned that phonogram ar says /ar/ as in *car*. In this lesson, your student will learn that ar usually says /or/ when it follows the letter w.

Read the following examples and listen for the /wōr/ sound.

warn reward warp wardrobe warden

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 his 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 his dictation notebook.



Read through the Word Bank for TION.

Teach /wōr/ Spelled W-AR

Move the **ar** tile into the workspace.

“What is the sound of ar?” /ar/.

“Good. But sometimes when ar comes after w, it says a different sound. Repeat these words after me and listen for the /wōr/ sound: *warm*, *forward*, *warn*.” *Student repeats the words.*

“In each of these words, the /wōr/ sound is spelled w-ar.”

Move the **w** tile next to the **ar** tile.

Point to the w. “After a w, ar usually sounds like /or/.”

“I will dictate some words for you to spell. In each one, the /wōr/ sound is spelled w-ar.”

Dictate the following words.

war

warm

backward

reward

warn

Build the word **qu** **ar** **t**.

Point to the qu. “The word *quart* has a /kw/ sound at the beginning. Do you hear the /w/?”

“Even though it doesn’t have a w in it, it has the /w/ sound. The sound of the ar tile is changed by the /w/ sound.”

“Use the /er/ of *her* to change *quart* to *quarter*.”

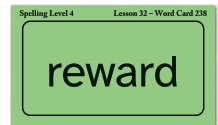
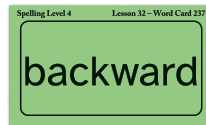
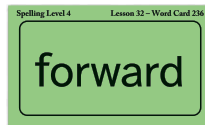
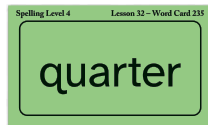
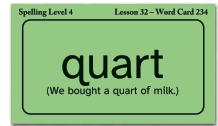
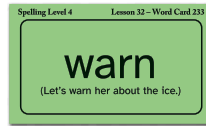
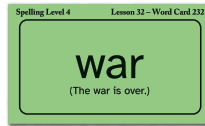
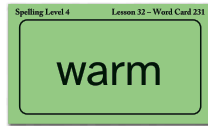
New Teaching

(continued)

Spell Word Cards 231-238

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

Some students may find it easier to learn the words *forward* and *backward* if you pronounce them for spelling.

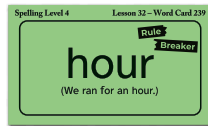


Teach Two Rule Breakers: *hour* and *people*

Build the word **h** **ou** **r**.

“This word is *hour*, as in *We ran for an hour*. Which letter doesn't say the sound we expect it to say?” *The h because it is silent.*

Show Word Card 239 to your student.

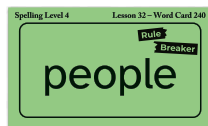


“Circle the h in this word because it doesn't say the sound we expect it to.” Have your student fill in the circle with yellow pencil.

Build the word **p** **e** **o** **p** **l** **e**.

“This word is *people*. Just like the word *hour*, this word contains a silent letter. Which letter is silent?” *The o.*

Show Word Card 240 to your student.



“Right Circle the o in this word because it doesn't say the sound we expect it to.” Have your student fill in the circle with yellow pencil.

Review these Rule Breakers several times today.

New Teaching

(continued)

If you wish, your student may add the homophone pairs *war/wore* and *warn/worn* to the Homophones Book since he knows how to spell words with these spelling patterns.

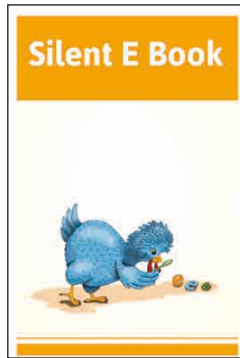


File the Word Cards behind the Review divider in the Spelling Review Box.

Identify the Job of Silent E

Point to the word **p e o p l e**.

“The word *people* has a Silent E at the end. What is the job of Silent E in this word?” *It adds a vowel to the last syllable.*



Take out the Silent E Book.

Have your student enter the following words in the correct section of the book.

people (Job #5)

continue (Job #3)

worse (Job #4)

Homophones Book: Add *hour/our*

Build the word **h o u r**.

“Read this word.” *Hour.*

“*Hour*, as in *We ran for an hour.*”

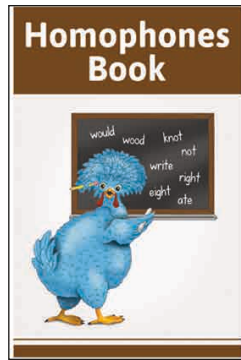
Build the word **o u r**.

“Read this word.” *Our.*

“*Our*, as in *This is our house.*”

New Teaching

(continued)



Take out the Homophones Book. “*Hour* and *our* are homophones. Write these words in your Homophones Book.” *Student writes the words.*

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

Our yodeling lesson starts at 3pm.

Our teacher is a champion yodeler.

We will yodel-lay-hee-hoo for an hour.

Then Mom will want an hour of yodel-free peace!

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.

wart

warning

warmth

warbler

benchwarmer

warp

warthog

quarterback

swarm

wardrobe

warmup

headquarters

lukewarm

ward (hospital ward)

Complete Activity Sheet (Optional)

“Herbs are beautiful plants that are used for many purposes, including cooking! Let’s grow some potted herbs.”



Let’s Grow Herbs!

Remove pages 231-234 from the *Twirl into Spelling* activity book.

Cut out the planter cards and place them in a pile with the illustrations facing up.

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

Choose nine words from this lesson that you think would most benefit

New Teaching

(continued)

your student to practice. Dictate the words one by one and have your student write each word on one of the herb cards. After spelling the word correctly, he may flip the card over to reveal the herb and add the card to one of the planters.

Continue until all the herbs have been placed in their planters 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.

Sometimes it is warm even in January.

There is only a quart of gas in the car.

Sixteen people are judging the contests.

You have only one hour for sketching.

Why did you hop home backward?

Look out for that swarm of tourists!

My father did not fight in the war.

We must warn Seth about the quicksand.

Did you give your brother a quarter?

You will get a reward for your hard work.

Isn't it better to face forward when you walk?

Who put this footwear on the warthog?

Writing Station

Turn to page 235 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

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

recheck

swiftly

questions

way (way to go)

turned

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 32 on the Progress Chart and move on to the next lesson!

Warthogs,
warblers,
and swarms of honey bees,
oh my!

As a reward for finishing
this tricky lesson,
I have a joke for you!

Q: How do chickens send letters through the mail?

A: In hen-velopes!

Hahahahaha. I bawk myself up!



3

Appendices

APPENDIX A

Scope and Sequence of Level 4

Your Student Will:	Lesson
Review Level 3 concepts, learn two spelling strategies, and begin Silent E Book	1
Learn consonant team <u>tch</u> and the TCH Rule and spell words with <u>tch</u>	2
Learn consonant team <u>dge</u> and the DGE Rule and spell words with <u>dge</u>	3
Analyze three ways to spell the sound of /j/ and begin Homophones Book	4
Learn the Prefixes syllable division rule	5
Analyze the four sounds of the letter <u>y</u>	6
Learn purple <u>or</u> phonogram and spell words containing /er/ spelled <u>or</u>	7
Learn to spell months of the year and common abbreviations	8
Learn vowel team <u>ew</u> and spell words with the first sound of <u>ew</u>	9
Spell words with the second sound of <u>ew</u>	10
Analyze three ways to spell the sound of /ū/	11
Learn the second sound of <u>ea</u> and spell words with /ē/ spelled <u>ea</u>	12
Analyze two ways to spell the sound of /ē/ and learn the “scratch paper” spelling strategy	13
Learn consonant team <u>wr</u> and spell common compound words and words containing <u>wr</u>	14
Learn consonant team <u>kn</u> and spell words containing <u>kn</u>	15
Spell more words containing phonogram <u>er</u>	16
Spell words with /ü/ spelled <u>o</u>	17
Apply spelling strategies to multisyllable words	18
Learn vowel team <u>igh</u> and spell numbers and words containing <u>igh</u>	19
Spell the days of the week and words with /ū/ and /ōō/ spelled <u>u-e</u>	20
Learn phonogram <u>ear</u> and spell words containing <u>ear</u>	21
Analyze five ways to spell the sound of /er/	22
Learn consonant team <u>ph</u> and spell words containing <u>ph</u>	23
Learn vowel team <u>ie</u> and spell space-related words and words containing <u>ie</u>	24
Analyze five ways to spell the sound of /ī/	25
Spell words with /ō/ spelled <u>ou</u>	26
Spell math-related words and words with /ōō/ spelled <u>ou</u>	27
Spell multisyllable words containing unstressed <u>a</u> at the beginning	28
Learn the third sound of <u>ea</u> and spell words with /ā/ spelled <u>ea</u>	29
Analyze six ways to spell the sound of /ā/	30
Learn consonant team <u>tj</u> and suffix <i>tion</i> and spell words with /shŭn/	31
Spell words with the sound of /wōr/ spelled <u>w-ar</u>	32

Your Student Will:	Lesson
Learn vowel team <u>ey</u> and spell words containing <u>ey</u>	33
Analyze six ways to spell the sound of /ē/	34
Learn vowel team <u>oe</u> and spell words with Silent E and words containing <u>oe</u>	35
Analyze six ways to spell the sound of /ō/	36
Spell words with the common word ending <i>ic</i>	37
Review concepts taught in Level 4	38

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/-/ō/-/ū/	otter open to oven	
21	l	/l/	leaf	
22	w	/w/	wave	
23	u	/ū/-/ū/-/ō/	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	Level 3
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	
46	ur	/er/ as in <i>nurse</i>	nurse	
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	

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	Level 3
49	ea	/ē/-/ē/-/ā/	leaf bread great	
50	ed	/ĕd/-/d/-/t/	wanted snowed dropped	
51	ir	/er/ as in <i>first</i>	first	
52	igh	/ī/, three-letter /ī/	light	
Phonograms Taught in Level 4				
53	tch	/ch/, three-letter /ch/	match	2
54	dge	/j/, three-letter /j/	badge	3
55	ew	/ōō/-/ū/	grew few	9
56	wr	/r/, two-letter /r/ used only at the beginning of a word	write	14
57	kn	/n/, two-letter /n/ used only at the beginning of a word	know	15
58	eigh	/ā/, four-letter /ā/	eight	19
59	ear	/er/ as in <i>early</i>	early	21
60	ph	/f/, two-letter /f/	phone	23
61	ie	/ē/-/ī/	field pie	24
62	ti	/sh/, tall-letter /sh/	nation	31
63	ey	/ē/-/ā/	key they	33
64	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	35
Phonograms Taught in Level 5				
65	si	/sh/-/zh/	mission vision	Level 5
66	ough	/ō/-/ōō/-/ŭff/- /ōff/-/aw/-/ow/	though through rough cough thought bough	
67	ei	/ā/-/ē/	vein ceiling	
68	ui	/ōō/	fruit	
69	gn	/n/, two-letter /n/ used at the beginning or end of a word	gnat	
70	our	/er/ as in <i>journey</i>	journey	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
Phonograms Taught in Level 6				Level 6
71	mb	/m/, two-letter /m/	lamb	
72	gu	/g/, two-letter /g/	guide	
73	augh	/aw/, four-letter /aw/	daughter	
Phonograms Taught in Level 7				Level 7
74	ci	/sh/, short-letter /sh/	special	
75	rh	/r/, two-letter /r/ used in Greek words	rhyme	

APPENDIX D

Rule Breakers Taught in Level 4

In Level 4, your student learns the following Rule Breakers.

Rule Breaker	Lesson	Why Taught as a Rule Breaker
could	3	The <u>ou</u> sounds like /oo/ and the <u>l</u> is silent.
would	3	The <u>ou</u> sounds like /oo/ and the <u>l</u> is silent.
should	3	The <u>ou</u> sounds like /oo/ and the <u>l</u> is silent.
pretty	6	The <u>e</u> says /i/ and the <u>t</u> 's sound like /d/.
busy	7	The <u>u</u> says /i/ instead of any of the normal sounds of <u>u</u> .
half	7	The <u>l</u> is silent.
talk	7	The <u>l</u> is silent.
sew	10	The <u>ew</u> says /o/.
view	10	The <u>i</u> is silent.
review	10	The <u>i</u> is silent.
sure	15	The <u>s</u> says /sh/.
says	15	The <u>ay</u> says /e/ instead of /ā/.
friend	16	The <u>i</u> is silent.
women	18	The <u>o</u> says /i/ instead of any of the normal sounds of <u>o</u> .
Wednesday	20	The word has extra letters that we don't pronounce in normal speech.
heart	21	The <u>ear</u> says /ar/ instead of /er/.
minute (Wait a minute.)	23	The <u>u</u> says /i/ instead of any of the normal sounds of <u>u</u> .
again	28	The <u>ai</u> says /e/ instead of /ā/.
hour	32	The <u>h</u> is silent.
people	32	The <u>o</u> is silent.
eye	33	The <u>ey</u> says /i/ instead of /ē/ or /ā/.

Rule Breaker	Lesson	Why Taught as a Rule Breaker
shoe	35	The <u>oe</u> says /ōō/ instead of /ō/.
does	37	The <u>oe</u> says /ū/ instead of /ō/.

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 your 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

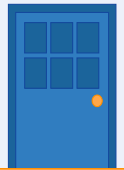



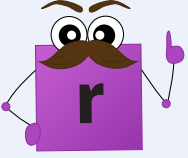
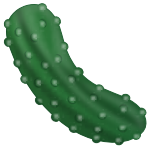
The following items can be put into a sealed plastic baggie to create a no-mess surface. Your student can then use his finger to write through the bag.

 - 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 <i>bat</i>. 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 <i>apron</i>. 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 <i>name</i>. 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 <i>south</i> and <i>eight</i>. 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 <i>r</i>. The <i>r</i> controls the vowel and changes the way it is pronounced, as in the words <i>her</i>, <i>car</i>, and <i>firm</i>. On the syllable tag, the Bossy R syllable is represented by a bossy-looking <i>r</i> letter tile.</p>
	<h3 style="text-align: center;">Pickle</h3> <p>A Pickle syllable contains three letters: consonant + <i>i</i> + <i>e</i>. Examples include the second syllable in the words <i>handle</i>, <i>puzzle</i>, and <i>middle</i>. The second syllable in the word <i>pickle</i> is a memorable example of this syllable type.</p>

APPENDIX F

Syllable Division Rules

Level 4 introduces one more syllable division rule. 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>	anthill, suntan, dishcloth, cobweb	Level 2 Lesson 4
<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>	insect, contest, invent, muffin, upset	Level 2 Lesson 6
<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>	Level 2 Lesson 8
<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>	pickle, sample, middle, candle, uncle	Level 3 Lesson 6


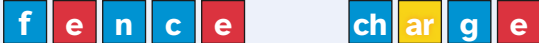

Division Rule	Other Words	First Taught In
<p style="text-align: center;">Suffixes Rule</p> <p>Part 1. Consonant suffixes form their own syllables, with the exception of suffix <i>s</i>.</p> <p style="text-align: center;">g r a c e f u l b e a k s</p> <p>Part 2. Vowel suffixes usually form their own syllables, 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 Lesson 5</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, /tʰ/. 	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 *bive*, *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 4. 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	Spelled With	Examples	Reviewed In
/j/	j	jam joyful	Lesson 4
	g	gem large	
	dge	badge hedge	
Long U /ū/	u	unit Cupid	Lesson 11
	u-e	June cute	
	ew	few spew	
Short E /ĕ/	e	echo yellow	Lesson 13
	ea	bread weather	
/er/	er	her farmer	Lesson 22
	ur	nurse purple	
	ir	first thirteen	
	or	work world	
	ear	early search	
Long I /ī/	i	tiny behind	Lesson 25
	i-e	dime while	
	y	cry sky	
	igh	light tonight	
	ie	pie tie	
Long A /ā/	a	April paper	Lesson 30
	a-e	same grape	
	ai	rain wait	
	ay	day play	
	eigh	eight weigh	
	ea	great pear	

Sound	Spelled With	Examples	Reviewed In
Long E /ē/	e	even she	Lesson 34
	e-e	these Steve	
	ee	sleep tree	
	ea	hear eat	
	y	sticky funny	
	ey	key honey	
Long O /ō/	o	open most	Lesson 36
	o-e	home vote	
	oa	toad boat	
	ow	show window	
	ou	soul four	
	oe	toe Joe	

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

Suffix and Prefix Meanings

Consonant Suffixes	Meaning	Examples
ful	full of or notable for	grateful, careful, beautiful
less	without or lacking	hopeless, fearless, restless
ly	in what manner an action is being performed	bravely, simply, happily
ment	the action or result of	movement, shipment, agreement
ness	state or quality of being	kindness, sadness, darkness
s	used to form plurals; verb tense	barns, shirts, walks
tion	used to turn verbs into nouns	invention, celebration, election
Vowel Suffixes	Meaning	Examples
er	someone who performs an action	helper, teacher, dancer
es	used to form plurals	brushes, peaches, boxes
est	used to form the superlative; most	biggest, silliest, highest
ing	verb form: present participle of an action	playing, flying, running
ion	used to turn verbs into nouns	expression, subtraction, option
ish	having the quality of	childish, elfish, snobbish
y	made up of or characterized by	fruity, grouchy, brainy
Prefixes	Meaning	Examples
mis	incorrect, bad, wrongful	misunderstand, misspell, misuse
non	not, without	nonsense, nonstop, nonstick
over	too much	overcook, overdone, overexcited
pre	before	preshow, precook, preschool
re	again, do over	return, redo, rewrite
semi	partial, somewhat	semicircle, semisweet, semidry
un	not, opposite of	unhappy, unfinished, ungrateful