



# ALL ABOUT<sup>®</sup> Spelling

The program that takes the struggle out of spelling

## Level 1 Teacher's Manual Sample

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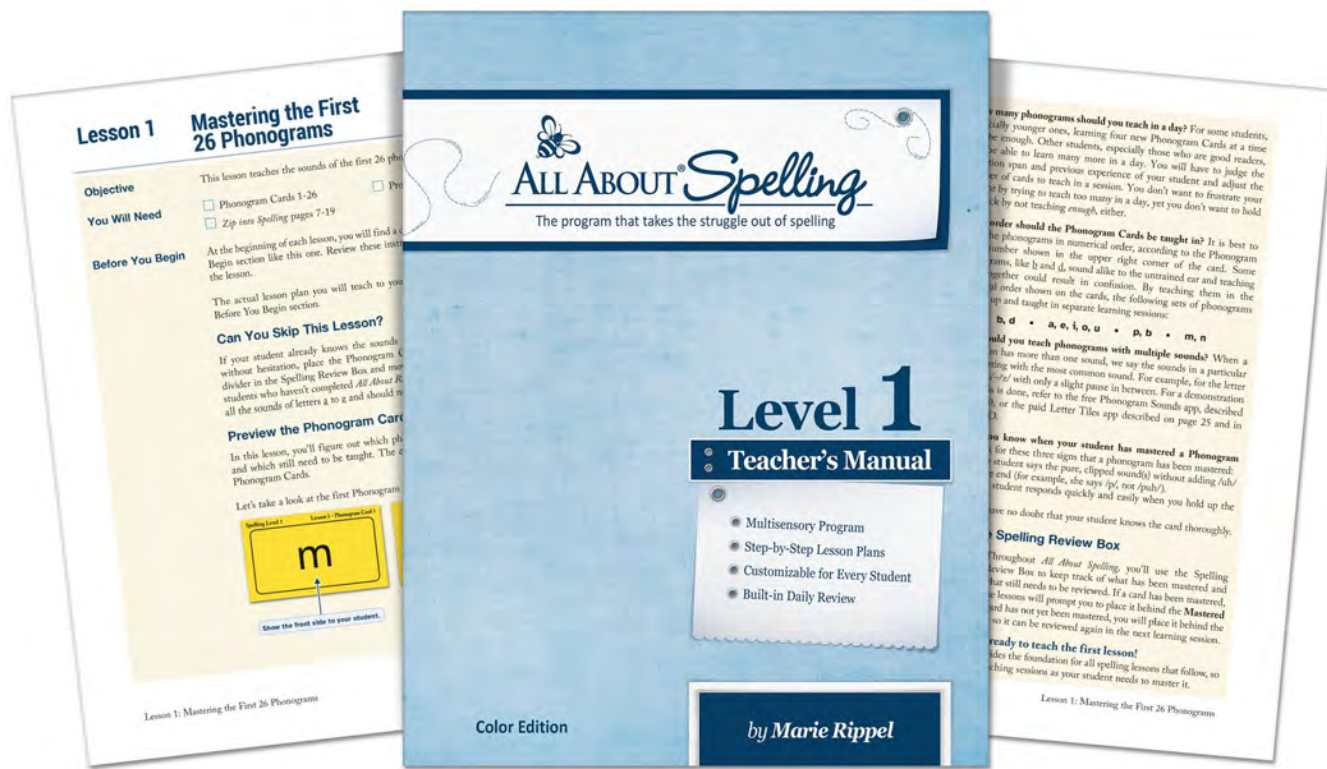
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# Preparing for Level 1

# Start Here!

To prepare for teaching *All About Spelling* Level 1, 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-1](http://www.aalp.tv/spelling-level-1) on your phone, tablet, or computer, or scan the QR code to be taken directly to the videos.



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



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



## Option 2: Read the Following Pages



Check off each page as you complete it.



## Find Out If Your Student Is Ready for Spelling

Before beginning Level 1, be sure your student is comfortable with these prerequisite concepts.

**Your student should be able to name the letters of the alphabet.**

To test, have your student tell you the names of the following letters.

**k r w e j u f**

If your child doesn't know the letter names yet, visit [blog.allaboutlearningpress.com/letter-knowledge](http://blog.allaboutlearningpress.com/letter-knowledge) for some fun ways to work on them as you start *All About Spelling* Level 1.

It is not essential that your student know the *sounds* of the letters before beginning. The sounds will be taught in Lesson 1.

**Your student should be able to read the following words.**

**snack      glass**  
**bunch      stem**  
**wishes      sandbox**

If reading the words listed above was difficult for your student, complete *All About Reading* Level 1 before starting spelling instruction.

Having a strong start in reading will help your student in three ways:

1. While learning to read, students pick up basic skills that will enable them to spell more easily.
2. It is easier to decode words than it is to encode words, giving your student more confidence with words.
3. Reading helps establish a visual memory of many words, making spelling much easier.



## Gather the Materials

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

### 1 Student Packet

The Student Packet contains:

- *Zip 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 O for guidance in choosing which option to use.



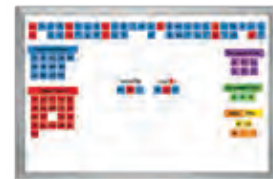
### 3 Spelling Review Box with Divider Cards

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 Q 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](http://www.allaboutlearningpress.com/dictation-sheets) or scan the QR code.



Regular-ruled Dictation Sheets



Wide-ruled 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](mailto: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 7.
- 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 233. 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 *Zip into Spelling* activity book contains:



- Progress Chart
- Phonograms Chart
- Activity Sheets
- Advanced Application Sheets
- Word Banks
- 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 “Try Not to Moo” on page 9 of the activity book. When you get to Lesson 1, the lesson plan will prompt you to cut out the cow cards and place them in a pile. Your student will choose a card, flip it

over, and say the sound(s) of the phonogram indicated. But if he draws a Moo card, he will have to moo like a cow instead.

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

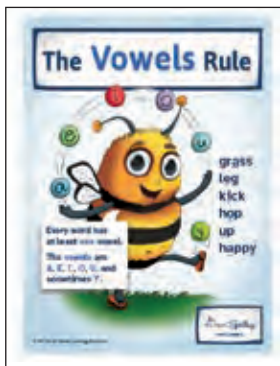
## Advanced Application Sheets



Starting in Lesson 7, Advanced Application is included at the end of each lesson to meet the needs of older students who already know how to spell simple words.

As an example, turn to page 84 of this teacher's manual and page 54 of the activity book. Instead of spelling words like *fan*, *am*, and *nap*, older students can practice the same concepts while completing multisyllabic words such as *fantastic*, *ambulance*, and *napkin*.

## Spelling Rule Posters



Level 1 teaches eight 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 4. For a list of all Spelling Rules introduced in Level 1, 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 /oi/ 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*).<sup>1</sup> This means that there are very few words that must be learned through repetition and rote memorization.

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

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

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

## Preview the Phonogram Sounds

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



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



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



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

Using the method you prefer, take a moment to preview the first two Phonogram Cards: m and s. You'll discover that m has one sound (/m/), while s has two sounds (/s/-/z/). Try out a few more letters, being sure to pronounce them clearly. Practice saying the pure sound without adding a noticeable /uh/ sound at the end. A common problem is to say /tuh/ instead of /t/ or /nuh/ instead of /n/.

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



<sup>1</sup>Hanna, P.R., Hanna, J.S., Hodges, R.E., & Rudorf, E.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 1 Lesson 1 – Phonogram Card 2

S

Spelling Level 1 Lesson 1 – Phonogram Card 2

S

Sounds: /s/-/z/  
[Key words: sun, has]

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 1 Lesson 1 – Sound Card 2

Dictate the sounds: /s/-/z/  
[Key words: sun, has]  
Your student writes: s

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 1 Lesson 7 – Word Card 5

an  
(Is that an octopus?)

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 *an* above. This is to distinguish it from the word *Ann*. You can read the sentence aloud for clarity, but **don’t have your student write the sentence**. Your student will only write the word *an*. Sentences are added to all cards containing homophones (words that sound alike but are spelled differently).

**Rule Cards** contain spelling rules and generalizations.

Spelling Level 1 Lesson 4 – Rule Card 1

**The Vowels Rule**

1. Every word has at least one \_\_\_\_\_.
2. The vowels are \_\_\_\_\_.

Read the front side to your student.

1. vowel
2. a, e, i, o, u, and sometimes y

The back of the card shows the responses your student should say.



# Prepare Your Spelling Review Box

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



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



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



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



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



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





## Set Up the Letter Tiles

Starting with Lesson 4, 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 O if you need help deciding which format to use.

### If You Will Be Using the Letter Tiles App

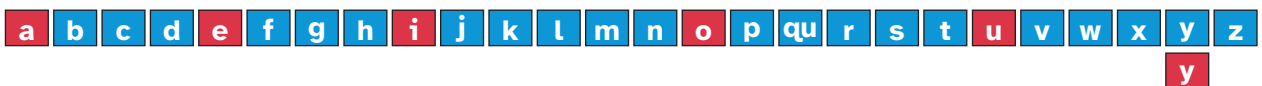
Visit [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to purchase the app for your tablet, or scan the QR code. (Please note that the Letter Tiles app is only available for tablets and touch-enabled Chromebooks. There is no version for phones because 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 1-3. Do not separate the tiles yet. (Sheets 4-13 will be used in future levels.)
- 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 4.** Set up the letter tiles on your magnetic whiteboard as shown below.



Set the board aside until letter tiles are introduced in Lesson 4.

- 5 Place the remaining Level 1 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 safekeeping, store the baggie in the larger zip storage bag provided with the kit.

## 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.

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 items that are left in my Level 1 baggie?

- Starting in Lesson 13, the lessons will prompt you to add the remaining letter tiles to the board.
- To see what the board will look like by the end of Level 1, see Appendix P.

### 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 1 Dictation Sheets at [www.allaboutlearningpress.com/dictation-sheets](http://www.allaboutlearningpress.com/dictation-sheets) or scan one of the QR codes on page 11.

- 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.

- **Starting in Lesson 5**, your student will be writing phonograms from dictation.
- **Starting in Lesson 7**, your student will be writing words from dictation.
- **Starting in Lesson 12**, your student will be writing phrases from dictation.
- **In Lesson 24**, the last new-concept lesson of Level 1, your student will write complete sentences from dictation.



## Read This If You Are Teaching an Older Student

*All About Spelling* is frequently used with older students, including teens and adults. The words in Level 1 may be easy to spell, but many students have not learned the concepts behind them—and these concepts are crucial for success throughout the program. For example, most struggling students will know how to spell *cat*, but they don't know why *cat* is spelled with a c instead of a k. They may not need to practice spelling the word *cat*, but they do need to learn the concept so they can apply it to words like *emergency* and *concentrate*. Level 1 fills in important gaps like this.

Other Level 1 concepts that older learners may not be familiar with include

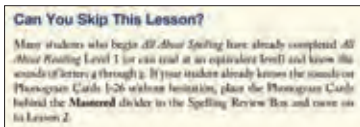
- the sounds of the vowels;
- how to segment words; and
- how to make words plural.

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

### 1 Be ready to explain why you're working in Level 1 instead of a higher level.

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

### 2 Look for the section called "Can You Skip This Lesson?"



This section, located in the Before You Begin box of the first six lessons, will help you decide if your student needs to complete that particular lesson.

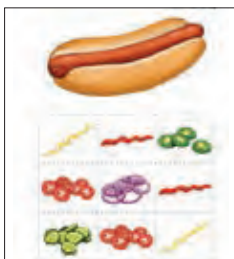
### 3 Take advantage of Advanced Application.



Starting in Lesson 7, Advanced Application sheets are provided especially for older students. These students may already know how to spell small words such as *fan* and *nap*, and this section helps them use those words to create longer words, such as *fantastic* and *napkin*.

**4****Adjust the speed for your student.**

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

**5****Use the activity sheets.**

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



## Decide How Much Time to Spend on Spelling

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



### Spend 20 minutes per day teaching spelling.

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

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

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

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



### Lessons often take more than one day to complete.

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

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



## Bring a Great Attitude!

**Teaching your student can be a wonderful way to show him that he has great value in your eyes.** You can view this as an opportunity to build him up and help him develop skill and character. Can you see yourself as a calm, uncritical coach with the worthy goal of helping this child fulfill his natural potential? Imagine the type of teacher *you* would want: friendly, supportive, with a you-can-do-it attitude. Smile. Point out what your student has done *right* more often than you point out his mistakes. Treat lesson time as a special time between the two of you.

**Praise your student when he does well.** We can get so used to correcting students that sometimes we overlook opportunities to let them know when they are doing something right. Listen to yourself to see if you need to fit in more expressions of approval. Here are some ideas to get you started:

*“Wow, you catch on fast!”*

*“Excellent—you did so well!”*

*“Very good! You are a quick learner!”*

*“I love to work with you.”*

*“Hey, you got that the first time!”*

*“You are doing great!”*

*“That was a tough one, and you got it!”*

*“Good for you!”*

*“You’re getting it!”*

*“Awesome job!”*

*“You remembered that from yesterday—great!”*

*“I can tell that you tried hard to figure that out.”*

*“Way to go!”*

*“Just last week you couldn’t have done that!”*

*“Kind words can be short and easy to speak,  
but their echoes are truly endless.”*

—Mother Teresa

# Lesson 1

# Mastering the First 26 Phonograms

## Objective

This lesson teaches the sounds of the first 26 phonograms.

## You Will Need

- Phonogram Cards 1-26
- Progress Chart
- Zip into Spelling* pages 7-19

## Before You Begin

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

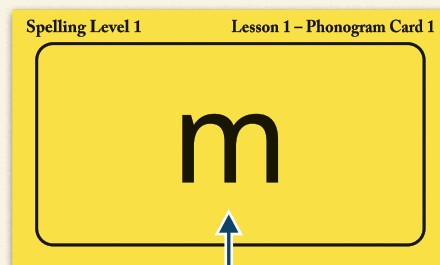
## Can You Skip This Lesson?

If your student already knows the sounds on Phonogram Cards 1-26 without hesitation, place the Phonogram Cards behind the **Mastered** divider in the Spelling Review Box and move on to Lesson 2. However, students who haven't completed *All About Reading* Level 1 may not know all the sounds of letters a to z and should not skip this important lesson.

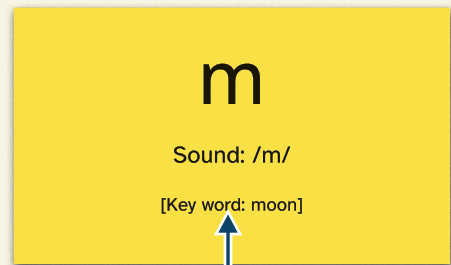
## Preview the Phonogram Cards

In this lesson, you'll figure out which phonograms your student knows and which still need to be taught. The quickest way to do this is with Phonogram Cards.

Let's take a look at the first Phonogram Card



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.



## Before You Begin

(continued)

**How many phonograms should you teach in a day?** For some students, especially younger ones, learning four new Phonogram Cards at a time will be enough. Other students, especially those who are good readers, will be able to learn many more in a day. You will have to judge the attention span and previous experience of your student and adjust the number of cards to teach in a session. You don't want to frustrate your student by trying to teach too many in a day, yet you don't want to hold her back by not teaching *enough*, either.

**What order should the Phonogram Cards be taught in?** It is best to teach the phonograms in numerical order, according to the Phonogram Card number shown in the upper right corner of the card. Some phonograms, like b and d, sound alike to the untrained ear and teaching them together could result in confusion. By teaching them in the numerical order shown on the cards, the following sets of phonograms are split up and taught in separate learning sessions:

**b, d • a, e, i, o, u • p, b • m, n**

**How should you teach phonograms with multiple sounds?** When a phonogram has more than one sound, we say the sounds in a particular order, starting with the most common sound. For example, for the letter s we say /s/-/z/ with only a slight pause in between. For a demonstration of how this is done, refer to the free Phonogram Sounds app, described on page 20, or the paid Letter Tiles app described on page 25 and in Appendix O.

**How do you know when your student has mastered a Phonogram Card?** Look for these three signs that a phonogram has been mastered:

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

## Using the Spelling Review Box



Throughout *All About Spelling*, you'll use the Spelling Review Box to keep track of what has been mastered and what still needs to be reviewed. If a card has been mastered, the lessons will prompt you to place it behind the **Mastered** divider. If the card has not yet been mastered, you will place it behind the **Review** divider so it can be reviewed again in the next learning session.

## Now you are ready to teach the first lesson!

This lesson provides the foundation for all spelling lessons that follow, so take as many teaching sessions as your student needs to master it.

## Set Your Timer



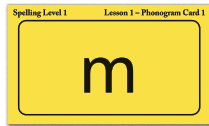
Remember that each teaching session should be short—no more than twenty minutes per day. If this is your student’s first introduction to phonograms, it will take multiple sessions to complete Lesson 1.

This lesson is the foundation for all future spelling lessons. Spend as many days on this lesson as your student needs.

## Determine Which Phonograms Need to Be Taught

Take out Phonogram Cards 1-26.

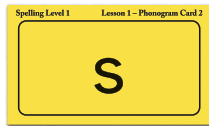
“Let’s find out which of these cards you know and which of them we should work on. We will sort them into two piles: *cards you know* and *cards you need to learn*.”



Show your student the front side of Phonogram Card 1.

“Most letters have one sound. For example, the letter m says /m/.”

Return the card to the back of the deck. Your student does *not* write the phonogram.



Show your student the front side of Phonogram Card 2.

“But some letters can say *more* than one sound, depending on the word it is found in. For example, the letter s can say /s/ or /z/, depending on the word.”

“When I show you a letter that can say more than one sound, tell me all the sounds. For this card, you would say /s/-/z/.”

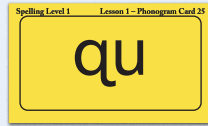
Go through all the Phonogram Cards with your student and sort them into two piles: **Need to Learn** and **Mastered**.

## Evaluation

(continued)

When you get to Phonogram Card 25, you may need to give the following explanation to your student:

**Tip!**



“You can see that there are two letters on this card. In English, q is always followed by a u. Together, they say the sound of /kw/. Repeat after me: /kw/.”

The u does not act like a vowel in this phonogram.

## Organize the Phonogram Cards in the Review Box



Now you have two piles of cards. Place the “Mastered” pile behind the divider labeled Mastered.



Next, arrange the cards in the “Need to Learn” pile in numerical order as indicated by the Phonogram Card number shown in the upper right corner of the card.

Place those cards behind the divider labeled Future Lessons.

## New Teaching

### Teach the Phonograms

Now that you have identified which phonograms your student needs to learn, **teach four phonograms at a time**. Be sure to teach them in numerical order and not in alphabetical order. Use the following procedure for each card.

1. Show the front of the Phonogram Card to your student.
2. Say the sound or sounds.
3. Have your student repeat the sound or sounds.

If a phonogram has several sounds, you can give your student a hint by holding up the appropriate number of fingers.

After several repetitions, see if your student can say the sound(s) without your prompting. The goal is that as you flip through the flashcards, your student will be able to say the phonograms without pausing to think.

## New Teaching

(continued)



File the four Phonogram Cards that you are working on behind the **Phonogram Cards Review** divider in your student's Spelling Review Box. Review them at the beginning of each teaching session until each card is Mastered.

## Keep Track of Which Phonogram Cards Have Been Mastered

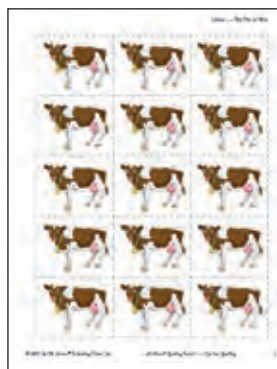


Remove the Phonograms I Know chart from page 7 of the *Zip into Spelling* activity book and post it in a prominent place. Have your student color in mastered phonograms with colored pencil.

Update the chart each time a Phonogram Card is moved to the Mastered pile.

## Practice with Games and Activities (Optional)

If your student would benefit from additional practice with the phonogram sounds, choose from any of the following activities.



### Try Not to Moo

Remove pages 9-12 from the activity book.

Cut out the cow cards, mix them up, and place them in a pile with the phonograms facing down.

Have your student select a card, turn it over, and look at the phonogram next to the cow's face. She should then say the sound(s) of that phonogram. If your student needs a hint, the number of sounds is represented by the number

on the cow's bell. If your student draws a Moo card, she should moo like a cow instead of saying the phonogram sounds.

Continue until all the cards have been completed.

## New Teaching

(continued)



### Splash!

Remove pages 13-15 from the activity book.

Cut out the penguin cards and place them at the top of the iceberg. Select a Phonogram Card and show it to your student. Have your student say all the sounds the phonogram makes. If it makes one sound, your student can help one penguin slide down the iceberg into the pool of water. If the phonogram makes two sounds, your student

can help two penguins slide down, and so on.

Continue until all the penguins have made it safely down the iceberg and into the pool.



### Jungle Phonograms

Remove page 17 from the activity book.

Give your student something fun to use for markers, like popcorn, raisins, mini marshmallows, coins, or Bingo chips.

Place the appropriate number of markers in each square, referring to the number located in the lower right corner. For example, place eight markers in the first square (representing eight sounds), three in the next square (representing three sounds), and so on.

Have your student choose a square and say the sound(s) of each phonogram in that square. If she says the sounds correctly, she can keep the markers. Continue until all the markers have been collected.

You may wish to check your student's responses by listening to the sounds of the phonograms on the Letter Tiles app or referring to the phonograms chart in Appendix B.

## New Teaching

(continued)



### Climb the Mountain

Remove page 19 from the activity book.

Cut out the animal cards at the bottom of the page. Have your student choose her favorite animal (bobcat, wolf, mountain goat, or bear).

Show a Phonogram Card to your student and have her say the sound(s) of that phonogram. If she says the sound(s) correctly, the animal may advance up the mountain by one green space. If she says the sound(s) incorrectly, return the card to the pile to try again.

Continue until the animal has climbed the mountain and reached the top.

For more activities for practicing the Phonogram Cards, see Appendix M.



## Track Your Progress

### Mark the Progress Chart



Once your student has a firm grasp on all the sounds of the first 26 phonograms, you can consider this lesson mastered and have your student mark Lesson 1 on the Progress Chart.



Well,  
flap my flip-flops!!  
Look at that ... you're already  
done with Lesson 1!

Now that you know all the phonograms,  
it won't be long before you can spell  
lots of important words ...  
you know, like BUMBLE and BEE.

So what are we waiting for?  
Let's zip off to Lesson 2!

## Lesson 2

# Identifying Initial and Final Sounds

### Objective

This lesson teaches how to identify initial and final sounds in a word.

### You Will Need

*Zip into Spelling* pages 21-23

### Before You Begin

### Can You Skip This Lesson?

This lesson teaches how to identify the initial and final sounds in a spoken word. The exercises in the New Teaching section are phonemic awareness activities that are covered in the *All About Reading* Pre-reading program. If your student has completed the Pre-reading program, he is already familiar with this concept. If your student can easily answer the following questions, you can move on to Lesson 3.

- “What is the first sound in the word *van*?” *Student replies: /v/.*
- “What is the last sound in the word *stop*?” *Student replies: /p/.*

### Look Ahead to the Review Section

Starting with this lesson, you’ll find a Review section at the beginning of each lesson. Continual review is an essential part of learning to spell.

### Preview Initial Sounds

In the first New Teaching activity, you will ask your student to repeat the first, or initial, sound in a word. You are not asking for the name of the first letter; you are asking for the first *sound*. For example, the first sound in the word *map* is /m/. Your student, therefore, should respond by saying /m/, not the letter m.

When you say the word, elongate the first sound if possible, as in *fff-ish*. This will make it easier for your student to identify the first sound. The sounds of the following letters—called *continuant sounds*—are easy to hold: f, l, m, n, r, s, v, z, and the vowels.

Some sounds—called *stop sounds*—cannot be held. They include the consonants c, b, d, g, j, k, p, and t. To help your student hear the first sound in words that start with stop sounds, repeat the first sound several times, as in *b-b-bear*.



## Before You Begin Preview Final Sounds

(continued)

The second New Teaching activity focuses on the final sound in a word. As with the initial sound, your student should say the sound and not the name of the letter. For example, the last sound in the word *sap* is /p/. Your student should respond by saying /p/, not the letter p.

### Review

#### Review Phonogram Cards

Phonogram  
Cards

Spend several minutes reviewing the Phonogram Cards to keep them fresh in your student's mind. You can either flip through the flashcards as shown in Appendix D or choose one of the activities from Appendix M.

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

Tip!

### New Teaching

#### Repeat the First Sound in a Word

Turn toward your student so he can see your mouth as you speak.

“The first sound we hear in the word *floor* is /f/. What is the first sound you hear in the word *sun*?” /s/.

“What is the first sound you hear in the word *ball*?” /b/.

Repeat this activity with the words below.

Easier words (with continuant sounds): **map lid zip foot nice**

Harder words (with stop sounds): **pan top cat banana garden**

If your student needs extra help, try these strategies:

Tip!

- Hold or repeat the first sound of the word.
- Have your student watch your mouth.
- Have your student say the word s-l-o-w-l-y and then go back and repeat the first sound he said.

## New Teaching

(continued)

## Complete Activity Sheet (Optional)

“Let’s explore some animals!”



### Explore the Animals

Remove page 21 from the *Zip into Spelling* activity book.

Cut out the animal cards and identify each animal with your student. (The animal names are on the back of the cards for your reference. The student is not expected to read the animal names.)

Place the cards in a pile with the animals facing up.

Have your student select a card, say the name of the animal, and then repeat the first sound in the word. If he gets it right, he can keep the card. If not, he should return the card to the bottom of the pile for another try.

Remember that your student should say the first *sound* he hears, not the name of the letter.

Continue until all the animal cards have been collected.

### Answer Key

baboon:	/b/	dolphin:	/d/	octopus:	/ɒ/
lion:	/l/	snake:	/s/	goat:	/g/
rhinoceros:	/r/	tiger:	/t/	elephant:	/ɛ/
giraffe:	/j/	hippopotamus:	/h/	zebra:	/z/

If you feel your student needs additional practice, repeat this activity in your next session. For variety, you can point to objects in the room, such as *table* and *window*, and have your student identify the first sound in the word. Illustrations in magazines or books can also be used.

Once identifying the first sound in a word becomes easy for your student, continue on to the next activity.

## New Teaching

(continued)

## Repeat the Last Sound in a Word

“Now you are going to say the *last* sound in a word. The last sound in the word *jam* is /m/. What is the last sound you hear in the word *glass*?” /s/.

Repeat this activity with the words below.

Easier words (with continuant sounds): **bell**   **fuzz**   **dragonfly**  
**car**   **candle**

Harder words (with stop sounds): **sap**   **bed**   **rag**   **start**   **mound**

## Complete Activity Sheet (Optional)

“Now let’s explore some delicious foods.”



### Explore the Foods

Remove page 23 from the activity book.

Cut out the food cards and place them in a pile on the table. Have your student select a card, say the name of the food, and then repeat the last sound in the word. If he gets it right, he can keep the card. If not, he should return the card to the bottom of the pile for another try.

Continue until all the food cards have been collected.

### Answer Key

pepper:	/r/	peanuts:	/s/	pineapple:	/l/
avocado:	/ō/	fig:	/g/	beet:	/t/
yam:	/m/	orange:	/j/	banana:	/ah/
coffee:	/ē/	garlic:	/k/	watermelon:	/n/

For additional practice, go for a walk and have your student identify the last sound in various objects.



### Mark the Progress Chart



After identifying the first and last sounds in spoken words has been mastered, have your student mark Lesson 2 on the Progress Chart.

# Lesson 11 Short E

## Objective

This lesson teaches how to count syllables and how to spell words with short e.

## You Will Need

*Zip into Spelling* pages 77-89

Word Cards 41-50

## Before You Begin

### Preview Counting Syllables

Words are made up of syllables. A syllable is a “word chunk” that contains a single vowel sound. A word may have one, two, or even more syllables. The number of vowel sounds in a word determines the number of syllables. For example:

- *bat* has one vowel sound and therefore one syllable
- *sticky* has two vowel sounds and therefore two syllables
- *south* has one vowel sound—/ow/—and therefore one syllable

Fortunately, there is an easy way to recognize and count syllables: by clapping. In this lesson, you will demonstrate how to clap syllables and then provide practice for your student. For example:

- *puppy* has two syllables: *pup* [clap]—*py* [clap]
- *tape* has one syllable: *tape* [clap]

Although the clapping method works well with most students, you may also want to try some of the alternative methods listed in Appendix I: Methods for Counting Syllables.

### Can You Skip the Activities?

If your student has used the *All About Reading* Pre-reading program, she probably already knows how to count syllables. To test, ask your student how many syllables are in the following words:

**pizza** (two)    **alligator** (four)    **truck** (one)

If counting syllables has already been mastered, skip the first two activities and start the lesson on page 112 with Introduce Words with Short E.



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

Phonogram  
Cards

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

Sound  
Cards

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

Rule  
Cards

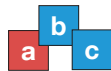
Review a selection of Rule Cards from behind the **Mastered** divider.

Word  
Cards

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



Read through the Word Banks for Short I and Short O.



Alphabetize letter tiles a to z with your student.

### How many flashcards should you review each day?

By now you may have quite a few flashcards behind the Review dividers, and more will be added as the lessons progress. To avoid overwhelming your student, choose a mix of no more than twenty Phonogram, Sound, Rule, and Word Cards to review each day.

**Tip!**

However, if you feel too many cards are stacking up, take a day or even several days, as needed, to just work on review. Then you can continue on to new lessons when your student is ready.

## Teach Counting Syllables

In this exercise, you will demonstrate what a syllable is by clapping your hands as you say the syllables.

“Words are made up of syllables. A word might have one, two, or even more syllables.”

“*Reading* has two syllables: *read* [clap]–*ing* [clap].”

“*Blue* has one syllable: *blue* [clap].”

“*Pumpkin* has two syllables: *pump* [clap]–*kin* [clap].”

“Now you try. Clap your hands for each syllable in the word *pig*.” *Student claps her hands one time as she says pig.*

Read the following words aloud and have your student practice counting syllables by clapping.

**seven**

**purple**

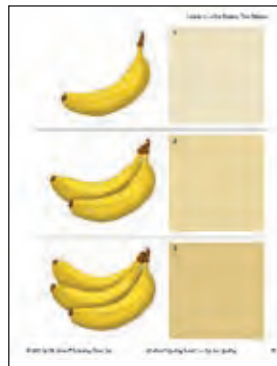
**elephants**

**went**

**swimming**

## Complete Activity Sheet (Optional)

“Let’s sort some objects!”



### One Banana, Two Bananas

Remove pages 77-83 from the *Zip into Spelling* activity book.

Cut out the object cards, mix them up, and place them in a pile with the illustrations facing up.

Place the banana page in front of your student. “Let’s use these bananas to help us sort items into bunches.”

Your student should select an object card, name the item or animal, and determine the number of syllables by clapping. Then she may place the card in the appropriate box next to the banana bunch that represents that number. For example, if she collects a card for an item with one syllable, she’ll place it in the box next to the illustration of the single banana.

Continue until all the cards have been sorted.

## New Teaching

(continued)

### Answer Key


**One syllable:** kite, snake, ax, drum, cat, grapes, car, fish, dog, cap, bee, fox

**Two syllables:** zebra, lemon, wagon, mittens, monkey, pumpkin, giraffe, tractor, rabbit, football, balloon, carrot

**Three syllables:** kangaroo, volcano, tomato, spaghetti, dinosaur, umbrella, octopus, violin, banana, hamburger, butterfly, elephant

It's perfectly acceptable if your child identifies an item by a name that differs from the answer key, such as saying *puppy* instead of *dog*. In that case, she would clap the number of syllables for *puppy*.

## Introduce Words with Short E

“Today we will be spelling words that have the sound of /ĕ/ in the middle. Point to the vowel that says /ĕ/.” *Student points to the* .

“I will dictate a word and you will spell it using the letter tiles.”

“The word is *net*.” Point to the letter tiles to prompt your student to begin using the tiles. *Student segments the word net, moving the letter tiles into the workspace as she says the sounds: /n/-/ĕ/-/t/.*



“Read the word.” *Net.*

“Good!”

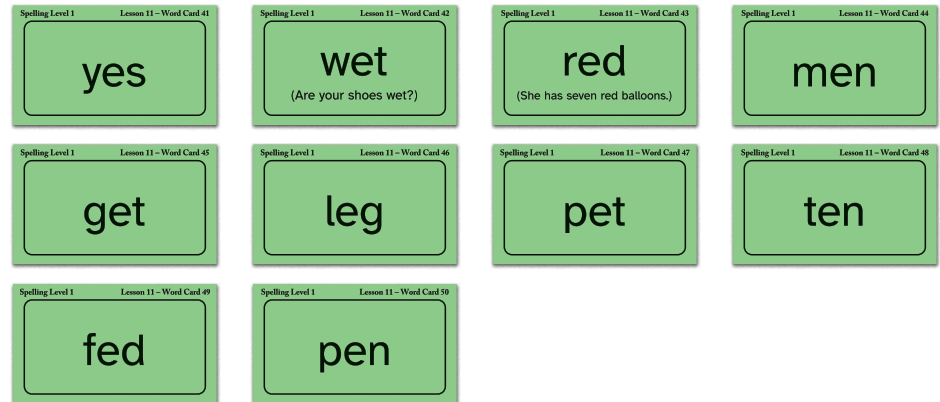


## New Teaching

(continued)

## Spell Word Cards 41-50 with Letter Tiles

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



## Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 41-50 and have your student spell the words on paper.

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.

<b>bed</b>	<b>Jeb</b>	<b>hem</b>	<b>bet</b>	<b>Jed</b>
<b>met</b>	<b>den</b>	<b>Ben</b> (name)	<b>Deb</b>	<b>let</b>
<b>Ned</b>	<b>beg</b>	<b>Ed</b>	<b>jet</b>	<b>Peg</b>
<b>hen</b>				

# New Teaching

(continued)

# Complete Word Search



Turn to page 85 in the activity book.

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

led \_\_\_\_\_ net \_\_\_\_\_  
 Bev \_\_\_\_\_ web \_\_\_\_\_  
 Meg \_\_\_\_\_ Ted \_\_\_\_\_  
 vet \_\_\_\_\_ set \_\_\_\_\_  
 yet \_\_\_\_\_ Jen \_\_\_\_\_

**net**      **Bev**      **web**      **Meg**  
**vet**      **Ted**      **set**      **yet**  
**Jen**      **led** (led a parade)

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

## Complete Activity Sheet (Optional)

“These monkeys can’t wait to jump on the bed. Let’s help them up!”



### Monkeys Jumping on the Bed

Remove pages 87-88 from the activity book.

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

Choose eight words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a monkey card.

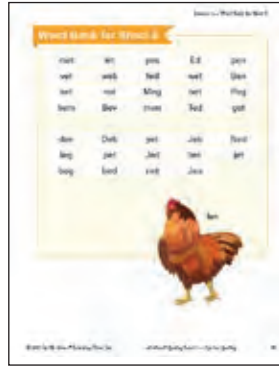
After spelling the word correctly, she may let the monkey jump on the bed.

Continue until all the monkeys are jumping on the bed and the student has practiced all eight words.

## New Teaching

(continued)

## Read Word Bank for Short E



Turn to page 89 in the activity book.

If your student's regional dialect makes it difficult to differentiate between words like *pin* and *pen*, have her read through the Word Bank for Short E now and at the beginning of the next several lessons. This will help her develop a visual memory for how these words are spelled.

Words ending in -en and -em are most likely to be troublemakers. As your student reads the words, she can use her normal dialect; in other words, if she normally says *Ben* as *bin*, she doesn't need to adjust her pronunciation in any way—she can read the word as she normally would say it in everyday conversation.

## Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 86 of the activity book.

“You can spell *ten*. Now spell *tenacious*, as in *The bear has a tenacious grip on the salmon.*” Student writes *ten* on the first line.

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

1. **tenacious** The bear has a tenacious grip on the salmon.
2. **forget** Don't forget to feed the rabbits.
3. **carpet** Rule #1: No muddy shoes on the carpet!
4. **setback** Losing that game is a real setback for the team.
5. **metropolis** The superhero saved the metropolis from evildoers.
6. **federal** Bank robbery is a federal crime.
7. **network** Look at that intricate network of spiderwebs!
8. **letter** I wrote a letter to Horuko, my pen pal in Japan.
9. **veterinarian** My cat meowed menacingly at the veterinarian.
10. **hemlock** Be careful! That hemlock is a poisonous herb.
11. **yesterday** Did you practice ballet yesterday?
12. **mentor** My mentor taught me how to write a poem.
13. **pegboard** Hang my tools neatly on the pegboard, please!
14. **nutmeg** Did you put cinnamon and nutmeg in the pie?
15. **pencil** Terrell sharpened every colored pencil in my case.
16. **garden** A family of lizards moved into our garden.

### Mark the Progress Chart



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

1. Can your student count syllables by clapping or by some other method?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 11 on the Progress Chart and move on to the next lesson!

# Lesson 22 Adding S to Make Words Plural

## Objective

This lesson teaches how to spell plural words by adding s.

## You Will Need

- Zip into Spelling* pages 169-174
- Word Cards 151-160
- Rule Card 6

## Before You Begin

### Preview The Add S Rule



Remove the Add S Rule poster from page 169 of the activity book and keep it handy for use in the lesson.

In the *All About Spelling* program, your student will be learning various guidelines for making words plural.

- Add s to make most words plural (taught in this lesson)
- Add e-s to base words that end in ch, sh, s, x, and z (taught in Lesson 23)
- Change single y to i before adding a suffix, as in *fly* to *flies* (taught in Level 3)
- Some plural words are irregular, as in *child* to *children* and *knife* to *knives* (taught in Level 5)

### Preview Verbs Ending in S

Many present tense verbs end in suffix *s*, such as *chomps* and *runs*. This lesson doesn't explicitly cover verbs, but the same spelling principles apply. After learning how to spell plural words, your student will be able to spell present tense verbs as well.

## Review



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

Phonogram  
Cards

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

Sound  
Cards

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

Rule  
Cards

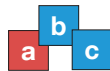
Review a selection of Rule Cards from behind the **Mastered** divider.

Word  
Cards

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



Read through the Word Banks for Short I, Short O, and Short E.



Alphabetize letter tiles a to z with your student.

## New Teaching

### Introduce Plural Words

Build the word **b u g s**.

"We say one *bug*." Cover the s with your finger.



"And we say two *bugs*."



"*Bugs* is **plural** because it means **more than one**."

"I'll say a word and you make it plural."

"One *cat*, two \_\_\_\_." If necessary, prompt your student to say *cats*.

## New Teaching

(continued)

“One *tent*, two \_\_\_\_.” *Tents*.

“One *ball*, five \_\_\_\_.” *Balls*.

### Identify Base Words

“Now we are going to do just the opposite. I will tell you a **plural word** and you will tell me the base word. So if I say *swings*, you’ll say *swing*.”

“The word is *chairs*.” *Chair*.

“*Tents*.” *Tent*.

Practice with the following words until this concept becomes easy for your student. (Note that this is an oral exercise; your student is not writing the words.)

**books**

**cars**

**trees**

**cakes**

**fingers**

**paints**

**baskets**

**hugs**

If your student has any difficulty, have him fill in the sentence “I have one \_\_\_\_\_ (*book*).” This will help him produce the base word.



### Teach Spelling Rule 6: The Add S Rule

“Let’s build some plural words. I want to spell the word *maps*.”

“First I build the base word, **m a p**.”

“Then I add s.” **m a p** A hand with a blue sleeve pointing to a blue square containing the letter 's'. The 's' is positioned above a dotted line that extends from the end of the word 'map'.

“Adding s to a base word is the most common way to make a word plural.”

Leave the word *map* in the workspace.

“Let’s spell *frogs*. First I build the base word, **f r o g**.”



## New Teaching

(continued)

“Then I add s to make it say *frogs*.”

f r o g s

Point to the s in **m a p s**.



“What sound does the s make in *maps*?” /s/.

Point to the s in **f r o g s**.



“What sound does the s make in *frogs*?” /z/.

“Good! Now it’s your turn. Spell the word *hands*. Spell the base word first.”

Student spells **h a n d**.

“Now change *hand* to *hands*.” Student adds s. **h a n d s**

Notice how the sound of /d/ in the word *hand* disappears when you say the plural form? *Hand, hands*. By spelling the base word first, your student will include the d.



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

Read the sample words aloud and have your student tell you the base word for each.

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

## New Teaching

(continued)

Read Rule Card 6 with your student and then file it behind the Review divider.

Spelling Level 1 Lesson 22 – Rule Card 6

**The Add S Rule**  
How do you make most words plural?

Add s.

## Spell Word Cards 151-160 with Letter Tiles

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

For each word, have your student spell the base word first and then make it plural. If your student ever uses the z tile to make a word plural (as in *bedz*), let him know that we only use s for the sound of /z/ in plural words.



Spelling Level 1 Lesson 22 – Word Card 151

cups

Spelling Level 1 Lesson 22 – Word Card 152

beds

Spelling Level 1 Lesson 22 – Word Card 153

shells

Spelling Level 1 Lesson 22 – Word Card 154

tents  
(We pitched our tents in the yard.)

Spelling Level 1 Lesson 22 – Word Card 155

spots

Spelling Level 1 Lesson 22 – Word Card 156

songs

Spelling Level 1 Lesson 22 – Word Card 157

pigs

Spelling Level 1 Lesson 22 – Word Card 158

trucks

Spelling Level 1 Lesson 22 – Word Card 159

rugs

Spelling Level 1 Lesson 22 – Word Card 160

desks

## New Teaching

(continued)

## Spell on Paper



Once your student is able to spell the words using the letter tiles, have him take out his dictation notebook. Dictate Word Cards 151-160 and have your student spell the words on paper.

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

## Practice More Words

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

<b>backpacks</b>	<b>twigs</b>	<b>bats</b>	<b>bells</b>
<b>maps</b>	<b>banks</b>	<b>frogs</b>	<b>clams</b>
<b>ducks</b>	<b>bugs</b>	<b>cats</b>	<b>gifts</b>
<b>bedbugs</b>	<b>clocks</b>	<b>plums</b> (ate six plums)	<b>flapjacks</b>
<b>jobs</b>	<b>hats</b>	<b>dogs</b>	<b>hills</b>
<b>snacks</b>	<b>kings</b>	<b>hens</b>	<b>lamps</b>
<b>ships</b>	<b>things</b>	<b>dolls</b>	<b>tracks</b>
<b>logs</b>	<b>rams</b>	<b>locks</b> (door locks)	<b>pets</b>
<b>trips</b>	<b>pups</b>	<b>wings</b>	

## New Teaching

(continued)

## Complete Word Search



Turn to page 171 in the *Zip into Spelling* activity book.

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

bobcats	bricks
windmills	belts
dishpans	flags
hugs	sticks
sunsets	rocks

<b>bobcats</b>	<b>bricks</b>	<b>flags</b>	<b>sticks</b>
<b>belts</b>	<b>hugs</b>	<b>sunsets</b>	<b>dishpans</b>
<b>rocks</b>	<b>windmills</b>		

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

## Complete Activity Sheet (Optional)

“Let’s make some ice cream cones!”



### Serve the Ice Cream!

Remove pages 173-174 from the activity book.

Cut out the ice cream scoop cards and the ice cream cones.

Choose nine words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an ice cream scoop card. After spelling the word correctly, he may add the scoop to one of the ice cream cones. Your student can decide whether to make each cone a single scoop, double scoop, triple scoop, or higher.

Continue until all the ice cream cones have been assembled and the student has practiced all nine words.

## New Teaching

(continued)

## Dictate Phrases

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

<b>his things</b>	<b>ten pink pigs</b>	<b>get us hats</b>
<b>bugs in rugs</b>	<b>hung clocks</b>	<b>has snacks</b>
<b>camp in tents</b>	<b>Bob has hens</b>	<b>fill up cups</b>
<b>pack the lamps</b>	<b>cash in banks</b>	<b>six sad clams</b>

## Advanced Application

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

“You can spell *cups*. Now spell *buttercups*, as in *Let’s tiptoe through the buttercups together.*” Student writes *cups* on the first line.

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

1. **buttercups** Let’s tiptoe through the buttercups together.
2. **sheepdogs** The shepherd treated his sheepdogs like kings.
3. **ladybugs** Eleven ladybugs had tea on the lawn.
4. **foothills** We bought land in the foothills of New Mexico.
5. **riverbeds** The riverbeds in the canyon are dry and sandy.
6. **catalogs** Samantha has seed catalogs piled to the ceiling!
7. **wombats** Wombats waddle when they walk.
8. **carpets** That nutty ferret tore up all our new carpets!
9. **shamrocks** Erin O’Malley wore three shamrocks in her hair.
10. **eggshells** Save those eggshells for your potting soil!
11. **doorbells** We have seven doorbells on our front door.
12. **worships** Little Andy worships his big sisters!
13. **snowbanks** We carved a massive fort into those snowbanks.
14. **copycats** Those copycats are wearing identical costumes!

### Mark the Progress Chart



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

1. Does your student have a good grasp of the Add S 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 22 on the Progress Chart and move on to the next lesson!



# Lesson 23 Adding ES to Make Words Plural

## Objective

This lesson teaches how to spell plural words by adding e-s.

## You Will Need

- third s letter tile
- Rule Card 7
- Zip into Spelling* pages 175-183
- Word Cards 161-170

## Before You Begin

### Letter Tile Setup

If you are using physical letter tiles, add the third s tile to your letter tile setup so your student can spell plural words with e-s.

### Preview The Add ES Rule



Remove the Add ES Rule poster from page 175 of the activity book and keep it handy for use in the lesson.

In Lesson 22, students learned that the most common way to make words plural is by adding s. The second most common way to make words plural is to add e-s.

Read the following words aloud and listen for the /iz/ sound that occurs when e-s is added.

<b>-ch</b>	<b>-sh</b>	<b>-s</b>	<b>-x</b>	<b>-z</b>
<b>matches</b>	<b>wishes</b>	<b>buses</b>	<b>boxes</b>	<b>waltzes</b>
<b>churches</b>	<b>brushes</b>	<b>glasses</b>	<b>hoaxes</b>	<b>buzzes</b>

It is interesting to note that e-s is added when the base word ends in ch, sh, s, x, and z.

### Preview Verbs Ending in ES

Many present tense verbs end in e-s, such as *mashes* and *waxes*. This lesson doesn't explicitly cover verbs, but the same spelling principles apply. After learning how to spell plural words, your student will be able to spell present tense verbs as well.



## Review



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



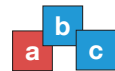
Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



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.



Alphabetize letter tiles a to z with your student.

## New Teaching

### Introduce Plural Words Ending in ES

"I'll say a word and you make it plural."

"One *box*, two \_\_\_\_\_." If necessary, prompt your student to say *boxes*.

"One *glass*, two \_\_\_\_\_." *Glasses*.

"One *brush*, two \_\_\_\_\_." *Brushes*.

### Teach Spelling Rule 7: The Add ES Rule

Build the word **r o ck s**.



"You know that the most common way to make a word plural is by adding s, as in *rocks*."

"Today you will learn the **second** most common way to make words plural: add e-s."

## New Teaching

(continued)

Build the word **c l a s s**.

“What is the plural of *class*?” *Classes*.

“Read this word.” *Class*.

Add s to form **c l a s s s**.



“This doesn’t say *classes*, does it?” *No*.

“Try reading it just as I spelled it.” *Classs*.

Remove the s and replace it with e-s to form **c l a s s e s**.

“To spell the plural word, we need to add e-s. Now read the word.” *Classes*.

“If you hear /iz/ at the end of a plural word, use e-s.”

“How many syllables are in the word *classes*?” *Two*.

“Right. E-s forms its own syllable: /cläss-iz/.”

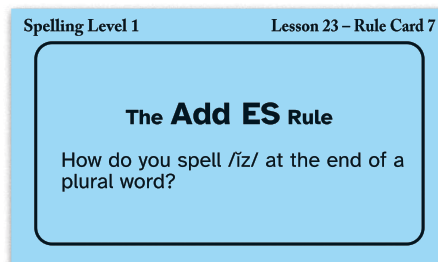


Take out the Add ES Rule poster and explore it with your student.

Read the sample words aloud and listen for the /iz/ sound in the last syllable.

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

Read Rule Card 7 with your student and then file it behind the Review divider.



## New Teaching

(continued)

## Complete Activity Sheet (Optional)

“Uh-oh! This next activity is a mess. Let’s see if we can clean it up.”



### What Makes Messes?

Remove pages 177-178 from the *Zip into Spelling* activity book.

Cut out the object cards and spread them out in front of your student with the words facing down.

“Find the *boxes*. Do you hear /īz/ at the end of the word?” *Yes*.

“Flip the card over and write e-s to spell *boxes*.” *Student writes e-s.*

“Find the *mops*. Do you hear /īz/ at the end of the word?” *No*.

“Flip the card over and write s to spell *mops*.” *Student writes s.*

One at a time, name the remaining objects. Have your student fill in s or e-s to spell the plural word.

**brushes**

**rags**

**dishes**

**dustpans**

**lunches**

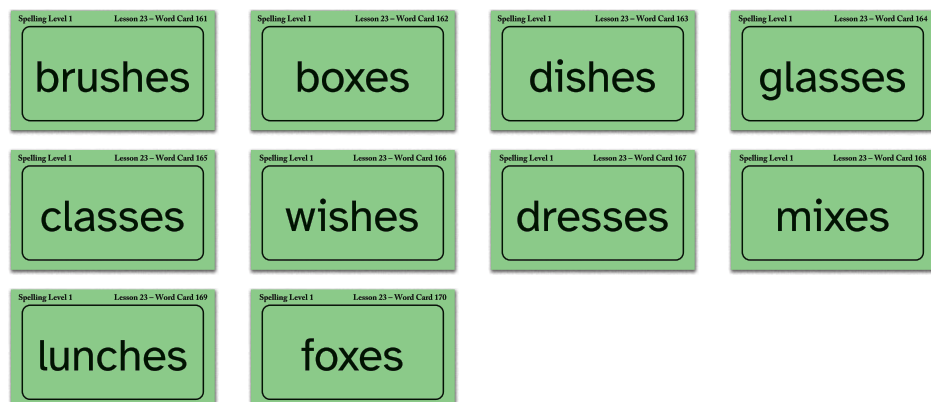
**glasses**

**bathtubs**

After spelling the words correctly, your student can sort the objects into two piles: “things that are messy” and “things that clean.”

## Spell Word Cards 161-170 with Letter Tiles

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



## New Teaching

(continued)

## Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 161-170 and have your student spell the words on paper.

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.

**lashes**

**kisses**

**ashes**

**taxes**

**mashes**

**riches**

**dashes**

**mosses**

**rashes**

**benches**

**ranches**

**sandboxes**

## Complete Activity Sheet (Optional)

“This beach needs to be cleaned up! Let’s get to work.”



### Clean Up the Beach

Remove pages 179-182 from the activity book.

Cut out the object cards and distribute them on the beach scene. Cut out the trash bin, create a cylinder by taping the ends together as indicated, and then tape the bin to the beach scene.

Choose eight words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an object card. After spelling the words correctly, your student may wad up the trash and throw it in the trash bin.

Continue until the beach is sparkling clean and your student has practiced all eight words. You may wish to throw the whole trash bin and wadded paper in a real paper recycling bin.

## New Teaching

(continued)

## Dictate Phrases

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

<b>has glasses</b>	<b>six kisses</b>	<b>red dresses</b>
<b>dashes fast</b>	<b>sits on benches</b>	<b>cats in boxes</b>
<b>bun mixes</b>	<b>math classes</b>	<b>lots of riches</b>
<b>crack the dishes</b>	<b>ten foxes ran</b>	<b>jumps in sandboxes</b>

## Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 183 of the activity book.

“You can spell *dishes*. Now spell *radishes*, as in *The rabbits ate all the radishes*.” Student writes *dishes* on the first line.

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

- 1. radishes** The rabbits ate all the radishes.
- 2. matchboxes** No one can match my collection of matchboxes.
- 3. eyelashes** Evangeline has the longest eyelashes ever seen.
- 4. toothbrushes** The hippos require very large toothbrushes.
- 5. outfoxes** That clever mouse always outfoxes our cat!
- 6. workbenches** Mom built two workbenches for her shop.
- 7. eyeglasses** Mister Fly got five new pairs of eyeglasses.
- 8. oakmosses** What type of tree do oakmosses grow on?
- 9. subclasses** Squares are subclasses of rectangles.
- 10. overmixes** Sheldon always overmixes the cookie dough!

### Mark the Progress Chart



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

1. Does your student have a good grasp of the Add ES 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 23 on the Progress Chart and move on to the next lesson!



I love plurals!  
I don't want to drone on and on,  
but I love them so much that I  
wrote you a little rhyme. Ahem.

#### WONDERFUL THINGS ABOUT BEES

Bees have buzzes  
and cuddly fuzzes.  
Our stings are great.  
Our wings fly straight.  
We sneeze cute sneezes—  
we're the bee's knees-es!

3

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# Appendices



## APPENDIX A

# Scope and Sequence of Level 1

Your Student Will:	Lesson
Learn and master the first 26 phonograms	1
Identify the first and last sounds in a word	2
Segment words with two and three sounds	3
Learn the Vowels Rule, alphabetize the letter tiles, and distinguish between vowels and consonants	4
Write the phonograms from dictation	5
Learn short vowel sounds, the Short Vowel Rule, and choose the correct vowel for a word	6
Segment words with letter tiles, learn the procedure for spelling with tiles, spell words containing short <u>a</u> , and spell words from dictation	7
Spell words containing short <u>i</u>	8
Learn how to capitalize names and spell words containing short <u>o</u>	9
Spell words containing short <u>u</u>	10
Understand what a syllable is, count syllables in a word, and spell words containing short <u>e</u>	11
Learn the second sound of <u>s</u> and spell words containing <u>s</u> , <u>x</u> , and <u>qu</u>	12
Learn the concept of consonant teams, learn phonograms <u>th</u> , <u>sh</u> , and <u>ch</u> , and spell words with those phonograms	13
Segment words with consonant blends at the end and spell words with final blends	14
Segment words with consonant blends at the beginning and spell words with initial blends	15
Learn the Soft C Rule, choose between <u>c</u> and <u>k</u> for the sound of /k/ at the beginning of a word, and spell words with the sound of /k/ at the beginning	16
Learn the Floss Rule for doubling letters <u>f</u> , <u>l</u> , and <u>s</u> and spell words ending in <u>ff</u> , <u>ll</u> , and <u>ss</u>	17
Learn consonant team <u>ck</u> and the CK Rule for spelling /k/ at the end of a word, spell words with <u>ck</u> or <u>k</u> at the end	18
Learn consonant team <u>ng</u> and spell words containing <u>ng</u>	19
Learn consonant team <u>nk</u> and spell words containing <u>nk</u>	20
Spell compound words	21
Learn what a plural word is, identify base words, learn the Add S Rule, and spell plural words by adding <u>s</u>	22
Learn the Add ES Rule and spell plural words by adding <u>e-s</u>	23
Learn long vowel sounds and the Long Vowel Rule and spell words ending with long vowel sounds	24
Review all concepts learned in Level 1	25

## 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
<b>Phonograms Taught in Level 1</b>				
1	m	/m/	moon	1
2	s	/s/-/z/	sun      has	1
3	p	/p/	pig	1
4	a	/ă/-/ā/-/ah/	apple      acorn      father	1
5	n	/n/	nest	1
6	t	/t/	tent	1
7	b	/b/	bat	1
8	j	/j/	jam	1
9	g	/g/-/j/	goose      gem	1
10	d	/d/	deer	1
11	c	/k/-/s/	cow      city	1
12	y	/y/-/ī/-/ī/-/ē/	yarn      gym      my      happy	1
13	h	/h/	hat	1
14	k	/k/	kite	1
15	r	/r/	rake	1
16	i	/ī/-/ī/-/ē/	itchy      ivy      radio	1
17	v	/v/	vase	1
18	f	/f/	fish	1
19	z	/z/	zipper	1
20	o	/ō/-/ō/-/ōō/-/ū/	otter      open      to      oven	1
21	l	/l/	leaf	1
22	w	/w/	wave	1
23	u	/ū/-/ū/-/ōō/	udder      unit      put	1
24	e	/ě/-/ē/	echo      even	1
25	qu	/kw/	queen	1
26	x	/ks/	ax	1
27	th	/th/-/th/	three      then	13

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
28	sh	/sh/	ship	13
29	ch	/ch/-/k/-/sh/	child school chef	13
30	ck	/k/, two-letter /k/	duck	18
31	ng	/ng/	king	19
32	nk	/ngk/	thank	20
<b>Phonograms Taught in Level 2</b>				
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 <b>may</b> use at the end of English words	toy	
39	oi	/oy/ that we <b>may not</b> use at the end of English words	oil	
40	aw	/aw/ that we <b>may</b> use at the end of English words	saw	
41	au	/aw/ that we <b>may not</b> use at the end of English words	pause	
42	ow	/ow/-/ō/	cow low	
43	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	
<b>Phonograms Taught in Level 3</b>				
44	ay	/ā/, two-letter /ā/ that we <b>may</b> use at the end of English words	day	Level 3
45	ai	/ā/, two-letter /ā/ that we <b>may not</b> 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 <b>may not</b> 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	
<b>Phonograms Taught in Level 4</b>				
53	tch	/ch/, three-letter /ch/	watch	Level 4
54	dge	/j/, three-letter /j/	badge	
55	or	/or/-/er/ as in <i>work</i>	corn work	
56	ew	/ōō/-/ū/	grew few	
57	ie	/ē/-/ī/	field pie	
58	wr	/r/, two-letter /r/ used <b>only</b> at the beginning of a word	write	
59	kn	/n/, two-letter /n/ used <b>only</b> at the beginning of a word	know	
60	eigh	/ā/, four-letter /ā/	eight	
61	ear	/er/ as in <i>early</i>	early	
62	ph	/f/, two-letter /f/	phone	
63	ti	/sh/, tall-letter /sh/	nation	
64	ey	/ē/-/ā/	key they	
65	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe	
<b>Phonograms Taught in Level 5</b>				
66	si	/sh/-/zh/	mission vision	Level 5
67	ough	/ō/-/ōō/-/ŭff/- /ōff/-/aw/-/ow/	though through rough cough thought bough	
68	ei	/ā/-/ē/ that we <b>may not</b> use at the end of English words	vein ceiling	
69	ui	/ōō/	fruit	

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

## APPENDIX D

# How to Review the Flashcards

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

### Phonogram Cards



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

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

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

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

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

### Sound Cards



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

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

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

## Word Cards



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

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

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

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

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

See also Appendix K: How to Handle Spelling Mistakes.

## Rule Cards



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

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

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

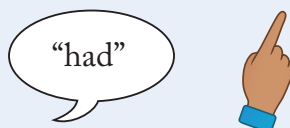
## APPENDIX E

# Procedure for Spelling with Letter Tiles

The following routine is very effective and is used throughout the *All About Spelling* program.

1

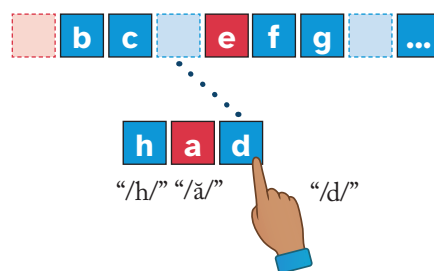
Dictate the word, then point to the tiles.



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

2

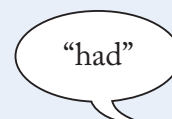
The student segments the word aloud, selecting the correct tile for each sound.



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

3

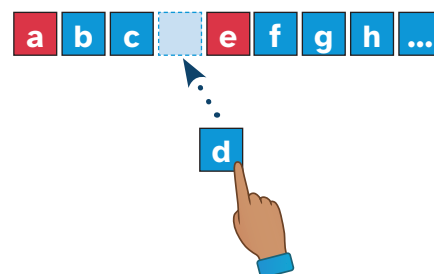
The student reads the word he just spelled.



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

4

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





## APPENDIX F

# Solving Letter Reversal Problems

Most of the letters of the alphabet have unique shapes, so no matter which way you turn them, they can't be confused with any other letters. For example, the letter m looks quite different from the letter x, and f is not likely to be confused with z.

There are a few notorious troublemakers, however, particularly b and d, the letters that students most often have trouble with.

It is easy to see where the confusion comes in: flip the b and it becomes a d. The beginning student may not realize that the direction of the letter matters, or he may not be able to remember which letter is which.

Letters and numbers that can be flipped include:

**b d   p q   p d   n u   6 9**

### **What is considered normal?**

If your student is between the ages of three and seven, is just starting to read and spell, and makes occasional reversal errors when reading or writing, it's perfectly normal. It doesn't mean that your student has dyslexia or a reading disability. Make a gentle correction and move on.

But if your student is eight years or older, has had prior reading and spelling instruction, and is making frequent letter reversal errors, it is important to take action to solve the reversal problems.

As teachers, we have two jobs to do regarding reversals:

1. Try to prevent confusion.
2. Where confusion exists, resolve it.

### **Try to prevent letter confusion before it begins.**

The *All About Spelling* program is carefully structured to minimize the likelihood of letter reversals. We teach the sounds of potentially confusing letters like b and d in separate lessons. The student's task is simplified because he only has to make one new visual discrimination at a time.

When your student is learning to print, be sure to teach correct letter formation. Doing so is critical to prevent confusion.



When forming the letter b, start with the stick first, followed by the circle. To write the letter d, start with the circle first, followed by the stick.



Have your student use lined paper so it is clear where the circle is in relation to the stick. Also be sure your student does not lift the pencil from the paper when writing any of the confusable letters.

### **What to do if your student already reverses letters.**

If you are working with older learners, it may be too late to prevent confusion. They may have had a few false starts in spelling and reading and may have already confused these troublemakers. They may encounter the letter b and misinterpret it as the letter d. They may read or spell the word *bad* as *dab* or *fad* as *fab*. You might give a gentle correction and re-teach the letters separately, but your student still mixes them up.

Below are four effective methods to clear up tough reversal problems.

The demonstrations are for correcting b and d reversals, but the same concepts can be applied to any letter or number. You may only need to use one of these methods, but for really resistant cases, you will need to use all four methods.

Please note that it's important to concentrate on just one letter per session. Wait until that letter is completely mastered before teaching another letter.

#### **Method 1: Teach the letters b and d using tactile surfaces.**

Have a variety of tactile surfaces for your student to choose from. Possibilities include flannel fabric, corrugated cardboard, very fine sandpaper, fluffy fur fabric, or a carpet square. Ask your student which surface reminds him of the letter b, and then cut a large lowercase b out of the chosen tactile surface.

Using the pointer finger of his dominant hand, have your student trace the letter b on the textured surface. Be sure he starts and ends in the correct place. Practice until he can easily write the letter b.

When your student is ready to go on to a new letter, choose a different textured surface. If fine sandpaper was used for the letter b, perhaps furry fabric can be used for the letter d.

#### **Method 2: Use “air writing” to reinforce proper letter formation.**

Another simple but powerful method for correcting reversals is “air writing.” Using the dominant hand, the student uses his entire arm to write letters in the air as he says the sound of the letter. The whole arm should be involved, and the student should pretend that his pointer finger is a pen.

Brain research shows that two ideas practiced at the same time can permanently bond the ideas together. In this case, the large movements of the arm combined with saying the sound of the letter helps link these two concepts together in your student's brain. Additionally, this multisensory activity takes advantage of the fact that the muscles in the shoulder and in the jaw have muscle memory, and this makes it easier for your student to recall the shape and sound of the letter.

**Method #3: Teach the letters b and d using analogies.**

Explain that the letter b is made up of two shapes: a bat and a ball. Using the tactile surface, demonstrate how you write the bat part of the letter first, followed by the ball.

As you write the letter b, say “bat-ball-/b/,” like this:



To further clarify which side of the letter the straight line is on, tell your student that *first you grab the bat and then you hit the ball.*

Have your student practice this motion and chant many times over a two-minute time period. Repeat the exercise several times a day.

Show your student that when you are reading and writing from left to right, you encounter the bat part of the letter first. If he is ever unsure of the sound this letter makes when he sees it, he should think to himself, “bat-ball-/b/.” This will help him recall the sound of the letter b.

To teach the letter d, you can use the analogy of a doorknob and a door. The doorknob represents the circle part of the letter and the door represents the straight line, like this:



To clarify which side of the letter the straight line is on, tell your student that *first you grab the doorknob and then you open the door.*

Again, practice the motion and chant many times over a two-minute period. Repeat the exercise several times a day.

Show your student that when you are reading or writing from left to right, you encounter the doorknob part of the letter first. If he is ever unsure of the sound this letter makes when he sees it, he should think to himself, “doorknob-door-/d/.” He will now be able to recall the sound of the letter d.

Another common analogy to help with b and d is a bed. Though this analogy may help some kids, for others it may require more thought, and for many kids it may not become automatic.



**Method #4: Help your student notice the shape of the mouth while saying the letter sounds.**

When we say /b/, our lips come together in a straight line. Point out that the straight line comes first when you write the letter b.

When we say /d/, our lips are open. Coincidentally, the circle comes first when you write the letter d.

If your student misreads or misspells a b as a d, refer back to the tactile surface activity and air writing that you did together. Point to the misread or misspelled letter and say, *If you wrote this letter, what would this letter say?*

If your student can't answer easily, ask him to draw the letter b using air writing. The sound of the letter (/b/-bat) should come more easily this way. Then have your student read the word again.