



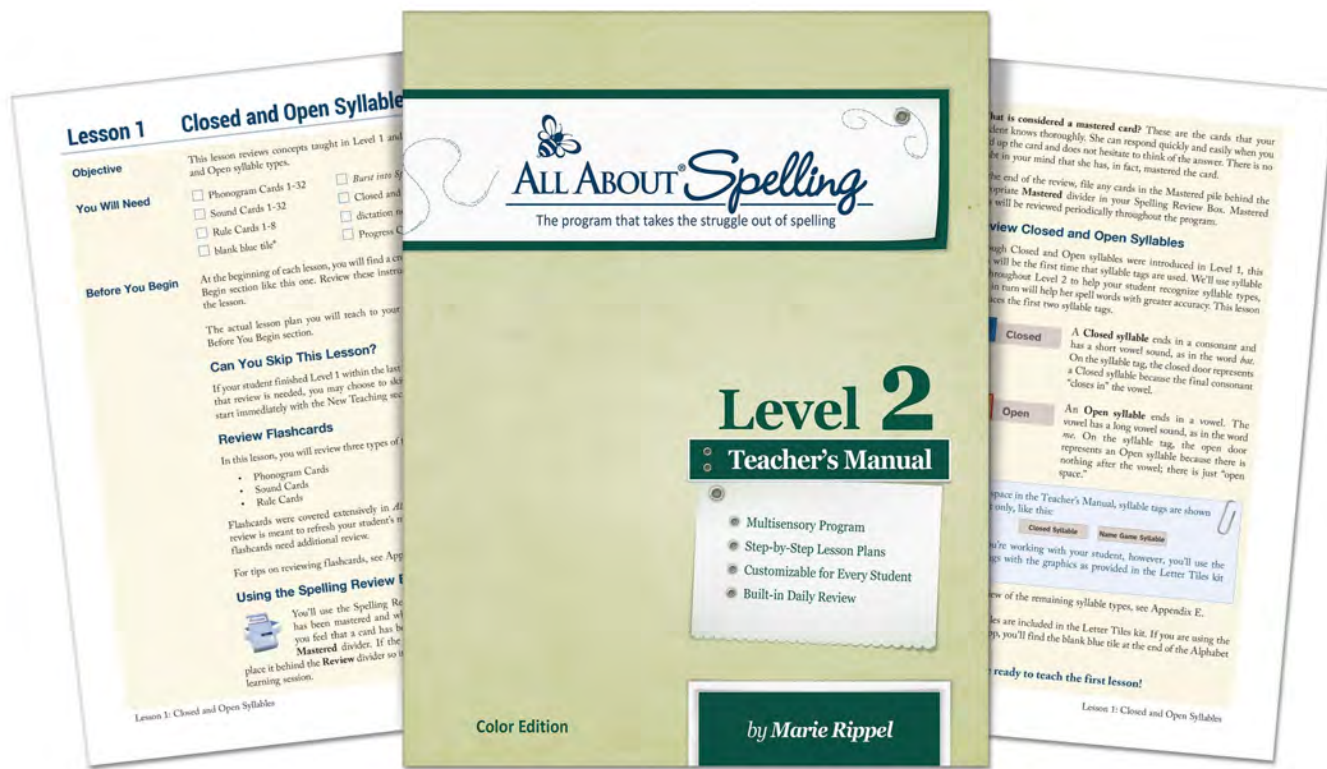
ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 2 Teacher's Manual Sample

In this sample you will find:

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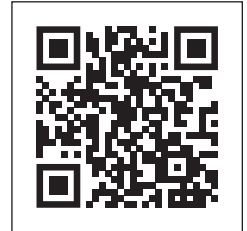
Start Here!

To prepare for teaching *All About Spelling* Level 2, 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-2 on your phone, tablet, or computer, or scan the QR code to be taken directly to the videos.



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



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



Option 2: Read the Following Pages



Check off each page as you complete it.



Gather the Materials

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

1 Student Packet

The Student Packet contains:

- *Burst 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 P for guidance in choosing which option to use.



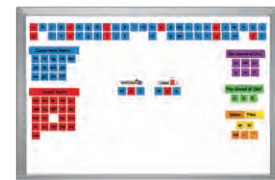
3 Spelling Review Box with Divider Cards

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



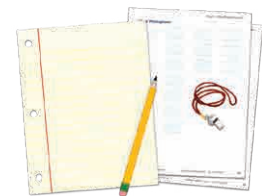
4 Magnetic Whiteboard (Optional)

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



5 Notebook or Our Free Spelling Dictation Sheets

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



Regular-ruled Dictation Sheets



Wide-ruled Dictation Sheets

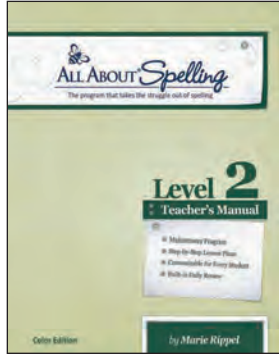




Preview the Teacher's Manual

Lesson Plans

Turn to Part 2 of this teacher's manual, beginning on page 35. You'll see that the lessons are laid out for you, step by step. Lessons consist of five parts:



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

Appendices

Take a few minutes to flip through the Appendices section starting on page 263. 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 *Burst into Spelling* activity book contains:



- Progress 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 reading 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 “Gather the Pine Cones” on page 7 of the activity book. When you get to Lesson 1, the lesson plan will prompt you to cut out the pine cone cards and place them in a pile. You’ll dictate some spelling words to your student. After spelling the words correctly, your student will help the squirrel hide the pine cones in the tree.



Learn about Phonograms

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

Let's start with a quick definition.

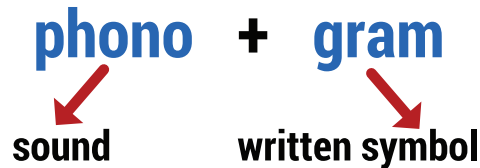
What Are Phonograms?



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

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

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



Why Do We Teach Phonograms?

Phonograms make learning to read and spell much easier!

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

sh-e-d

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

w-i-n t-er

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

Phonograms Are Like Building Blocks

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

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

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

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

Preview the Phonogram Sounds

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



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



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



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

Using the method you prefer, take a moment to preview two phonograms taught in Level 2: ee and ow. You'll discover that ee has one sound (/ē/), while ow has two sounds (/ow/–/ō/). Try out a few more letters, being sure to pronounce them clearly. Practice saying the pure sound without adding a noticeable /uh/ sound at the end. A common problem is to say /tuh/ instead of /t/ or /nuh/ instead of /n/.

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



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



Learn about the Flashcards

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

Phonogram Cards are used to teach and review the phonograms.

Spelling Level 2 Lesson 28 – Phonogram Card 38

oy

Sound: /oy/ that we **may** use at the end of English words
[Key word: toy]

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 2 Lesson 28 – Sound Card 38

Dictate: /oy/ that we **may** use at the end of English words
[Key word: toy]
Your student writes: **oy**

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 on the Dictation Sheet.

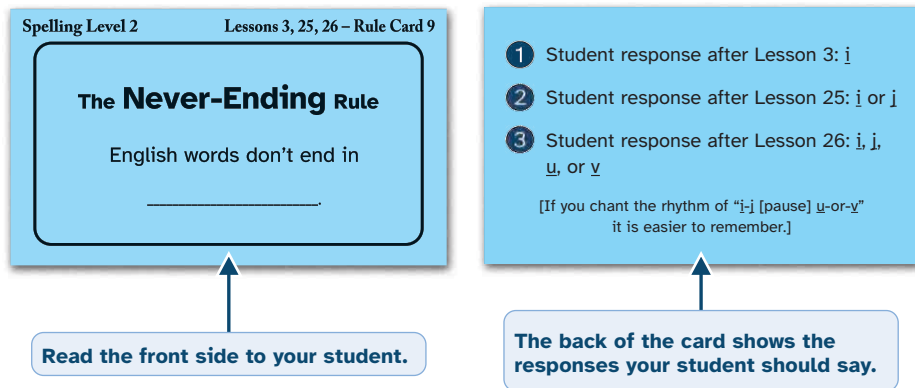
Spelling Level 2 Lesson 9 – Word Card 43

made
(They made a tree fort.)

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

Rule Cards contain spelling rules and generalizations.





Prepare Your Spelling Review Box

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



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

If you used *All About Spelling* Level 1, your instructions for this first step are a bit different since you already have cards in the Spelling Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place them in a labeled baggie and store separately.



- 2. Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them 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

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 P if you need help deciding which format to use.

If You Will Be Using the Letter Tiles App

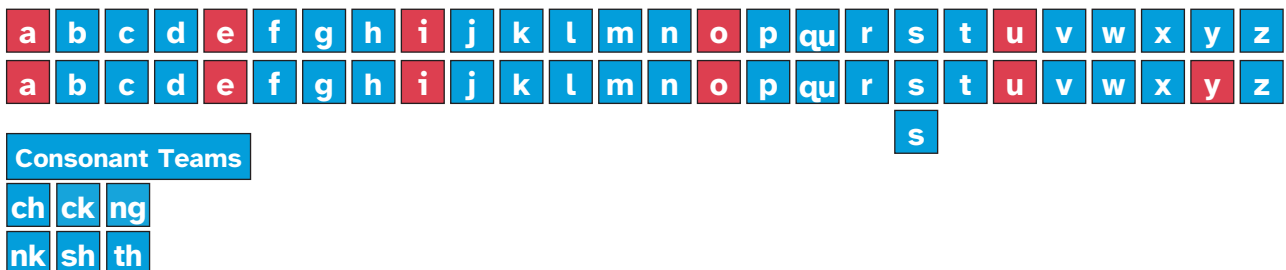
Visit www.allaboutlearningpress.com/letter-tiles-app to purchase the app for your tablet, or scan the QR code. (Please note that the Letter Tiles app is only available for tablets and touch-enabled Chromebooks. There is no version for phones because the tiles would be too small to be useful.)



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

If You Will Be Using the Physical Letter Tiles

- 1 Take out the Letter Tiles kit.** Locate Sheets 1-5. Do not separate the tiles yet. (Sheets 6-13 will be used in future levels.) If you used Level 1, you will already have tiles from Sheets 1-3 on your whiteboard.
- 2 Apply the magnets to the back of the sheets you removed in Step 1.** Stick one magnet in each gray box.
- 3 Separate the tiles** on the perforations.
- 4 Set up your whiteboard for Lesson 1.** Set up the letter tiles on your magnetic whiteboard as shown below.



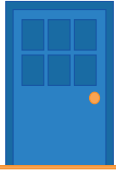





Set the board aside until letter tiles are called for in the lessons.

- 5 Place the remaining Level 2 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.



Preview the Six Syllable Types

There are six different syllable types. In Level 1, your student learned how to spell words with Closed syllables. In Level 2, your student learns the next four syllable types. The sixth and final syllable type is taught in Level 3.

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

Students will use syllable tags to mark the syllable types in words they are learning to spell. The reason for doing so may not be obvious in Level 2, but in Level 3 it will become very clear. We are setting the groundwork for more advanced spelling skills, and learning to recognize syllable types will help your student immensely.

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

Each of the syllable types will be taught clearly, and you will be able to learn them along with your student just by doing each of the lessons.

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

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



Read This If You Are Teaching an Older Student

All About Spelling is frequently used with older students, including teens and adults. Some of the words in Level 2 may be easy to spell, but many students have not learned the concepts behind them, and these concepts are crucial for success throughout the program.

Level 2 concepts that older learners may not be familiar with include

- multiple ways to spell long vowel sounds;
- the most common way to spell the sound of /z/;
- how to spell one syllable at a time; and
- two ways to spell the sound of /ow/.

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

1

Be ready to explain why you're working in Level 2 instead of a higher level.

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

2

Take advantage of Advanced Application.



Starting in Lesson 2, Advanced Application is included at the end of most lessons to meet the needs of older students who already know how to spell simple words. As an example, turn to page 117 of this teacher's manual and page 65 of the activity book and look for the green section. Instead of spelling words like *sky*, *skin*, and *scan*, older students can practice the same concepts while completing multisyllabic words such as *skyscraper*, *oilskin*, and *Scandinavia*.

3

Adjust the speed for your student.

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

4

Use the activity sheets.



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



Decide How Much Time to Spend on Spelling

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



Spend 20 minutes per day teaching spelling.

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

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

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

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



Lessons often take more than one day to complete.

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

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

2

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

Helloooo, my fuzzy friend!
My name is Coco and I'll be
scampering through the lessons with you,
giving you raccoon-mendations and helping you
study along the way.

So brush those crumbs off your tummy
(oh...is that just me?)
and hop in my Furrari—
it's time for us to

HIGHTAIL IT
to Lesson 1!



Lesson 1

Closed and Open Syllables

Objective

This lesson reviews concepts taught in Level 1 and teaches the Closed and Open syllable types.

You Will Need

- | | |
|---|--|
| <input type="checkbox"/> Phonogram Cards 1-32 | <input type="checkbox"/> <i>Burst into Spelling</i> pages 7-10 |
| <input type="checkbox"/> Sound Cards 1-32 | <input type="checkbox"/> Closed and Open syllable tags |
| <input type="checkbox"/> Rule Cards 1-8 | <input type="checkbox"/> dictation notebook |
| <input type="checkbox"/> blank blue tile* | <input type="checkbox"/> Progress Chart |

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 finished Level 1 within the last few days and you don't feel that review is needed, you may choose to skip the Review sections and start immediately with the New Teaching section on page 43.

Review Flashcards

In this lesson, you will review three types of flashcards with your student:

- Phonogram Cards
- Sound Cards
- Rule Cards

Flashcards were covered extensively in *All About Spelling* Level 1. This review is meant to refresh your student's memory and to see if any of the flashcards need additional review.

For tips on reviewing flashcards, see Appendix I.

Using the Spelling Review Box



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

Before You Begin

(continued)

What is considered a mastered card? These are the cards that your student knows thoroughly. She can respond quickly and easily when you hold up the card and does not hesitate to think of the answer. There is no doubt in your mind that she has, in fact, mastered the card.

At the end of the review, file any cards in the Mastered pile behind the appropriate **Mastered** divider in your Spelling Review Box. Mastered cards will be reviewed periodically throughout the program.

Preview Closed and Open Syllables

Although Closed and Open syllables were introduced in Level 1, this lesson will be the first time that syllable tags are used. We'll use syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help her spell words with greater accuracy. This lesson introduces the first two syllable tags.



Closed

A **Closed syllable** ends in a consonant and has a short vowel sound, as in the word *bat*. On the syllable tag, the closed door represents a Closed syllable because the final consonant “closes in” the vowel.



Open

An **Open syllable** ends in a vowel. The vowel has a long vowel sound, as in the word *me*. On the syllable tag, the open door represents an Open syllable because there is nothing after the vowel; there is just “open space.”

To save space in the Teacher's Manual, syllable tags are shown with text only, like this:

Closed Syllable

Name Game Syllable

When you're working with your student, however, you'll use the syllable tags with the graphics as provided in the Letter Tiles kit or app.

For an overview of the remaining syllable types, see Appendix E.

*Blank blue tiles are included in the Letter Tiles kit. If you are using the Letter Tiles app, you'll find the blank blue tile at the end of the Alphabet tiles category.

Now you are ready to teach the first lesson!

Review Phonogram Cards 1-32



Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have her say the sound(s).

If your student could instantly recite all the sounds of the phonograms, file these thirty-two flashcards behind the Phonogram Cards Mastered divider in your student's Spelling Review Box. If there was any hesitation on the sounds, file those cards behind the Phonogram Cards Review divider. Those cards will be reviewed at the beginning of the next teaching session.

Review Sound Cards 1-32



"Next, we'll review the Sound Cards. I'll dictate the sounds and you'll write the phonograms."

Have your student take out her dictation notebook.

Shuffle Sound Cards 1-32 so they are in random order. Dictate the sound(s). Your student should repeat the sound(s) as she writes the phonogram.

Review Rule Cards 1-8



"Let's review the Rule Cards."

Rule Card 1: The Vowels Rule

"What are the vowels?" *The vowels are a, e, i, o, u, and sometimes y.*

"Good."

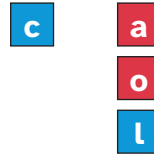
"Does every word need a vowel?" *Yes.*

Review

(continued)

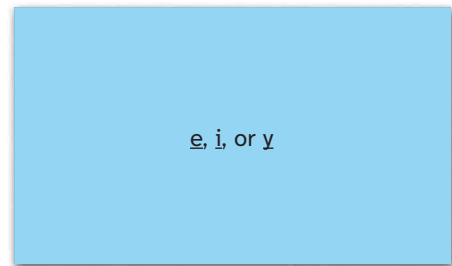
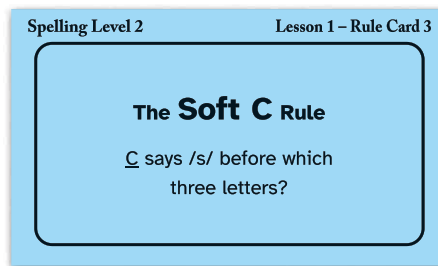
“Good!”

Move letter tiles a, o, and l into the workspace as shown.



“What does c say before any other letter?” /k/.

Read Rule Card 3 with your student and then file it behind the Review divider.



Rule Card 4: The Floss Rule

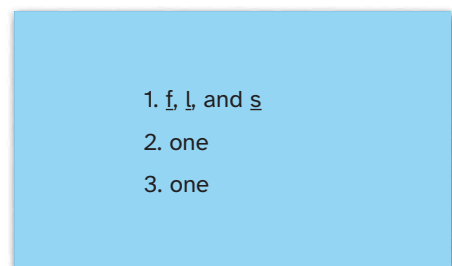
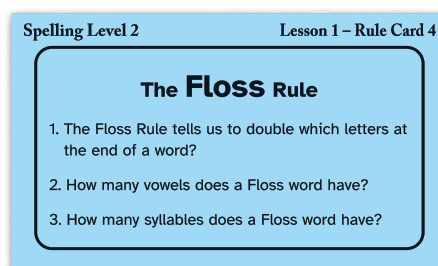
“The Floss Rule says that we often double which letters at the end of a word?” f, l, and s.

Build the word **f l o s s**.

“The word *floss* is a good example of a Floss word. How many vowels does a Floss word have?” *One*.

“How many syllables does a Floss word have?” *One*.

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

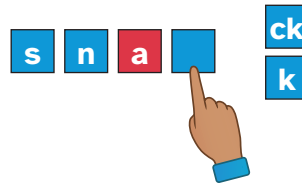


Review

(continued)

Rule Card 5: The CK Rule

Build the word *snack*, using a blank blue tile for the /k/ sound.



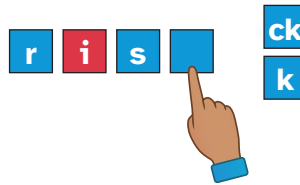
“I want to spell the word *snack*. Let’s figure out if we can use ck in place of this blank tile.”

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

“Right! Since it is a short vowel, we can use ck for the sound of /k/.”

Replace the blank tile with the ck tile. The word 'snack' is now spelled with letter tiles: 's' (blue), 'n' (blue), 'a' (red), 'ck' (two blue tiles stacked), and 'k' (one blue tile).

Build the word *risk*, using a blank blue tile for the /k/ sound. Point to the blank tile.



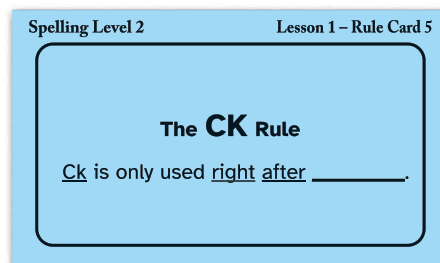
“I want to spell the word *risk*. Can I use ck here?” *No*.

“Why not?” *Because ck is only used right after a short vowel.*

“Right! S is not a short vowel, so we need to use k.”



Read Rule Card 5 with your student and then file it behind the Review divider.



Review

(continued)

Rule Card 6: The Add S Rule

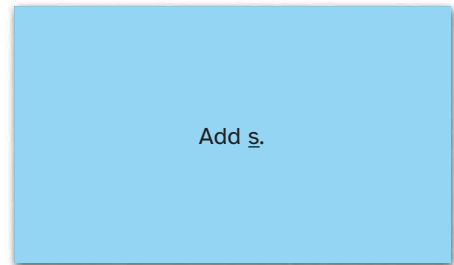
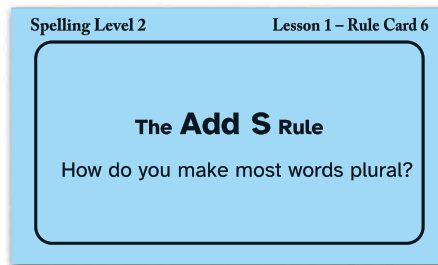
“I want to spell the word *clams*. First I build the base word. What is the base word of *clams*?” *Clam*.

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

“Then I make it plural by adding s.” **c l a m s**

“What does *plural* mean?” *More than one*.

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



Rule Card 7: The Add ES Rule

“Sometimes we add e-s to make a word plural, like in the word *dishes*.”

“First I build the base word, **d i sh**.”

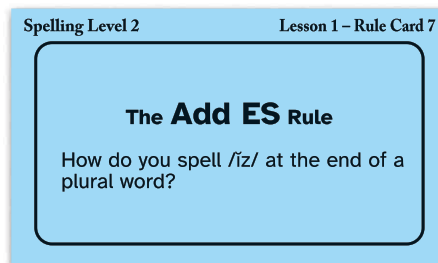
“Then I add e-s.” **d i sh e s**

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

“What is the first syllable?” *Dish*.

“What is the second syllable?” */iz/*.

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



Review

(continued)

Rule Card 8: The Long Vowel Rule

Move the **a**, **e**, **i**, **o**, and **u** tiles into the workspace.

Point to the **a**.

“What is the long sound of the letter **a**?” /ā/.

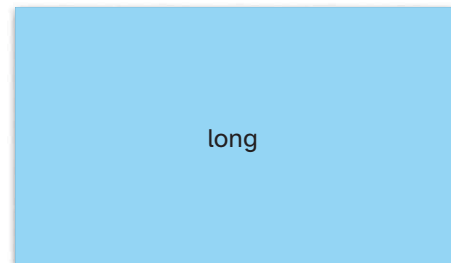
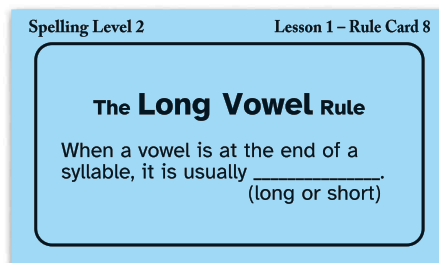
Point to the remaining vowels one at a time and have your student identify the long sound of each.

Build the word **sh e**.

“Point to the vowel.” *Student points to the e.*

“When a vowel is at the end of a syllable, it is usually long. Read this word.” *She.*

Read Rule Card 8 with your student and then file it behind the Review divider.



Complete Activity Sheet

“Let’s help a squirrel hide some pine cones!”



Gather the Pine Cones

Remove pages 7-10 from the activity book.

Cut out the pine cone cards, mix them up, and place them in a pile. Cut a slit in the tree as indicated by the dotted line.

Choose twelve words from the list below 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 pine cone card. After spelling the word correctly, she may help the squirrel hide the pine cones in the tree.

Review

(continued)

Continue until all the pine cones have been gathered and the student has practiced all twelve words.

Words related to:

Rule Card 3

clam
kept
cost
kid
crop

Rule Card 4

glass
smell
sniff
drill
loss

Rule Card 5

mask
block
neck
milk
husk

Rule Card 6

gifts
kings
tricks
hilltops
plans

Rule Card 7

glasses
wishes
lunches
brushes
boxes

Rule Card 8

no
be
we
so
hi

New Teaching

Teach Closed and Open Syllable Types

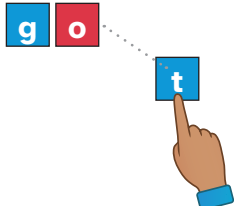
Build the word **g o t**.

“Point to the vowel.” *Student points to the o.*

“Is there anything after the o?” *Yes, t.*

“We say that the o is **closed in** by the t. This is a **Closed syllable.**”

“When a vowel is in a Closed syllable, it usually says its **short** sound. What does this word say?” *Got.*

Remove the t tile. **g o** 

“Is there anything after the o?” *No.*

“Correct. The o is not closed in. Nothing comes after it, so we can say that the o is **open**. This is an **Open syllable.**”

New Teaching

(continued)

“When a vowel is in an Open syllable, it says its long sound.”

“Read this word.” *Go.*

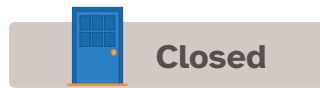
Build the following words and have your student tell you whether the syllable is open or closed.

he hem sock so we wet

Introduce Closed and Open Syllable Tags

Move the Closed and Open syllable tags into the workspace.

“This closed door represents a Closed syllable.”



“This open door represents an Open syllable.”



Build the following words. Have your student place the correct tag above the syllable.

Open Syllable

sh e

Closed Syllable

p a th

Open Syllable

g o

Closed Syllable

s n a ck

Closed Syllable

f r o g

Open Syllable

h e

Lesson 2 Blends at the Beginning and End

Objective

This lesson teaches how to spell words with both initial and final blends.

You Will Need

Burst into Spelling pages 11-15

Word Cards 1-10

Before You Begin

Preview Blends at the Beginning and End

In Level 1, your student learned words with consonant blends either at the beginning, as in *plan*, or at the end, as in *lump*. A consonant blend consists of two sounds that are said together quickly. For example, the word *stop* has a consonant blend at the beginning. The /s/ and /t/ sounds are said in rapid succession, but each consonant keeps its own sound.

A consonant blend is different from a consonant team (also known as a digraph). In a consonant team, two or more letters work together to make one sound, as in sh and th, while the letters in a blend retain their individual sounds.



In this lesson, your student will learn words containing blends at both the beginning and end. Read the following examples and listen for the blends.

bland slump grunt trust cramp

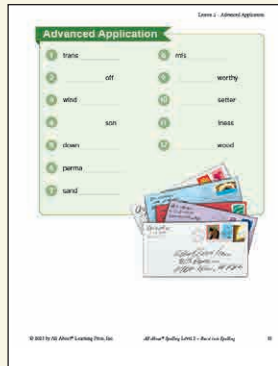
Review Procedure for Spelling with Letter Tiles

We will continue to use the Procedure for Spelling with Letter Tiles that was introduced in Level 1. This procedure will establish good spelling habits in your student. Consistent practice will help your student internalize the very important concept that every sound has a matching phonogram.

You can find a copy of the procedure in Appendix J.

Before You Begin Preview the Advanced Application Section

(continued)



Does your student already know how to spell simple words such as *plant* and *trust*? If so, the Advanced Application sheets are for you!

Work very quickly through the main part of the lesson to make sure your student understands all the concepts, and then move on to the Advanced Application to practice those concepts with higher-level words. Your student will complete multisyllable words such as *transplant* and *trustworthy*.

Review

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

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



Phonogram Cards

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

Sound Cards

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

Rule Cards

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

New Teaching

(continued)

Practice More Words

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

grasp	branch	crept	draft
clench	crust	twist	grunt
craft	brisk	stunt	clasp
thrift	slant	crisp	slump
crunch	stump	trend	grand
clump	blast	grump	plump
swept	swift	frost	grant
drift	shrimp	slept	

Complete Activity Sheet (Optional)

“Let’s collect some stamps for an album.”



Collecting Stamps

Remove pages 11-14 from the *Burst into Spelling* activity book.

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

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

stamp card. After spelling the word correctly, he may tape or glue the stamp to the album page.

Continue until all the stamps have been collected and the student has practiced all twelve words.

New Teaching

(continued)

Dictate Phrases and Sentences

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

a swift windmill

trust me

the grand sunset

the best brand

spend cash

stand up

Pam slept on the big bed.

Stick a stamp on the box.

The pigpen is swept.

The twins will plant in the pot.

Blend the drink.

Go print that at the desk.

Advanced Application

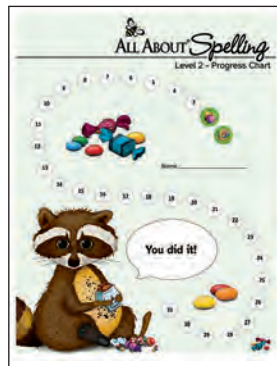
For advanced practice, have your student turn to the Advanced Application sheet on page 15 of the activity book.

“You can spell *plant*. Now spell *transplant*, as in *Can we transplant these daisies to a sunny spot?*” Student writes *plant* 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. **transplant** Can we transplant these daisies to a sunny spot?
2. **standoff** The two rivals finally ended their long standoff.
3. **windswept** We hiked on the windswept cliffs of Scotland.
4. **grandson** Her grandson is a famous saxophone player.
5. **downdraft** A downdraft in the chimney blew soot all over.
6. **permafrost** Mars is covered in a deep layer of permafrost.
7. **sandblast** Can you sandblast the tiles to get that goop off?
8. **misprint** They always misprint my name in the newspaper!
9. **trustworthy** How trustworthy is this rickety old bike?
10. **trendsetter** That guy in striped pants is a real trendsetter!
11. **grumpiness** Mr. Sneed’s grumpiness ruined the party.
12. **driftwood** This piece of driftwood looks like a dinosaur.

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

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

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

Look at you go!
You finished Lesson 2!

Let's celebrate
with one of my favorite treats—chocolate bars!

You know they're made with cocoa, right?
I wrote a little ditty about it. Ahem.

*Chocolate's made with cocoa—
that's its claim to fame.
And I'm as sweet as chocolate is
cuz Coco is my name!*



Lesson 11 C or K in Name Game Syllables

Objective

This lesson teaches how to choose c or k for the sound of /k/ in Name Game syllables.

You Will Need

Burst into Spelling pages 55-59

Word Cards 61-70

Before You Begin

Preview the Sound of /k/

In this lesson, your student will practice choosing c or k in Name Game words. Read the following words and note that k is used for the sound of /k/ in the middle of a Name Game syllable.

make **joke** **bike**

If your student tries to use c in place of the k, remind her that c says /s/ in front of the letter e.

Review



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

Phonogram
Cards

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

Sound
Cards

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

Rule
Cards

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

Word
Cards

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



Read through the Word Bank for Name Game Syllables, Part 1.

Review

(continued)



“Move the tile that says /kw/ into the workspace.” *Student adds the qu tile to the workspace.*

“When we hear the sound /kw/ in a word, we spell it with qu.”

Dictate the following words and have your student practice applying the concept.

quick

quack

quit

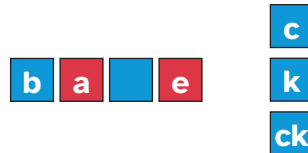
quicksand

New Teaching

Spell the Sound of /k/ in Name Game Syllables

Build the word *bake* using a blank tile in place of the k. 

“I want to spell the word *bake*. Move the tiles that can say the sound /k/ into the workspace.” *Student adds c, k, and ck to the workspace.*



“Will c work here?” *No.*

“Why not?” *Because c would say /s/ because of the e.*

“Can we use ck here?” *No.*

“Why not?” *Because ck is only used after a short vowel.*

“We always use k in the middle of Name Game syllables because it is the only tile that works there.”

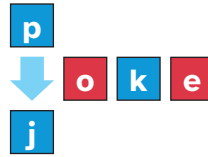
New Teaching

(continued)

Exchange Tiles to Make New Words

Build the word **j o k e**.

“I can change *joke* to *poke* like this.”



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

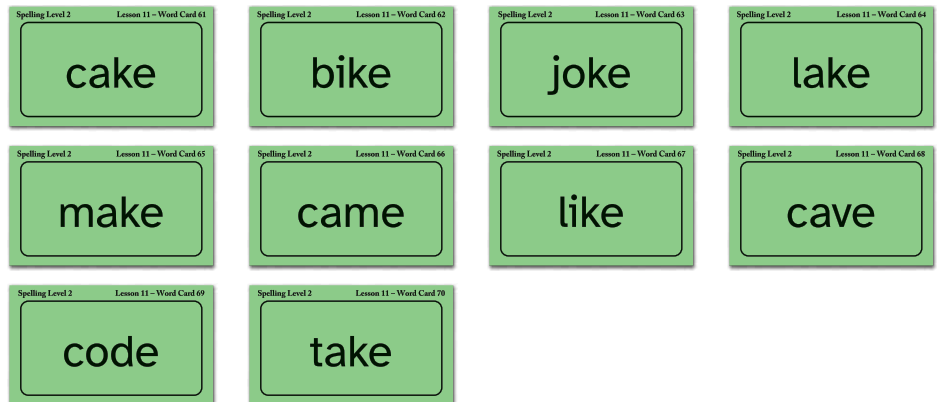
“Now it’s your turn. Change the word *pike* to *like*.” *Student exchanges the p for an l tile.*

Repeat this activity with the following sets of words. Build the first word in each set and have your student change the tiles to spell the word you specify.

like → **lake** → **quake** → **take**
care → **cave** → **came** → **cake** → **make** →
bake → **bike**

Spell Word Cards 61-70 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 J.



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 61-70 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.

poke	bake	cove	Jake
case	wake	fake	cope
shake	cane (candy cane)	cone	rake
woke	Kate	care	pike
Mike	became	cupcake	quake
cape	sake		

Complete Activity Sheet (Optional)

“It’s time to bake some cakes!”



Bake the Cakes

Remove pages 55-58 from the *Burst into Spelling* activity book.

Cut out the cards and place them in a pile with the mixing bowls facing up. Cut a slit in the oven door as indicated by the dotted line.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on a mixing bowl card. After spelling the word correctly, your student may open the oven door and place the bowl inside. Your student may then close the door, wait a moment for the cake to bake, and then

New Teaching

(continued)

open the door and turn over the card to reveal a beautifully decorated cake.

Continue until all the cakes have been baked and the student has practiced all twelve words.

Dictate Phrases and Sentences

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

zip code

more milk

lake map

bike tire

made a cone

fake mask

I will bake a cake.

Did the bat fly into the cave?

Kim made a craft at camp.

Crush the pop cans.

Mike can fish in the lake.

His joke is quite bad!

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 59 of the activity book.

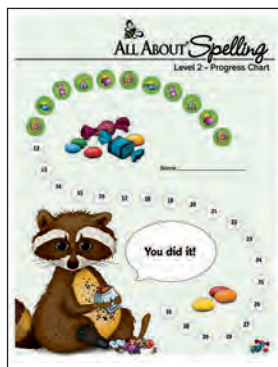
“You can spell *cake*. Now spell *cheesecake*, as in *I always make a cheesecake for her birthday*.” Student writes *cake* on the first line.

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

1. **cheesecake** I always make a cheesecake for her birthday.
2. **pillowcase** Mom embroidered a pillowcase for you.
3. **makeover** I’m getting a makeover before the party.
4. **coneflower** Sue gave a lovely coneflower to each guest.
5. **mistake** If you make a mistake, just try again!
6. **handshake** It’s good to have a firm but friendly handshake.
7. **kittiwake** A black-legged kittiwake landed on our boat.
8. **slowpoke** It took that slowpoke an hour to walk home.
9. **turnpike** We got lost as soon as we left the turnpike.
10. **earthquake** The earthquake shook the houses on my street.
11. **carefully** We tiptoed carefully through the tulips.
12. **lakefront** She spends her summers in a lakefront house.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 11 on the Progress Chart and move on to the next lesson!

Lesson 22 OR

Objective

This lesson teaches phonogram or and words containing the sound of /or/.

You Will Need

- Burst into Spelling* pages 133-137
- Sound Card 37
- letter tile or (yellow)
- Word Cards 164-173
- Phonogram Card 37

Before You Begin

Preview Phonogram OR

Phonogram or can say two sounds:

or /or/ as in *corn* (taught in this lesson)

or /er/ as in *work* (taught in Level 4)

In this lesson, we will be working with the yellow or tile. Read the following examples and listen for the /or/ sound.

corn fork storm forest order

When we practice the Phonogram Card for or, we say “/or/-/er/ as in *work*.” The phrase “/er/ as in *work*” distinguishes or from the other ways of spelling /er/.

or The yellow or tile is stored under the Other Tiles category.



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

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.

Review

(continued)



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



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



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

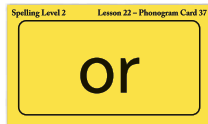


Read through a selection of Word Banks.

New Teaching

Teach Phonogram OR

Hold up Phonogram Card 37.



“O-r says /or/-/er/ as in *work*. Repeat after me: /or/-/er/ as in *work*.”
Student repeats the sounds.

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

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

Move the  tile into the workspace.

“We use the yellow or tile for the /or/ sound. Later we’ll have a purple or tile for the sound of /er/ as in *work*.”

“Repeat these words after me and listen for the /or/ sound: *corn, thorn, order*.” *Student repeats the words.*

“I will dictate some words for you to spell. The /or/ sound in these words is spelled with the yellow or tile.”

New Teaching

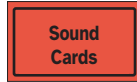
(continued)

Dictate the following words.

sort torn born storm

Point to the category label. “This tile is stored in the Other Tiles category.”

Teach Sound Card 37



Take out Sound Card 37.

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

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

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

Teach Multisyllable Words with OR

“I want to spell the word *acorn*. Let’s clap the syllables.” Clap as you say *a* and again as you say *corn*.

“I spell the first syllable, **a**.”

“Then I spell the second syllable, **c or n**.”

“I read each syllable to make sure I spelled it correctly: *a-corn*.”

“Then I push the two syllables together.” **a c or n**

Have your student practice this routine with these multisyllable words.

morning forget inform

Label Syllable Types

Build the word **or d er**.

“Divide the word *order* into syllables.” *Student divides the word between the r and the d.*

New Teaching

(continued)

“Let’s label the syllables.”

Point to the or tile. “In the first syllable, we have a tile with a vowel and an r. What type of syllable do you think this is?” *Bossy R syllable.*

“Right. Label it.”

Bossy R Syllable

or

“Now label the second syllable.” *Student uses the Bossy R tag.*

Bossy R Syllable

or

Bossy R Syllable

d er

Build the following words with letter tiles. Have your student divide the words into syllables and label each syllable with the proper tag.

Open Syllable

r e

Bossy R Syllable

p or t

Closed Syllable

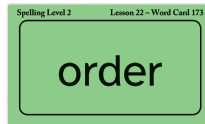
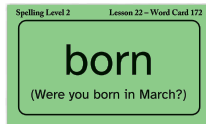
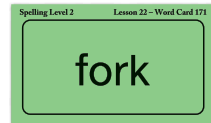
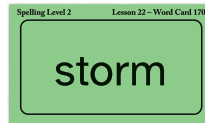
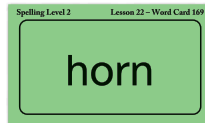
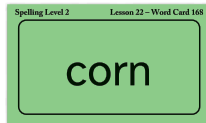
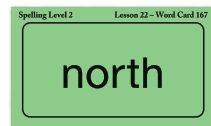
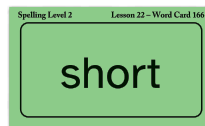
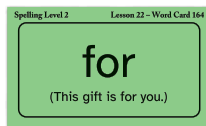
p o p

Bossy R Syllable

c or n

Spell Word Cards 164-173 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 J.



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 164-173 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.

form	popcorn	cork	acorn
porch	torn	sort	or (this or that)
cord (electric cord)	report	nor	thorn
stork	inform	forgot	shorn
forest	corner	scorn	fort (snow fort)
pork	sport	morning (this morning)	

Complete Activity Sheet (Optional)

“Let’s help these storks choose the most stylish shorts for summer!”



Storks in Shorts

Remove pages 133-136 from the *Burst into Spelling* activity book.

Cut out the stork illustrations and place them in front of your student. Cut out the shorts cards and place them in a pile with the illustrations facing down.

Choose nine words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a shorts card. After spelling the word correctly, he may turn the card over to reveal a pair of shorts and then decide which stork should wear those shorts.

Continue until the storks have tried on all the pairs of shorts and the student has practiced all nine words.

Dictate Phrases and Sentences

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

under an acorn

car horn

torn paper

long report

sharp thorn

more cord

Here is the fork.

The storm swept over the land.

The order is for fifteen clocks.

It is a short math class.

He will sell corn at his store.

This note is for her.

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 137 of the activity book.

“You can spell *storm*. Now spell *brainstorm*, as in *Let’s brainstorm ideas for an invention.*” Student writes *storm* 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. **brainstorm** Let’s brainstorm ideas for an invention.
2. **unicorn** My unicorn loves cupcakes and rainbows.
3. **pitchfork** Can I use this pitchfork to muck out the stables?
4. **shortcake** Harold makes the best strawberry shortcake!
5. **forgetful** The forgetful clown left his nose on the train.
6. **reforestation** They began reforestation soon after the fire.
7. **cornerstone** They laid the cornerstone of our new library.
8. **disorderly** I can’t find a thing on my disorderly desk!
9. **scornfully** The owl gazed at us scornfully.
10. **midmorning** A little midmorning snack is always pleasant.
11. **prerecorded** Marcus prerecorded music for the concert.
12. **northbound** We hopped on the northbound train to Calgary.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 22 on the Progress Chart and move on to the next lesson!



Lesson 23 Less Common Sounds of O and U

Objective

This lesson teaches words with the third sounds of o and u.

You Will Need

Burst into Spelling pages 139-143 Word Cards 174-183

Before You Begin

Review Phonogram O

o Phonogram o has four sounds:

- /ɔ/ as in *otter*
- /ō/ as in *open*
- /ōō/ as in *to*
- /ū/ as in *oven*

This lesson teaches words with the third sound of o. Read the following words aloud and listen for the /ōō/ sound.

to do who whose

Review Phonogram U

u Phonogram u has three sounds:

- /ū/ as in *udder*
- /ū/ as in *unit*
- /ōō/ as in *put*

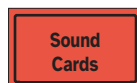
Most of the time, the letter u says its long or short sound. But there are a small number of common words in which u says its third sound, /ōō/ as in *put*. Read the following words aloud and listen for the /ōō/ sound.

push pull full put

Review



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



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



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

Review

(continued)



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



Read through the Word Banks for the Find Gold Rule and WH.

New Teaching

Teach Words with the Third Sound of O

Move the  tile into the workspace.

“Tell me the sounds of o.” /ō/–/ō̄/–/ō̄̄/–/ū̄/.

Build the word  .



“What sound is o making in the word *to*?” /ō̄/.

“Right. It’s making its third sound.”

“Repeat these words after me and listen for the /ō̄/ sound: *do*, *who*, *whom*.” *Student listens and repeats the words.*

“I will dictate two words for you to spell. The /ō̄/ sound in these words is spelled with the o tile.”

do **into**

Teach Words with the Third Sound of U

Move the  tile into the workspace.

“Tell me the sounds of u.” /ū/–/ū̄/–/ō̄̄/.

Build the word   .



New Teaching

(continued)

Point to the u. “What sound is the u making in the word *put*?” /ōō/.

“Good. It’s making its third sound.”

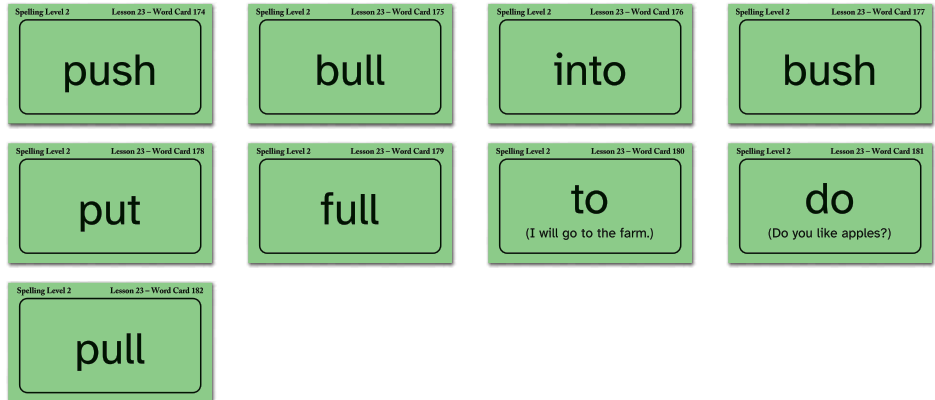
“Repeat these words after me and listen for the /ōō/ sound: *push*, *bull*, *full*.” *Student listens and repeats the words.*

“I will dictate some words for you to spell. The /ōō/ sound in these words is spelled with the u tile.”

put **pull** **bush**

Spell Word Cards 174-182 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 J.



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 174-182 and have your student spell the words on paper.

New Teaching

(continued)

Teach a Rule Breaker: *who*

Show Word Card 183 to your student.



“This word is *who*, as in *Who are you?* This is a Rule Breaker because wh says /h/ instead of /hw/.”

“Write the word *who* in your dictation notebook.” *Student writes the word.*

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

Review this Rule Breaker several times today.

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

Complete Activity Sheet (Optional)

“I hope you’re hungry because it’s time to grill some veggies!”



Put It on the Grill!

Remove pages 139-142 from the *Burst into Spelling* activity book.

Place the grill illustration in front of your student. Cut out the vegetable cards and place them in a pile with the fresh vegetable illustrations facing up.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on a fresh vegetable card. After spelling the word correctly, she may put the card on the grill for a moment and then flip it over to reveal the grilled vegetables.

Continue until all the vegetables have been grilled and the student has practiced all twelve words.

New Teaching

(continued)

Dictate Phrases and Sentences

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

fun to do

put back

big bull

full cup

box of gifts

in the bush

Push her on the swing.

Who likes to ride a bike?

Put the crab in the lake.

It is fun to do crafts.

Pull the bull into the shed.

That bush is full of spiders.

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 143 of the activity book.

“You can spell *who*. Now spell *whoever*, as in *Whoever put the slime in my bed better confess!*” Student writes *who* 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. **whoever** Whoever put the slime in my bed better confess!
2. **doable** These building instructions sound doable.
3. **pullet** The little pullet pushed her way into the coop.
4. **ambushes** Our kitten ambushes Mom’s ankles every morning.
5. **bullpen** The star pitcher warmed up in the bullpen.
6. **today** Today is my birthday!
7. **input** I need your input on how to work this thing!
8. **bellpull** Lady Sniggle tugged the bellpull to call for her tea.
9. **bushiest** My bunny won the bushiest tail contest!
10. **fullback** She’s the best fullback on the field hockey team.
11. **overdo** We always overdo the holiday decorations.
12. **kaput** I’m sorry to tell you, but your robot is kaput.

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

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



3

Appendices

APPENDIX A

Scope and Sequence of Level 2

Your Student Will:	Lesson
Review Level 1 concepts and learn Open and Closed syllable types	1
Spell words containing both initial and final blends	2
Spell words with /ī/ spelled <u>y</u> and learn the first part of the Never-Ending Rule	3
Learn the Compound Words syllable division rule	4
Learn the Every Syllable Rule and spell multisyllable words containing two Closed syllables	5
Learn the Two Consonants syllable division rule	6
Spell words containing both Open and Closed syllables	7
Learn the One Consonant syllable division rule	8
Learn the first job of Silent E and spell words with Silent E	9
Learn the Name Game syllable type and spell more words with Silent E	10
Learn how to choose <u>c</u> or <u>k</u> for the sound of /k/ in Name Game syllables	11
Practice choosing <u>c</u> or <u>k</u> for the sound of /k/ in words with initial blends	12
Spell Name Game words with initial blends	13
Spell words with the two sounds of long <u>u</u> : /ū/ and /ō/	14
Learn two ways to spell the sound of /z/: <u>s</u> and <u>z</u>	15
Learn how to make Silent E words plural	16
Learn the concept of vowel teams, the Vowel Team syllable type, and phonogram <u>ee</u> , and spell words containing <u>ee</u>	17
Learn consonant team <u>wh</u> and spell words containing <u>wh</u>	18
Learn the Find Gold Rule and spell words with <u>i</u> or <u>o</u> followed by two consonants	19
Learn phonogram <u>er</u> and the Bossy R syllable type and spell words containing <u>er</u>	20
Learn phonogram <u>ar</u> and spell words containing <u>ar</u>	21
Learn phonogram <u>or</u> and spell words containing <u>or</u>	22
Spell words with the third sound of <u>o</u> and <u>u</u>	23
Learn the second job of Silent E and spell words containing soft <u>c</u>	24
Learn the Soft G Rule and the second part of the Never-Ending Rule, and spell words with soft <u>g</u>	25
Learn the third job of Silent E and the third part of the Never-Ending Rule, and spell words ending in the sounds of /ū/ and /v/	26
Spell words with the third sound of <u>a</u>	27
Learn vowel teams <u>oy</u> and <u>oi</u> and spell words containing <u>oy</u> and <u>oi</u>	28
Learn vowel teams <u>aw</u> and <u>au</u> and spell words containing <u>aw</u> and <u>au</u>	29
Learn vowel teams <u>ow</u> and <u>ou</u> and spell words containing <u>ow</u> and <u>ou</u>	30
Review concepts learned in Level 2	31

APPENDIX B

Phonograms Taught in Levels 1-7

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

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

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
28	sh	/sh/	ship	Level 1
29	ch	/ch/-/k/-/sh/	child school chef	
30	ck	/k/, two-letter /k/	duck	
31	ng	/ng/	king	
32	nk	/ngk/	thank	
Phonograms Taught in Level 2				
33	ee	/ē/, double e	feed	17
34	wh	/hw/	while	18
35	er	/er/ as in <i>her</i>	her	20
36	ar	/ar/	car	21
37	or	/or/-/er/ as in <i>work</i>	corn work	22
38	oy	/oy/ that we may use at the end of English words	toy	28
39	oi	/oy/ that we may not use at the end of English words	oil	28
40	aw	/aw/ that we may use at the end of English words	saw	29
41	au	/aw/ that we may not use at the end of English words	pause	29
42	ow	/ow/-/ō/	cow low	30
43	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch	30
Phonograms Taught in Level 3				
44	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day	Level 3
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain	
46	ur	/er/ as in <i>nurse</i>	nurse	
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat	

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)	Lesson/ Level
48	oo	/ōō/-/ōō/-/ō/	food book floor	Level 3
49	ea	/ē/-/ē/-/ā/	leaf bread great	
50	ed	/ĕd/-/d/-/t/	wanted snowed dropped	
51	ir	/er/ as in <i>first</i>	first	
52	igh	/ī/, three-letter /ī/	light	
Phonograms Taught in Level 4				
53	tch	/ch/, three-letter /ch/	watch	Level 4
54	dge	/j/, three-letter /j/	badge	
55	or	/or/-/er/ as in <i>work</i>	corn work	
56	ew	/ōō/-/ū/	grew few	
57	ie	/ē/-/ī/	field pie	
58	wr	/r/, two-letter /r/ used only at the beginning of a word	write	
59	kn	/n/, two-letter /n/ used only at the beginning of a word	know	
60	eigh	/ā/, four-letter /ā/	eight	
61	ear	/er/ as in <i>early</i>	early	
62	ph	/f/, two-letter /f/	phone	
63	ti	/sh/, tall-letter /sh/	nation	
64	ey	/ē/-/ā/	key they	
65	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe	
Phonograms Taught in Level 5				
66	si	/sh/-/zh/	mission vision	Level 5
67	ough	/ō/-/ōō/-/ŭff/- /ōff/-/aw/-/ow/	though through rough cough thought bough	
68	ei	/ā/-/ē/ that we may not 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	
Phonograms Taught in Level 6				Level 6
72	mb	/m/, two-letter /m/	lamb	
73	gu	/g/, two-letter /g/	guide	
74	augh	/aw/, four-letter /aw/	daughter	
Phonograms Taught in Level 7				Level 7
75	ci	/sh/, short-letter /sh/	special	
76	rh	/r/, two-letter /r/	rhyme	

APPENDIX D

Rule Breakers Taught in Level 2

The majority of words in the English language follow the rules and generalizations taught on the Rule Cards. In Level 1, we worked only with words that follow consistent patterns. By doing so, we helped the student internalize the fact that there **are** reliable rules and that he **can** make sense of spelling—he doesn’t need to revert to guessing or memorizing strings of letters. By the time the student reaches Level 2, he can spell hundreds of those “law-abiding” words.

In Level 2, your student learns the following Rule Breakers.

Rule Breaker	Lesson	Why Taught as a Rule Breaker
been	17	The <u>ee</u> says /ī/ (or /ě/) instead of /ē/.
what	18	The <u>a</u> says /ū/ instead of /ǎ/.
of	21	The <u>f</u> says /v/ instead of /f/.
who	23	The <u>wh</u> says /h/ instead of /hw/.
was	27	The <u>a</u> says /ū/ instead of any of the normal sounds of <u>a</u> .
you	28	English words don’t end in <u>u</u> .
aunt*	29	The <u>au</u> says /ǎ/ instead of /aw/. <i>*Not applicable in all regions.</i>

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

- 1 Identify the “Tricky Spot.”** Have your student use a colored pencil to circle the part of the word that doesn’t say what the student expects it to say. Help your student see that Rule Breakers generally have just one or two letters that are troublesome, while the rest of the letters say their regular sounds and follow normal patterns.
- 2 Writing Intensive.** In this exercise, the student looks at the Word Card and then looks at an empty spot on the table. He pictures the word on the table and spells the word aloud three times. Then with his finger, he writes the word in VERY BIG LETTERS on the table three times. Finally, he spells the word on paper three times. In the space of a minute, the student has practiced the word nine times.

- 3 Tactile Practice.** In this exercise, your student “writes” the Rule Breakers on a tactile surface, using his pointer finger instead of a pencil. Some surfaces to consider include:
- Sand in a shoe box lid
 - A sheet of fine sandpaper
 - “Feely” fabrics such as burlap, velvet, or corduroy
 - Rice poured into a baking pan
 - Plush carpet square

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

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

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

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

APPENDIX E

The Six Syllable Types

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

APPENDIX F

Syllable Division Rules

The first three syllable division rules are taught in Level 2. The remaining rules are taught in higher levels. Remember to keep multiletter phonograms together when dividing words.

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


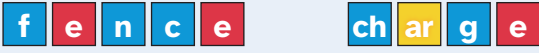
Division Rule	Other Words	First Taught In
<p style="text-align: center;">Suffixes Rule</p> <p>Consonant suffixes form their own syllables, with the exception of suffix <i>s</i>.</p> <p style="text-align: center;">g r a c e ful</p> <p style="text-align: center;">b e a k s</p> <p>Vowel suffixes usually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

APPENDIX G

Jobs of Silent E

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

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

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

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

APPENDIX H
Ways to Spell Long Vowel Sounds

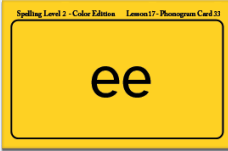
Method	Examples	First Taught In
<p>Put a vowel at the end of a syllable.</p> <p>A vowel can be long when it is placed at the end of a syllable. In the word <i>we</i>, for example, the vowel <u>e</u> is at the end of the syllable and it says /ē/.</p>	<p>i t e m</p> <p>p a p er</p> <p>n o b l e</p> <p>p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

APPENDIX I

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.

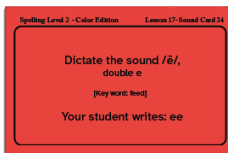
Alternatively, you may wish to use one of the review activities in Appendix M.

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

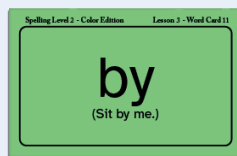


1. Shuffle the cards behind the Review divider before starting. If there are no cards behind the Review divider, either skip that part of the review or choose cards from behind the Mastered divider, according to your student's needs.
2. Choose a small number of cards to review, depending on your student's 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 that sound(s).

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

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

Word Cards



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

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

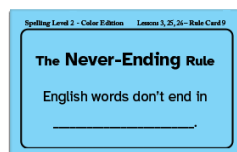
If your student does not hesitate when he spells the word, the card is mastered!

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

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

See also Appendix L: 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?

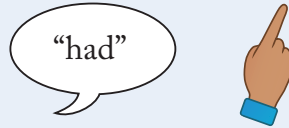
If your student does not hesitate when filling in the blanks or answering the questions, the card is mastered!

APPENDIX J

Procedure for Spelling with Letter Tiles

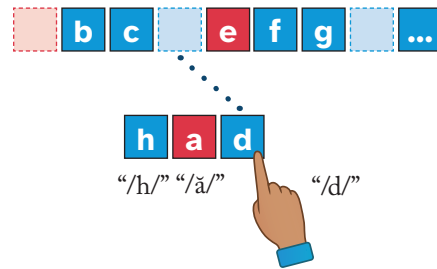
The following routine is very effective and is used throughout the *All About Spelling* program.

- 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.**



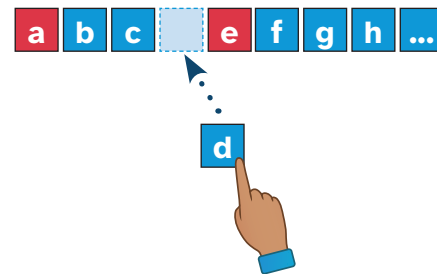
(Segmenting aloud helps the student represent each sound with a phonogram.)

- 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).**



Procedure for Spelling Multisyllable Words

1

The student claps as she says each syllable.

“Spell the word *silent*.”

“si”

“lent”

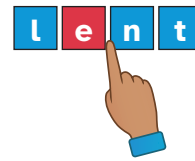
[clap]

[clap]

(Clapping helps the student hear each syllable clearly.)

2

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



3

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

s i

l e n t

“si”

“lent”

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

4

The student pushes the syllables together to complete the word.

