



# ALL ABOUT<sup>®</sup> Spelling

The program that takes the struggle out of spelling

## Level 4

### Teacher's Manual

- Multisensory Program
- Step-by-Step Lesson Plans
- Customizable for Every Student
- Built-in Daily Review

"An outstanding method for teaching spelling.  
I recommend this program enthusiastically."

– Adam Robinson, author  
What Smart Students Know

*by Marie Rippel*

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Printed in the United States of America

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# Gather the Materials

**Following is the list of materials you will need for teaching Level Four:**

- Material Packet for Level Four
- Set of *All About Spelling* Letter Tiles
- Index card box
- Yellow colored pencil
- Lined notebook paper

**You will also need these items from your student's Level Three Spelling Review Box:**

- Phonogram Cards 1-53
- Sound Cards 1-59
- Key Cards 1-19

**The following items are optional:**

- Stickers or colored pencils for the Progress Chart
- Phonogram Audio CD-ROM (recommended)
- Letter tile magnets
- Magnet board
- Silent E Book (from Level Three or available separately)
- Calendar (used in Steps 8 and 18)

## Familiarize Yourself with the New Phonograms

In Level Four, twelve new phonograms will be taught through hands-on work with the letter tiles and review with the flashcards. Your student will learn to hear the individual sounds in words and how to represent those sounds with the phonograms.

**Practice saying the sound(s) before teaching them in the lesson.** This way, you will be able to model the sounds of the phonograms accurately for your students. Many teachers find that the quickest way to learn the sounds is to listen to the audio on the Phonogram Audio CD-ROM.

**You will see a key word printed on the back of each Phonogram Card.** The key word is there to help trigger your memory when you are working with your student. With the exception of the phonograms that spell /er/, do not teach the key word to your student. It is there for your use as the teacher, not for the student to memorize. We want the student to make an instant connection between seeing the phonogram and saying the sound. Requiring key words such as “/n/ as in *knee*” or illustrating the phonograms with pictures will slow down the formation of that connection.

The following phonograms are taught in Level Four:

<b>tch</b>	<b>dge</b>	<b>ew</b>
<b>ei</b>	<b>wr</b>	<b>kn</b>
<b>eigh</b>	<b>ear</b>	<b>ph</b>
<b>ti</b>	<b>oe</b>	

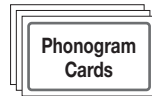
Generalizations and rules are taught to help the student choose the correct phonogram to represent the sound.

## Step 2 – Consonant Team TCH

*This lesson will teach how to choose between ch and tch to spell the sound of /ch/ and how to spell words containing tch.*

You will need: Key Card 20, Sound Card 62, Word Cards 1-10

### Review



### New Teaching

#### Teach Key Card 20: Use TCH after a Short Vowel

“Here are two ways to spell the sound of /ch/.”

Pull down tiles ch and tch.

ch

tch

Build the word *match*, placing a blank blue tile in place of the /ch/ sound.

m a □

“I want to spell the word *match*. In place of this blank tile, I need to decide whether to use the ch or the tch.”

“Is this a short vowel?” *Yes.*

m a □

ch

tch

“It is, so we use tch.”

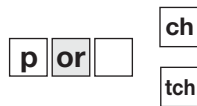
Replace the blank tile with the tch tile.

m a tch

## New Teaching

(continued)

“Let’s try another word. The word I want to spell is *porch*.”



“I need to decide whether to use the ch or the tch.”

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



“Or is not a short vowel, so we use ch.” **p or ch**

“We **usually** use tch when the sound of /ch/ comes **right after** a short vowel.”

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

Have your student practice this concept with the following words. Build the word for your student, putting a blank blue tile in place of the /ch/ sound.

**ranch**

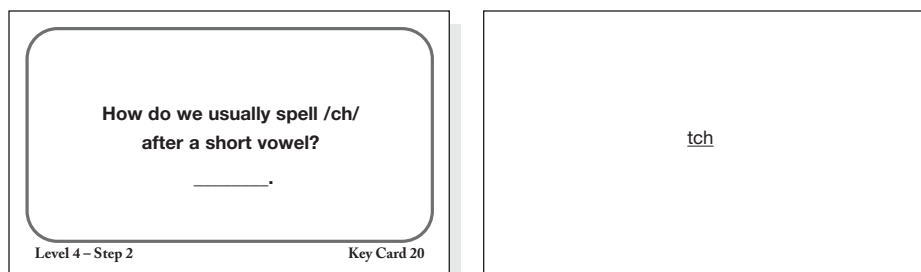
**stitch**

**patch**

**speech**

**itch**

Read Key Card 20 with your student and place behind the Review divider.



There are a few exceptions to this generalization: *rich*, *such*, and *much* (all taught in Level One), *which* (taught in Level Two), and *attach*, *detach*, *bachelor*, and *duchess*.

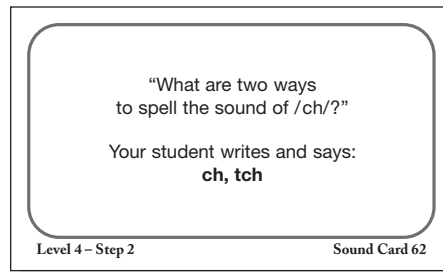
## New Teaching

(continued)

## Teach Sound Card 62

“Today we have a new Sound Card.”

Read Sound Card 62:



Practice this Sound Card with your student and then store it behind the Review divider.

These “summary” Sound Cards were introduced in Level Three and will continue to be used in Level Four. Remind your student that he should say the name of the letters as he writes them down.



## Word Cards 1-10: Spell on Paper

Dictate the words and have your student spell them on paper. The student should write one word per line.



1. **inch**
2. **catch**
3. **branch**
4. **stitch**
5. **ranch**
6. **match**
7. **lunch**
8. **kitchen**
9. **itch**
10. **speech**

File the Word Cards behind the Review divider.



## Reinforcement

## More Words

The following words reinforce the concepts taught in Step 2. Have your student spell them for additional practice.

<b>bench</b>	<b>bunch</b>	<b>crunch</b>	<b>ditch</b>	<b>fetch</b>
<b>patch</b>	<b>porch</b>	<b>switch</b>	<b>stretch</b>	<b>sketch</b>
<b>scratch</b>	<b>French</b>	<b>pinch</b>	<b>punch</b>	<b>munch</b>

## Dictate Sentences

Dictate several sentences each day.

**Put the dishes in the kitchen.**

**The French girl ate lunch on the porch.**

**I have an itch on my foot.**

**Beth gave a speech to the class.**

**A bunch of flowers grows in the ditch.**

**Don't pinch me!**

**I sat on the bench at the game.**

**Did the cat scratch your hand?**

**Bob made a sketch of our ranch.**

**I want to munch on some popcorn!**

**A branch of the tree fell down.**

**Uncle Ted plays fetch with his dog.**

## Reinforcement

(continued)

## Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

**loudly**

**brownish**

**scratching**

**hear** (hear a sound)

**begging**

The Writing Station gives your student the opportunity to use his spelling skills. You will note that the words are related for added interest.

There are two types of words included in the Writing Station:

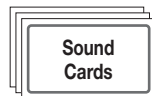
1. **Words containing suffixes (and later, prefixes).** Your student already knows the base words, but must use his knowledge of adding suffixes to properly spell the words.
2. **Homophones.** This will give your student practice in correct usage.

## Step 22 – /shŭn/ Spelled TION

*In this lesson, your student will learn the most common way to spell the word ending /shŭn/.*

You will need: Spelling Strategies Chart, Word Bank for TION,  
Word Cards 171-180

### Review



Word Bank for EAR  
Word Bank for EA (/ā/)

### New Teaching

#### Teach the Most Common Way to Spell /shŭn/

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

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

Pull down the letter tiles. **ti o n**

“The syllable /shŭn/ is used in many words. Let’s look at a few.”

Build the word *action*. **a c ti o n**

“This word says...?” *Action.*

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

“Good. The ti-o-n always stays together in the same syllable.”

Build the word *invite*. **i n v i t e**

“To change *invite* to *invitation*, we drop the e and add a-ti-o-n.”

**i n v i t a t i o n**

## New Teaching

(continued)

### Discuss Spelling Strategy #4

Build the word *addition*. **a d d i t i o n**

“Do you see a smaller word within the word *addition*?” *Add.*

“*Add* is the base word for *addition*. Knowing the base word can help you spell the word *addition*.”

Build the word *information*. **i n f o r m a t i o n**

“Can you find the base word in *information*?” *Inform.*

“Good. Knowing that the base word is *inform* helps us spell the word correctly.”

Uncover Strategy #4 on the Spelling Strategies Chart. “This is Spelling Strategy #4: Identify the Base Word.”

“Many words ending in the sound of /shŭn/ have a base word, but not all. For example, the word *motion* doesn’t have a base word.”

Build the word *motion*. **m o t i o n**

### Introduce the Word Bank for TION

Have your student read through the **Word Bank for TION** to improve visual memory. There are several ways to spell /shŭn/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /shŭn/ when he needs to spell one of these words.

Phonogram ti is most commonly found in the syllable *tion*. Other syllables that contain ti, such as *partial*, *cautious*, and *quotient*, will be taught in later levels.

Likewise, the most common way to spell /shŭn/ is tion. Two other ways will be taught in Level Five: sion as in *mansion* and cion as in *suspicion*.



## New Teaching

(continued)

## Word Cards 171-180: Spell on Paper

Dictate the words and have your student spell them on paper.



- 171. question**
- 172. motion**
- 173. addition**
- 174. action**
- 175. direction**
- 176. information**
- 177. vacation**
- 178. fiction**
- 179. attention**
- 180. mention**

File the Word Cards behind the Review divider.

## Reinforcement

### More Words

The following words reinforce the concepts taught in Step 22. Have your student spell them for additional practice.

**condition**      **station**      **population**      **invitation**  
**combination**

## Reinforcement

(continued)

## Dictate Sentences

Dictate several sentences each day.

**The action began when the bell rang.**

**Did I mention that I earn great grades?**

**Please reply to the question.**

**The motion of the ship made me ill.**

**Nothing is better than summer vacation!**

**They skipped joyfully in my direction.**

**Are you paying attention to his speech?**

**The woman rose gracefully from the stone bench.**

**Did you learn addition yet?**

**My friends love to read fiction.**

**We must ask for more information.**

**I sent you an invitation to my party.**

## Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

**facts**

**bears** (brown bears)

**learned**

**read** (past tense)

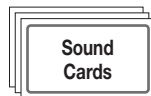
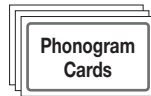
**weight** (gain weight)

## Step 27 – The /ĭk/ Words

*In this lesson, your student will learn how to spell words with the common word ending of ic.*

You will need: Word Bank for IC, Word Cards 211-220

### Review



#### Review All Word Banks



Review the cards behind the Mastered dividers. This is the last review for Level Four, so make it thorough!

### New Teaching

#### Teach the /ĭk/ Words

“Repeat these words after me and pay special attention to the **last syllable**: *fabric, plastic, magic*.” *Student listens and repeats the words.*

“What was the last syllable in each word?” /ĭk/.

“Right. And at the end of a word, we spell /ĭk/ with i-c.” Pull down letter tiles i and c.

**i c**

“Here are some more words that end in /ĭk/.” Build the words *attic* and *music*.

**a t t i c**

**m u s i c**

“We call these the /ĭk/ *words* because the last part of the word says /ĭk/.”

This is a special group of words. Most of the time, when the /k/ sound comes right after a short vowel, it is spelled with ck. In multisyllable words ending in the sound /ĭk/, however, the /k/ sound is spelled with a c.

**Tip!**

## New Teaching

(continued)

### Introduce the Word Bank for IC

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

### Teach a Rule Breaker

Build the word *does*. 

d	oe	s
---	----	---

“The word *does* is a Rule Breaker. Which letters don’t say the sound we expect them to say?” *The oe because they say /ū/ instead of /ō/.*

Take out Word Card 220. “What do we do with Rule Breakers?”  
*Student circles the oe and colors in the circle with yellow pencil.*

“Write the word *does*.” *Student writes the word.*

### Word Cards 211-220: Spell on Paper

Dictate the words and have your student spell them on paper.



- 211. music**
- 212. public**
- 213. magic**
- 214. traffic**
- 215. plastic**
- 216. attic**
- 217. fabric**
- 218. topic**
- 219. elastic**
- 220. does**

File the Word Cards behind the Review divider.



## Reinforcement

## More Words

The following words reinforce the concepts taught in Step 27. Have your student spell them for additional practice.

**electric**

**garlic**

**basic**

## Dictate Sentences

Dictate several sentences each day.

**My mother has hundreds of photographs in the attic.**

**This park is not open to the public.**

**What kind of music do you prefer?**

**Stitch the elastic onto the fabric.**

**Do you know any magic tricks?**

**There was a line of traffic ten miles long.**

**Our plastic toys are covered with dirt.**

**Which topic are you writing about?**

**The electric light does not work.**

**Sometimes I find great joy in the most basic things!**

**Garlic is a smelly but healthy addition to your cooking.**

**Does the teacher mind if I leave early?**

## Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

**gates**

**closed**

**locks**

**combinations**

**keys**

## APPENDIX B

### Scope and Sequence of Level 4

Your student will:	Step
Review concepts taught in previous levels	1
Learn phonograms <u>tch</u> , <u>dge</u> , and <u>wor</u>	1
Learn when to use <u>ch</u> and when to use <u>tch</u> for /ch/	2
Spell words with the sound of /ch/ spelled <u>ch</u> and <u>tch</u>	2
Learn when to use <u>g</u> and <u>dge</u> to spell /j/ at the end of a word	3
Spell words with the sound of /j/ spelled <u>g</u> and <u>dge</u>	3
Analyze three ways to spell the sound of /j/	4
Learn phonograms <u>ew</u> , <u>ei</u> , <u>wr</u> , and <u>kn</u>	5
Learn how to add prefixes	5
Spell words with prefixes	5
Categorize the four sounds of the letter <u>y</u>	6
Spell words with the different sounds of <u>y</u>	6
Learn another way to spell /er/	7
Spell words with the sound of /wer/ spelled <u>wor</u>	7
Learn to spell the months of the year and common abbreviations	8
Spell words with the sound of /ō/ spelled <u>ew</u>	9
Learn another way to spell /ě/	10
Spell words with the sound of /ě/ spelled <u>ea</u>	10
Analyze two ways to spell the sound of /ě/	11
Discuss a new spelling strategy	11
Spell words with the sound of /r/ spelled <u>wr</u>	12
Spell words with the sound of /n/ spelled <u>kn</u>	13
Learn more words containing <u>er</u>	14
Learn phonograms <u>eigh</u> , <u>ear</u> , and <u>ph</u>	15
Spell words with the sound of /ū/ spelled <u>o</u>	15
Apply spelling strategies to multisyllable words	16
Learn to spell numbers up to one hundred	17
Spell words with the sound of /ā/ spelled <u>eigh</u>	17
Learn to spell the days of the week	18
Spell words with the sounds of /ō/ and /ū/ spelled <u>ue</u>	18
Learn another way to spell /er/	19
Spell words with /f/ spelled <u>ph</u> and the sound of /er/ spelled <u>ear</u>	19
Learn phonograms <u>tj</u> and <u>oe</u>	20
Spell words containing unaccented <u>a</u>	20
Spell words with the sound of /ā/ spelled <u>ea</u>	21
Learn the most common way to spell the word ending /shŭn/	22
Discuss a new spelling strategy	22
Spell words with the sound of /shŭn/ spelled <u>tion</u>	22
Analyze five ways to spell the sound of /er/	23
Spell words containing the sound of /wōr/ spelled <u>war</u>	24
Spell words with the sound of /ē/ spelled <u>ey</u>	25
Spell words with the sound of /ō/ spelled <u>oe</u>	26
Spell words with the common word ending <u>ic</u>	27