



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 3

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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Gather the Materials

Following is the list of materials you will need for teaching Level 3:

- Material Packet for Level 3
- Set of *All About Spelling* Letter Tiles
- Phonogram CD-ROM
- Index card box
- Yellow colored pencil
- Lined notebook paper
- Rubber band (used in Step 27)

You will also need these items from your student's Level 2 Spelling Review Box:

- Phonogram Cards 1-43
- Sound Cards 1-43
- Key Cards 1-9

The following items are optional:

- Stickers or colored pencils for the Progress Chart
- Letter tile magnets
- Magnet board

Familiarize Yourself with the New Phonograms

In Level 3, ten 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 use the Phonogram 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 3:

ay	ai	ur	oa
oo	ea	ed	igh
ir	ey		

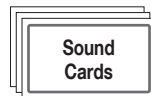
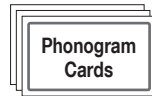
Generalizations and rules are taught to help the student choose the correct phonogram to represent the sound.

Step 2 – Vowel Teams AI and AY

This lesson will teach words containing the sound of /ā/ spelled ai and ay.

You will need: Word Bank for AI/AY, Word Cards 1-10

Review



Word Analysis

e n j oy

“Read this word.” *Enjoy.*

“What is the first sound in this word?” /ĕ/.

“Is that the short sound of e or the long sound of e?”
Short.

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

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

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

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

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

New!

A new feature in Level 3 is Word Analysis, which you’ll find at the beginning of every lesson.

This section reviews previously learned concepts to help keep them fresh in your student’s mind.

New Teaching

Teach Two More Ways to Spell /ā/

Build the words *acorn* and *same*.

a c o r n

s a m e

“You have learned several ways to spell the sound of /ā/. Let’s look at two of the ways.”

New Teaching

(continued)

Divide the word *acorn* into syllables. **a** **c****o****r****n**

“Why is the a long in the word *acorn*?” *Because it is at the end of a syllable.*

“Good. The first way to spell the sound of /ā/ is to put it in an open syllable.”

Point to the word *same*. “Why is the a long in the word *same*?” *Because of Silent E.*

“Right. The second way to spell the sound of /ā/ is to add Silent E.”

“You have also learned two other phonograms that make the sound of /ā/. Pull down those tiles.” *Student pulls down the ai and ay tiles.*

ai **ay**

“Today we will work on spelling words with the sound of /ā/ spelled ai and ay.”

“Which of these tiles can be used at the end of a word?” *ay.*

“Good. When you hear the sound of /ā/ at the **end** of a word, it is usually spelled ay, as in the word *day*.”

d **ay**

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

Have your student spell these words with tiles:

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

Build the word *today* with tiles. **t** **o** **d** **ay**

“What does this word say?” *Today.*

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

Point to the ai tile. “This tile is used to spell the sound of /ā/ in the **middle** of a word.”

“Why would this tile **not** be used at the end of a word?” *Because English words don’t end in i.*

Build the word *rain*. **r** **ai** **n**

New Teaching

(continued)

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

Have your student spell these words with tiles:

jail **wait** **fail** **trail**

Introduce the Word Bank for AI/AY

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

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.



If a spelling word has a homophone—another word that sounds alike but is spelled differently—dictate the word in a sentence. The student does not write the sentence.

Tip!

- 1. play**
- 2. paint**
- 3. way** Come this way.
- 4. fair** The game wasn't fair!
- 5. stay**
- 6. say**
- 7. rain** Do you like the rain?
- 8. train**
- 9. mail** Did you get the mail?
- 10. today**

File the Word Cards behind the Review divider.

Reinforcement

More Words

air	chain	claim	clay
day	fail	jail	lay (lay it down)
mailbox	May	maybe	pair (pair of shoes)
pay	pray (pray for rain)	ray	sail (sail on a boat)
snail	spray	tail (animal tail)	trail
tray	wait (wait for me)		

Dictate Sentences

Dictate several sentences each day.

Did your sister say she will go?

Stay here until the rain stops.

We will take the train.

A tree fell across the trail.

Did you get the mail today?

It was a long way home.

Jill has a part in the play.

Will you play with me?

The cat has a short tail.

Wet paint is on the wall.

Was that a fair game?

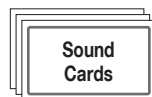
Mike will pay the bill.

Step 4 – Silent E Book

In this lesson, your student will begin the Silent E Book and learn to identify the jobs of Silent E.

You will need: Silent E Book, third e letter tile (or substitute a blank red tile)

Review



Word Bank for AI/AY

Word Analysis

qu i t e

“How do we spell the sound of /kw/ at the beginning of a word?” *Qu.*

“Is the i long or short?” *Long.*

“Why is it long?” *Because of Silent E.*

“Read this word.” *Quite.*

“How many vowel sounds do you hear?” *One.*

“Does the u act like a vowel here?” *No.*

“What would it say if we removed Silent E?” *Quit.*

“Label the syllable.” *Student uses the VCE tag.*

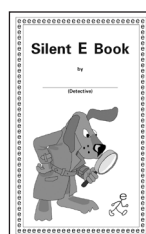
New Teaching

New!

The Silent E Book will help your student recognize, categorize, and internalize the jobs of Silent E.

Introduce Silent E Book

Give your student the Silent E Book. “You have learned that Silent E has several different jobs. You will keep track of these jobs in this book.”



New Teaching

(continued)

Have your student write his name on the cover.

Read the headings on pages 1-3 with your student.

“When you learn a word that has Silent E, you will add it to this book. Keep your eyes open for Silent E words.”

Build the word *plate*.

p	l	a	t	e
---	---	---	---	---

“What is this word?” *Plate*.

“What is the job of Silent E?” *It makes the a long (or, it makes the vowel say its name).*

Turn to page 1 in the Silent E Book. Have your student write in the word *plate* on line 2.

Build the words *fence* and *large*.

f	e	n	c	e
---	---	---	---	---

l	a	r	g	e
---	---	---	---	---

Point to the word *fence*. “What does this word say?” *Fence*.

“What is the job of Silent E in this word?” *It makes the c soft.*

Point to the word *large*. “What does this word say?” *Large*.

“What is the job of Silent E in this word?” *It makes the g soft.*

Turn to page 2 in the Silent E Book. Have your student write in the words *fence* and *large* on lines 3 and 4.

Build the words *clue* and *give*.

c	l	u	e
---	---	---	---

g	i	v	e
---	---	---	---

Point to the word *clue*. “What is this word?” *Clue*.

“What is the job of Silent E in this word?” *It keeps u from being the last letter in a word.*

Point to the word *give*. “What is this word?” *Give*.

“What is the job of Silent E in this word?” *It keeps v from being the last letter in a word.*

Turn to page 3 and have your student write in the words *clue* and *give*.

New Teaching

(continued)

Build the word *ice*. **i c e**

“Sometimes Silent E has two jobs. See if you can find them in this word.” *E makes i long and makes c soft.*

Have your student write the word *ice* on pages 1 and 2.

“When you spell a word with Silent E, I want you to be a detective and figure out which job Silent E is doing.”

Have the student place the following words in the correct section of the Silent E Book:

twelve **smile** **since** **glue** **hinge**
hide **size**

Answer Key

twelve: pg. 3

smile: pg. 1

since: pg. 2

glue: pg. 3

hinge: pg. 2

hide: pg. 1

size: pg. 1

Some students add Silent E to words that do not need it! This step of identifying the job of Silent E will prevent the indiscriminate use of Silent E. Allow your student to refer to the Silent E Book, if necessary, to remind himself of the jobs of Silent E.

“Today we covered the first three jobs of Silent E. We’ll cover another job in the next lesson.”

Reinforcement

There are no new Word Cards for Step 4.

Dictate Sentences

Dictate several sentences each day.

Did you glue those five plates?

I made a hole in the ice.

The queen bee is safe in her hive.

I have quite a large face!

Bob gave me a ride.

Here is the blue fence.

The dog cannot hide in his wire cage.

I hope we can live in space one day!

That huge place is on fire.

Can you race for nine miles?

The pile of rope is on the stage.

I will carve my name in the tree.

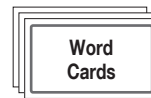
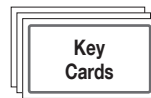
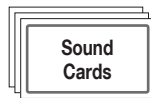
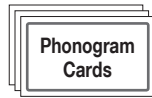
Step 9 – Vowel Teams OA and OW

In this lesson your student will learn two more ways to spell the sound of /ō/:

oa and ow.

You will need: Word Bank for OA/OW, Word Cards 51-60

Review



Word Analysis

p **o** **n** **y**

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

“Read this word.” *Pony.*

“Why is the o long?” *It is in an open syllable.*

“What is the last sound you hear in the word *pony*?” */ē/.*

“How do we usually spell /ē/ at the end of a word?”
With a y.

“Label the syllables.” *Student uses **Open** tags over both syllables.*

New Teaching

Teach Two More Ways to Spell /ō/

Build the words *open* and *home*. **o** **p** **e** **n** **h** **o** **m** **e**

“You have learned several ways to spell the sound of /ō/. Let’s look at two of the ways.”

Divide the word *open* into syllables. **o** **p** **e** **n**

“Why is the o long in the word *open*?” *Because it is at the end of a syllable.*

“Good. The first way to spell the sound of /ō/ is to put it in an open syllable.”

New Teaching

(continued)

Point to the word *home*. “Why is the o long in *home*?” *Because of Silent E.*

“Right. The second way to spell the sound of /ō/ is to add Silent E.”

“You have also learned two other phonograms that make the sound of /ō/. Pull down those tiles.” *Student pulls down the oa and ow tiles.*

oa **ow**

“Today we will work on spelling words with the sound of /ō/ spelled oa and ow.”

“Which of these tiles can be used at the end of a word?” *Ow.*

“Good. When you hear the sound of /ō/ at the **end** of a word, it is often spelled ow, as in the word *snow*.”

s **n** **ow**

“Change *snow* to *grow*.” *Student changes tiles to spell grow.*

Have your student spell these words with tiles:

slow **low** **blow** **window**

“Some words use the ow tile in the middle of the word, too. Here is an example.”

Build the word *own*. **ow** **n**

Point to the oa tile. “This tile is used to spell the sound of /ō/ only in the **middle** of a word.”

Build the word *boat*. **b** **oa** **t**

Point to the oa tile. “Oa is used to spell the /ō/ sound in the word *boat*. It is also used to spell the sound of /ō/ in these next words.”

Have your student spell these words with tiles:

goat **float** **soap** **soak** **oak**

New Teaching

(continued)

Label Syllable Types

Set out the syllable tags. Build the word *toast*.

t	oa	s	t
---	----	---	---

“What type of syllable is this word?” *Vowel team syllable, because oa is a vowel team.*

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

yellow

Closed Syllable	Vowel Team			
y	e	l	l	ow

owner **window**

Vowel Team	R-controlled	Closed Syllable	Vowel Team				
ow	n	er	w	i	n	d	ow

Introduce the Word Bank for OA/OW

Have your student read through the **Word Bank for OA/OW** to improve visual memory. There are several ways to spell the sound of /ō/ 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 long o when he needs to spell one of these words.

Word Cards 51-60: Spell on Paper

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



51. snow

52. coat

53. road The road is slippery.

54. own

55. window

56. yellow

57. boat

58. show

59. grow

60. soap

File the Word Cards behind the Review divider.

Reinforcement

More Words

blow	crow	float	foam
glow	goat	load (a heavy load)	loan (loan a book)
low	oak	oar (oar of a boat)	railroad
soak	slow (slow down)	throw	toad
toast			

Dictate Sentences

Dictate several sentences each day.

That boy loves the snow!

I blow the foam off my milk.

Do you own a boat?

The oak tree is slow to grow.

A goat ate my toast!

Did Sam throw the soap?

A black crow sat in my window.

I saw a yellow toad by the road.

Will you loan me a coat?

The sky will glow if the sun is low.

Show me how to float on the water.

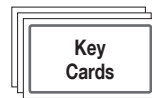
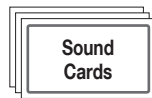
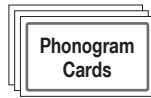
Dad must soak that load of dishes.

Step 26 – The Change the Y to I Rule

In this lesson, your student will learn the rules for adding suffixes to words ending in *y*.

You will need: Key Card 19, Word Cards 171-180

Review



Word Analysis

s **p** **r** **ay** “Read this word.” *Spray*.

“How is the sound of /ā/ spelled?” *Ay*.

“Is the *y* alone or part of a vowel team?” *Part of a vowel team*.

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

New Teaching

For the Single Vowel Y exercises, be sure to use the **red y** tile instead of the blue one. The red tile represents the letter *y* as a vowel rather than a consonant.



Explain the Term *Single Vowel Y*

Place the following tiles in front of the student:

y **ay** **ey** **oy**

Point to the *y*. “This is a *single vowel y*. **Single** means **one**. There is just **one** letter on this tile, so we say that it is a **single vowel y**.”

Point to the other tiles. “These tiles have a *y*, but not a **single vowel y**.”

New Teaching

(continued)

Teach Key Card 19: The Change the Y to I Rule

Build the word *cry*. **c r y**

“I want to change *cry* to *cried*. Which suffix would I use?” *Suffix ed.*

“Right. Pull down suffix *ed*. What letter does the word *cry* end in?” *The letter y.*

“Is it a single vowel *y*?” *Yes.*

“We have a rule in English that says that if a word ends in single vowel *y*, we have to do something special before we add the suffix.”

Exchange the *y* tile for an *i*. “We have to change the *y* to an *i*...”

c r i **y**

“...and then add the suffix.” **c r i ed**

“Now you try it. The word is *dried*. What is the base word?” *Dry.*

“Spell the base word.” *Student spells the word with tiles.* **d r y**

“Does the word end in a **single vowel y**?” *Yes.*

“So what do you need to do?” *Student changes the y to an i and adds the suffix.*

d r i ed **y**

“Good. We call this rule the **Change the Y to I Rule.**”

Build the word *stay*. **s t ay**



“When there are two letters on a tile, they don’t like to be broken up. They are a team. Teams like to stay together.”

“I want to change the word *stay* to *stayed*. I just add the suffix *ed*.”

s t ay ed

“I don’t change the *y* to *i*, because this team wants to stay together.”

“We only use the **Change the Y to I Rule** with a **single vowel y**.”

New Teaching

(continued)

Provide Mixed Practice

Have your student practice this concept by building these words with the letter and suffix tiles.

<u>Build this word</u>	<u>Is there a single y?</u>	<u>Change to this word</u>
fry	Yes	fried
try	Yes	tried
play	No	player
pay	No	payment
windy	Yes	windier
joy	No	joyful
dry	Yes	driest
tray	No	trays
copy	Yes	copier

If you sense that your student needs more time to let this concept “sink in,” this is a good stopping spot. You may wish to stop here for today and continue with the rest of the lesson tomorrow.

If your student understands the concepts taught so far, continue on. The second half of the **Change the Y to I Rule** will be taught next.

Teach about Adding Suffixes Beginning with I

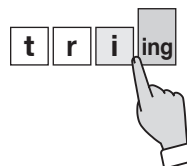
Build the word *try*. **t r y**

“We change **single vowel y** to an **i** before adding a suffix, except in one case.”

Build the word *trying*. **t r y ing**

Point to suffix *ing*. “If the suffix you are adding starts with **i**, **don’t** change the **y** to **i**.”

“If I change the **y** to **i** by mistake, the word will look like this.”



New Teaching

(continued)

“In English, we don’t put two *i*’s together.”

We **do** have two *i*’s together in the word *skiing*, but *ski* is a Scandinavian word. Sometimes foreign words are assimilated into our language so quickly that they are not changed to conform to English rules.

Have your student practice this concept with the following words.

Build this word

cry

fly

dry

Change to this word

crying

flying

drying

“Why didn’t you change the *y* to *i*?” *Because there would have been two *i*’s in a row. (Or, we don’t change the *y* to *i* when we add *ing*.)*

Take out Key Card 19 and read it with your student:

<p>How do you add a suffix to a word ending in single vowel <i>y</i>?</p> <p>_____.</p> <p>Unless</p> <p>_____.</p> <p>Level 3 – Step 26 Key Card 19</p>	<p>1. Change the <i>y</i> to an <i>i</i>, and add the suffix</p> <p>2. Unless the suffix begins with an <i>i</i></p>
---	--



File the Key Card behind the Review divider.

Teach about Adding Suffix ES

Build the word *cry*.

c	r	y
---	---	---

“I want to spell the word *cries*. The last letter is a **single vowel y**, so I change the *y* to *i*.”

“If I add an *s* to make the word *cries*...”

c	r	i	s
---	---	---	---

“...something is wrong. This becomes a closed syllable. In a closed syllable, would this vowel be long or short?” *Short.*

“Right. What would this word say?” */cris/.*

“So we can’t just add *s* to make the word *cries*. We need to add suffix *es*.”

c	r	i	es
---	---	---	----

New Teaching

(continued)

Have your student practice this concept with the following words.

Build this word

dry
try
baby

Change to this word

dries
tries
babies

“Why didn’t you just add an s after you changed the y to i?” *Because it would have made the vowel short, and we want to keep the vowel long.*

Word Cards 171-180: Spell with Tiles

To give your student more practice with the **Change the Y to I Rule**, first have him spell the words using the letter and suffix tiles.

171. pennies

172. crying

173. fries

174. playful

175. happier

176. babies

177. payment

178. windiest


179. candies

180. tried

If your student is having trouble with these concepts, have him build the base word first, then apply the rules on Key Card 19 to add the suffix.



Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 171-180 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

More Words

cities

drying

player

copier

flying

trays

dries

fried

tries

driest

joyful

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

My dog tried to eat my pennies!

Why is Ted crying?

Dad fries the clams.

Are the sheep very playful?

I feel happier when I read.

Babies make me feel joyful.

Ed made a big payment today.

This is the windiest hilltop.

How many candies are on those trays?

She tries to spray me with water!

August is the driest time of year.

Are you the best player on the team?



Adding Suffixes

1. Hear the dictated word.
2. Say the base word.
3. Spell the base word.
4. Add suffix, applying a rule if necessary.

Writing Station

Dictate each word. Have your student say and write the base word, add the suffix, and write original sentences using the new words.

snowy

sledding

sliding

hopeful

trying

APPENDIX B

Scope and Sequence of Level 3

Your Student Will:	Step
Review concepts taught in previous levels	1
Learn phonograms <u>ai</u> , <u>ay</u> , and <u>ur</u>	1
Spell words with the sound of /ā/ spelled <u>ai</u> and <u>ay</u>	2
Analyze four ways to spell the sound of /ā/	3
Categorize the jobs of Silent E	4
Identify a C+ <u>e</u> syllable type	5
Identify the fourth job of Silent E: to add a vowel to C+ <u>e</u> syllables	5
Spell words with C+ <u>e</u> syllables	5
Learn phonogram <u>oa</u>	6
Learn how to double consonants in C+ <u>e</u> words	6
Learn about homophones	6
Spell words with double consonants	6
Learn the second most common spelling of the /er/ sound	7
Spell words with the sound of /er/ spelled <u>ur</u>	7
Identify the fifth job of Silent E: Handyman E	7
Learn when <u>y</u> can say /ē/	8
Spell words with the ending sound of /ē/ spelled <u>y</u>	8
Learn when to use <u>oa</u> and when to use <u>ow</u> for the sound of /ō/	9
Spell words with the sound of /ō/ spelled <u>oa</u> and <u>ow</u>	9
Analyze four ways to spell the sound of /ō/	10
Learn phonograms <u>oo</u> , <u>ea</u> , <u>ed</u>	11
Learn how to add consonant suffixes	11
Spell words with consonant suffixes	11
Learn how to add vowel suffixes	12
Learn how to double consonants before a vowel suffix	12
Spell words with vowel suffixes	12
Learn the 1-1-1 Rule for adding suffixes	13
Spell words with consonant and vowel suffixes	13
Learn the six question words: <i>who</i> , <i>what</i> , <i>why</i> , <i>where</i> , <i>when</i> , <i>how</i>	14
Spell words beginning with <u>wh</u>	14
Spell words with the sound of /ō/ spelled <u>oo</u>	15
Analyze four ways to spell the sound of /k/	16
Learn when to use <u>ea</u> for the sound of /ē/	17
Spell words with the sound of /ē/ spelled <u>ea</u>	17
Learn phonograms <u>igh</u> , <u>ir</u> , and <u>ey</u>	18
Analyze five ways to spell the sound of /ē/	18
Learn about past tense	19
Recognize the three sounds of suffix <i>ed</i>	19
Identify the base words of past tense words	19
Learn how to add the suffix <i>ed</i>	19
Learn the Drop the E Rule for adding vowel suffixes	20
Learn the third most common spelling of the /er/ sound	21
Spell words with the sound of /er/ spelled <u>ir</u>	21
Analyze three ways to spell the sound of /er/	22
Spell words with the sound of /ō/ spelled <u>oo</u>	23
Spell words with the sound of /ī/ spelled <u>igh</u>	24
Analyze four ways to spell the sound of /ī/	25
Learn the concept of single vowel <u>y</u>	26
Learn the Change the Y to I Rule for adding suffixes	26
Learn how to add suffixes <i>ing</i> and <i>es</i> to words ending in <u>y</u>	26
Spell words using the Change the Y to I Rule	26
Spell common contractions	27
Spell common pairs of homophones	28