All About Spelling

The program that takes the struggle out of spelling

Level 4

Student Packet

- Phonogram Cards
- Sound Cards
- Key Cards
- Word Cards
- Spelling Strategies Chart
- Syllable Division Rules Chart
- Homophones List
- Prefix Tiles
- Y Word Sheet
- Word Banks
- Progress Chart
- Completion Certificate

"*All About Spelling* is that rare product that not only meets but actually exceeds expectations."

– Heather Schwarzen

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All About Spelling

Level Four Progress Chart

NAME: ----------

1 – – 2 – – – 3 – – – 4 – – – 5 – – – 6

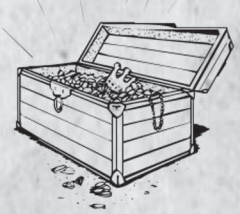
7 – – 8 – – – 9 – – – 10 – – – 11 – – – 12

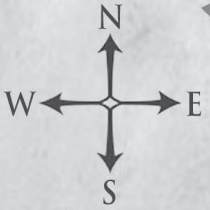
13 – – – 14 – – – 15 – – – 16 – – – – 17 – – – 18

19 – – 20 – – – – 21 – – – – 22 – – – 23

24 – – – 25 – – – 26 – – – 27

I Passed Level Four





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tch

Level 4 – Step 1 Phonogram Card 54

dge

Level 4 – Step 1 Phonogram Card 55

ew

Level 4 – Step 5 Phonogram Card 56

ei

Level 4 – Step 5 Phonogram Card 57

wr

Level 4 – Step 5 Phonogram Card 58

kn

Level 4 – Step 5 Phonogram Card 59

or

Level 4 – Step 7 Phonogram Card 60

eigh

Level 4 – Step 15 Phonogram Card 61

Sound: /j/

three-letter /j/

[Key word: badge]

Sound: /ch/

three-letter /ch/

[Key word: watch]

Sounds: /ā/–/ē/

/ā/–/ē/ that we may **not** use
at the end of English words

[Key words: vein, ceiling]

Sounds: /o͞o/–/ū/

[Key words: grew, few]

Sound: /n/

two-letter /n/ used only
at the beginning of a word

[Key word: know]

Sound: /r/

two-letter /r/ used only
at the beginning of a word

[Key word: write]

Sound: /ā/

four-letter /ā/

[Key word: eight]

Sounds: /or/–/er/

/or/–/er/ as in *works*

[Key words: corn, works]

Dictate the sound:
/ch/, three-letter /ch/

[Key word: match]

Your student writes: **tch**

Level 4 – Step 1 Sound Card 60

Dictate the sound:
/j/, three-letter /j/

[Key word: badge]

Your student writes: **dge**

Level 4 – Step 1 Sound Card 61

"What are two ways
to spell the sound of /ch/?"

Your student writes and says:
ch, tch

Level 4 – Step 2 Sound Card 62

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

Your student writes and says:
j, g, dge

Level 4 – Step 4 Sound Card 63

Dictate the sounds:
/o͞o/–/ū/

[Key words: grew, few]

Your student writes: **ew**

Level 4 – Step 5 Sound Card 64

Dictate the sounds: /ā/–/ē/
that we may <u>not</u> use
at the end of English words

[Key words: vein, ceiling]

Your student writes: **ei**

Level 4 – Step 5 Sound Card 65

Dictate the sound:
/r/, two-letter /r/ used only at the
beginning of a word

[Key word: write]

Your student writes: **wr**

Level 4 – Step 5 Sound Card 66

Dictate the sound:
/n/, two-letter /n/ used only at the
beginning of a word

[Key word: know]

Your student writes: **kn**

Level 4 – Step 5 Sound Card 67

How do we usually spell /ch/ after a short vowel?

_____.

Level 4 – Step 2 Key Card 20

We have two options to spell /j/ at the end of a word. What are they?

_____ or _____.

Which one do we use right after a short vowel?

_____.

Level 4 – Step 3 Key Card 21

What can we add in front of a base word to make a new word?

_____.

Level 4 – Step 5 Key Card 22

1. g-e or dge
2. dge

tch

A prefix

power

Level 4 – Step 14 Word Card 97

better

Level 4 – Step 14 Word Card 98

letter

Level 4 – Step 14 Word Card 99

friend

Level 4 – Step 14 Word Card 100

person

Level 4 – Step 15 Word Card 101

mother

Level 4 – Step 15 Word Card 102

dozen

Level 4 – Step 15 Word Card 103

front

Level 4 – Step 15 Word Card 104

Certificate of Achievement

All About Spelling

The Multisensory Program for Spelling Success

AWARDED TO

_____

FOR SUCCESSFULLY COMPLETING

Spelling ~ Level Four

_____

Teacher Signature Date