



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 5

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 Five:

- Material Packet for Level Five
- Set of *All About Spelling* Letter Tiles
- Index card box
- Yellow colored pencil
- Lined notebook paper
- Dictionary
- Phonogram CD-ROM

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

- Phonogram Cards 1-65
- Sound Cards 1-77
- Key Cards 1-22

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 Five, seven 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. By doing so, you will be able to accurately model the sounds of the phonograms for your students. Listening to the Phonogram CD-ROM is the quickest way to learn the sounds.

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 Five:

si	ie	ough	ui
gn	our	ci	

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

Step 3 - Clues for /shŭn/ Words, Part 1

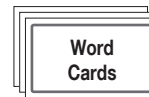
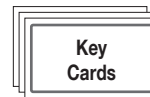
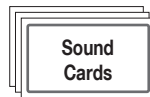
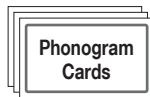
In this lesson, your student will learn more words ending in tion and how to alphabetize to the fourth letter.

You will need: Alphabetizing Word Sheet Part 3, Spelling Strategies Chart, Word Bank for TION, Word Cards 11-20

Cut apart the words on Part 3 of the Alphabetizing Word Sheet before beginning this lesson.



Review



New Teaching

Alphabetize to the Fourth Letter

Take out the words from Part 3 of the Alphabetizing Word Sheet, which you cut apart earlier.

Set out the following words:

knight

knit

knife

If your student has any trouble with this concept, you can underline the fourth letter of the word. This helps students focus on the correct letter.

Tip!

“Let’s alphabetize these words. The first three letters in each word are the same, so what do you think we should do?” *Look at the fourth letter.*

“Right. Look at the fourth letter in each word, and tell me which word would come first.” *Knife.*

“Good. Put these three words into alphabetical order.”

Lay out the rest of the words and have your student alphabetize them.

New Teaching

(continued)

In the vast majority of words, /shŭn/ is spelled ti-o-n or si-o-n.

Much less frequently, the sound of /shŭn/ is spelled:

- ci-o-n (in the words *coercion* and *suspicion*)
- xi-o-n (in the word *complexion*)

A very similar sound is spelled ci-a-n in words like *physician* and *electrician*. These words will be taught in Level Six.

Introduce Two Ways to Spell /shŭn/

Build the word *section*. **s e c t i o n**

Point to ti-o-n. “You’ve already learned that the most common way to spell /shŭn/ is ti-o-n.”

“The second way to spell /shŭn/ is si-o-n.” **si o n**

“This spelling is used in words like *session*.” **s e s si o n**

“So we have two ways to spell the syllable /shŭn/ at the end of a word. Luckily, there are clues that can help us figure out which spelling to use.”

“Let’s see if you can figure out the first clue.”

Teach Clue #1 for Spelling /shŭn/

Take out Word Cards 11-20.

Show Word Card 11 to your student. “This word is *objection*. The base word for *objection* is *object*.”

Now have your student identify and say the base words for the remaining cards. They are as follows:

connect educate elect celebrate direct infect
protect invent intent

“What is the last sound you hear in each of the base words?” /t/.

“How is /shŭn/ spelled in all of these words?” Ti-o-n.

“Right. So what do you think the first clue is for spelling /shŭn/?” *Find the base word. If it ends in /t/, we use ti-o-n.*

New Teaching

(continued)

Teach Clue #2 for Spelling /shŭn/

Build the word *information* with letter tiles.

i n f o r m a t i o n

Point to the ending a-ti-o-n. “Many words end with /a-shŭn/. Repeat these words after me and listen for the ending /a-shŭn/: *information, vacation, nation, location.*” *Student listens and repeats.*

Over 700 words end in /a-shŭn/ spelled a-ti-o-n.



“If a word ends in /a-shŭn/, it is spelled a-ti-o-n. That’s our second clue.”

“Spell the word *combination*.” *Student spells the word on paper or with tiles.*

“Good. You heard the ending /a-shŭn/, and you spelled it a-ti-o-n.”

“Today you learned two clues for spelling the sound of /shŭn/. Both of these clues tell you when to use ti-o-n. We’ll talk about the clue for when to use si-o-n in a later lesson.”

Practice Spelling Strategies

Take out Word Cards 11-20 and the Spelling Strategies Chart. Cover Strategies #5 and #6 as they have not yet been taught. Have your student study the words and use whichever spelling strategies are helpful to him. Focus on the first four strategies. Here are some suggestions:

Keep the Spelling Strategies Chart handy during spelling lessons so your student can refer to it whenever necessary.



- objection** What letter is used for the /j/ sound?
- connection** Notice that the n is doubled, keeping the first o short.
- education** Pronounce for spelling. In normal speech, the d sounds like a j.
- celebration** Notice that the /s/ sound is spelled with a c. Also, the second e is short, but may have an /uh/ sound because it is in an unaccented syllable. Pronounce for spelling.

New Teaching

(continued)

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.

Word Cards 11-20: Spell on Paper

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



11. **objection**
12. **connection**
13. **education**
14. **election**
15. **celebration**
16. **inspection**
17. **infection**
18. **protection**
19. **invention**
20. **intention**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 3. Have your student spell them for additional practice.

celebrate
construction
perfection

collection
nation
population

completion
operation
selection

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

I have no objection to painting the barn pink.

The cat had an operation on her front paw yesterday.

We hardly need protection from the toothless old lions!

If you don't clean that cut, you'll get an infection.

The whole family voted in the election this year.

The construction of our tree house is nearing completion.

Beth showed us her gold medal at the celebration.

I must finish the inspection of the monkey cages.

A good education is so important!

Check the telephone connection before you call.

Sliced bread was a great invention.

Is it your intention to wear those itchy pants all day?

Writing Station

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

photographing

uncles

cupcakes

families

parties

celebrations

You can use the Writing Station as a diagnostic tool. Is your student misspelling any words when he creates his own sentences? Take a look at the types of errors he makes to determine if you need to review or reteach any concepts.

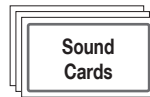
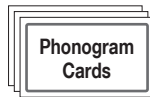


Step 15 - More Words with /z/ Spelled S

In this lesson, your student will learn to spell more words with the sound of /z/ spelled s.

You will need: Spelling Strategies Chart, dictionary, Word Bank for /z/ Spelled S, Word Cards 101-110

Review



Word Bank for I-Before-E Poem, Part 2
Word Bank for SION

New Teaching

Discuss Spelling Strategy #6

“The sound of /z/ in the middle of a word can be spelled with either an s or a z. There is no rule that tells us which letter to use, so we have to turn to other spelling strategies.”

Take out the Spelling Strategies Chart and point to Strategy #3. “You might want to try Scratch Paper Spelling. Try writing the word both ways, with an s and with a z, and see which looks right.”

Point to Strategy #6: **Use a Dictionary**. “Another important strategy is to use reference books, like a dictionary.”

“Let’s practice. The word I want to spell is *prize*. I hear the /z/ sound in *prize*, and I need to know if it is spelled with an s or a z.”

“First I try Scratch Paper Spelling.” prize prize

“If I don’t know which is the accepted spelling, I need to look it up in the dictionary.”

New Teaching

(continued)

When s is between two vowels or before an m, it often says /z/.

Tip!

You may wish to point out that s is the more common spelling of the sound of /z/. Your student may want to try spelling the word with an s first.

Demonstrate to your student how you find *prize* in the dictionary. Verify that *prize* is spelled with a z.

Have your student use the dictionary to find the correct spelling of two of these words:

result prison freeze refuse glaze rise

Practice Spelling Strategies

Take out Word Cards 101-110 and have your student read through them.

Spread out the cards and ask the following questions:

1. “What does the letter s say in each of these words?” /z/.
2. “Which word has the sound of /ā/ spelled with /ā/, two-letter /ā/ that we may **not** use at the end of English words?” *Raise*.
3. “Which word ends in the sound of /er/?” *Visitor*.
“How is /er/ spelled?” *Or*.
4. “Which two words have the sound of /ē/ spelled with a vowel team?”
Season and reason.

Introduce the Word Bank for /z/ Spelled S

Have your student read through the **Word Bank for /z/ Spelled S** to improve visual memory. There are several ways to spell /z/ 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 /z/ when he needs to spell one of these words.

New Teaching

(continued)

This list has one homograph:

present

You may wish to discuss this homograph and its meanings with older students.

Sample sentences:

- What a lovely PRE-sent!
- He wasn't PRE-sent in class.
- May I pre-SENT you with this award?

Word Cards 101-110: Spell on Paper

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



101. present Please wrap this present for me.

102. desire

103. lose

104. season

105. visitor

106. raise Raise your hand if you like tigers.

107. reason

108. president

109. closet

110. thousand

File the Word Cards behind the Review divider.

Reinforcement

Homophone Pairs

Have your student add the following homophone pair to the Homophones List.

raise / rays

Read the following sentences and have your student point to the correct word on the Homophones List.

Denny and Pam have decided to raise a family of bats.

They must keep their bats away from the sun's rays.

"Those bats raise the hair on my head," said their mother.

"Why? They don't shoot poison rays from their eyes!" they replied.

Reinforcement

(continued)

More Words

The following words reinforce the concepts taught in Step 15. Have your student spell them for additional practice.

deserve	enclose	imprison	museum	noise
prison	resist	result	suppose	

Dictate Sentences

Dictate several sentences each day.

Deb has no desire to dig for worms after dark.

The visitor was lost in the museum for over six hours.

I know you have a good reason to be dressed like a crab.

How many matches did your team lose last season?

Rick just can't resist those greenish sticks of gum.

The president decided to close the biggest prison in the state.

Frank heard a noise in the closet and dove under the covers.

Did she deserve to win the starring role in the play?

We were present when the thousand knights bravely rode to war.

Jumping in a muddy puddle may result in dirty feet.

The milkman and his wife raise mostly cows and monkeys.

I suppose I could enclose those forty fields of yellow roses.

Writing Station

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

engines

brake

used

continued

honked

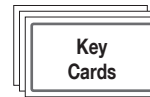
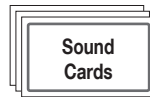
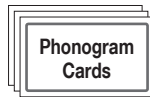
testing

Step 18 - Plurals of Words Ending in O

In this lesson, your student will learn four new phonograms and how to make the plural form of words ending in o.

You will need: letter tiles ui, gn, our, and ci, Phonogram Cards 69-72, Sound Cards 83-86, Make It Plural Book, dictionary, Word Cards 121-130

Review




Word Bank for I-Before-E Poem, Part 1
Word Bank for SION

New Teaching

Teach New Phonograms UI, GN, OUR, and CI


“We have four new tiles today.”

Point to the ui tile. 

“This tile says /oo/. Repeat after me: /oo/.” *Student repeats.*

Point to the gn tile. 

“This tile says /n/, **two-letter /n/ used at the beginning or end of a word**. Repeat after me: /n/, two-letter /n/ used at the beginning or end of a word.” *Student repeats.*

Point to the our tile. 

“This tile says /er/ **as in journey**. Repeat after me: /er/ as in *journey*.” *Student repeats.*

Point to the ci tile. 

“This tile says /sh/, **short-letter /sh/**. Repeat after me: /sh/, short-letter /sh/.” *Student repeats.*

Words containing phonogram ci will be taught in Level Six.

New Teaching

(continued)

“Write down the letters c and t. Which letter is taller?” *The letter t.*

Help your student see that ti is called *tall-letter /sh/* because t is the taller letter, and ci is called *short-letter /sh/* because c is the shorter letter.

“Two of these tiles are vowel teams, one is a consonant team, and one says the sound of /sh/. Let’s put them in the right spots in our letter tile setup.” Help your student organize the new tiles.

Store the new tiles under the following labels:

Vowel Teams

Consonant Teams

The Sound of /sh/

ui our

gn

ci

Take out Phonogram Cards 69-72 and practice them with your student.

Practice Sound Cards 83-86 with your student. Dictate the sound and have your student write the phonogram.

File the cards behind the appropriate Review dividers in the Spelling Review Box.

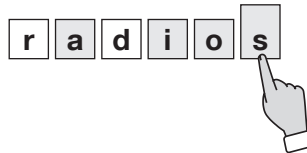


Pluralize Words Ending in O

Build the word *radio* with letter tiles. **r a d i o**

“What is the plural of *radio*?” *Radios.*

“Right. To make this word plural, we just add the suffix *s*.”



Substitute suffix *es* for the *s*. “If we added suffix *es*, there would be three vowels in a row, and that would look funny.”

“If a word ends in a **vowel plus o**, just add the suffix *s*.

“Turn to Plural Pattern 6 in your Make It Plural Book. Next to each word, write the plural.”

Answer Key

radios
studios
stereos
patios
videos
curios
zoos

New Teaching

(continued)

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.

Build the word *hero* with letter tiles. **h e r o**

“What is the plural of *hero*?” *Heroes*.

“What letter comes just before the o?” *R*.

“If a word ends in a **consonant plus o**, we need to consult the dictionary. For some words you add suffix *s*; for other words, you add suffix *es*.

Help your student look up the word *hero* in the dictionary. Point out where the dictionary shows the plural form of the word in the entry.

“So you see that for this word we have to add suffix *es*.” **h e r o es**

“Turn to Plural Pattern 7 in your Make It Plural Book. Next to each word, write the plural.”

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.

With your student, read through the Interesting Facts on page 9 of the Make It Plural Book.



Answer Key

memos
heroes
pianos
tornadoes/tornados
volcanoes/volcanos
tomatoes
avocados
autos
torpedoes

Practice Spelling Strategies

Take out Word Cards 121-129 and the Spelling Strategies Chart. (Set aside Word Card 130 for now.) Have your student study the words and use whichever spelling strategies are helpful to him. Here are some suggestions:

- For each word, spell the base word first, then make it plural.
- Find the two musical terms (*pianos* and *solos*). Do they form a plural by adding *s* or *es*?

radios (Divide the word into syllables: /ra-di-o/. What sound does the *i* make in this word?)

New Teaching

(continued)

- potatoes** Divide the word into syllables: /po-ta-toes/. Pronounce each syllable for spelling.
- tomatoes** Divide the word into syllables: /to-ma-toes/. Pronounce each syllable for spelling.
- heroes** Divide the word into syllables: /he-roes/. Pronounce each syllable for spelling.
- pianos** Divide the word into syllables: /pi-an-os/. What sound does the *i* make in this word?
- tornadoes** Divide the word into syllables: /tor-na-does/. Pronounce each syllable for spelling.
- volcanoes** Divide the word into syllables: /vol-ca-noes/. Pronounce each syllable for spelling.
- solos** Divide the word into syllables: /so-los/.
- rodeos** Divide the word into syllables: /ro-de-os/.

Teach a Rule Breaker

“Today’s word list includes a Rule Breaker.”

Build the word *listen*.

l	i	s	t	e	n
---	---	---	---	---	---

“This word is *listen*. Look at the word and listen carefully as I say it: *listen*. What do you notice about the pronunciation of this word?” *You don’t pronounce the t.*

“Right. The *t* is silent in this word. *Listen* is a Rule Breaker because the *t* doesn’t say the sound we expect it to say.”

Take out Word Card 130. “Circle the *t* in this word.” *Student circles the letter and fills in the circle with yellow pencil.*

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

New Teaching

(continued)

Is it *tornados* or *tornadoes*? *Volcanos* or *volcanoes*?

These two words can be written either way. In such cases, most dictionaries will list their preferred spelling first, but the preference can vary from resource to resource.

Other words that can be written either way include:

zeros / zeroes
dominos / dominoes
mosquitos / mosquitoes

Word Cards 121-130: Spell on Paper

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



121. radios
122. potatoes
123. tomatoes
124. heroes
125. pianos
126. tornadoes
127. volcanoes
128. solos
129. rodeos
130. listen

File the Word Cards behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

- Twenty-two tornadoes swept swiftly across the nation.**
- Ron gave plastic radios to all the kids in the neighborhood.**
- Every year we plant and pick our own potatoes.**
- We made working volcanoes out of paper and glue.**
- Those tigers have long claws and noses as red as tomatoes.**
- The president pinned badges on the shirts of the heroes.**
- Tuning pianos and teaching music is our family business.**
- Sam played three trumpet solos at the event last night.**
- We take our horses to ten different rodeos each summer.**
- Some of the quickest birds can run fifteen miles an hour.**
- Our goats escaped from the barn and fled to the cliffs.**
- If you listen to the river you'll hear music in the water.**

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.

proves

rearrange

where

clues

items

unhelpful

APPENDIX B

Scope and Sequence of Level 5

Your Student Will:	Step
Review concepts taught in previous levels	1
Learn phonograms <u>si</u> and <u>ie</u>	1
Alphabetize words to the second letter	1
Spell words with the sound of /kt/ spelled <u>ct</u>	2
Alphabetize words to the third letter	2
Learn more words ending in <u>tion</u>	3
Alphabetize words to the fourth letter	3
Learn to spell words ending in <u>ss</u>	4
Look up specific letters in a dictionary	4
Spell words with the sound of /shŭn/ spelled <u>sion</u>	5
Learn more words with the second sound of <u>th</u>	5
Learn how to add two suffixes to a word	5
Analyze two ways to spell the sound of /shŭn/	6
Spell words with /eks/ and /egs/ spelled <u>ex</u>	7
Use guide words to look up words in a dictionary	7
Learn phonogram <u>ough</u>	8
Spell words with the sound of /ŭff/ spelled <u>ough</u>	8
Spell the names of common holidays	8
Learn about unaccented syllables	9
Spell words with <u>or</u> in unaccented syllables	9
Review five ways to spell the sound of /er/	10
Learn Part 1 of the I-Before-E Generalization	11
Spell words with the sound of /e/ spelled <u>ie</u>	11
Learn Part 2 of the I-Before-E Generalization	12
Spell words with the sound of /ē/ spelled <u>ei</u>	12
Discuss a new spelling strategy	12
Analyze nine ways to spell the sound of /ē/	13
Spell more words with Silent E	14
Learn more words with the sound of /z/ spelled <u>s</u>	15
Discuss a new spelling strategy	15
Review four ways to make words plural	16
Pluralize words ending in <u>f</u> and <u>fe</u>	17
Learn phonograms <u>ui</u> , <u>gn</u> , <u>our</u> , and <u>ci</u>	18
Pluralize words ending in <u>o</u>	18
Spell words ending in /ij/ spelled <u>age</u>	19
Form irregular plurals	19
Spell words with the sound of /ōo/ spelled <u>ui</u>	20
Learn about words with the same plural and singular form	20
Spell words with the sound of /n/ spelled <u>gn</u>	21
Learn the Doubling Rule for adding vowel suffixes	22
Spell words with <u>ar</u> in an unaccented syllable	23
Spell words with /awt/ spelled <u>ought</u>	24
Spell words with <u>a</u> followed by <u>l</u>	24
Learn more words with long <u>e</u> spelled <u>ea</u>	25
Spell words with the sound of /ŭ/ spelled <u>ou</u>	26
Spell words with the sound of /er/ spelled <u>our</u>	27
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