



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 6

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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A Quick Overview

This book is divided into three main sections:

1. **Preparing for Level 6.** In this section you will find **clear action steps** that will guide you as you prepare to teach *All About Spelling*. You will find information on what materials you need to gather, which letters and letter combinations will be taught, and how to set up your student's Spelling Review Box. The section also includes information on the new Spelling Strategies your student will be learning.
2. **Complete Step-by-Step Lesson Plans.** The second section contains easy-to-follow lesson plans for the thirty "Steps" that comprise Level 6. Each Step covers a main concept for your student to master, as well as review and reinforcement activities.
3. **Appendices.** The appendices contain extra information for your reference, such as the Scope and Sequence and a listing of all the words taught in Level 6.

If you have questions at any point, you can always reach me at marie@all-about-spelling.com. I'm here to help!

Make spelling a joy!

Marie

Gather the Materials

Following is the list of materials you will need for teaching Level 6:

- Material Packet for Level 6
- 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 5 Spelling Review Box:

- Phonogram Cards 1-72
- Sound Cards 1-87
- Key Cards 1-24

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 6, three Advanced Phonograms will be taught through hands-on work with the letter tiles and spelling review. Your student will learn to hear the individual sounds in words and how to represent those sounds with the phonograms.

These Advanced Phonograms do not have corresponding Phonogram and Sound Cards. Letter tiles have been provided in the Material Packet, but flashcards are unnecessary because these special phonograms are used in just a few words.

The following phonograms are taught in Level 6:

mb gu augh

Store these three letter tiles and the “Advanced Phonograms” label in a plastic baggie until they are called for in the lesson plans.

More Advanced Phonograms will be taught in Level 7, including RH as in *rhythm* and MN as in *condemn*.

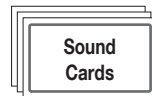
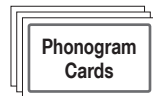


Step 4 - Words Ending in AIN

In this lesson, your student will learn how to spell words ending in ain.

You will need: Word Cards 21-30

Review



Word Bank for CH



**Don't
Forget**

Shuffle and review the cards behind the Review dividers daily. Doing so gives your student practice with a variety of spelling concepts presented in random order.

New Teaching

In this lesson, your student is learning that in **unaccented** syllables, vowel teams don't always say what we expect them to. The vowel sound is often muffled in unaccented syllables.



Teach Words Ending in AIN

Pull down the ai letter tile. **ai**

“What does the vowel team ai usually say?” /ā/.

Build the word *mountain*. **m ou n t ai n**

“In the word *mountain*, does the ai say /ā/?” *No*.

“What *does* ai say?” /ī/.

“Right. What letter comes after the ai?” *The letter n.*

Pull down the n tile. **ai n**

“You just discovered a spelling pattern. When ai-n is in an **unaccented** syllable, it says /in/.”

New Teaching

(continued)

Take out Word Cards 21-26.

“In each of these words, the ai-n is in an unaccented syllable. Read these words.” *Student reads the words.*

“In the words you just read, the ai-n is in an unaccented syllable. But when it is in an **accented** syllable, the /ā/ sound is clear, and it makes the sound we expect it to make.”

Take out Word Cards 27-30.

“Read each of these words.” *Student reads the words.*

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

Word Cards 21-30: Spell on Paper

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



- 21. mountain**
- 22. certain**
- 23. captain**
- 24. fountain**
- 25. bargain**
- 26. curtain**
- 27. complain**
- 28. remain**
- 29. maintain**
- 30. detain**

File the Word Cards behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

The goats chose to walk on the muddier mountain trail.

The princesses tried to escape from their cold stone tower.

Why does your cat hide behind the curtain when I visit?

The captain of our ship is always dreaming of his next meal.

I'm certain that I heard a gunshot at midnight.

The scratchy pants were such a bargain that we got ten pairs.

Do you think the storm will detain our relatives at the station?

Everything she touches seems to turn into gold!

Mr. and Mrs. Mud maintain that they did not do the crime.

We never complain when our aunt brings us cupcakes!

You knew perfectly well that it was raining cats and dogs.

No one believed that a gnome lived in the fountain.

Writing Station

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

younger

cousins

promised

encouragement

nieces

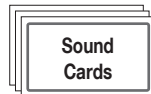
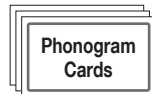
comforting

Step 11 - The Sound of /g/ Spelled GU

In this lesson, your student will learn to spell words containing the sound of /g/ spelled gu.

You will need: letter tile gu, Word Cards 81-90

Review



Word Bank for CH

New Teaching

Teach the Sound of /g/ Spelled GU

Here are three more words that contain a g followed by a silent u:

guerrilla guild guise

“Repeat these words after me and listen for the /g/ sound: *guess, guy, guitar.*” *Student listens and repeats the words.*

“In each of these words, the /g/ sound is spelled gu.” Take out the gu letter tile. **gu**

“The u is silent. We just hear the g.”

Build the word *guilt* with letter tiles. **gu i l t**

“This word is *guilt*. It has a u, but we don’t pronounce the u.” Cover up the u with your finger.

Take out Word Cards 81-89 and show them to your student.

“Here are some words in which the u is silent. Let’s read them together.” *Student reads the words.*

“Even though it is not pronounced, the u protects the g so the sound stays hard. In which of these words could the g be soft if the u wasn’t there?” *Guess, guest, guilt, guide, guy, guitar, and disguise.*

“Write each of these words on paper.” *Student writes the words.*

New Teaching

(continued)

Here are more words that contain a silent u and Silent E after the g:

plague *rogue*
league *vogue*
fatigue *vague*

Take out Word Card 90.

Build the word *tongue* with letter tiles. **t o n g u e**

Point to the e. “What is the job of Silent E in the word *tongue*?” *It keeps u from being the last letter in the word.*

Point to the o. “What sound does the o make in this word?” /*ū*/.

“Good.”

Pull down the ng tile and place it above the word *tongue*.

ng
t o n g u e

“Even though the n and the g are not on the same tile, they are right next to each other. Together they say /ng/.”

“Say the word *tongue* and listen for the /ng/ sound.” *Tongue.*

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

Store the new tile under the following label:

Advanced Phonograms

gu

New Teaching

(continued)

Word Cards 81-90: Spell on Paper

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



81. guess

82. guest

We are having a guest at dinner.

83. guilt

The puppy felt no guilt for breaking the vase.

84. guide

85. guy

86. guitar

87. guard

88. disguise

89. guarantee

90. tongue

File the Word Cards behind the Review divider.

Reinforcement

Homophone Pairs

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

guest / guessed

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

Mom said to expect a small but special guest at the barbecue.

Carla guessed it would be her newborn cousin, who was small.

But Charlie thought Carla had guessed wrong.

And Charlie was right, because the guest was a new kitten!

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

My pet lamb bit all the strings off my guitar.

She tried to hide behind a disguise, but we knew who she was.

I guarantee that I will break the code within an hour.

We hired a guide to lead us around all those French towns.

It's clear the deer felt no guilt about eating my vanilla beans!

The careful guard wore two helmets and a steel suit.

I guess we'll have to go hiking some other day.

Our visitors remained two weeks longer than they should have.

My advice is to never stick your tongue on a frozen pole!

Who is that guy with the expensive yellow car?

We got a new camera to photograph our adventures.

The fearful guest knocked on the door and ran away.

Writing Station

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

orchestras

guests

arrangements

practicing

impressed

directing



How is the daily review going? Are the decks behind the Mastered dividers getting bigger?

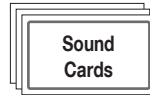
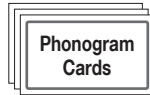
Mastered cards will be reviewed in Step 13 to keep them fresh in your student's mind.

Step 13 - /cŭl/ Spelled CAL

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

You will need: Word Bank for CAL, Word Cards 101-110

Review



Word Bank for CLE



It's time to review the cards behind the **Mastered** dividers to ensure that they stay fresh in your student's mind.

Shuffle the cards behind each Mastered divider and choose a selection for review.

New Teaching

Teach /cŭl/ Spelled CAL

“Listen as I read these words. Pay attention to the last syllable; it is the same in each word: *musical, electrical, medical, logical.*”

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

“Right.”

Build the word *musical*.

| | | | | | | |
|---|---|---|---|---|---|---|
| m | u | s | i | c | a | l |
|---|---|---|---|---|---|---|

“This word is *musical*. What do you think the base word is?” *Music*.

“Good. Divide this word into syllables.” *Student divides the word like this:*

| | | | | | | |
|---|---|---|---|---|---|---|
| m | u | s | i | c | a | l |
|---|---|---|---|---|---|---|

Point to the i. “Even though the i is in an open syllable, it says its short sound. It keeps the same sound it had in the base word, *music*.”

New Teaching

(continued)

Point to the last syllable. “Is the last syllable accented or unaccented?”

Unaccented.

“Often, the vowel in an unaccented syllable is muffled and doesn’t say its normal sound. That’s what is happening here. Instead of saying /ă/, it is muffled. Listen again to the last syllable: *musical*.”

Find the Base Word of Words Ending in CAL

Lay out Word Cards 101-110 on the table in front of your student.

“Many of the words on today’s list have recognizable base words. You already told me that the base word of *musical* is *music*. Which of these words have base words you recognize?”

Possible student answers:

| | | |
|-------------------|---|-----------------|
| electrical | → | electric |
| medical | → | medic |
| logical | → | logic |
| critical | → | critic |
| physical | → | physics |
| tropical | → | tropic |

If your student has trouble identifying the base words, try this exercise instead:



“Which word comes from *electric*?” *Electrical*.

“Which word comes from *medic*?” *Medical*.

And so on.

“When a base word ends in i-c, use c-a-l to spell the form of the word ending with /cŭl/.”

New Teaching

(continued)

Teach Clues for Spelling /cŭl/ with CLE or CAL

Build the word *particle* with letter tiles.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| p | a | r | t | i | c | l | e |
|---|---|---|---|---|---|---|---|



Point to the c-l-e. “In the last lesson, you learned words ending in /cŭl/ spelled c-l-e, like the word *particle*.”

Build the word *critical* with letter tiles.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| c | r | i | t | i | c | a | l |
|---|---|---|---|---|---|---|---|



“The words you are learning today end with the same sound, /cŭl/, but they are spelled with c-a-l, like the word *critical*. There are many more words spelled with c-a-l than with c-l-e.”

“Take a look at the Word Bank for words ending in c-l-e. And then take a look at the Word Bank for words ending in c-a-l. Which word list is longer?” *The word list for words ending in c-a-l.*

“Right. In comparison, the list of words ending in c-l-e is small. You already know most of them.”

“If you need to spell a word ending in the /cŭl/ sound, and you aren’t sure if it should be spelled with c-l-e or c-a-l, there are two clues you can look for.”

“The **first clue for spelling /cŭl/** is to see if you can think of a base word that ends in i-c. If you can, you can be sure that the word is spelled with c-a-l.”

“If you can’t think of a base word that ends in i-c, then the **second clue for spelling /cŭl/** is to remember that there’s a very good chance that a word ending in the /cŭl/ sound will end with c-a-l. And why do you think that is?” *Because there are many more words that end in c-a-l than in c-l-e.*

“Right. In this case, you can use the scratch paper spelling technique to see if the word looks correct when it is spelled with c-a-l.”

“And if you still aren’t certain of the spelling, use a dictionary or a spell checker to be sure.”

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

New Teaching

(continued)

Introduce the Word Bank for CAL

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

Word Cards 101-110: Spell on Paper

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



- 101. musical**
- 102. electrical**
- 103. medical**
- 104. logical**
- 105. critical**
- 106. chemical**
- 107. physical**
- 108. tropical**
- 109. vocal**
- 110. practical**

File the Word Cards behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

Our dog howled with fear as the tropical storm raged on.

It's a good idea to seek medical advice for health problems.

Is it really critical that we clean the chimneys right now?

Please don't trip over those electrical wires!

Tom excelled at physical sports like swimming and running.

What exactly will that chemical do if we add water to it?

I'm tired of playing musical chairs with the guests!

The president warmed up his vocal cords like an opera singer.

We never expected the float to come unhinged like that.

Kim didn't have the courage to nab the escaping tiger.

The detectives failed to notice the most logical clue in the case.

I'm not sure a big brass tuba is the most practical gift.

Writing Station

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

gnaws

sandwiches

serving

chewiest

prepackaged

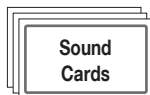
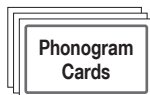
crumbs

Step 26 - Adding Suffix LY

In this lesson, your student will learn additional generalizations for adding suffix ly.

You will need: Key Card 25, Word Bank for Suffix LY, Word Cards 201-210

Review

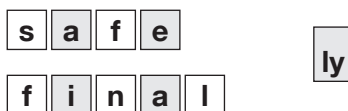


Word Bank for /ŭl/ Spelled EL
Word Bank for /ĭbĭl/ Spelled ABLE

New Teaching

Teach Key Card 25: Adding Suffix LY to Consonant+L-E Words

Build the following words with letter tiles.



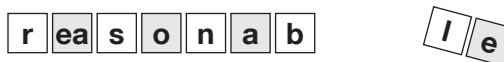
“With most words, you can add suffix *ly* without changing the base word.” Move the *ly* suffix tile to each word to show the words *safely* and *finally*.

“Even if the resulting word has two l’s, that’s fine. The word *finally* has two l’s in a row, and that is correct. We don’t change the base word.”

Build the word *reasonable*. r e a s o n a b l e

“But with Consonant+l-e words, we have a special rule: drop the l-e and add suffix *ly*.”

“I want to turn *reasonable* into *reasonably*. *Reasonable* is a Consonant+l-e word, so first I have to drop the l-e...”



New Teaching

(continued)

“...and then add the suffix.”

r e a s o n a b l y

Build the word *probable*. p r o b a b l e

“Change this word to *probably*.” Student drops the l-e and adds *ly*.

“Good. Let’s practice adding suffix *ly* to some more words. Write the word *affordable* on paper.” Student writes the word.

“Now change it to *affordably*.” Student erases the l-e and adds *ly*.

Continue this activity with the following words.

Write this word

miserable

simple

double

gentle

Change to this word

miserably

simply

doubly

gently

Read Key Card 25 with your student and file it behind the Review divider.

| | |
|--|---|
| <p>To add suffix <i>ly</i> to a word ending in Consonant+<u>l-e</u>, we have to</p> <p>_____ and _____ .</p> <p>Level 6 – Step 26 Key Card 25</p> | <p>1. drop the <u>l-e</u> 2. add suffix <i>ly</i></p> |
|--|---|



Take out Word Cards 201-210 and read them with your student.

Have your student practice spelling these words using whichever spelling strategies he finds helpful.

New Teaching

(continued)

Introduce the Word Bank for Suffix LY

Have your student read through the **Word Bank for Suffix LY** to improve visual memory. Suffix *ly* can be added to a word in several ways, 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 for words with suffix *ly* when he needs to spell one of these words.

Word Cards 201-210: Spell on Paper

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



- 201. finally**
- 202. originally**
- 203. reasonably**
- 204. probably**
- 205. simply**
- 206. gently**
- 207. miserably**
- 208. agreeably**
- 209. possibly**
- 210. horribly**

File the Word Cards behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

You can't reasonably expect me to fit fifty turtles into this box.

He finally achieved that piece of art made of grass and leaves.

It probably wasn't a good idea to build the house from the roof down.

The room smelled agreeably of musk and wild roses.

She answered miserably that she had an ache in her stomach.

This horse will not take me anywhere unless I ask him gently.

He hung from the branch by his ankles and smiled into the sun.

I never saw a cycling bear and that is fine with me.

Why didn't you simply use a key instead of knocking the door down?

This hut was originally used to hide guns during the Civil War.

Can you possibly wash and return my socks before my feet grow?

Something went horribly wrong at the old windmill.

Writing Station

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

walruses

slowest

manages

certainly

funnier

climbs (climbs a tree)

Don't forget to encourage your student to keep adding to the Tricky Words List. The list is a valuable tool for improving spelling—but only if the student actively uses it!



APPENDIX B
Scope and Sequence of Level 6

| Your Student Will: | Step |
|---|-------------|
| Review concepts taught in previous levels | 1 |
| Discuss a new spelling strategy | 2 |
| Spell words with /ŭ/ spelled <u>a</u> | 2 |
| Spell words with the sound of /k/ spelled <u>ch</u> | 3 |
| Learn to spell words ending in <u>ain</u> | 4 |
| Learn to spell words ending in <u>ive</u> | 5 |
| Learn to spell words ending in <u>ture</u> | 6 |
| Learn to spell words ending in <u>ice</u> | 7 |
| Spell words that are exceptions to the I-Before-E Generalization | 8 |
| Practice spelling words with <u>ie</u> and <u>ei</u> | 9 |
| Learn advanced phonogram <u>mb</u> | 10 |
| Spell words with the sound of /m/ spelled <u>mb</u> | 10 |
| Learn advanced phonogram <u>gu</u> | 11 |
| Spell words with the sound of /g/ spelled <u>gu</u> | 11 |
| Spell words ending in /cŭl/ spelled <u>cle</u> | 12 |
| Spell words ending in /cŭl/ spelled <u>cal</u> | 13 |
| Identify the base words of words ending in <u>cal</u> | 13 |
| Learn clues for spelling words ending in <u>cle</u> or <u>cal</u> | 13 |
| Spell words ending in /ŭl/ spelled <u>il</u> | 14 |
| Spell words ending in /ŭl/ spelled <u>el</u> | 15 |
| Spell words ending in /ŭl/ spelled <u>al</u> | 16 |
| Learn to spell more words with /ŭl/ spelled <u>al</u> | 17 |
| Spell words ending in /ŭl/ spelled <u>le</u> | 18 |
| Learn how to divide words ending in <u>ngle</u> and <u>ckle</u> | 18 |
| Analyze four ways to spell the word ending /ŭl/ | 19 |
| Spell words ending in /ŭs/ spelled <u>us</u> | 20 |
| Spell words ending in /ŭs/ spelled <u>ous</u> | 21 |
| Analyze two ways to spell the word ending /ŭs/ | 22 |
| Spell words ending in /ĭbl/ spelled <u>ible</u> | 23 |
| Spell words ending in /ĭbl/ spelled <u>able</u> | 24 |
| Analyze two ways to spell the word ending /ĭbl/ | 25 |
| Learn to add suffix <u>ly</u> to Consonant+ <u>l</u> - <u>e</u> words | 26 |
| Spell words with /ār/ spelled <u>er</u> | 27 |
| Learn to spell words ending in <u>ate</u> | 28 |
| Learn advanced phonogram <u>ough</u> | 29 |
| Spell words with /awt/ spelled <u>ought</u> | 29 |
| Spell words with /awt/ spelled <u>ought</u> | 30 |