All About® Spelling

The program that takes the struggle out of spelling

Level 1

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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For more books in this series, go to www.AllAboutSpelling.com.

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A Quick Overview

This book is divided into three main sections:

1. **Preparing for Level 1.** 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 tips and suggestions for working with the letter tiles.

2. **Complete Step-by-Step Lesson Plans.** The second section contains easy-to-follow lesson plans for the twenty-four "Steps" that comprise Level 1. 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 1.

For most students, I recommend working on spelling for twenty minutes a day, five days a week. Shorter, more frequent lessons are much more effective than longer, infrequent lessons.

If you have questions at any point, you can always reach me at support@allaboutlearningpress.com. I'm here to help!

Make spelling a joy!

Marie Rippel

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Gather the Materials

Following is the list of materials you will need for teaching Level 1:

- ☐ Student Packet for Level 1
- ☐ Set of *All About Spelling* Letter Tiles
- ☐ *Phonogram Sounds* app
- ☐ Spelling Review Box or index card box
- ☐ Divider Cards
- ☐ Lined notebook paper

The following items are optional:

- ☐ Stickers or colored pencils for the Progress Chart
- ☐ Letter tile magnets
- ☐ 2' x 3' Magnetic white board

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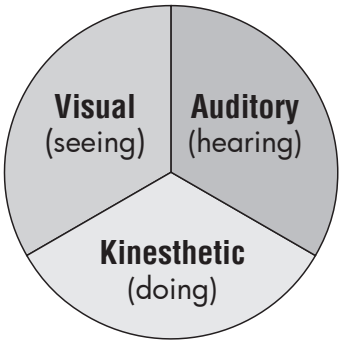
Get Ready for Multisensory Learning

During the learning process, we ideally use three main pathways to learning: **visual**, **auditory**, and **kinesthetic**.



We are wired to learn using the three pathways, and the strength of each modality is different for each person. Some people may be very strong visual learners, while others learn best auditorily or kinesthetically. The *All About Spelling* program includes a variety of activities that use all three learning paths, because students achieve more when they are taught through their strongest pathway to the brain.

And here's the really good news. When students are taught using all three pathways to the brain—the visual, the auditory, and the kinesthetic—they learn even **more** than when they are taught only through their strongest pathway.[1]

You'll see that the spelling lessons in the pages ahead include various activities that engage all three pathways:

Visual

- watching as new spelling concepts are demonstrated with the color-coded letter tiles
- seeing the spelling words written down
- looking at and reading the flashcards during review sessions

Auditory

- reviewing the flashcards orally
- segmenting words aloud
- saying the sounds of the phonograms as they are written down

Kinesthetic

- writing down dictated phonograms, phrases, and sentences
- building new spelling words with the letter tiles
- practicing spelling with the pointer finger on various surfaces

Actively involving students in the spelling lessons through multisensory instruction like this speeds up the learning process.

[1]R. D. Farkus, "Effects of Traditional Versus Learning-Styles Instructional Methods on Middle School Students," *The Journal of Educational Research* 97, no. 1 (2003).

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Discover the Phonograms

A phonogram is a letter or letter combination that represents a sound. For example, the letter combination ck represents the sound /k/. The word *phonogram* comes from two Greek roots: *phono,* meaning *sound*, and *gram,* meaning *written*. Quite literally, then, a phonogram is a written sound.

Dr. Samuel Orton, a neurologist who studied language and reading disabilities, worked closely with teacher and psychologist Anna Gillingham to identify the sounds of the English language and the letter combinations used to represent those sounds. The *All About Spelling* program builds upon their extensive work in identifying the phonograms and how they are best taught.

The following chart lays out the basic phonograms.

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
qu	r	s	t	u	v	w	x
y	z	ai	ar	au	aw	ay	ch
ci	ck	dge	ea	ear	ed	ee	ei
eigh	er	ew	ey	gn	ie	igh	ir
kn	ng	nk	oa	oe	oi	oo	or
ou	ough	our	ow	oy	ph	sh	si
tch	th	ti	ui	ur	wh	wr	

In Level 1, through hands-on work with the letter tiles and continual review with the flashcards, your student will learn:

- the 32 unshaded phonograms in the chart above
- how to hear the individual sounds in words
- how to represent sounds using phonograms
- solid spelling rules governing the use of the phonograms

Learning these skills means that your student will not have to guess or memorize a string of letters in order to spell. The direct instruction in this program will give him real tools for mastering spelling.

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Step 1 – The First 26 Phonograms

In this lesson, your student will learn the sounds of the first 26 phonograms.

You will need: Phonogram Cards 1-26, Progress Chart

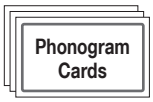
Before beginning this lesson, read "Familiarize Yourself with the Basic Phonograms" on page 9 for important background information.

This step has two main components:

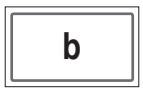
1. Figuring out which phonograms need to be taught.
2. Teaching the phonograms.

Evaluation

Determine which Phonograms Need to Be Taught

Take out Phonogram Cards 1 to 26. 

"We are going to see which of these cards you know and which of them we should work on. We will sort them into two piles: *cards you know* and *cards you need to learn*."

Show your student the front side of Phonogram Card 2. 

"Most letters have one sound. For example, the letter b says /b/." Return the card to the back of the deck.

Show your student the front side of Phonogram Card 1.

"But some letters can say *more* than one sound, depending on the word it is found in. For example, the letter a can say /ă/, or it can say /ā/, or it can say /ah/, depending on the word."

"When I show you a letter that can say more than one sound, tell me *all* of the sounds. For this card, you would say */ă/–/ā/–/ah/*." Return the card to the back of the deck.

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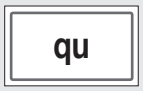
Evaluation
(continued)

Go through all of the Phonogram Cards with your student and sort them into two piles: **Need to Learn** and **Mastered**.

When you get to Phonogram Card 17, you may need to give the following explanation to your student:

Tip!



"You can see that there are two letters on this card. In English, q is always followed by a u. Together, they say the sound of /kw/. Repeat after me: /kw/."

What is considered a mastered card? These are the cards that your student knows thoroughly. He says the pure, clipped sound without adding /uh/ at the end—for example, he says /p/, not /puh/. He can respond quickly and easily when you hold up the card and does not hesitate to think of the answer. There is no doubt in your mind that he has, in fact, mastered the card.

If there are any cards in the Mastered pile at the end of the evaluation, file them behind the **Phonogram Cards Mastered** divider. Mastered cards will be reviewed periodically throughout the program.

New Teaching

Don't Forget!

When saying the sounds of phonograms that have multiple sounds, remember to say one sound after the other with only a slight pause in between. For the letter c, for example, you would say "/k/ – /s/," pausing momentarily between the sounds. The *Phonogram Sounds* app demonstrates how to do this.

Teach the Phonograms

Now that you have identified which cards your student needs to learn, teach four cards at a time with the following procedure:

1. Show the Phonogram Card.
2. Say the sound or sounds.
3. Have your student repeat the sound or sounds.

If a phonogram has several sounds, you can give your student a "hint" by holding up the appropriate number of fingers.

After several repetitions, see if your student can say the sound(s) without your prompting. The goal is that as you flip through the flashcards, your student will be able to say the phonograms without pausing to think.

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File the four Phonogram Cards that you are working on behind the **Phonogram Cards Review** divider in your student's Spelling Review Box. They will be reviewed at the beginning of the next teaching session.

After your student has mastered the Phonogram Cards, you will move them behind the **Phonogram Cards Mastered** divider.

Keep Track of which Phonograms Have been Learned

Take out the Phonogram Chart.

Have your student color in or place a sticker next to the phonograms that have been mastered.

Update this chart each time a Phonogram Card is moved to the Mastered pile.

How many phonograms should you teach in a day?
For some students, especially younger ones, learning four new Phonogram Cards at a time will be enough. Other students, especially those who are good readers, will be able to learn many more in a day. You will have to judge the attention span and previous experience of your student and adjust the number of cards to teach in a session. You don't want to frustrate your student by trying to teach too many in a day, yet you don't want to hold him back by not teaching *enough*, either.

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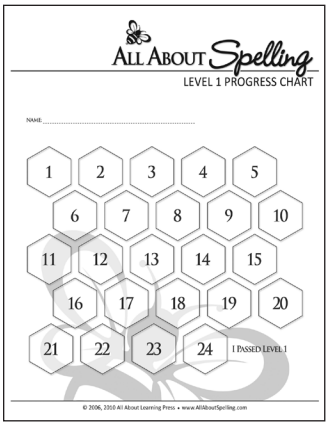
Reinforcement

Mark the Progress Chart

Post the Progress Chart in an accessible area. After each Step has been completed, have your student color in or place a sticker over that Step number on the chart.



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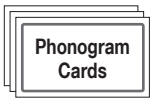
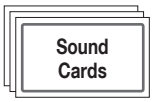
Step 16 – Letters C and K

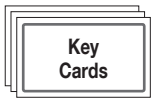
This lesson will teach when to use c and when to use k for the initial sound of /k/.

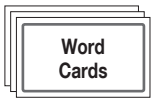
You will need: Key Cards 7 and 8, blank blue tile

Review









New Teaching

Teach Key Card 7: When C Says /s/

Pull down the c tile. c

"You know that the letter c can say /k/ or /s/. We have a way to tell which of these two sounds the c is going to make."

Pull down the letter tiles e, i, and y and arrange them next to the c tile:

c e i y

"If the c is followed by an e, i, or y, it says /s/."

Show the c tile visiting the letters e, i, and y one at a time.

"In front of the e it says /s/. In front of the i it says /s/. In front of the y it says /s/."

Pull down the letter tiles a, o, u, l, and r and arrange them like this:

c a o u l r

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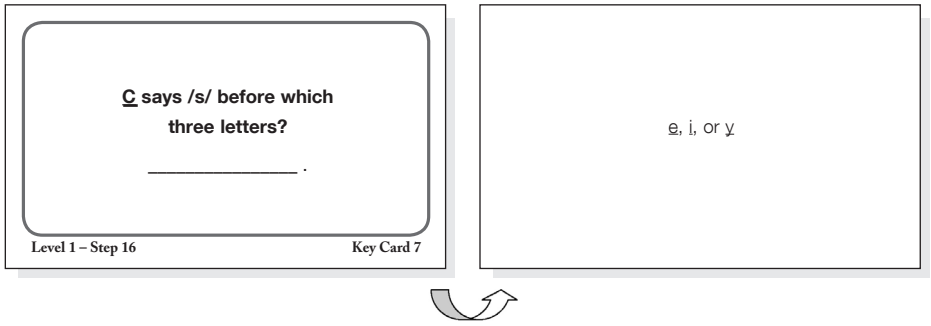
New Teaching
(continued)

"If the c is before **any other letter**, it says /k/." Show the c tile visiting the letters one at a time.

"In front of the a it says /k/." Repeat for o, u, l, and r.

When your student understands this concept, mix up the e, i, and y with the a, o, u, l, and r and place the c in front of each one. Ask your student to tell you whether the c says /k/ or /s/.

Read Key Card 7 with your student and then file it behind the Review divider.



The answer is easier to memorize if you emphasize the rhythm of "e, i, or y."

Tip!

The next part of the lesson builds on Key Card 7, so work with the tile activity above until it has been mastered by your student.

Teach Key Card 8: How to Spell the Initial Sound of /k/

Pull down the k tile. [k]

"What sound does this tile make?" */k/.*

"Good. I want to spell the word *kit*. I don't know whether to use the c or the k yet, so I put in a blank blue tile for the /k/ sound."

[ ] [i] [t] [c] [k]

"We always try the c first." [c] [i] [t]

"Does c work?" *No.*

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New Teaching
(continued)

"Why not?" *The c says /s/ because of the i.*

"What would this word say?" */sĭt/.*

"So we know that we use the k." k i t

Build the following words, using a blank blue tile for the /k/ sound. Have your student replace it with a c or a k. Remind him, if necessary, that we always try the c tile first.

cut ☐ u t

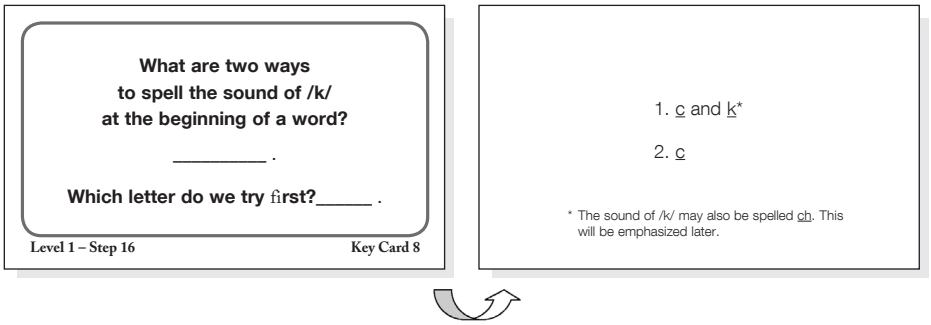
craft ☐ r a f t

kid ☐ i d

camp ☐ a m p

kept ☐ e p t

Read Key Card 8 with your student and then file it behind the Review divider.



Here is an easy way to remember whether to try c first or k first: c comes first in the alphabet and k comes second. That is the same order in which we try the letters when building a word.

Tip!

C and k are by far the most common ways to spell the sound of /k/ at the beginning of a word. Used much less frequently, ch represents the sound of /k/ in words of Greek origin (*Christmas, chorus*) and will be highlighted in a later level.

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Reinforcement

There are no new Word Cards for Step 16.

Dictate Phrases

Dictate several phrases each day.

red flag
Pam and Ted
swim fast
plug in
got that job
twin pig
bit his shin
last wish
hunt with us
held that lamp
felt as bad
trim this twig

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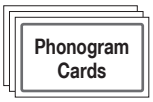
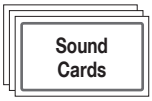
Step 17 – Sound of /k/ at the Beginning

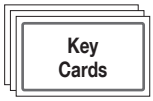
This lesson will teach how to spell words beginning with c and k.

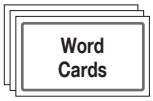
You will need: Word Cards 91-100

Review









Quickly review selected cards from behind the **Mastered** dividers.

New Teaching

Word Cards 91-100: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

91. **can**
92. **camp**
93. **cut**
94. **kept**
95. **kid**
96. **cash** He paid in cash.
97. **kit**
98. **cup**
99. **club**
100. **cap**

For each word in this list, have your student pull the blank blue tile down when he hears the sound of /k/. He should spell the rest of the word, then go back and fill it in with either a c or a k.

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New Teaching
(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 91-100 and have him spell the words on paper.

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 17. Have your student spell them for additional practice.

cab	**cast** (plaster cast)	**clam**	**cost**	**crab**
crash	**crop**	**cub**	**Ken**	**Kim**

For the word *cost*, you may have to remind your student to "pronounce for spelling." In many regions, it is pronounced *cawst*.

Dictate Phrases

Dictate several phrases each day.

Kim sent
kept fit
at camp
drop this cup
tent kit
last crab
that kid
bend and cut
his club
such cost
much cash
Ken can hop

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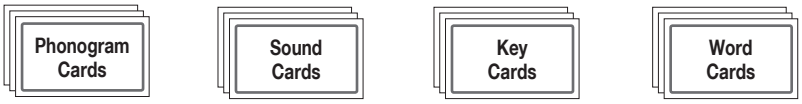
Step 18 – FF, LL, and SS

This lesson will teach three new phonograms and that letters f, l, and s may be doubled at the end of a word.

You will need: letter tiles ck, ng, and nk, Phonogram Cards 30-32, Sound Cards 30-32, Key Card 9, the extra f, l, and s tiles, Word Cards 101-110

Before teaching your student today, review the new Phonogram Cards that you will be presenting in the lesson.

Review



New Teaching

Teach New Phonograms CK, NG, and NK

"We have three new tiles today."

Point to the ck tile. ck

"Repeat after me: /k/, two-letter /k/." *Student repeats.*

Point to the ng tile. ng

"Repeat after me: /ng/." *Student repeats.*

Point to the nk tile. nk

"Repeat after me: /ngk/." *Student repeats.*

"Good. These tiles are consonant teams, so let's put them in the right spot in our letter tile setup." Help your student organize the new tiles.

Store the new tiles under the following label:

Consonant Teams

ck ng nk

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New Teaching
(continued)

Take out Phonogram Cards 30-32 and practice them with your student.

Practice Sound Cards 30-32 with your student. Dictate the sound and have your student write the phonogram.

File cards behind the appropriate Review dividers.

Teach Key Card 9: Doubling the Letters F, L, and S

Build the words *off, tell,* and *dress* with tiles.

o	f	f		
t	e	l	l	
d	r	e	s	s

"At the end of one-syllable words, we often double the letters f, l, and s when they come right after a single vowel."

"A **single vowel** means **one vowel**. It means that there aren't two vowels in a row."

Point to the word *off*. "How many syllables are in the word *off*?" *One.*

"Does the f come right after a single vowel?" *Yes.*

Point to the word *tell*. "How many syllables are in the word *tell*?" *One.*

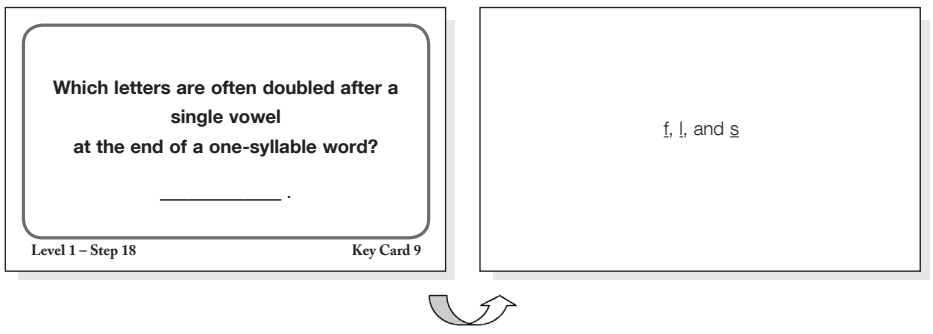
"Does the l come right after a single vowel?" *Yes.*

Point to the word *dress*. "How many syllables are in the word *dress*?" *One.*

"Does the s come right after a single vowel?" *Yes.*

Read Key Card 9 with your student and then file it behind the Review divider.

This rule is sometimes called the **Floss Rule** because the word *floss* follows the rule and contains the letters f, l, and s.



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We double the f, l, and s after a single vowel in hundreds of words, but there are several common words in which we do **not** double the last letter. Your student has already learned six of those words: *if, gas, yes, this, us,* and *bus*.

When a final s sounds like /z/, as in *has, was*, and *is*, it is not doubled.

Word Cards 101-110: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

101. tell
102. doll
103. fell
104. hill
105. will
106. sell We sell apples.
107. off
108. miss
109. glass
110. grass

Tip!

For the words *doll* and *off*, you may need to tell your student to "pronounce for spelling." In many regions, the words are pronounced *dawl* and *awf* in conversational speech.

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 101-110 and have him spell the words on paper.

File the Word Cards behind the Review divider.

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Reinforcement

More Words

The following words reinforce the concepts taught in Step 18. Have your student spell them for additional practice.

bell	**bill**	**class**	**cliff**	**cuff**
dress	**drill**	**fill** (fill a cup)	**ill**	**Jill**
kill	**kiss**	**less**	**loss**	**mess**
pass	**pill**	**press**	**shall**	**smell**
sniff	**spell**	**stiff**	**still**	**stuff**
well				

Dictate Phrases

Dictate several phrases each day.

fell off
sit still
tell Dan
math class
sniff and smell
fill this glass
rag doll
big cliff
will sell
hug and kiss
best dress
dug that well

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APPENDIX A

Scope and Sequence of Level 1

By the end of Level 1, your student will be able to spell most one-syllable words with a short vowel. We take small incremental steps to accomplish this. Skills are introduced one at a time and are continually reviewed. The carefully sequenced activities your student will complete are outlined in the following chart.

Your Student Will:	Step	Your Student Will:	Step
Learn the first 26 phonograms	1	Spell words containing s, x, and qu	11
Identify the first sound in a word	2	Spell words containing th, sh, and ch	12
Identify the last sound in a word	2	Segment words with consonant blends	13
Segment words with two and three sounds	2	Spell words with final blends	14
Alphabetize the letter tiles	3	Spell words with initial blends	15
Distinguish between vowels and consonants	3	Learn that c says /s/ before an e, i, or y	16
Learn how to write the phonograms	4	Learn how to spell /k/ at the beginning of word	16
Learn the short vowel sounds	5	Spell words with c or k at the beginning	17
Choose the correct vowel for a word	5	Learn phonograms ck, ng, and nk	18
Learn that every word has a vowel	5	Learn when to double f, l, and s	18
Exchange vowels to make new words	5	Spell words ending in f, l, and s	18
Segment words with letter tiles	6	Learn how to spell /k/ at the end of a word	19
Learn procedure for spelling with tiles	6	Spell words with ck or k at the end	19
Spell words containing short a	6	Spell words with ng	20
Spell words containing short i	7	Spell words with nk	21
Learn how to capitalize names	8	Spell compound words	22
Spell words containing short o	8	Learn what a plural word is	23
Learn phonograms th, sh, and ch	9	Identify the base word of plural words	23
Spell words containing short u	9	Learn how to make a word plural	23
Understand what a syllable is	10	Spell plural words by adding s or es	23
Count syllables in a word	10	Learn the long vowel sounds	24
Spell words containing short e	10	Learn open and closed syllable types	24
Learn two ways to spell /z/	11	Spell words with open syllables	24

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