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# Preparing for Level 1

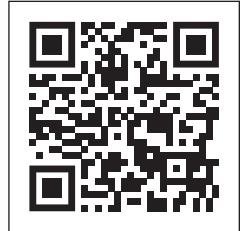
# Start Here!

To prepare for teaching *All About Spelling* Level 1, you can either watch our short videos or follow the checklist on the subsequent pages. Do whichever works best for you!

## Option 1: Watch the Videos



Go to [www.aalp.tv/spelling-level-1](http://www.aalp.tv/spelling-level-1) on your phone, tablet, or computer, or scan the QR code to be taken directly to the videos.



Let us show you how to get set up for success!



After watching the videos, turn to page 37 of this Teacher's Manual to start teaching the first lesson.



## Option 2: Read the Following Pages



Check off each page as you complete it.



## Find Out If Your Student Is Ready for Spelling

Before beginning Level 1, be sure your student is comfortable with these prerequisite concepts.

**Your student should be able to name the letters of the alphabet.**

To test, have your student tell you the names of the following letters.

**k r w e j u f**

If your child doesn't know the letter names yet, visit [blog.allaboutlearningpress.com/letter-knowledge](http://blog.allaboutlearningpress.com/letter-knowledge) for some fun ways to work on them as you start *All About Spelling* Level 1.

It is not essential that your student know the *sounds* of the letters before beginning. The sounds will be taught in Lesson 1.

**Your student should be able to read the following words.**

**snack      glass**  
**bunch      stem**  
**wishes      sandbox**

If reading the words listed above was difficult for your student, complete *All About Reading* Level 1 before starting spelling instruction.

Having a strong start in reading will help your student in three ways:

1. While learning to read, students pick up basic skills that will enable them to spell more easily.
2. It is easier to decode words than it is to encode words, giving your student more confidence with words.
3. Reading helps establish a visual memory of many words, making spelling much easier.



## Gather the Materials

In addition to this Teacher’s Manual, you will need the following items:

### 1 Student Packet

The Student Packet contains:

- *Zip into Spelling* activity book
- Flashcards
- Stickers for the Progress Chart



### 2 Letter Tiles Kit or Letter Tiles App

You can use either the physical letter tiles or the Letter Tiles app. See Appendix O for guidance in choosing which option to use.



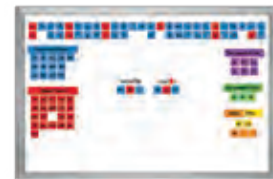
### 3 Spelling Review Box with Divider Cards

The review box is the perfect size to organize your student’s flashcards.



### 4 Magnetic Whiteboard (Optional)

If you choose to use the physical letter tiles, a 2' x 3' magnetic whiteboard is highly recommended. See Appendix Q for information on selecting a whiteboard.



### 5 Notebook or Our Free Spelling Dictation Sheets

Your student will need a notebook with lined paper for spelling practice. Or you may choose to print our free dictation sheets. Go to [www.allaboutlearningpress.com/dictation-sheets](http://www.allaboutlearningpress.com/dictation-sheets) or scan the QR code.



Regular-ruled Dictation Sheets



Wide-ruled Dictation Sheets





## Learn about the *All About Spelling* Method

**First of all, you can do this!** *All About Spelling* is a scripted, open-and-go program developed for busy parents, teachers, and tutors who want to teach spelling in the most effective way possible. This program doesn't require long periods of study, you don't have to develop your own lesson plans, and you don't have to stress over what to teach next—because everything is laid out for you, step by step. You'll get solid grounding in how to teach spelling without being overwhelmed.

**Your student will be actively involved in the learning process.** This is a truly multisensory program; your student will learn through sight, sound, and touch. Everything is taught in context and your student will apply what he has learned right away. Your student will be engaged in thinking, processing, comparing, and learning.

Students who use the *All About Spelling* method tend to feel a sense of excitement in learning. And they should! They are learning how to think, explore, and grow in their abilities. They feel successful as they see continual progress.

**There are no gaps in this program.** Your student will be taught everything he or she needs to know about spelling, so no guessing is required. Each new concept builds upon the previous one, and no steps are skipped.

***All About Spelling* is a mastery-based program.** As such, the levels don't correspond to grade levels. In mastery-based learning, students master one concept before moving on to a more advanced concept, regardless of age or grade level.

**Most importantly, *All About Spelling* is committed to results.** The *All About Spelling* program has a very focused mission: to enable you to teach your student to spell while guaranteeing retention and enjoyment. Our approach to spelling focuses on helping students become confident, fluent spellers who can absorb and retain new information.

If you ever have a question as you are teaching, please feel free to contact us at [support@allaboutlearningpress.com](mailto:support@allaboutlearningpress.com) or 715-477-1976.

We're here to help!



## Preview the Teacher's Manual

### Lesson Plans

Turn to Part 2 of this teacher's manual, beginning on page 35. You'll see that the lessons are laid out for you, step by step. Lessons consist of five parts:



- 1. Before You Begin.** This cream-colored box contains an overview of the lesson and is meant only for you, the teacher. It takes just a few minutes to read it so you'll be well equipped to teach the lesson confidently.
- 2. Review.** Beginning with Lesson 2, you'll give your student a quick review of previously taught concepts. You will need your student's Spelling Review Box for this part of the lesson.
- 3. New Teaching.** This is the hands-on, multisensory portion of the lesson. Your student will work with the letter tiles and activity sheets while learning and practicing new spelling concepts.
- 4. Advanced Application.** If you have older students who need more of a challenge, the Advanced Application section provides the opportunity to practice new concepts with higher-level, multisyllable words. This section begins in Lesson 7.
- 5. Track Your Progress.** At the end of each lesson, you'll record your student's progress on the Progress Chart.

### Appendices

Take a few minutes to flip through the Appendices section starting on page 233. The Appendices are full of extra resources, tips, and activities to help you and your student get the most out of your spelling lessons. This is where you will find creative ideas for reviewing concepts, tips and troubleshooting help, and lists of concepts covered in the program.



## Preview the Activity Book

The *Zip into Spelling* activity book contains:



- Progress Chart
- Phonograms Chart
- Activity Sheets
- Advanced Application Sheets
- Word Banks
- Rule Posters
- Certificate of Achievement

The lesson plans in the Teacher’s Manual will tell you which pages you need for each lesson. The pages in the activity book are perforated for easy removal.

Let’s take a quick look at each part of the activity book.

### Progress Chart

The Progress Chart can be found on page 5 of the activity book.



This chart is a motivating part of the lessons for many students because it is a visual reminder of the progress they have made toward spelling independently.

Remove the chart on the perforation and decide where to place it. Choose a prominent place like a bulletin board, the refrigerator, the back of a door, or another easily accessible area.

After each lesson has been completed, have your student color in or place a sticker over the next circle on the chart.

### Activity Sheets



The activity sheets are very motivating for most students. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!

Take a look at the activity called “Try Not to Moo” on page 9 of the activity book. When you get to Lesson 1, the lesson plan will prompt you to cut out the cow cards and place them in a pile. Your student will choose a card, flip it

over, and say the sound(s) of the phonogram indicated. But if he draws a Moo card, he will have to moo like a cow instead.

Although the activity sheets are optional, you may find that students of all ages enjoy the mental break that they provide.

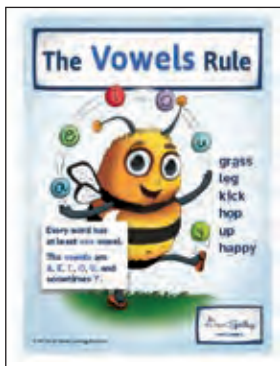
## Advanced Application Sheets



Starting in Lesson 7, Advanced Application is included at the end of each lesson to meet the needs of older students who already know how to spell simple words.

As an example, turn to page 84 of this teacher's manual and page 54 of the activity book. Instead of spelling words like *fan*, *am*, and *nap*, older students can practice the same concepts while completing multisyllabic words such as *fantastic*, *ambulance*, and *napkin*.

## Spelling Rule Posters



Level 1 teaches eight spelling rules. These rules have been illustrated on posters that you can display in a prominent area as visual reminders for your student.

The first Spelling Rule poster is taught in Lesson 4. For a list of all Spelling Rules introduced in Level 1, see Appendix C.





## Learn about Phonograms

Understanding phonograms is vital to your child's success in spelling. Fortunately, phonograms are simple to understand and easy to teach.

Let's start with a quick definition.

### What Are Phonograms?



A phonogram is a letter or combination of letters that represent a sound. For example:

- **CK** is a phonogram that says /k/ as in *clock*.
- **S** is a phonogram that says /s/ as in *sat* or /z/ as in *has*.
- **OY** is a phonogram that says /oi/ as in *boy*.

The word *phonogram* comes from Greek and is literally translated as the “written symbol for a sound.”



### Why Do We Teach Phonograms?

Phonograms make learning to read and spell much easier!

Take a look at the word *shed*. If you pronounce the word slowly to hear the individual sounds, you will hear three different sounds: /sh/-/ĕ/-/d/. As we say each sound, we can write down the corresponding phonogram.

sh-e-d

That was an easy example, but the same principle applies to multisyllable words as well. For the word *winter*, for example, we say the individual sounds in each syllable and write the corresponding phonograms.

w-i-n      t-er

As you can see, your student doesn't need to remember w-i-n-t-e-r as a random string of letters. Instead, just segment the word and represent each sound with a phonogram.

## Phonograms Are Like Building Blocks

Phonograms are the building blocks of almost every English word. In fact, a study of 17,000 words showed that the vast majority of words follow the regular phonogram sounds. Only 3% of the words are completely irregular (such as *said* and *of*).<sup>1</sup> This means that there are very few words that must be learned through repetition and rote memorization.

Since phonograms represent sounds, the number of letters in a word doesn't necessarily correspond to the number of phonograms. Look at these examples.

**h igh** Since *high* has two sounds,  
it is represented by  
two phonograms.

**sh ee p** *Sheep* has three sounds,  
so it is represented by  
three phonograms.

## Preview the Phonogram Sounds

The lesson plans will prompt you to preview the sounds of new phonograms before you teach them to your student. Below are three ways you can preview the sounds.



**Phonogram Sounds app.** This free app can be used on your computer, tablet, or phone. Go to [www.allaboutlearningpress.com/phonogram-sounds-app](http://www.allaboutlearningpress.com/phonogram-sounds-app) to download. Simply tap the phonogram to hear the sound.



**Letter Tiles app.** If you own the Letter Tiles app, “long hold” on a letter tile to hear the sound(s).



**Chart in Appendix B.** Key words are given for each phonogram.

Using the method you prefer, take a moment to preview the first two Phonogram Cards: m and s. You'll discover that m has one sound (/m/), while s has two sounds (/s/-/z/). Try out a few more letters, being sure to pronounce them clearly. Practice saying the pure sound without adding a noticeable /uh/ sound at the end. A common problem is to say /tuh/ instead of /t/ or /nuh/ instead of /n/.

**For letters with more than one sound,** we always say the sounds in a particular order, starting with the most common sound. Say one sound after the other, with only a slight pause in between. For example, for the letter c, say “/k/-/s/.”



<sup>1</sup>Hanna, P.R., Hanna, J.S., Hodges, R.E., & Rudorf, E.H. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement*. Washington, DC: United States Office of Education Cooperative Research.



# Learn about the Flashcards

We will be using four types of flashcards. Below is an introduction to each type.

**Phonogram Cards** are used to teach and review the phonograms.

Spelling Level 1 Lesson 1 – Phonogram Card 2

S

Spelling Level 1 Lesson 1 – Phonogram Card 2

S

Sounds: /s/-/z/  
[Key words: sun, has]

Show the front side to your student.

The back of the card is your “cheat sheet.” The key word is for you, not your student.

**Sound Cards** are used to practice writing phonograms from dictation. You’ll dictate the sound(s) listed on the flashcard and your student will write the corresponding phonogram.

Spelling Level 1 Lesson 1 – Sound Card 2

Dictate the sounds: /s/-/z/  
[Key words: sun, has]  
Your student writes: s

This tells you which sound(s) to dictate.

Don’t dictate the key words; they are for your reference only.

This is what your student will write.

**Word Cards** are used to teach and review spelling words. You’ll dictate the word and your student will write the word in his dictation notebook.

Spelling Level 1 Lesson 7 – Word Card 5

an  
(Is that an octopus?)

Read the front side aloud.  
Don’t show the card to your student.

Some Word Cards contain a sentence like the one under the word *an* above. This is to distinguish it from the word *Ann*. You can read the sentence aloud for clarity, but **don’t have your student write the sentence**. Your student will only write the word *an*. Sentences are added to all cards containing homophones (words that sound alike but are spelled differently).

**Rule Cards** contain spelling rules and generalizations.

Spelling Level 1 Lesson 4 – Rule Card 1

**The Vowels Rule**

1. Every word has at least one \_\_\_\_\_.
2. The vowels are \_\_\_\_\_.

Read the front side to your student.

1. vowel
2. a, e, i, o, u, and sometimes y

The back of the card shows the responses your student should say.



# Prepare Your Spelling Review Box

The Spelling Review Box will help you keep the flashcards organized. Follow the instructions below to set up your Spelling Review Box.



- 1. Place the divider cards in your box.** The divider cards are numbered 1-12 so you can be sure to get them in the correct order. Foam spacers are also provided to allow the cards to stand upright. As you need more room for cards, simply remove a foam spacer.



- 2. Locate the yellow Phonogram Cards** in the Student Packet. Separate the perforated cards and place them behind the yellow tabbed divider called *Phonogram Cards–Future Lessons*.



- 3. Locate the red Sound Cards** in the Student Packet. Separate the perforated cards and place them behind the red tabbed divider called *Sound Cards–Future Lessons*.



- 4. Locate the blue Rule Cards** in the Student Packet. Separate the perforated cards and place them behind the blue tabbed divider called *Rule Cards–Future Lessons*.



- 5. Locate the green Word Cards** in the Student Packet. Separate the perforated cards and place them behind the green tabbed divider called *Word Cards–Future Lessons*.



## Set Up the Letter Tiles

Starting with Lesson 4, letter tiles are used in every lesson to help your student quickly and easily grasp new concepts. You have the option to use either the Letter Tiles app or the physical letter tiles. See Appendix O if you need help deciding which format to use.

### If You Will Be Using the Letter Tiles App

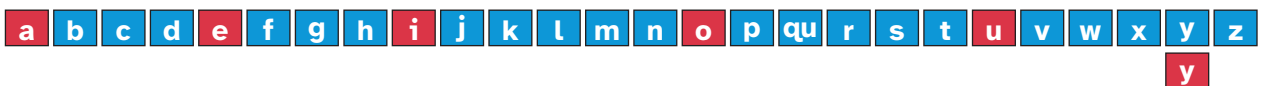
Visit [www.allaboutlearningpress.com/letter-tiles-app](http://www.allaboutlearningpress.com/letter-tiles-app) to purchase the app for your tablet, or scan the QR code. (Please note that the Letter Tiles app is only available for tablets and touch-enabled Chromebooks. There is no version for phones because the tiles would be too small to be useful.)



Short tutorial videos are available in the app menu to show you everything you need to know about using the app in your lessons.

### If You Will Be Using the Physical Letter Tiles

- 1 Take out the Letter Tiles kit.** Locate Sheets 1-3. Do not separate the tiles yet. (Sheets 4-13 will be used in future levels.)
- 2 Apply the magnets to the back of the sheets you removed in Step 1.** Stick one magnet in each gray box.
- 3 Separate the tiles** on the perforations.
- 4 Set up your whiteboard for Lesson 4.** Set up the letter tiles on your magnetic whiteboard as shown below.



Set the board aside until letter tiles are introduced in Lesson 4.

- 5 Place the remaining Level 1 items in the small zip storage bag provided with the Letter Tiles kit.** The lessons will tell you when to add these items to your whiteboard. For safekeeping, store the baggie in the larger zip storage bag provided with the kit.

## Answers to Common Questions about Letter Tiles

### What do the different colors mean?

- b** Blue tiles are consonants and consonant teams.
- u** Red tiles are vowels and vowel teams.
- er** Purple tiles are for the sound of /er/.
- or** Yellow tiles are for Bossy R combinations that don't say /er/.
- ci** Green tiles are for alternate spellings of /sh/: ti, ci, si.
- ed** Orange tiles are for miscellaneous symbols and letters.

You'll learn about each category when you get to it in the lessons.

### Why are there two different y's?

- Y can be a consonant or a vowel, depending on the word.
- When it is a consonant, it says /y/.
- When it is a vowel, it can say /ī/, /ī/, or /ē/.

### Why are q and u together on a tile?

Since q is always followed by a u in English words, they are placed together on a single tile.

### What will happen with the other items that are left in my Level 1 baggie?

- Starting in Lesson 13, the lessons will prompt you to add the remaining letter tiles to the board.
- To see what the board will look like by the end of Level 1, see Appendix P.

### What if I don't have a magnetic whiteboard?

A magnetic whiteboard makes it easier and faster to set up for your spelling lessons, but if you don't have a magnetic whiteboard, you can set up the letter tiles right on your table.

### What do all these funny marks and symbols mean?

As a shorthand way to represent the sounds of letters in this Teacher's Manual, we use slashes. For example, /m/ stands for the spoken sound *mmm* as in *monkey*.

You will also see two other sound symbols:

- A straight line above a letter, as in /ā/, represents the long vowel sound. This symbol is called a *macron*.
- A "smile" above a letter, as in /ă/, represents the short vowel sound. This symbol is called a *breve*.



## Prepare for Spelling Dictation

- 1 Prepare a notebook with lined paper or use whichever type of paper your student uses for handwriting lessons.

Alternatively, download our free Level 1 Dictation Sheets at [www.allaboutlearningpress.com/dictation-sheets](http://www.allaboutlearningpress.com/dictation-sheets) or scan one of the QR codes on page 11.

- 2 When the lesson prompts you to take out your student's dictation notebook, you can use either the notebook you've prepared, the printed dictation sheets, or loose-leaf paper.

- **Starting in Lesson 5**, your student will be writing phonograms from dictation.
- **Starting in Lesson 7**, your student will be writing words from dictation.
- **Starting in Lesson 12**, your student will be writing phrases from dictation.
- **In Lesson 24**, the last new-concept lesson of Level 1, your student will write complete sentences from dictation.





## Read This If You Are Teaching an Older Student

*All About Spelling* is frequently used with older students, including teens and adults. The words in Level 1 may be easy to spell, but many students have not learned the concepts behind them—and these concepts are crucial for success throughout the program. For example, most struggling students will know how to spell *cat*, but they don't know why *cat* is spelled with a c instead of a k. They may not need to practice spelling the word *cat*, but they do need to learn the concept so they can apply it to words like *emergency* and *concentrate*. Level 1 fills in important gaps like this.

Other Level 1 concepts that older learners may not be familiar with include

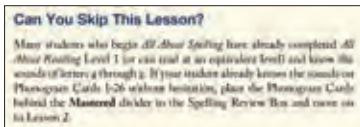
- the sounds of the vowels;
- how to segment words; and
- how to make words plural.

Here are five tips for working with older students who need remedial work.

### 1 Be ready to explain why you're working in Level 1 instead of a higher level.

Compare learning to spell to something they can relate to, like video games or swimming lessons. Your student may understand that even though the first level of a game (or of swimming lessons) may seem easy, that doesn't mean he should jump ahead to the fifth level. But it does mean that he can go quickly through the earlier levels, learning what he needs to know so that when he does get to the higher levels, he isn't overwhelmed by having to learn too much at once.

### 2 Look for the section called "Can You Skip This Lesson?"



This section, located in the Before You Begin box of the first six lessons, will help you decide if your student needs to complete that particular lesson.

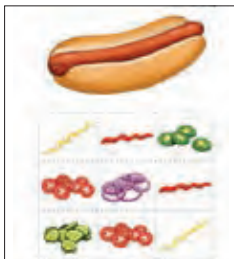
### 3 Take advantage of Advanced Application.



Starting in Lesson 7, Advanced Application sheets are provided especially for older students. These students may already know how to spell small words such as *fan* and *nap*, and this section helps them use those words to create longer words, such as *fantastic* and *napkin*.

**4****Adjust the speed for your student.**

With older learners, you will probably go much faster than you would with a younger child, but be prepared to slow down if you reach a concept that your student doesn't understand. Your goal is to achieve mastery. Anna Gillingham, co-founder of the Orton-Gillingham approach, put it this way: "Go as fast as you can, but as slow as you must."

**5****Use the activity sheets.**

Although the activity sheets are optional, you may find that students of all ages enjoy the mental break that they provide.



## Decide How Much Time to Spend on Spelling

*All About Spelling* lessons are designed so that you can work at your student's pace. Following are general guidelines.



### Spend 20 minutes per day teaching spelling.

We recommend spending about 20 minutes per day, five days a week, on spelling instruction, but you can adjust this if necessary for younger students or for older remedial students.

It can be helpful to set a timer. When 20 minutes are up, mark the spot in the lesson where you stopped. When you begin teaching the next day, briefly review some of the daily review cards and then begin in the Teacher's Manual wherever you left off previously.

Short daily lessons are much more effective than longer, less frequent lessons. Your student's attention is less likely to wander, and you can accomplish more when your student is actively engaged in the lesson.

If you aren't done with the lesson when the 20 minutes are up, don't worry! This next tip is for you.



### Lessons often take more than one day to complete.

Please know that the lessons in *All About Spelling* are **not** meant to be completed in one day.

In fact, some lessons may take a week or more to finish. A number of variables including your student's age, attention span, prior experience, the difficulty of the concept being taught, and the length of the lesson all play a part in how quickly a lesson can be completed.



## Bring a Great Attitude!

**Teaching your student can be a wonderful way to show him that he has great value in your eyes.** You can view this as an opportunity to build him up and help him develop skill and character. Can you see yourself as a calm, uncritical coach with the worthy goal of helping this child fulfill his natural potential? Imagine the type of teacher *you* would want: friendly, supportive, with a you-can-do-it attitude. Smile. Point out what your student has done *right* more often than you point out his mistakes. Treat lesson time as a special time between the two of you.

**Praise your student when he does well.** We can get so used to correcting students that sometimes we overlook opportunities to let them know when they are doing something right. Listen to yourself to see if you need to fit in more expressions of approval. Here are some ideas to get you started:

*“Wow, you catch on fast!”*

*“Excellent—you did so well!”*

*“Very good! You are a quick learner!”*

*“I love to work with you.”*

*“Hey, you got that the first time!”*

*“You are doing great!”*

*“That was a tough one, and you got it!”*

*“Good for you!”*

*“You’re getting it!”*

*“Awesome job!”*

*“You remembered that from yesterday—great!”*

*“I can tell that you tried hard to figure that out.”*

*“Way to go!”*

*“Just last week you couldn’t have done that!”*

*“Kind words can be short and easy to speak,  
but their echoes are truly endless.”*

—Mother Teresa