

Lesson 1

Mastering the First 26 Phonograms

Objective

This lesson teaches the sounds of the first 26 phonograms.

You Will Need

- Phonogram Cards 1-26
- Progress Chart
- Zip into Spelling* pages 7-19

Before You Begin

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

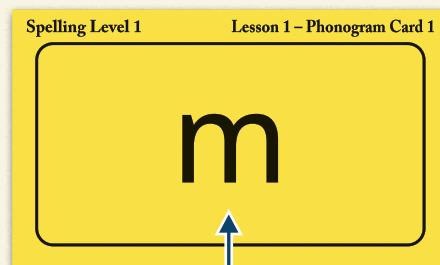
Can You Skip This Lesson?

If your student already knows the sounds on Phonogram Cards 1-26 without hesitation, place the Phonogram Cards behind the **Mastered** divider in the Spelling Review Box and move on to Lesson 2. However, students who haven't completed *All About Reading* Level 1 may not know all the sounds of letters a to z and should not skip this important lesson.

Preview the Phonogram Cards

In this lesson, you'll figure out which phonograms your student knows and which still need to be taught. The quickest way to do this is with Phonogram Cards.

Let's take a look at the first Phonogram Card



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.

Before You Begin

(continued)

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 her back by not teaching *enough*, either.

What order should the Phonogram Cards be taught in? It is best to teach the phonograms in numerical order, according to the Phonogram Card number shown in the upper right corner of the card. Some phonograms, like b and d, sound alike to the untrained ear and teaching them together could result in confusion. By teaching them in the numerical order shown on the cards, the following sets of phonograms are split up and taught in separate learning sessions:

b, d • a, e, i, o, u • p, b • m, n

How should you teach phonograms with multiple sounds? When a phonogram has more than one sound, we say the sounds in a particular order, starting with the most common sound. For example, for the letter s we say /s/-/z/ with only a slight pause in between. For a demonstration of how this is done, refer to the free Phonogram Sounds app, described on page 20, or the paid Letter Tiles app described on page 25 and in Appendix O.

How do you know when your student has mastered a Phonogram Card? Look for these three signs that a phonogram has been mastered:

- Your student says the pure, clipped sound(s) without adding /uh/ at the end (for example, she says /p/, not /puh/).
- Your student responds quickly and easily when you hold up the card.
- You have no doubt that your student knows the card thoroughly.

Using the Spelling Review Box



Throughout *All About Spelling*, you'll use the Spelling Review Box to keep track of what has been mastered and what still needs to be reviewed. If a card has been mastered, the lessons will prompt you to place it behind the **Mastered** divider. If the card has not yet been mastered, you will place it behind the **Review** divider so it can be reviewed again in the next learning session.

Now you are ready to teach the first lesson!

This lesson provides the foundation for all spelling lessons that follow, so take as many teaching sessions as your student needs to master it.

Set Your Timer



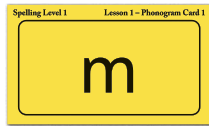
Remember that each teaching session should be short—no more than twenty minutes per day. If this is your student’s first introduction to phonograms, it will take multiple sessions to complete Lesson 1.

This lesson is the foundation for all future spelling lessons. Spend as many days on this lesson as your student needs.

Determine Which Phonograms Need to Be Taught

Take out Phonogram Cards 1-26.

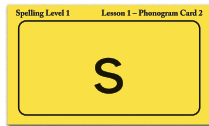
“Let’s find out which of these cards you know and which of them we should work on. We will sort them into two piles: *cards you know* and *cards you need to learn*.”



Show your student the front side of Phonogram Card 1.

“Most letters have one sound. For example, the letter m says /m/.”

Return the card to the back of the deck. Your student does *not* write the phonogram.



Show your student the front side of Phonogram Card 2.

“But some letters can say *more* than one sound, depending on the word it is found in. For example, the letter s can say /s/ or /z/, depending on the word.”

“When I show you a letter that can say more than one sound, tell me all the sounds. For this card, you would say /s/-/z/.”

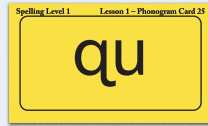
Go through all the Phonogram Cards with your student and sort them into two piles: **Need to Learn** and **Mastered**.

Evaluation

(continued)

When you get to Phonogram Card 25, 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/.”

The u does not act like a vowel in this phonogram.

Organize the Phonogram Cards in the Review Box



Now you have two piles of cards. Place the “Mastered” pile behind the divider labeled Mastered.



Next, arrange the cards in the “Need to Learn” pile in numerical order as indicated by the Phonogram Card number shown in the upper right corner of the card.

Place those cards behind the divider labeled Future Lessons.

New Teaching

Teach the Phonograms

Now that you have identified which phonograms your student needs to learn, **teach four phonograms at a time**. Be sure to teach them in numerical order and not in alphabetical order. Use the following procedure for each card.

1. Show the front of the Phonogram Card to your student.
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.

New Teaching

(continued)



File the four Phonogram Cards that you are working on behind the **Phonogram Cards Review** divider in your student's Spelling Review Box. Review them at the beginning of each teaching session until each card is Mastered.

Keep Track of Which Phonogram Cards Have Been Mastered

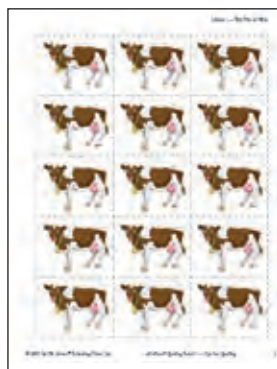


Remove the Phonograms I Know chart from page 7 of the *Zip into Spelling* activity book and post it in a prominent place. Have your student color in mastered phonograms with colored pencil.

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

Practice with Games and Activities (Optional)

If your student would benefit from additional practice with the phonogram sounds, choose from any of the following activities.



Try Not to Moo

Remove pages 9-12 from the activity book.

Cut out the cow cards, mix them up, and place them in a pile with the phonograms facing down.

Have your student select a card, turn it over, and look at the phonogram next to the cow's face. She should then say the sound(s) of that phonogram. If your student needs a hint, the number of sounds is represented by the number

on the cow's bell. If your student draws a Moo card, she should moo like a cow instead of saying the phonogram sounds.

Continue until all the cards have been completed.

New Teaching

(continued)



Splash!

Remove pages 13-15 from the activity book.

Cut out the penguin cards and place them at the top of the iceberg. Select a Phonogram Card and show it to your student. Have your student say all the sounds the phonogram makes. If it makes one sound, your student can help one penguin slide down the iceberg into the pool of water. If the phonogram makes two sounds, your student can help two penguins slide down, and so on.

Continue until all the penguins have made it safely down the iceberg and into the pool.



Jungle Phonograms

Remove page 17 from the activity book.

Give your student something fun to use for markers, like popcorn, raisins, mini marshmallows, coins, or Bingo chips.

Place the appropriate number of markers in each square, referring to the number located in the lower right corner. For example, place eight markers in the first square (representing eight sounds), three in the next square (representing three sounds), and so on.

Have your student choose a square and say the sound(s) of each phonogram in that square. If she says the sounds correctly, she can keep the markers. Continue until all the markers have been collected.

You may wish to check your student's responses by listening to the sounds of the phonograms on the Letter Tiles app or referring to the phonograms chart in Appendix B.

New Teaching

(continued)



Climb the Mountain

Remove page 19 from the activity book.

Cut out the animal cards at the bottom of the page. Have your student choose her favorite animal (bobcat, wolf, mountain goat, or bear).

Show a Phonogram Card to your student and have her say the sound(s) of that phonogram. If she says the sound(s) correctly, the animal may advance up the mountain by one green space. If she says the sound(s) incorrectly, return the card to the pile to try again.

Continue until the animal has climbed the mountain and reached the top.

For more activities for practicing the Phonogram Cards, see Appendix M.



Track Your Progress

Mark the Progress Chart



Once your student has a firm grasp on all the sounds of the first 26 phonograms, you can consider this lesson mastered and have your student mark Lesson 1 on the Progress Chart.



Well,
flap my flip-flops!!
Look at that ... you're already
done with Lesson 1!

Now that you know all the phonograms,
it won't be long before you can spell
lots of important words ...
you know, like BUMBLE and BEE.

So what are we waiting for?
Let's zip off to Lesson 2!

Lesson 2

Identifying Initial and Final Sounds

Objective

This lesson teaches how to identify initial and final sounds in a word.

You Will Need

Zip into Spelling pages 21-23

Before You Begin

Can You Skip This Lesson?

This lesson teaches how to identify the initial and final sounds in a spoken word. The exercises in the New Teaching section are phonemic awareness activities that are covered in the *All About Reading* Pre-reading program. If your student has completed the Pre-reading program, he is already familiar with this concept. If your student can easily answer the following questions, you can move on to Lesson 3.

- “What is the first sound in the word *van*?” *Student replies: /v/.*
- “What is the last sound in the word *stop*?” *Student replies: /p/.*

Look Ahead to the Review Section

Starting with this lesson, you’ll find a Review section at the beginning of each lesson. Continual review is an essential part of learning to spell.

Preview Initial Sounds

In the first New Teaching activity, you will ask your student to repeat the first, or initial, sound in a word. You are not asking for the name of the first letter; you are asking for the first *sound*. For example, the first sound in the word *map* is /m/. Your student, therefore, should respond by saying /m/, not the letter m.

When you say the word, elongate the first sound if possible, as in *fff-ish*. This will make it easier for your student to identify the first sound. The sounds of the following letters—called *continuant sounds*—are easy to hold: f, l, m, n, r, s, v, z, and the vowels.

Some sounds—called *stop sounds*—cannot be held. They include the consonants c, b, d, g, j, k, p, and t. To help your student hear the first sound in words that start with stop sounds, repeat the first sound several times, as in *b-b-bear*.

Before You Begin Preview Final Sounds

(continued)

The second New Teaching activity focuses on the final sound in a word. As with the initial sound, your student should say the sound and not the name of the letter. For example, the last sound in the word *sap* is /p/. Your student should respond by saying /p/, not the letter p.

Review

Review Phonogram Cards

Phonogram
Cards

Spend several minutes reviewing the Phonogram Cards to keep them fresh in your student's mind. You can either flip through the flashcards as shown in Appendix D or choose one of the activities from Appendix M.

You may wish to bookmark the two appendices mentioned above for easy future reference.

Tip!

New Teaching

Repeat the First Sound in a Word

Turn toward your student so he can see your mouth as you speak.

“The first sound we hear in the word *floor* is /f/. What is the first sound you hear in the word *sun*?” /s/.

“What is the first sound you hear in the word *ball*?” /b/.

Repeat this activity with the words below.

Easier words (with continuant sounds): **map lid zip foot nice**

Harder words (with stop sounds): **pan top cat banana garden**

If your student needs extra help, try these strategies:

Tip!

- Hold or repeat the first sound of the word.
- Have your student watch your mouth.
- Have your student say the word s-l-o-w-l-y and then go back and repeat the first sound he said.

New Teaching

(continued)

Complete Activity Sheet (Optional)

“Let’s explore some animals!”



Explore the Animals

Remove page 21 from the *Zip into Spelling* activity book.

Cut out the animal cards and identify each animal with your student. (The animal names are on the back of the cards for your reference. The student is not expected to read the animal names.)

Place the cards in a pile with the animals facing up.

Have your student select a card, say the name of the animal, and then repeat the first sound in the word. If he gets it right, he can keep the card. If not, he should return the card to the bottom of the pile for another try.

Remember that your student should say the first *sound* he hears, not the name of the letter.

Continue until all the animal cards have been collected.

Answer Key

baboon:	/b/	dolphin:	/d/	octopus:	/ɒ/
lion:	/l/	snake:	/s/	goat:	/g/
rhinoceros:	/r/	tiger:	/t/	elephant:	/ɛ/
giraffe:	/j/	hippopotamus:	/h/	zebra:	/z/

If you feel your student needs additional practice, repeat this activity in your next session. For variety, you can point to objects in the room, such as *table* and *window*, and have your student identify the first sound in the word. Illustrations in magazines or books can also be used.

Once identifying the first sound in a word becomes easy for your student, continue on to the next activity.

New Teaching

(continued)

Repeat the Last Sound in a Word

“Now you are going to say the *last* sound in a word. The last sound in the word *jam* is /m/. What is the last sound you hear in the word *glass*?” /s/.

Repeat this activity with the words below.

Easier words (with continuant sounds): **bell** **fuzz** **dragonfly**
car **candle**

Harder words (with stop sounds): **sap** **bed** **rag** **start** **mound**

Complete Activity Sheet (Optional)

“Now let’s explore some delicious foods.”



Explore the Foods

Remove page 23 from the activity book.

Cut out the food cards and place them in a pile on the table. Have your student select a card, say the name of the food, and then repeat the last sound in the word. If he gets it right, he can keep the card. If not, he should return the card to the bottom of the pile for another try.

Continue until all the food cards have been collected.

Answer Key

pepper:	/r/	peanuts:	/s/	pineapple:	/l/
avocado:	/ō/	fig:	/g/	beet:	/t/
yam:	/m/	orange:	/j/	banana:	/ah/
coffee:	/ē/	garlic:	/k/	watermelon:	/n/

For additional practice, go for a walk and have your student identify the last sound in various objects.



Mark the Progress Chart



After identifying the first and last sounds in spoken words has been mastered, have your student mark Lesson 2 on the Progress Chart.

Lesson 11 Short E

Objective

This lesson teaches how to count syllables and how to spell words with short e.

You Will Need

Zip into Spelling pages 77-89

Word Cards 41-50

Before You Begin

Preview Counting Syllables

Words are made up of syllables. A syllable is a “word chunk” that contains a single vowel sound. A word may have one, two, or even more syllables. The number of vowel sounds in a word determines the number of syllables. For example:

- *bat* has one vowel sound and therefore one syllable
- *sticky* has two vowel sounds and therefore two syllables
- *south* has one vowel sound—/ow/—and therefore one syllable

Fortunately, there is an easy way to recognize and count syllables: by clapping. In this lesson, you will demonstrate how to clap syllables and then provide practice for your student. For example:

- *puppy* has two syllables: *pup* [clap]—*py* [clap]
- *tape* has one syllable: *tape* [clap]

Although the clapping method works well with most students, you may also want to try some of the alternative methods listed in Appendix I: Methods for Counting Syllables.

Can You Skip the Activities?

If your student has used the *All About Reading* Pre-reading program, she probably already knows how to count syllables. To test, ask your student how many syllables are in the following words:

pizza (two) **alligator** (four) **truck** (one)

If counting syllables has already been mastered, skip the first two activities and start the lesson on page 112 with Introduce Words with Short E.



It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind. Shuffle the cards and choose a selection for review.

Phonogram
Cards

Review a selection of Phonogram Cards from behind the **Mastered** divider in your student's Spelling Review Box.

Sound
Cards

Review a selection of Sound Cards from behind the **Mastered** divider. Have your student write the phonograms in her dictation notebook.

Rule
Cards

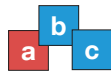
Review a selection of Rule Cards from behind the **Mastered** divider.

Word
Cards

Review a selection of Word Cards from behind the **Mastered** divider. Have your student write the words in her dictation notebook.



Read through the Word Banks for Short I and Short O.



Alphabetize letter tiles a to z with your student.

How many flashcards should you review each day?

By now you may have quite a few flashcards behind the Review dividers, and more will be added as the lessons progress. To avoid overwhelming your student, choose a mix of no more than twenty Phonogram, Sound, Rule, and Word Cards to review each day.

Tip!

However, if you feel too many cards are stacking up, take a day or even several days, as needed, to just work on review. Then you can continue on to new lessons when your student is ready.

Teach Counting Syllables

In this exercise, you will demonstrate what a syllable is by clapping your hands as you say the syllables.

“Words are made up of syllables. A word might have one, two, or even more syllables.”

“*Reading* has two syllables: *read* [clap]–*ing* [clap].”

“*Blue* has one syllable: *blue* [clap].”

“*Pumpkin* has two syllables: *pump* [clap]–*kin* [clap].”

“Now you try. Clap your hands for each syllable in the word *pig*.” *Student claps her hands one time as she says pig.*

Read the following words aloud and have your student practice counting syllables by clapping.

seven purple elephants went swimming

Complete Activity Sheet (Optional)

“Let’s sort some objects!”



One Banana, Two Bananas

Remove pages 77-83 from the *Zip into Spelling* activity book.

Cut out the object cards, mix them up, and place them in a pile with the illustrations facing up.

Place the banana page in front of your student. “Let’s use these bananas to help us sort items into bunches.”

Your student should select an object card, name the item or animal, and determine the number of syllables by clapping. Then she may place the card in the appropriate box next to the banana bunch that represents that number. For example, if she collects a card for an item with one syllable, she’ll place it in the box next to the illustration of the single banana.

Continue until all the cards have been sorted.

New Teaching

(continued)

Answer Key


One syllable: kite, snake, ax, drum, cat, grapes, car, fish, dog, cap, bee, fox

Two syllables: zebra, lemon, wagon, mittens, monkey, pumpkin, giraffe, tractor, rabbit, football, balloon, carrot

Three syllables: kangaroo, volcano, tomato, spaghetti, dinosaur, umbrella, octopus, violin, banana, hamburger, butterfly, elephant

It's perfectly acceptable if your child identifies an item by a name that differs from the answer key, such as saying *puppy* instead of *dog*. In that case, she would clap the number of syllables for *puppy*.

Introduce Words with Short E

“Today we will be spelling words that have the sound of /ĕ/ in the middle. Point to the vowel that says /ĕ/.” *Student points to the* .

“I will dictate a word and you will spell it using the letter tiles.”

“The word is *net*.” Point to the letter tiles to prompt your student to begin using the tiles. *Student segments the word net, moving the letter tiles into the workspace as she says the sounds: /n/-/ĕ/-/t/.*



“Read the word.” *Net.*

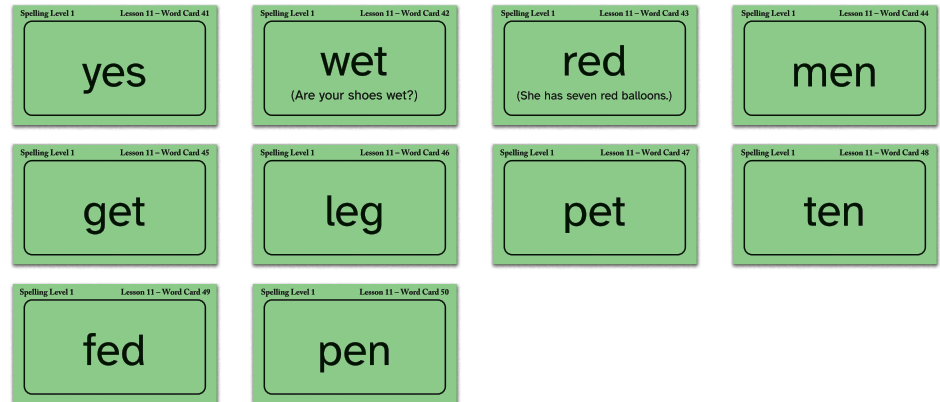
“Good!”

New Teaching

(continued)

Spell Word Cards 41-50 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.



Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 41-50 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

bed	Jeb	hem	bet	Jed
met	den	Ben (name)	Deb	let
Ned	beg	Ed	jet	Peg
hen				

New Teaching

(continued)

Complete Word Search



Turn to page 85 in the activity book.

Part 1: Dictate the following words and have your student write them on the lines provided.

led _____ net _____
 Bev _____ web _____
 Meg _____ Ted _____
 vet _____ set _____
 yet _____ Jen _____

net **Bev** **web** **Meg**
vet **Ted** **set** **yet**
Jen **led** (led a parade)

Part 2 (Optional): Have your student find and circle the words hidden in the Word Search.

Complete Activity Sheet (Optional)

“These monkeys can’t wait to jump on the bed. Let’s help them up!”



Monkeys Jumping on the Bed

Remove pages 87-88 from the activity book.

Cut out the monkey cards and place them in a pile.

Choose eight words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a monkey card.

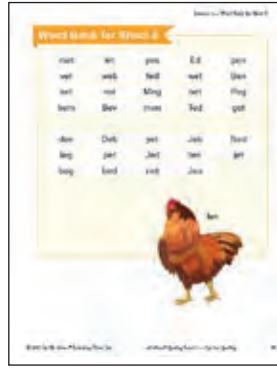
After spelling the word correctly, she may let the monkey jump on the bed.

Continue until all the monkeys are jumping on the bed and the student has practiced all eight words.

New Teaching

(continued)

Read Word Bank for Short E



Turn to page 89 in the activity book.

If your student's regional dialect makes it difficult to differentiate between words like *pin* and *pen*, have her read through the Word Bank for Short E now and at the beginning of the next several lessons. This will help her develop a visual memory for how these words are spelled.

Words ending in -en and -em are most likely to be troublemakers. As your student reads the words, she can use her normal dialect; in other words, if she normally says *Ben* as *bin*, she doesn't need to adjust her pronunciation in any way—she can read the word as she normally would say it in everyday conversation.

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 86 of the activity book.

“You can spell *ten*. Now spell *tenacious*, as in *The bear has a tenacious grip on the salmon.*” Student writes *ten* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **tenacious** The bear has a tenacious grip on the salmon.
2. **forget** Don't forget to feed the rabbits.
3. **carpet** Rule #1: No muddy shoes on the carpet!
4. **setback** Losing that game is a real setback for the team.
5. **metropolis** The superhero saved the metropolis from evildoers.
6. **federal** Bank robbery is a federal crime.
7. **network** Look at that intricate network of spiderwebs!
8. **letter** I wrote a letter to Horuko, my pen pal in Japan.
9. **veterinarian** My cat meowed menacingly at the veterinarian.
10. **hemlock** Be careful! That hemlock is a poisonous herb.
11. **yesterday** Did you practice ballet yesterday?
12. **mentor** My mentor taught me how to write a poem.
13. **pegboard** Hang my tools neatly on the pegboard, please!
14. **nutmeg** Did you put cinnamon and nutmeg in the pie?
15. **pencil** Terrell sharpened every colored pencil in my case.
16. **garden** A family of lizards moved into our garden.

Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Can your student count syllables by clapping or by some other method?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 11 on the Progress Chart and move on to the next lesson!

Lesson 22 Adding S to Make Words Plural

Objective

This lesson teaches how to spell plural words by adding s.

You Will Need

- Zip into Spelling* pages 169-174
- Word Cards 151-160
- Rule Card 6

Before You Begin

Preview The Add S Rule



Remove the Add S Rule poster from page 169 of the activity book and keep it handy for use in the lesson.

In the *All About Spelling* program, your student will be learning various guidelines for making words plural.

- Add s to make most words plural (taught in this lesson)
- Add e-s to base words that end in ch, sh, s, x, and z (taught in Lesson 23)
- Change single y to i before adding a suffix, as in *fly* to *flies* (taught in Level 3)
- Some plural words are irregular, as in *child* to *children* and *knife* to *knives* (taught in Level 5)

Preview Verbs Ending in S

Many present tense verbs end in suffix *s*, such as *chomps* and *runs*. This lesson doesn't explicitly cover verbs, but the same spelling principles apply. After learning how to spell plural words, your student will be able to spell present tense verbs as well.

Review



It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind. Shuffle the cards and choose a selection for review.

Phonogram
Cards

Review a selection of Phonogram Cards from behind the **Mastered** divider in your student's Spelling Review Box.

Sound
Cards

Review a selection of Sound Cards from behind the **Mastered** divider. Have your student write the phonograms in his dictation notebook.

Rule
Cards

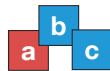
Review a selection of Rule Cards from behind the **Mastered** divider.

Word
Cards

Review a selection of Word Cards from behind the **Mastered** divider. Have your student write the words in his dictation notebook.



Read through the Word Banks for Short I, Short O, and Short E.



Alphabetize letter tiles a to z with your student.

New Teaching

Introduce Plural Words

Build the word **b u g s**.

"We say one *bug*." Cover the s with your finger.



"And we say two *bugs*."



"*Bugs* is **plural** because it means **more than one**."

"I'll say a word and you make it plural."

"One *cat*, two ____." If necessary, prompt your student to say *cats*.

New Teaching

(continued)

“One *tent*, two ____.” *Tents*.

“One *ball*, five ____.” *Balls*.

Identify Base Words

“Now we are going to do just the opposite. I will tell you a **plural word** and you will tell me the base word. So if I say *swings*, you’ll say *swing*.”

“The word is *chairs*.” *Chair*.

“*Tents*.” *Tent*.

Practice with the following words until this concept becomes easy for your student. (Note that this is an oral exercise; your student is not writing the words.)

books

cars

trees

cakes

fingers

paints

baskets

hugs


If your student has any difficulty, have him fill in the sentence “I have one _____ (*book*).” This will help him produce the base word.



Teach Spelling Rule 6: The Add S Rule

“Let’s build some plural words. I want to spell the word *maps*.”

“First I build the base word, **m a p**.”

“Then I add s.” **m a p**  A hand with a blue sleeve pointing to a blue box containing the letter 's'. The box is connected to a dotted line that points to a dotted box following the letters 'm a p'.

“Adding s to a base word is the most common way to make a word plural.”

Leave the word *map* in the workspace.

“Let’s spell *frogs*. First I build the base word, **f r o g**.”

New Teaching

(continued)

“Then I add s to make it say *frogs*.”

f r o g s

Point to the s in **m a p s**.



“What sound does the s make in *maps*?” /s/.

Point to the s in **f r o g s**.



“What sound does the s make in *frogs*?” /z/.

“Good! Now it’s your turn. Spell the word *hands*. Spell the base word first.”

Student spells **h a n d**.

“Now change *hand* to *hands*.” *Student adds s*. **h a n d s**

Notice how the sound of /d/ in the word *hand* disappears when you say the plural form? *Hand, hands*. By spelling the base word first, your student will include the d.



Take out the Add S Rule poster and explore it with your student.

Read the sample words aloud and have your student tell you the base word for each.

You may wish to hang the poster in your lesson area for future reference.

New Teaching

(continued)

Read Rule Card 6 with your student and then file it behind the Review divider.

Spelling Level 1 Lesson 22 – Rule Card 6

The Add S Rule
How do you make most words plural?

Add s.

Spell Word Cards 151-160 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.

For each word, have your student spell the base word first and then make it plural. If your student ever uses the z tile to make a word plural (as in *bedz*), let him know that we only use s for the sound of /z/ in plural words.



Spelling Level 1 Lesson 22 – Word Card 151

cups

Spelling Level 1 Lesson 22 – Word Card 152

beds

Spelling Level 1 Lesson 22 – Word Card 153

shells

Spelling Level 1 Lesson 22 – Word Card 154

tents
(We pitched our tents in the yard.)

Spelling Level 1 Lesson 22 – Word Card 155

spots

Spelling Level 1 Lesson 22 – Word Card 156

songs

Spelling Level 1 Lesson 22 – Word Card 157

pigs

Spelling Level 1 Lesson 22 – Word Card 158

trucks

Spelling Level 1 Lesson 22 – Word Card 159

rugs

Spelling Level 1 Lesson 22 – Word Card 160

desks

New Teaching

(continued)

Spell on Paper



Once your student is able to spell the words using the letter tiles, have him take out his dictation notebook. Dictate Word Cards 151-160 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

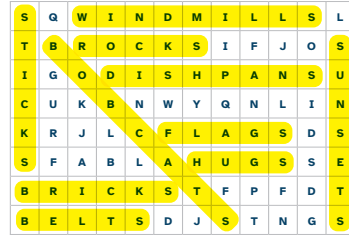
The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

backpacks	twigs	bats	bells
maps	banks	frogs	clams
ducks	bugs	cats	gifts
bedbugs	clocks	plums (ate six plums)	flapjacks
jobs	hats	dogs	hills
snacks	kings	hens	lamps
ships	things	dolls	tracks
logs	rams	locks (door locks)	pets
trips	pups	wings	

New Teaching

(continued)

Complete Word Search



Turn to page 171 in the *Zip into Spelling* activity book.

Part 1: Dictate the following words and have your student write them on the lines provided.

bobcats _____
windmills _____
dishpans _____
hugs _____
sunsets _____
bricks _____
belts _____
flags _____
sticks _____
rocks _____

bobcats **bricks** **flags** **sticks**
belts **hugs** **sunsets** **dishpans**
rocks **windmills**

Part 2 (Optional): Have your student find and circle the words hidden in the Word Search.

Complete Activity Sheet (Optional)

“Let’s make some ice cream cones!”



Serve the Ice Cream!

Remove pages 173-174 from the activity book.

Cut out the ice cream scoop cards and the ice cream cones.

Choose nine words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an ice cream scoop card. After spelling the word correctly, he may add the scoop to one of the ice cream cones. Your student can decide whether to make each cone a single scoop, double scoop, triple scoop, or higher.

Continue until all the ice cream cones have been assembled and the student has practiced all nine words.

New Teaching

(continued)

Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in his dictation notebook.

his things	ten pink pigs	get us hats
bugs in rugs	hung clocks	has snacks
camp in tents	Bob has hens	fill up cups
pack the lamps	cash in banks	six sad clams

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 172 of the activity book.

“You can spell *cups*. Now spell *buttercups*, as in *Let’s tiptoe through the buttercups together.*” *Student writes cups on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **buttercups** Let’s tiptoe through the buttercups together.
2. **sheepdogs** The shepherd treated his sheepdogs like kings.
3. **ladybugs** Eleven ladybugs had tea on the lawn.
4. **foothills** We bought land in the foothills of New Mexico.
5. **riverbeds** The riverbeds in the canyon are dry and sandy.
6. **catalogs** Samantha has seed catalogs piled to the ceiling!
7. **wombats** Wombats waddle when they walk.
8. **carpets** That nutty ferret tore up all our new carpets!
9. **shamrocks** Erin O’Malley wore three shamrocks in her hair.
10. **eggshells** Save those eggshells for your potting soil!
11. **doorbells** We have seven doorbells on our front door.
12. **worships** Little Andy worships his big sisters!
13. **snowbanks** We carved a massive fort into those snowbanks.
14. **copycats** Those copycats are wearing identical costumes!

Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a good grasp of the Add S Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 22 on the Progress Chart and move on to the next lesson!



Lesson 23 Adding ES to Make Words Plural

Objective

This lesson teaches how to spell plural words by adding e-s.

You Will Need

- third s letter tile
- Rule Card 7
- Zip into Spelling* pages 175-183
- Word Cards 161-170

Before You Begin

Letter Tile Setup

If you are using physical letter tiles, add the third s tile to your letter tile setup so your student can spell plural words with e-s.

Preview The Add ES Rule



Remove the Add ES Rule poster from page 175 of the activity book and keep it handy for use in the lesson.

In Lesson 22, students learned that the most common way to make words plural is by adding s. The second most common way to make words plural is to add e-s.

Read the following words aloud and listen for the /iz/ sound that occurs when e-s is added.

-ch	-sh	-s	-x	-z
matches	wishes	buses	boxes	waltzes
churches	brushes	glasses	hoaxes	buzzes

It is interesting to note that e-s is added when the base word ends in ch, sh, s, x, and z.

Preview Verbs Ending in ES

Many present tense verbs end in e-s, such as *mashes* and *waxes*. This lesson doesn't explicitly cover verbs, but the same spelling principles apply. After learning how to spell plural words, your student will be able to spell present tense verbs as well.

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



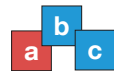
Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Alphabetize letter tiles a to z with your student.

New Teaching

Introduce Plural Words Ending in ES

"I'll say a word and you make it plural."

"One *box*, two _____." If necessary, prompt your student to say *boxes*.

"One *glass*, two _____." *Glasses*.

"One *brush*, two _____." *Brushes*.

Teach Spelling Rule 7: The Add ES Rule

Build the word **r o ck s**.



"You know that the most common way to make a word plural is by adding s, as in *rocks*."

"Today you will learn the **second** most common way to make words plural: add e-s."

New Teaching

(continued)

Build the word **c l a s s**.

“What is the plural of *class*?” *Classes*.

“Read this word.” *Class*.

Add s to form **c l a s s s**.



“This doesn’t say *classes*, does it?” *No*.

“Try reading it just as I spelled it.” *Classs*.

Remove the s and replace it with e-s to form **c l a s s e s**.

“To spell the plural word, we need to add e-s. Now read the word.” *Classes*.

“If you hear /iz/ at the end of a plural word, use e-s.”

“How many syllables are in the word *classes*?” *Two*.

“Right. E-s forms its own syllable: /cläss-iz/.”

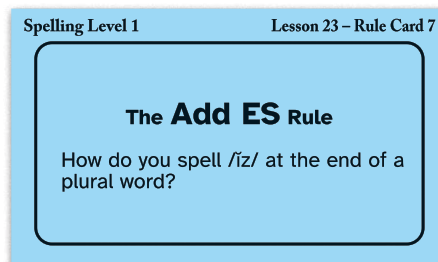


Take out the Add ES Rule poster and explore it with your student.

Read the sample words aloud and listen for the /iz/ sound in the last syllable.

You may wish to hang the poster in your lesson area for future reference.

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



New Teaching

(continued)

Complete Activity Sheet (Optional)

“Uh-oh! This next activity is a mess. Let’s see if we can clean it up.”



What Makes Messes?

Remove pages 177-178 from the *Zip into Spelling* activity book.

Cut out the object cards and spread them out in front of your student with the words facing down.

“Find the *boxes*. Do you hear /īz/ at the end of the word?” *Yes*.

“Flip the card over and write e-s to spell *boxes*.” *Student writes e-s.*

“Find the *mops*. Do you hear /īz/ at the end of the word?” *No*.

“Flip the card over and write s to spell *mops*.” *Student writes s.*

One at a time, name the remaining objects. Have your student fill in s or e-s to spell the plural word.

brushes

rags

dishes

dustpans

lunches

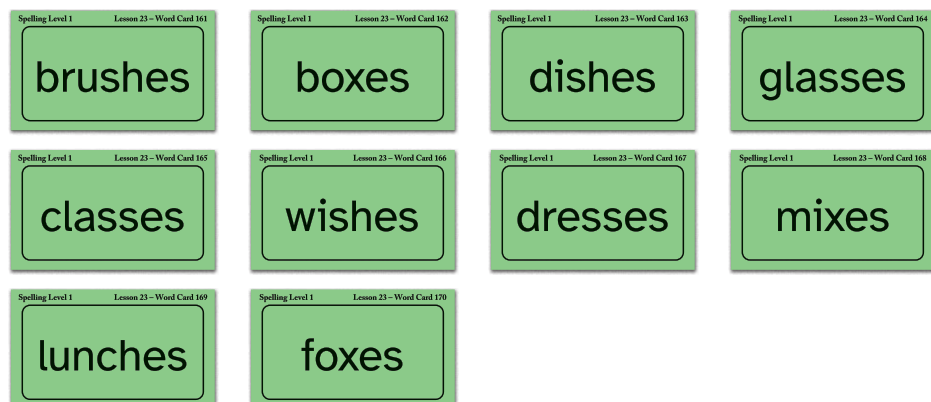
glasses

bathtubs

After spelling the words correctly, your student can sort the objects into two piles: “things that are messy” and “things that clean.”

Spell Word Cards 161-170 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.



New Teaching

(continued)

Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 161-170 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

lashes

kisses

ashes

taxes

mashes

riches

dashes

mosses

rashes

benches

ranches

sandboxes

Complete Activity Sheet (Optional)

“This beach needs to be cleaned up! Let’s get to work.”



Clean Up the Beach

Remove pages 179-182 from the activity book.

Cut out the object cards and distribute them on the beach scene. Cut out the trash bin, create a cylinder by taping the ends together as indicated, and then tape the bin to the beach scene.

Choose eight words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an object card. After spelling the words correctly, your student may wad up the trash and throw it in the trash bin.

Continue until the beach is sparkling clean and your student has practiced all eight words. You may wish to throw the whole trash bin and wadded paper in a real paper recycling bin.

New Teaching

(continued)

Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in her dictation notebook.

has glasses	six kisses	red dresses
dashes fast	sits on benches	cats in boxes
bun mixes	math classes	lots of riches
crack the dishes	ten foxes ran	jumps in sandboxes

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 183 of the activity book.

“You can spell *dishes*. Now spell *radishes*, as in *The rabbits ate all the radishes*.” Student writes *dishes* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **radishes** The rabbits ate all the radishes.
2. **matchboxes** No one can match my collection of matchboxes.
3. **eyelashes** Evangeline has the longest eyelashes ever seen.
4. **toothbrushes** The hippos require very large toothbrushes.
5. **outfoxes** That clever mouse always outfoxes our cat!
6. **workbenches** Mom built two workbenches for her shop.
7. **eyeglasses** Mister Fly got five new pairs of eyeglasses.
8. **oakmosses** What type of tree do oakmosses grow on?
9. **subclasses** Squares are subclasses of rectangles.
10. **overmixes** Sheldon always overmixes the cookie dough!

Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a good grasp of the Add ES Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 23 on the Progress Chart and move on to the next lesson!