

## Start Here!

To prepare for teaching *All About Spelling* Level 3, 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-3](http://www.aalp.tv/spelling-level-3) 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.



## Gather the Materials

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

### 1 Student Packet

The Student Packet contains:

- *Roar 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 Q for guidance in choosing which option to use.



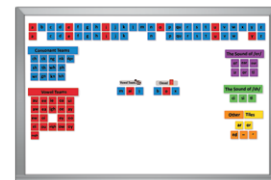
### 3 Spelling Review Box with Divider Cards

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 S 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.



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.

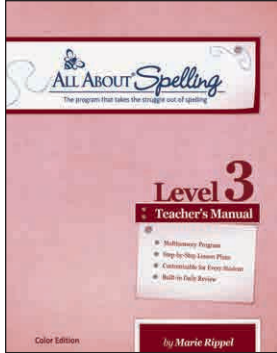
We're here to help!



## Preview the Teacher's Manual

### Lesson Plans

Turn to Part 2 of this teacher's manual, beginning on page 37. 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 2.
- 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 273. 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 *Roar into Spelling* activity book contains:



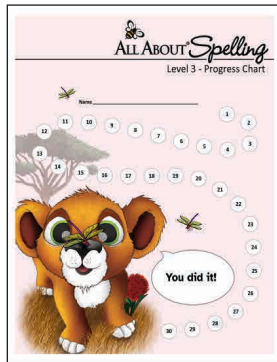
- Progress Chart
- Activity Sheets
- Word Banks
- Writing Station Sheets
- Advanced Application Sheets
- Rule Posters
- Certificate of Achievement

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

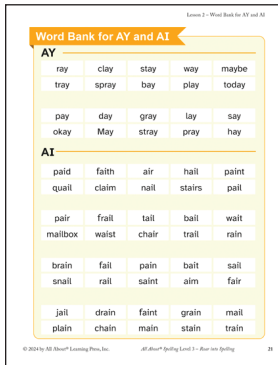


The activity sheets are very motivating for most students. They provide a variety of ways to practice the new concepts taught in the lessons. Flashcards and word banks have their place, but it is nice to break out of the “serious” learning and have a little fun applying it!

Take a look at the activity called “Let's Eat Apples” on page 57 of the activity book. When you get to Lesson 7, the lesson plan will prompt you to cut out the food cards and place them in a pile. You'll dictate some spelling words to your student. After spelling the words correctly, your student will flip the cards over to reveal the type of food made from the apples.

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

## Word Banks



A simple yet valuable teaching tool, Word Banks help students improve their visual memory by providing lists of words that contain the new spelling pattern taught in the lesson.

Take a look at the first Word Bank on page 53 of this teacher’s manual and page 21 of the activity book. In this exercise, your student reads through the Word Bank for AY and AI to get very familiar with the way the words look. This enables your student to recognize the correct spelling of long a when he needs to spell one of these words.

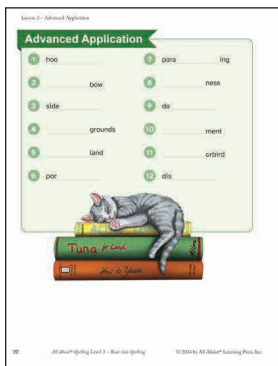
## Writing Station Sheets



Starting in Lesson 18, each lesson will have a Writing Station activity. Up until this point, your student has been writing words and sentences from dictation. The Writing Station acts as a “bridge” between writing from dictation and writing in real life.

Take a look at the first Writing Station on page 181 of this teacher’s manual and page 129 of the activity book. You’ll dictate the five related words that appear in the teacher’s manual: *sticky*, *melting*, *dripping*, *quickly*, and *pants*. Your student will write those words in the spaces provided on the Writing Station sheet and then use his imagination and spelling skills to create original sentences with the given words.

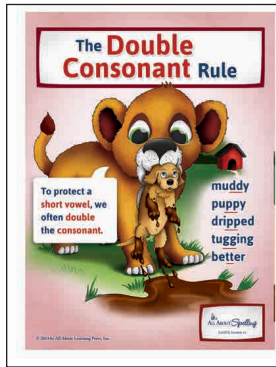
## Advanced Application Sheets



Starting in Lesson 2, Advanced Application is included at the end of most lessons to meet the needs of older students who already know how to spell simple words.

Take a look at the first Advanced Application on page 54 of this teacher’s manual and page 22 of the activity book. Instead of spelling words like *tray*, *sail*, and *fair*, older students can practice the same concepts while completing multisyllabic words such as *portray*, *parasailing*, and *fairgrounds*.

## Spelling Rule Posters



Level 3 teaches several new 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 11. For a list of all Spelling Rules introduced in Level 3, 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 /oy/ 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 two phonograms taught in Level 3: ay and oo. You'll discover that ay has one sound (/ā/), while oo has three sounds (/ōō/-/ōō/-/ō/). 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, 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 3      Lesson 2 – Phonogram Card 44

**ay**

Sound: /ā/  
two-letter /ā/ that we **may** use  
at the end of English words  
[Key word: day]

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 3      Lesson 2 – Sound Card 44

Dictate: /ā/, two-letter /ā/ that we **may** use at the end of English words  
[Key word: day]  
Your student writes: **ay**

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.

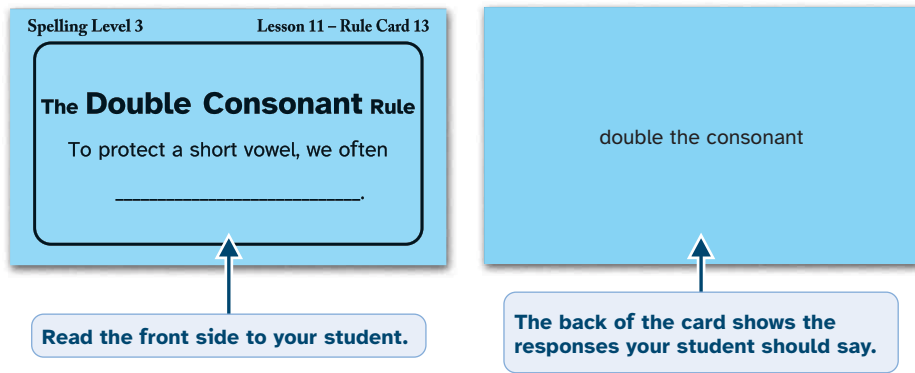
Spelling Level 3      Lesson 2 – Word Card 7

**rain**  
(The rain helps the crops grow.)

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 *rain* above. This is to distinguish it from the words *rein* and *reign*. You can read the sentence aloud for clarity, but **don’t have your student write the sentence**. Your student will only write the word *rain*. Sentences are added to all cards containing homophones (words that sound alike but are spelled differently).

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





# 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.

If you used *All About Spelling* Level 2, your instructions for this first step are a bit different since you already have cards in the Spelling Review Box. Simply remove all cards from behind the Mastered dividers. Put a rubber band around them or place them in a labeled baggie and store separately.



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



# Set Up the Letter Tiles

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 Q 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 1-7. Do not separate the tiles yet. (Sheets 8-13 will be used in future levels.) If you used previous levels, you will already have tiles from Sheets 1-5 on your whiteboard.
- 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 1.** Set up the letter tiles and syllable tags on your magnetic whiteboard as shown below. Set the board aside until letter tiles are called for in the lessons.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

s

**Consonant Teams**

ch	ck	ng	nk
sh	th	wh	

**Vowel Teams**


au	aw	ee	oi
ou	ow	oy	


**The Sound of /er/**

er
----


**Other Tiles**


ar	or
----	----

  
 Closed

  
 Open

  
 Vowel Team

  
 Bossy R

  
 Name Game

5

Place the remaining Level 3 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 now, store the baggie in your larger letter tiles zip storage bag for safekeeping.

## 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.
- ful** Pink tiles are for consonant and vowel suffixes.

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/, /ī̄/, 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 letter tiles that are left in my Level 3 baggie or envelope?

- Starting in Lesson 2, we will gradually add the remaining letter tiles to the board.
- To see what the board will look like by the end of Level 3, see Appendix R.

### 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 3 Dictation Sheets at [www.allaboutlearningpress.com/dictation-sheets](http://www.allaboutlearningpress.com/dictation-sheets) or scan the QR code on page 9.

- 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.

- **In the Review section** of each lesson, your student will write phonograms from dictation.
- **In the New Teaching sections**, your student will write words, phrases, and sentences from dictation.

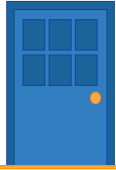



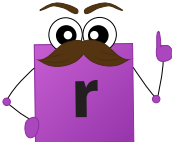
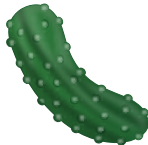
- 3 See Appendix N to learn about the procedure for spelling dictation. Review the helpful tips in the troubleshooting section so you will be ready if your student runs into difficulties during the dictation exercises.





## Review the Six Syllable Types

There are six different syllable types. Your student has already learned how to spell words with the first five syllable types. In Level 3, those types are reviewed and then your student learns the sixth syllable type.

<p><b>Closed</b></p> <p><i>bat</i> <i>fish</i> <i>thim-</i></p> 	<p><b>Open</b></p> <p><i>we</i> <i>no</i> <i>ma-</i></p> 	<p><b>Name Game</b></p> <p><i>name</i> <i>hope</i> <i>-ite</i></p> 
<p><b>Vowel Team</b></p> <p><i>toy</i> <i>slow</i> <i>eat</i></p> 	<p><b>Bossy R</b></p> <p><i>her</i> <i>corn</i> <i>spar-</i></p> 	<p><b>Pickle</b></p> <p><i>-ble</i> <i>-ple</i> <i>-kle</i></p> 

Students will use syllable tags to mark the syllable types in words they are learning to spell. We are setting the groundwork for more advanced spelling skills, and learning to recognize syllable types will help your student immensely.

In Level 3, your student learns how to add suffixes (such as *-ed*, *-ful*, *-ing*, and *-ment*) and combine syllable types to create multisyllable words. Without the knowledge gained through labeling syllable types, spelling longer words can be confusing. Why do you double the *p* in *stepping* but not in *weeping*? Why do you need a double consonant in *little* but not in *maple*? When your student has a working knowledge of syllable types, the answers will make perfect sense.

For more information on each syllable type, see Appendix E.

Note that the abbreviation for the Name Game syllable, also known as Vowel-Consonant-E, is VCE, which may be used from time to time throughout the program.



## Read This If You Are Teaching an Older Student

*All About Spelling* is frequently used with older students, including teens and adults. Some of the words in Level 3 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.

Level 3 concepts that older learners may not be familiar with include

- how to spell words with Pickle syllables;
- adding consonant and vowel suffixes;
- when to double the consonant before adding a suffix; and
- how to form common contractions.

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

1

### Be ready to explain why you're working in Level 3 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

### Take advantage of Advanced Application.



Starting in Lesson 2, Advanced Application is included at the end of most lessons to meet the needs of older students who already know how to spell simple words. As an example, turn to page 133 of this teacher's manual and page 102 of the activity book and look for the green section. Instead of spelling words like *snow*, *boat*, and *crow*, older students can practice the same concepts while completing multisyllabic words such as *snowflakes*, *steamboat*, and *scarecrow*.

3

### 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."

4

### Use the activity sheets.



Although most of 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.