



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 2

Teacher's Manual

- Multisensory Program
- Step-by-Step Lesson Plans
- Customizable for Every Student
- Built-in Daily Review

"An outstanding method for teaching spelling.
I recommend this program enthusiastically."

– Adam Robinson, author
What Smart Students Know

by Marie Rippel

All rights reserved. No portion of this publication may be reproduced by any means, including duplicating, photocopying, electronic, mechanical, recording, the World Wide Web, e-mail, or otherwise, without written permission from the author.

www.AllAboutSpelling.com

Copyright © 2007, 2010 by All About Learning Press
Printed in the United States of America

v. 1.5

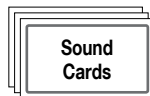
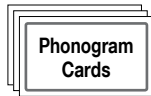
Editor: Renée LaTulippe
Layout and Cover Design: Dave LaTulippe

Step 7 – Introduce Silent E

This lesson will teach how Silent E makes a vowel long in Vowel-Consonant-E words.

You will need: Word Bank for Vowel-Consonant-E, Word Cards 41-50

Review



Concept Review

Take out Key Card 4 and review it with your student. Dictate the following words and have your student practice applying the concept.

stuck task check brick elk

New Teaching

Introduce Silent E

Build the word *not*.

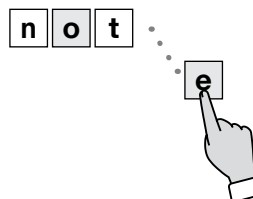
n	o	t
---	---	---

“We can change the word *not* to *note* by adding Silent E.”

n	o	t	e
---	---	---	---

“The letter e is silent, which means that it doesn’t have a sound of its own. It jumps over one consonant and makes the o long.”

Remove the e. “If we take away Silent E, what does this word say?”
Not.



New Teaching

(continued)

Silent E performs several different jobs. Today's lesson teaches the first job of Silent E. See Appendix D for a list of all the jobs of Silent E.

Build the word *hid*. **h i d**

"We can change the word *hid* to *hide* by adding Silent E."

h i d e

"The **job of Silent E** in this word is to **make the vowel before it long.**"

Build the following words with letter tiles and have your student:

1. Read the word.
2. Add Silent E.
3. Read the new word.

can mad kit fin at cut

Introduce the Word Bank for Vowel-Consonant-E

Have your student read through the words in **Section 1** of the **Word Bank for Vowel-Consonant-E** to improve visual memory.

Word Cards 41-50: Spell with Tiles

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

- | | |
|-----------------|-------------------------------|
| 41. ate | We ate dinner. |
| 42. hope | |
| 43. made | They made a tree fort. |
| 44. fine | |
| 45. hate | |
| 46. bite | Our dog does not bite people. |
| 47. ride | |
| 48. note | |
| 49. time | What time is it? |
| 50. kite | |

New Teaching

(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 41-50 and have him spell the words on paper.



File the Word Cards behind the Review divider.

Reinforcement

Dictate Phrases

Dictate several phrases each day.

long note

red kite

made a refund

fun ride

last time

hate kisses

Dictate Sentences

Dictate several sentences each day.

He ate the snacks.

I hope Tom can run!

Jan spent time with me.

I made my bed.

She can ride fast.

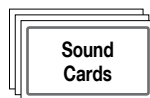
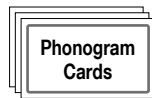
I left a note on the desk.

Step 14 – I or O Followed by Two Consonants

Your student will learn that the letters i or o, followed by two consonants, can say their long sounds.

You will need: Key Card 8, Word Cards 111-120

Review



Word Bank for Vowel-Consonant-E (Section 2)

Word Bank for EE

Concept Review

“Point to the two letters that can spell the sound /j/.” *Student points to the g and j tiles.*

“Point to the two letters that can spell the sound /z/.” *Student points to the s and z tiles.*

“Point to two tiles that can spell the sound of /ē/.” *Student points to the e and ee tiles.* Your student may also point to the y tile. Even though we haven’t used y to represent the sound of long e yet, this is a correct answer.

“Point to two tiles that can spell the sound of /ī/.” *Student points to the i and y tiles.*

New Teaching

Teach Key Card 8: I or O Followed by Two Consonants

Build the word *hand*.

h	a	n	d
---	---	---	---

“What syllable type is this?” *Closed.*

“In a closed syllable, is the vowel usually long or short?” *Short.*

New Teaching

(continued)

“Right. In most cases, the vowel is short in a closed syllable. What does this word say?” *Hand.*

Build the word *find*.

f i n d



“This is also a closed syllable, but in this case the i is long. What is this word?” *Find.*

“Good. In one-syllable words, if the letter i is followed by two consonants, the i is often long.”

Leave the word *find* on the table. Next to it, build the word *gold*.

g o l d



“The vowel in this word is also long. What does this word say?” *Gold.*

“Good. In one-syllable words, if the letter o is followed by two consonants, the o is often long.”

“We call this the ‘Find Gold’ Rule for one-syllable words. The ‘Find Gold’ Rule says that when i and o are followed by two consonants, they often say their long sounds.”

Read through Word Cards 111-120 with your student.

“Is the vowel in these words long or short?” *Long.*

“In each of these words, how many consonants follow the i or o?” *Two consonants.*

“Right. When i and o are followed by two consonants, they often say their long sounds. But not always! Let’s look at some words where the i and o are short, even though they are followed by two consonants.”

Build the words *print* and *lost*.

p r i n t

l o s t

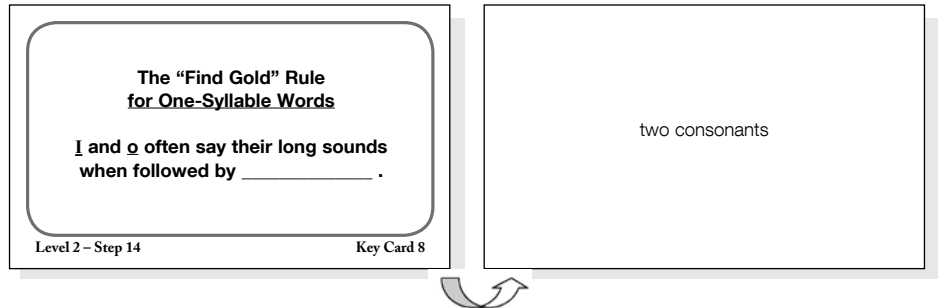
You may be interested to know that the vowels i and o are most commonly long in one-syllable words ending in l-d, n-d, and s-t. In addition, o is usually long before l-l and l-t.

Tip!

New Teaching

(continued)

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



Word Cards 111-120: Spell with Tiles

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

111. cold

112. kind

113. most

114. wild

We saw a wild boar.

115. both

116. child

117. told

She told me a secret.


118. find

Did you find the rainbow?

119. mold

120. blind

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 111-120 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 14. Have your student spell them for additional practice.

behind	billfold	bold (bold color)	colt
compost	fold (fold clothes)	gold	grind
hold	mild	mind (in my mind)	old
post	roll (roll around)	sold	wind (wind up)

Dictate Phrases

Dictate several phrases each day.

the cold frost

kind man

compost pile

a gold mine

sold a van

old gate

Dictate Sentences

Dictate several sentences each day.

Land on both feet.

The colt is by his mom.

Fold the napkins.

My billfold got wet in the lake.

The cold pilgrim made a fire.

Hold the child.



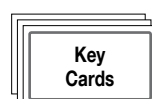
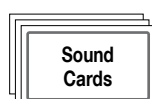
If you are using the *All About Reading* short story collections as part of your spelling curriculum, your student is now ready to read “Just for You: Poems for Fun” and “What Am I?,” the last two stories in the book *What Am I?*

Step 25 – Vowel Teams OW and OU

This lesson will teach how to spell words with the sound of /ow/.

You will need: blank red tile, Word Cards 221-230

Review



Concept Review

“What are the long vowel sounds?” *Student replies /ā/-/ē/-/ī/-/ō/-/ū/.*

“You have learned the four ways to make a long vowel sound.” Review the following information with your student, either by showing him this chart or by building the example words.

1	A vowel can be long in an open syllable. <div>p r e v e n t</div>
2	A vowel can be long in a Vowel-Consonant-E syllable. <div>n o t e</div>
3	Letters <u>i</u> and <u>o</u> can be long before two consonants. <div>ch i l d h o l d</div>
4	A long vowel sound can be made using a vowel team. <div>f ee t</div>

“You will be learning more vowel teams that make long vowel sounds in the next level.”

New Teaching

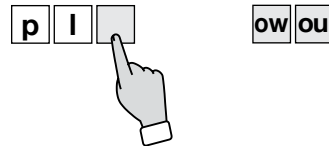
Teach a Generalization about OW and OU

“Today we will spell words that have the sound of /ow/. Repeat these words after me, and listen for the /ow/ sound: *cow, sound, town.*”

Student repeats words.

“Pull down the two tiles that can say /ow/.” *Student pulls down ow and ou.*

Build the word *plow*, putting a blank red tile in place of the ow tile. “I want to spell the word *plow*.”



“The /ow/ sound is at the **end** of the word. Which of these two tiles will I use to spell the /ow/ sound?” Ow.

“Why can’t I use the ou tile?” *Because English words don’t end in u.*

“Good. So at the end of a word, we use ow.”

“Spell the word *cow*.” *Student spells with the tiles.*

“Why did you choose ow?” *Because we use ow at the end of a word. (Or, English words don’t end in u.)*

Build the words *round* and *down*.

r	ou	n	d
---	----	---	---

d	ow	n
---	----	---

“In the **middle** of a word, sometimes we use ou and sometimes we use ow.”

The sound of /ow/ can also be spelled ough, but only in a few words such as *plough, bough, and sough*. This spelling will be taught in a later level.

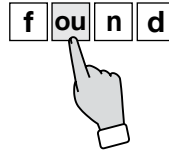


New Teaching

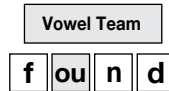
(continued)

Label Syllable Types

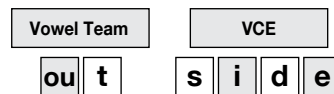
Build the word *found*.



“Ou is a vowel team, so this is a vowel team syllable. Label the syllable.”



Build the word *outside*. Have your student divide the word into syllables and label each syllable with the proper tag.



Word Cards 221-230: Spell with Tiles

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

221. brown

222. cow

223. round

224. our Our cat had kittens.

225. how

226. flower Lilacs are my favorite flower.

227. owl

228. found

229. now

230. down

When the sound /ow/ occurs at the **end** of a word, the choice is easy: use ow.

When the sound /ow/ occurs at the **beginning** or **middle** of a word, it gets a little trickier. Your student will need to practice the words on the spelling list in order to remember whether to use ou or ow in these words.

Within a word, /ow/ is most frequently spelled ou. But it is interesting to note that before n, l, el, and er, we often use ow.

New Teaching

(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 221-230 and have him spell the words on paper.



File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 25. Have your student spell them for additional practice.

loud

mouth

out

outside

south

town

without

Dictate Phrases

Dictate several phrases each day.

south end of town

brown cow

found a coin

pink flower

how much

round ball

Dictate Sentences

Dictate several sentences each day.

Her child found a red flower.

It was down in the dark cave.

How old is your dog?

Will you go now?

The loud truck went into town.

You let the fire go out.

Reinforcement

(continued)



If you are using the *All About Reading* short story collections as part of your spelling curriculum, your student is now ready to read “Queen Bee,” the last story in the book *Queen Bee*.

Celebrate!

Present Your Student with the Certificate of Achievement



Marie Rippel



Marie Rippel is a literacy expert who helps educators and parents teach spelling. Using multisensory techniques and research-based strategies, she has helped thousands of children learn to spell.

Known for communicating abstract ideas in a concrete way, Marie has developed a method of teaching spelling that takes advantage of the different ways people learn. This method presents concepts clearly so they are easy for students to understand and fun for the instructor to teach. When she is not writing or teaching, Marie can be found biking, hiking, and enjoying the great outdoors with her family.



About This Series

All About Spelling is your clear action plan for teaching spelling. Designed for effective, stress-free teaching, the series progresses in a logical, sequential order. Through direct instruction, students learn exactly what they need to know in order to spell well.

The *All About Spelling* program brings together three pathways to learning – auditory (hearing), visual (seeing), and kinesthetic (touching). This multisensory approach, combined with a built-in review system and reinforcement activities, ensures that students retain what they learn and understand how to apply it in practical situations.

From Our Customers

"When I opened the *All About Spelling* package, I could hardly believe what I was holding. This program is a dream come true and has every component I could ever want: comprehensive lesson plans, activities based on research, and clear explanations and graphics."

– Peggy Steinsdorfer, Director of Illinois homeschooling group

"I just wanted to say thanks for making such a fun product. My kids hated spelling and fought me daily. The spelling list had no rhyme or reason for them, so they failed most of the weekly tests. I found the *All About Spelling* program and now my kids beg to do it first. They're having fun learning to spell!"

– Kristie Richardson, homeschool parent

"When I began my quest for a proper method for teaching spelling, I found that most sources I came across were incomplete. *All About Spelling* incorporates so many important elements that I was specifically looking for in a program: visual, auditory, and hands-on activities, writing exercises, questions, a method for tracking and recognizing levels of accomplishment, and a simple step-by-step method for teaching. *All About Spelling* is exactly what I was hoping to find."

– Michaela Boothe, parent

"I'm very impressed with your spelling program. I teach at a small school in Missouri, and it's just what I need to help my struggling spelling students."

– Pamela Carson, teacher

Visit us at
www.AllAboutSpelling.com

ISBN: 978-1-935197-05-8



9 781935 197058