



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 5

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 publisher.

www.all-about-spelling.com

Copyright © 2009 by Takeaway Press
Printed in the United States of America

v. 1.0

Editor: Renée LaTulippe
Layout and Cover Design: Dave LaTulippe

New Teaching

(continued)

Teach Clue #2 for Spelling /shŭn/

Build the word *information* with letter tiles.

i n f o r m a t i o n

Point to the ending a-ti-o-n. “Many words end with /a-shŭn/. Repeat these words after me and listen for the ending /a-shŭn/: *information, vacation, nation, location.*” *Student listens and repeats.*

Over 700 words end in /a-shŭn/ spelled a-ti-o-n.



“If a word ends in /a-shŭn/, it is spelled a-ti-o-n. That’s our second clue.”

“Spell the word *combination*.” *Student spells the word on paper or with tiles.*

“Good. You heard the ending /a-shŭn/, and you spelled it a-ti-o-n.”

“Today you learned two clues for spelling the sound of /shŭn/. Both of these clues tell you when to use ti-o-n. We’ll talk about the clue for when to use si-o-n in a later lesson.”

Practice Spelling Strategies

Take out Word Cards 11-20 and the Spelling Strategies Chart. Cover Strategies #5 and #6 as they have not yet been taught. Have your student study the words and use whichever spelling strategies are helpful to him. Focus on the first four strategies. Here are some suggestions:

objection What letter is used for the /j/ sound?

connection Notice that the n is doubled, keeping the first o short.

education Pronounce for spelling. In normal speech, the d sounds like a j.

celebration Notice that the /s/ sound is spelled with a c. Also, the second e is short, but may have an /uh/ sound because it is in an unaccented syllable. Pronounce for spelling.

Keep the Spelling Strategies Chart handy during spelling lessons so your student can refer to it whenever necessary.



New Teaching

(continued)

Introduce the Word Bank for TION

Have your student read through the **Word Bank for TION** to improve visual memory. There are several ways to spell /shŭn/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /shŭn/ when he needs to spell one of these words.

Word Cards 11-20: Spell on Paper

Dictate the words and have your student spell them on paper.



11. **objection**
12. **connection**
13. **education**
14. **election**
15. **celebration**
16. **inspection**
17. **infection**
18. **protection**
19. **invention**
20. **intention**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 3. Have your student spell them for additional practice.

celebrate
construction
perfection

collection
nation
population

completion
operation
selection

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

I have no objection to painting the barn pink.

The cat had an operation on her front paw yesterday.

We hardly need protection from the toothless old lions!

If you don't clean that cut, you'll get an infection.

The whole family voted in the election this year.

The construction of our tree house is nearing completion.

Beth showed us her gold medal at the celebration.

I must finish the inspection of the monkey cages.

A good education is so important!

Check the telephone connection before you call.

Sliced bread was a great invention.

Is it your intention to wear those itchy pants all day?

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

photographing

uncles

cupcakes

families

parties

celebrations

You can use the Writing Station as a diagnostic tool. Is your student misspelling any words when he creates his own sentences? Take a look at the types of errors he makes to determine if you need to review or reteach any concepts.

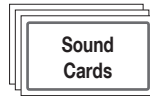
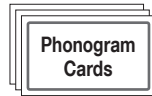


Step 4 - Words Ending in SS

In this lesson, your student will learn how to spell multisyllable words ending in ss.

You will need: dictionary, Word Cards 21-30

Review



Word Bank for TION

New Teaching

Introduce SS at the End of a Word

Build the word *princess*. **p r i n c e s s**

Point to s-s. “S-s is often used for the sound of /s/ at the end of base words, as in the word *princess*.”

Remove one of the s tiles. **p r i n c e s** **s**

“If we use just one s, the word might look like a plural word. What word is this?” *Princes*.

“Now it’s your turn. Build the word *impress* and double the s at the end.” *Student builds the word with tiles.*

“Good. Today’s spelling list includes words ending in double s. Read through these words.” Take out Word Cards 21-27 and have your student read them.

New Teaching

(continued)

This list has one homograph:

present

You may wish to discuss this homograph and its meanings with older students.

Sample sentences:

- What a lovely PRE-sent!
- He wasn't PRE-sent in class.
- May I pre-SENT you with this award?

Word Cards 101-110: Spell on Paper

Dictate the words and have your student spell them on paper.



101. present Please wrap this present for me.

102. desire

103. lose

104. season

105. visitor

106. raise Raise your hand if you like tigers.

107. reason

108. president

109. closet

110. thousand

File the Word Cards behind the Review divider.

Reinforcement

Homophone Pairs

Have your student add the following homophone pair to the Homophones List.

raise / rays

Read the following sentences and have your student point to the correct word on the Homophones List.

Denny and Pam have decided to raise a family of bats.

They must keep their bats away from the sun's rays.

"Those bats raise the hair on my head," said their mother.

"Why? They don't shoot poison rays from their eyes!" they replied.

Reinforcement

(continued)

More Words

The following words reinforce the concepts taught in Step 15. Have your student spell them for additional practice.

deserve	enclose	imprison	museum	noise
prison	resist	result	suppose	

Dictate Sentences

Dictate several sentences each day.

Deb has no desire to dig for worms after dark.

The visitor was lost in the museum for over six hours.

I know you have a good reason to be dressed like a crab.

How many matches did your team lose last season?

Rick just can't resist those greenish sticks of gum.

The president decided to close the biggest prison in the state.

Frank heard a noise in the closet and dove under the covers.

Did she deserve to win the starring role in the play?

We were present when the thousand knights bravely rode to war.

Jumping in a muddy puddle may result in dirty feet.

The milkman and his wife raise mostly cows and monkeys.

I suppose I could enclose those forty fields of yellow roses.

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

engines

brake

used

continued

honked

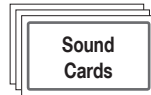
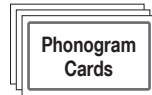
testing

Step 16 - Make It Plural Book

In this lesson, your student will begin the Make It Plural Book and review four patterns for making words plural.

You will need: Make It Plural Book

Review



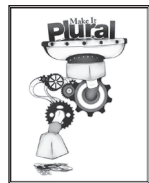
Word Bank for /z/ Spelled S
Word Bank for TION

New Teaching

Introduce the Make It Plural Book

Give your student the Make It Plural Book. "You've learned several ways to make words plural. You will keep track of those ways in this book."

New! The Make It Plural Book will help your student keep track of all the different patterns used to make words plural.



Have your student write his name on the cover.

Read through Plural Patterns 1-4 with your student and have him fill in the blanks.

Answer Key

Plural Pattern 1

*farmers
wings
lunches
mayors
brushes
foxes*

Answer Key

Plural Pattern 2

*houses
apples
faces
airplanes
wires
bones*

Answer Key

Plural Pattern 3

*boys
sprays
monkeys
Sundays
chimneys
joys
ways*

Answer Key

Plural Pattern 4

*candies
pennies
armies
replies
cities
flies*

New Teaching

(continued)

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.

Build the word *hero* with letter tiles. **h e r o**

“What is the plural of *hero*?” *Heroes*.

“What letter comes just before the o?” *R*.

“If a word ends in a **consonant plus o**, we need to consult the dictionary. For some words you add suffix *s*; for other words, you add suffix *es*.

Help your student look up the word *hero* in the dictionary. Point out where the dictionary shows the plural form of the word in the entry.

“So you see that for this word we have to add suffix *es*.” **h e r o es**

“Turn to Plural Pattern 7 in your Make It Plural Book. Next to each word, write the plural.”

Help your student complete the worksheet. If additional practice is necessary, use the letter tiles to demonstrate the concept.

With your student, read through the Interesting Facts on page 9 of the Make It Plural Book.



Answer Key

memos
heroes
pianos
tornadoes/tornados
volcanoes/volcanos
tomatoes
avocados
autos
torpedoes

Practice Spelling Strategies

Take out Word Cards 121-129 and the Spelling Strategies Chart. (Set aside Word Card 130 for now.) Have your student study the words and use whichever spelling strategies are helpful to him. Here are some suggestions:

- For each word, spell the base word first, then make it plural.
- Find the two musical terms (*pianos* and *solos*). Do they form a plural by adding *s* or *es*?

radios (Divide the word into syllables: /ra-di-o/. What sound does the *i* make in this word?)

New Teaching

(continued)

- potatoes** Divide the word into syllables: /po-ta-toes/. Pronounce each syllable for spelling.
- tomatoes** Divide the word into syllables: /to-ma-toes/. Pronounce each syllable for spelling.
- heroes** Divide the word into syllables: /he-roes/. Pronounce each syllable for spelling.
- pianos** Divide the word into syllables: /pi-an-os/. What sound does the *i* make in this word?
- tornadoes** Divide the word into syllables: /tor-na-does/. Pronounce each syllable for spelling.
- volcanoes** Divide the word into syllables: /vol-ca-noes/. Pronounce each syllable for spelling.
- solos** Divide the word into syllables: /so-los/.
- rodeos** Divide the word into syllables: /ro-de-os/.

Teach a Rule Breaker

“Today’s word list includes a Rule Breaker.”

Build the word *listen*.

l	i	s	t	e	n
---	---	---	---	---	---

“This word is *listen*. Look at the word and listen carefully as I say it: *listen*. What do you notice about the pronunciation of this word?” *You don’t pronounce the t.*

“Right. The *t* is silent in this word. *Listen* is a Rule Breaker because the *t* doesn’t say the sound we expect it to say.”

Take out Word Card 130. “Circle the *t* in this word.” *Student circles the letter and fills in the circle with yellow pencil.*

“Write the word *listen*.” *Student writes the word.*

New Teaching

(continued)

Is it *tornados* or *tornadoes*? *Volcanos* or *volcanoes*?

These two words can be written either way. In such cases, most dictionaries will list their preferred spelling first, but the preference can vary from resource to resource.

Other words that can be written either way include:

zeros / zeroes
dominos / dominoes
mosquitos / mosquitoes

Word Cards 121-130: Spell on Paper

Dictate the words and have your student spell them on paper.



- 121. radios**
- 122. potatoes**
- 123. tomatoes**
- 124. heroes**
- 125. pianos**
- 126. tornadoes**
- 127. volcanoes**
- 128. solos**
- 129. rodeos**
- 130. listen**

File the Word Cards behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

- Twenty-two tornadoes swept swiftly across the nation.**
- Ron gave plastic radios to all the kids in the neighborhood.**
- Every year we plant and pick our own potatoes.**
- We made working volcanoes out of paper and glue.**
- Those tigers have long claws and noses as red as tomatoes.**
- The president pinned badges on the shirts of the heroes.**
- Tuning pianos and teaching music is our family business.**
- Sam played three trumpet solos at the event last night.**
- We take our horses to ten different rodeos each summer.**
- Some of the quickest birds can run fifteen miles an hour.**
- Our goats escaped from the barn and fled to the cliffs.**
- If you listen to the river you'll hear music in the water.**

Reinforcement

(continued)

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

proves

rearrange

where

clues

items

unhelpful

