



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

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Gather the Materials

Following is the list of materials you will need for teaching Level 2:

- Student Packet for Level 2
- Set of *All About Spelling* Letter Tiles
- Phonogram CD-ROM
- Spelling Review Box or index card box
- Divider Cards
- Yellow colored pencil
- Lined notebook paper

You will also need these materials from your student's Level 1 Spelling Review Box:

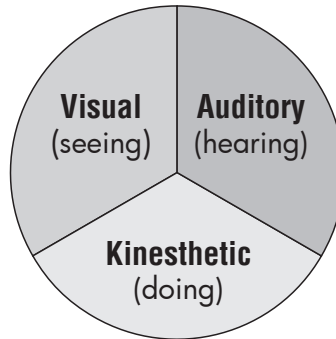
- Phonogram Cards 1-32
- Sound Cards 1-32

The following items are optional:

- Stickers or colored pencils for the Progress Chart
- Letter tile magnets
- 2' x 3' Magnetic white board

Get Ready for More Multisensory Learning

We will continue to maximize learning by teaching spelling through the three main pathways to the brain: **visual**, **auditory**, and **kinesthetic**. When students are taught using all three pathways to the brain, they learn more than when they are taught through only one pathway. The *All About Spelling* program takes advantage of that fact to the fullest.



Visual activities in Level 2 include watching new spelling concepts demonstrated with the color-coded letter tiles and seeing the spelling words written down. **Auditory** activities include reviewing the flashcards orally, segmenting words aloud, and saying the sound of the phonogram as it is being written. And **kinesthetic** activities include writing dictated phonograms, building new spelling words with the letter tiles, and practicing spelling with the pointer finger on various surfaces.

Actively involving students in the spelling lesson through multisensory instruction speeds up the learning process. When you take a look at the spelling lessons in the pages ahead, you will see various activities that engage the visual, auditory, and kinesthetic pathways. For example, when you teach the rule that *i or o followed by two consonants may be long*, the student doesn't just **hear** about the concept, he **sees** it demonstrated with the letter tiles. Since it is very clear which letters are vowels and which are consonants, he can easily understand the rule. He is given multiple words for practice, such as *kind, child, compost, and billfold*. He **manipulates** the letter tiles himself, then puts the concept into further practice by writing dictated phrases and sentences. The integration of **seeing, hearing, and doing** in every lesson plan ensures that the student internalizes concepts and practices them in a memorable way.

Familiarize Yourself with the New Phonograms

In Level 2, eleven new phonograms will be taught through hands-on work with the letter tiles and review with the flashcards. Your student will learn to hear the individual sounds in words and how to represent those sounds with the phonograms.

Practice saying the sound(s) before teaching them in the lesson. By doing so, you will be able to accurately model the sounds of the phonograms for your students. Listening to the Phonogram CD-ROM is the quickest way to learn the sounds.

You will see a key word printed on the back of each Phonogram Card. The key word is there to help trigger your memory when you are working with your student. With the exception of the phonograms that spell /er/, which are discussed below, do not teach the key word to your student. It is there for your use as the teacher, not for the student to memorize. We want the student to make an instant connection between seeing the phonogram and saying the sound. Requiring key words such as “/n/ as in *nest*” or illustrating the phonograms with pictures will slow down the formation of that connection.

The first new phonograms taught are wh and ee. Since wh sounds very similar to w in many regions, tips are given in the lessons to help differentiate between the two phonograms.

Three R-controlled phonograms are taught at this level: er, ar, and or. We call these R-controlled phonograms because the letter r changes, or controls, the sound of the vowel before it. Er is one of the six basic phonograms that spells the sound of /er/. Since we need a way to differentiate these six phonograms when we speak of them, we **do** teach the key word to the student. For the er phonogram, for example, we always say “/er/ as in *her*.” Tips for teaching all of the R-controlled phonograms are provided in the lessons.

The following phonograms are taught in pairs: oy/oi, aw/au, and ow/ou. Each phonogram in a pair represents the same sound:

- Oy and oi both make the sound of /oy/.
- Aw and au both make the sound of /aw/.
- Ow and ou both make the sound of /ow/.

Generalizations and rules are taught to help the student choose the correct phonogram to represent the sound.

Step 7 – Introduce Silent E

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

You will need: Key Card 4, Word Bank for Vowel-Consonant-E, Word Cards

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

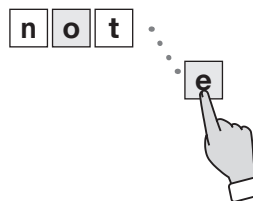
Build the word *not*. **n o t**

“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.

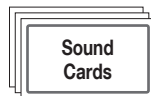
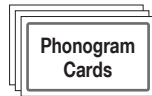
I left a note on the desk.

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
---	---	---	---

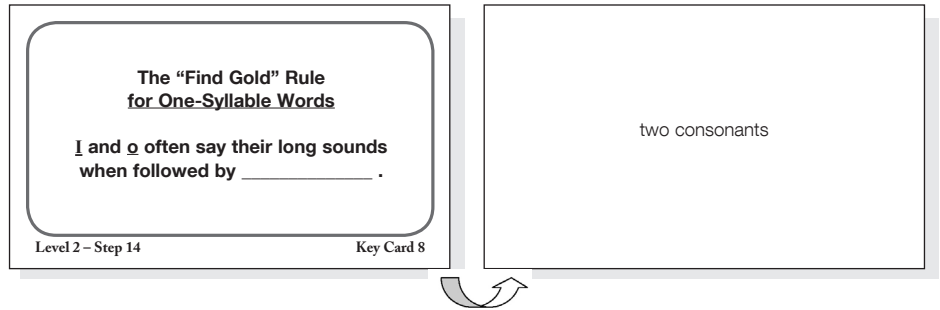
You may be interested to know that the vowels i and o are most commonly long in one-syllable words ending in l-d, n-d, and s-t. In addition, o is usually long before l-l and l-t.

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.

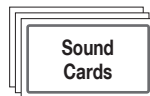
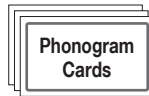
Hold the child.

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. <p style="text-align: center;">p r e v e n t</p>
2	A vowel can be long in a Vowel-Consonant-E syllable. <p style="text-align: center;">n o t e</p>
3	Letters <u>i</u> and <u>o</u> can be long before two consonants. <p style="text-align: center;">ch i l d h o l d</p>
4	A long vowel sound can be made using a vowel team. <p style="text-align: center;">f ee t</p>

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

New Teaching

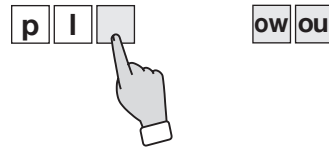
Teach a Generalization about OW and OU

“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

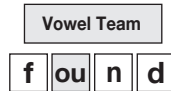
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Label Syllable Types

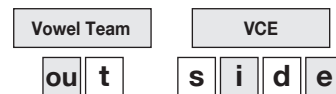
Build the word *found*. f ou n d



“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.

APPENDIX A

Scope and Sequence of Level 2

Skills are introduced one at a time and are continually reviewed. The carefully sequenced activities your student will complete are outlined in the following chart.

Your Student Will:	Step	Your Student Will:	Step
Review concepts taught in previous level	1	Learn the Vowel Team syllable type	13
Distinguish between open and closed syllables	1	Spell words with <u>i</u> / <u>o</u> followed by two consonants	14
Write sentences from dictation	1	Learn the most common spelling for /er/ sound	15
Learn phonograms <u>wh</u> and <u>ee</u>	2	Spell words containing <u>er</u>	15
Spell words with blends at beginning and end	2	Learn the R-controlled syllable type	15
Learn when <u>y</u> can say /ī/	3	Spell words containing <u>ar</u>	16
Spell one-syllable words ending in <u>y</u>	3	Spell words containing <u>or</u>	17
Learn procedure for spelling multisyllable words	4	Spell words containing third sound of <u>u</u>	18
Spell words with two closed syllables	4	Identify soft <u>c</u> and hard <u>c</u>	19
Learn that every syllable has at least one vowel	4	Spell words containing soft <u>c</u>	19
Divide compound words into syllables	5	Learn phonograms <u>oy</u> and <u>oi</u>	19
Divide VCCV words into syllables	5	Identify soft <u>g</u> and hard <u>g</u>	20
Spell words with open and closed syllables	6	Spell words containing soft <u>g</u>	20
Divide VCV words into syllables	6	Learn that English words don't end in <u>j</u>	20
Learn how Silent E can make a vowel long	7	Learn phonograms <u>aw</u> , <u>au</u> , <u>ow</u>	21
Spell Vowel-Consonant-E words	7	Learn that English words don't end in <u>v</u> or <u>u</u>	21
Learn the VCE syllable type	8	Spell words ending in the sound of /v/ and /ū/	21
Choose correct spelling of /k/ in VCE syllables	9	Spell words containing third sound of <u>a</u>	22
Practice two spellings for sound of /z/	10	Learn when to use <u>oy</u> and when to use <u>oi</u>	23
Learn the two sounds of long <u>u</u>	10	Spell words containing the sound of /oy/	23
Spell blends with VCE	11	Learn when to use <u>aw</u> and when to use <u>au</u>	24
Pluralize words ending in Silent E	12	Spell words containing the sound of /aw/	24
Learn phonograms <u>er</u> , <u>ar</u> , <u>or</u> , <u>ou</u>	12	Learn when to use <u>ow</u> and when to use <u>ou</u>	25
Spell /ē/ with vowel team <u>ee</u>	13	Spell words containing the sound of /ow/	25