



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 1

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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www.AllAboutSpelling.com

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Gather the Materials

Following is the list of materials you will need for teaching Level 1:

- Material Packet for Level 1
- Set of *All About Spelling* Letter Tiles
- Phonogram CD-ROM
- Index card box
- Lined notebook paper

The following items are optional:

- Stickers or colored pencils for the Progress Chart
- Letter tile magnets
- Magnet board



The *All About Reading* short story collections are highly recommended for those who wish to add a reading component to their spelling curriculum. Since the stories use the same word lists and spelling patterns introduced in the *All About Spelling* lessons, reading them helps imprint these words on your student's visual memory.

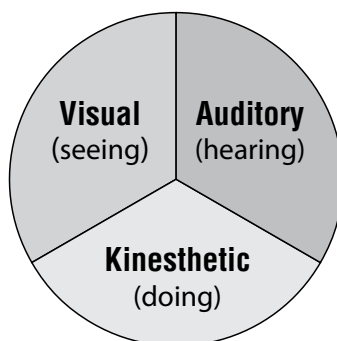
The Level 1 series includes three story collections:

- *Run, Bug, Run!* (Level 1, Vol. 1)
- *The Runt Pig* (Level 1, Vol. 2)
- *Cobweb the Cat* (Level 1, Vol. 3)

Beginning in Step 6, you'll be prompted to have your student read specific short stories from these books, if you choose to do so.

Get Ready for Multisensory Learning

During the learning process, we ideally use three main pathways to learning: **visual**, **auditory**, and **kinesthetic**.



We are wired to learn using the three pathways, and the strength of each modality is different for each person. Some people may be very strong visual learners, while others learn best auditorily or kinesthetically. The *All About Spelling* program includes a variety of activities that use all three learning paths, because students achieve more when they are taught through their strongest pathway to the brain.

And here's the really good news. When students are taught using all three pathways to the brain—the visual, the auditory, and the kinesthetic—they learn even **more** than when they are taught only through their strongest pathway.¹

You'll see that the spelling lessons in the pages ahead include various activities that engage all three pathways:

Visual

- watching as new spelling concepts are demonstrated with the color-coded letter tiles
- seeing the spelling words written down
- looking at and reading the flashcards during review sessions

Auditory

- reviewing the flashcards orally
- segmenting words aloud
- saying the sounds of the phonograms as they are written down

Kinesthetic

- writing down dictated phonograms, phrases, and sentences
- building new spelling words with the letter tiles
- practicing spelling with the pointer finger on various surfaces

Actively involving students in the spelling lessons through multisensory instruction like this speeds up the learning process.

¹R. D. Farkus, "Effects of Traditional Versus Learning-Styles Instructional Methods on Middle School Students," *The Journal of Educational Research* 97, no. 1 (2003).

Discover the Phonograms

A **phonogram** is a letter or letter combination that represents a sound. For example, the letter combination ck represents the sound /k/. The word *phonogram* comes from two Greek roots: *phono*, meaning *sound*, and *gram*, meaning *written*. Quite literally, then, a phonogram is a written sound.

Dr. Samuel Orton, a neurologist who studied language and reading disabilities, worked closely with teacher and psychologist Anna Gillingham to identify the sounds of the English language and the letter combinations used to represent those sounds. The *All About Spelling* program builds upon their extensive work in identifying the phonograms and how they are best taught.

The following chart lays out the basic phonograms.

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
qu	r	s	t	u	v	w	x
y	z	ai	ar	au	aw	ay	ch
ci	ck	dge	ea	ear	ed	ee	ei
eigh	er	ew	ey	gn	ie	igh	ir
kn	ng	nk	oa	oe	oi	oo	or
ou	ough	our	ow	oy	ph	sh	si
tch	th	ti	ui	ur	wh	wr	

In Level 1, through hands-on work with the letter tiles and continual review with the flashcards, your student will learn:

- the 32 unshaded phonograms in the chart above
- how to hear the individual sounds in words
- how to represent sounds using phonograms
- solid spelling rules governing the use of the phonograms

Learning these skills means that your student will not have to guess or memorize a string of letters in order to spell. The direct instruction in this program will give him real tools for mastering spelling.

Step 1 – The First 26 Phonograms

In this lesson, your student will learn the sounds of the first 26 phonograms.

You will need: Phonogram Cards 1-26, Progress Chart

Before beginning this lesson, read “Familiarize Yourself with the Basic Phonograms” on page 9 for important background information.

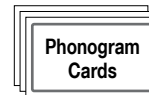
This step has two main components:

1. Figuring out which phonograms need to be taught.
2. Teaching the phonograms.

Evaluation

Determine which Phonograms Need to Be Taught

Take out Phonogram Cards 1 to 26.



“We are going to see 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 2.

b

“Most letters have one sound. For example, the letter b says /b/.”
Return the card to the back of the deck.

Show your student the front side of Phonogram Card 1.

a

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

“When I show you a letter that can say more than one sound, tell me *all* of the sounds. For this card, you would say /ā/-/ā/-/ah/.” Return the card to the back of the deck.

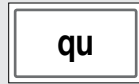
Evaluation

(continued)

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

When you get to Phonogram Card 17, 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/.”

What is considered a mastered card? These are the cards that your student knows thoroughly. He says the pure, clipped sound without adding /uh/ at the end—for example, he says /p/, not /puh/. He can respond quickly and easily when you hold up the card and does not hesitate to think of the answer. There is no doubt in your mind that he has, in fact, mastered the card.



If there are any cards in the Mastered pile at the end of the evaluation, file them behind the **Phonogram Cards Mastered** divider. Mastered cards will be reviewed periodically throughout the program.

New Teaching



Don't Forget!

When saying the sounds of phonograms that have multiple sounds, remember to say one sound

after the other with only a slight pause in between. For the letter c, for example, you would say “/k/ – /s/,” pausing momentarily between the sounds. The Phonogram CD-ROM demonstrates how to do this.

Teach the Phonograms

Now that you have identified which cards your student needs to learn, teach four cards at a time with the following procedure:

1. Show the Phonogram Card.
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. They will be reviewed at the beginning of the next teaching session.

After your student has mastered the Phonogram Cards, you will move them behind the **Phonogram Cards Mastered** divider.

Keep Track of which Phonograms Have Been Learned

Take out the Phonogram Chart.



Have your student color in or place a sticker next to the phonograms that have been mastered.

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

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 him back by not teaching *enough*, either.



Reinforcement

Mark the Progress Chart

Post the Progress Chart in an accessible area. After each Step has been completed, have your student color in or place a sticker over that Step number on the chart.

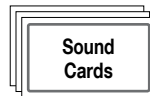
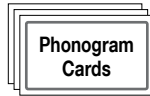


Step 16 – Letters C and K

This lesson will teach when to use c and when to use k for the initial sound of /k/.

You will need: Key Cards 7 and 8, blank blue tile

Review



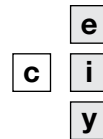
New Teaching

Teach Key Card 7: When C Says /s/

Pull down the c tile. c

“You know that the letter c can say /k/ or /s/. We have a way to tell which of these two sounds the c is going to make.”

Pull down the letter tiles e, i, and y and arrange them next to the c tile:

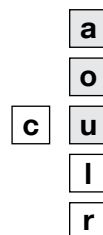


“If the c is followed by an e, i, or y, it says /s/.”

Show the c tile visiting the letters e, i, and y one at a time.

“In front of the e it says /s/. In front of the i it says /s/. In front of the y it says /s/.”

Pull down the letter tiles a, o, u, l, and r and arrange them like this:



New Teaching

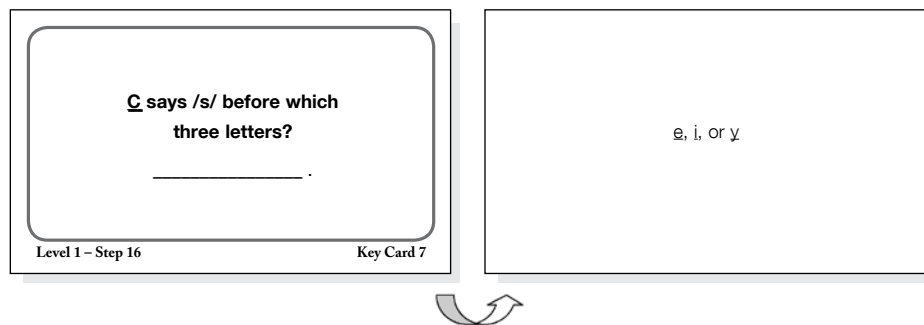
(continued)

“If the c is before **any other letter**, it says /k/.” Show the c tile visiting the letters one at a time.

“In front of the a it says /k/.” Repeat for o, u, l, and r.

When your student understands this concept, mix up the e, i, and y with the a, o, u, l, and r and place the c in front of each one. Ask your student to tell you whether the c says /k/ or /s/.

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



The answer is easier to memorize if you emphasize the rhythm of “e, i, or y.”



The next part of the lesson builds on Key Card 7, so work with the tile activity above until it has been mastered by your student.

Teach Key Card 8: How to Spell the Initial Sound of /k/

Pull down the k tile. k

“What sound does this tile make?” /k/.

“Good. I want to spell the word *kit*. I don’t know whether to use the c or the k yet, so I put in a blank blue tile for the /k/ sound.”



“We always try the c first.” c i t

“Does c work?” *No.*

New Teaching

(continued)

“Why not?” *The c says /s/ because of the i.*

“What would this word say?” */sīt/.*

“So we know that we use the k.” **k i t**

Build the following words, using a blank blue tile for the /k/ sound. Have your student replace it with a c or a k. Remind him, if necessary, that we always try the c tile first.

cut **u** **t**

craft **r** **a** **f** **t**


kid **i** **d**

camp **a** **m** **p**

kept **e** **p** **t**

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

<p>What are two ways to spell the sound of /k/ at the beginning of a word?</p> <p>_____.</p> <p>Which letter do we try first? _____.</p> <p>Level 1 – Step 16 Key Card 8</p>	<p>1. <u>c</u> and <u>k</u>*</p> <p>2. <u>c</u></p> <p><small>* The sound of /k/ may also be spelled <u>ch</u>. This will be emphasized later.</small></p>
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Here is an easy way to remember whether to try c first or k first: c comes first in the alphabet and k comes second. That is the same order in which we try the letters when building a word.



C and k are by far the most common ways to spell the sound of /k/ at the beginning of a word. Used much less frequently, ch represents the sound of /k/ in words of Greek origin (*Christmas*, *chorus*) and will be highlighted in a later level.

Reinforcement

There are no new
Word Cards for
Step 16.



Dictate Phrases

Dictate several phrases each day.

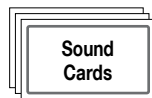
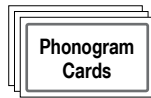
red flag
Pam and Ted
swim fast
plug in
got that job
twin pig
bit his shin
last wish
hunt with us
held that lamp
felt as bad
trim this twig

Step 17 – Sound of /k/ at the Beginning

This lesson will teach how to spell words beginning with c and k.

You will need: Word Cards 91-100

Review



Quickly review selected cards from behind the **Mastered** dividers.


New Teaching

Word Cards 91-100: 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.

91. can
92. camp
93. cut
94. kept
95. kid
96. cash
97. kit
98. cup
99. club
100. cap

He paid in cash.




For each word in this list, have your student pull the blank blue tile down when he hears the sound of /k/. He should spell the rest of the word, then go back and fill it in with either a c or a k.

New Teaching

(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 91-100 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 17. Have your student spell them for additional practice.

cab	cast (plaster cast)	clam	cost	crab
crash	crop	cub	Ken	Kim

For the word *cost*, you may have to remind your student to “pronounce for spelling.” In many regions, it is pronounced *caʊst*.



Dictate Phrases

Dictate several phrases each day.

Kim sent
kept fit
at camp
drop this cup
tent kit
last crab
that kid
bend and cut
his club
such cost
much cash
Ken can hop

Step 18 – FF, LL, and SS

This lesson will teach three new phonograms and that letters

f, l, and s may be doubled at the end of a word.

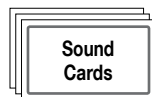
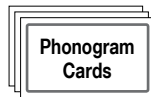
You will need: letter tiles ck, ng, and nk, Phonogram Cards 30-32,

Sound Cards 30-32, Key Card 9, the extra f, l, and s tiles, Word

Cards 101-110

Before teaching your student today, review the new Phonogram Cards that you will be presenting in the lesson.

Review



New Teaching

Teach New Phonograms CK, NG, and NK

“We have three new tiles today.”

Point to the ck tile. ck

“Repeat after me: /k/, two-letter /k/.” *Student repeats.*

Point to the ng tile. ng

“Repeat after me: /ng/.” *Student repeats.*

Point to the nk tile. nk

“Repeat after me: /ngk/.” *Student repeats.*

“Good. These tiles are consonant teams, so let’s put them in the right spot in our letter tile setup.” Help your student organize the new tiles.

Store the new tiles under the following label:

Consonant Teams

ck ng nk

New Teaching

(continued)

Take out Phonogram Cards 30-32 and practice them with your student.

Practice Sound Cards 30-32 with your student. Dictate the sound and have your student write the phonogram.

File cards behind the appropriate Review dividers.

Teach Key Card 9: Doubling the Letters F, L, and S

Build the words *off*, *tell*, and *dress* with tiles.

o f f

t e l l

d r e s s

“At the end of one-syllable words, we often double the letters f, l, and s when they come right after a single vowel.”

“A **single vowel** means **one vowel**. It means that there aren’t two vowels in a row.”

Point to the word *off*. “How many syllables are in the word *off*?” *One.*

“Does the f come right after a single vowel?” *Yes.*

Point to the word *tell*. “How many syllables are in the word *tell*?” *One.*

“Does the l come right after a single vowel?” *Yes.*

Point to the word *dress*. “How many syllables are in the word *dress*?” *One.*

“Does the s come right after a single vowel?” *Yes.*

Read Key Card 9 with your student and then file it behind the Review divider.

This rule is sometimes called the **Floss Rule** because the word *floss* follows the rule and contains the letters f, l, and s.

Which letters are often doubled after a single vowel at the end of a one-syllable word?

_____.

Level 1 – Step 18 Key Card 9

f, l, and s

New Teaching

(continued)

We double the f, l, and s after a single vowel in hundreds of words, but there are several common words in which we do **not** double the last letter. Your student has already learned six of those words: *if*, *gas*, *yes*, *this*, *us*, and *bus*.

When a final s sounds like /z/, as in *has*, *was*, and *is*, it is not doubled.

Word Cards 101-110: 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.

101. tell

102. doll

103. fell

104. hill

105. will

106. sell We sell apples.

107. off

108. miss

109. glass

110. grass

For the words *doll* and *off*, you may need to tell your student to “pronounce for spelling.” In many regions, the words are pronounced *dawl* and *awf* in conversational speech.



Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 101-110 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 18. Have your student spell them for additional practice.

bell	bill	class	cliff	cuff
dress	drill	fill (fill a cup)	ill	Jill
kill	kiss	less	loss	mess
pass	pill	press	shall	smell
sniff	spell	stiff	still	stuff
well				

Dictate Phrases

Dictate several phrases each day.

fell off
sit still
tell Dan
math class
sniff and smell
fill this glass
rag doll
big cliff
will sell
hug and kiss
best dress
dug that well



If you are using the *All About Reading* short story collections as part of your spelling curriculum, your student is now ready to read the following stories from the book *The Runt Pig*:

“Mud Milk”	“Fish Class”
“The Wind on the Hill”	“The Big Mess”
“The Ant Hill”	“The Plan”
“Lots of Pets”	“The Runt Pig”



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

"I am very impressed with *All About Spelling* and how it is multi-faceted—not just paper and pencil. My four-year-old and I are thrilled every day to sit down with these materials, have FUN, and really LEARN! I am seeing a tremendous leap forward in his skills and am grateful for the sense of success he is feeling. I wish you could have heard him squeal with delight when he figured out how to make 'big' into 'bin'! Standing ovation!"

—Ann Voskamp, author of *A Child's Geography*

"As a mom, I like the *All About Spelling* program because it is very organized and well-laid out for the teacher. I feel like all of the work has been done for me. When it's time for spelling, all I do is pick up the Spelling Review Box and my teacher's book, and I am good to go."

—Cathy of North Carolina, homeschool parent

"Every once in a while I come across something that I really believe in sharing. This is one of those times. I am thoroughly impressed with the materials and lesson layout of *All About Spelling* Level 1. I have seen many spelling programs, most of which are word-family lists or look-say-spell methods that do not work for many children. This series has step-by-step lessons and a gradual introduction of phonograms, uses multisensory learning, teaches phonemic awareness, blending, segmenting, and irregular words, and uses dictation of words, phrases, and sentences for reinforcement. This is one of the first 'spelling-focused' programs I've seen that is based solidly on Orton-Gillingham principles. *All About Spelling* is an excellent resource. I am confident that many families will benefit by using it."

—Tina Burnell, curriculum review for "Heart of Reading"

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