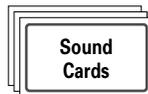


Step 5 – C+le Syllable Type, Part 1

Your student will learn the sixth syllable type and how to spell words containing C+le syllables. Your student will also learn the fourth job of silent e.

You will need: C+le syllable tag, Syllable Division Rules Chart, yellow pencil, jail, Word Cards 11-20

Review



Word Analysis

b e c a m e

Each lesson reviews previously learned concepts to **keep them fresh** in your student's mind.

“Divide the word *became* into syllables.” Student divides before the c.

“What is the sound of the first letter?” /b/.

“What is the sound of the first e?” /ē/.

“Why is it long?” *The e is at the end of a syllable.*

“What is the sound of the second e?” *It is silent.*

“What is the job of the silent e?” *To make the a long.*

“What letter says /k/ in this word?” c.

“Why didn’t I use a k there?” *Use a c whenever you can. You only use a k if you can’t use a c.*

“Label the syllable types.” Student uses the **Open** and **VCE** tags.

New Teaching

Teach the C+le Syllable Type

Take out the syllable tags.

Build the word *table*. t a b l e

“This word says *table*.”

New Teaching

(continued)

Divide the word into two syllables: **t a** **b l e**

“Is the first syllable open or closed?” *Open, because nothing comes after the a.*

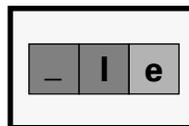
“Good. Place the correct syllable tag over the first syllable.” *Student uses the **Open** syllable tag.*

Point to the second syllable. “This is a new syllable type.”

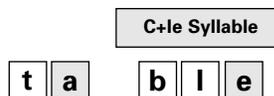
“There is a consonant...” (point to the **b**) “...followed by **l-e**” (point to the **l-e**). “The **e** is silent.”

“We call this a **consonant l-e syllable**.”

Take out the C+le syllable tag.



“We use the **consonant l-e syllable** tag to label this new type of syllable. The blue tile represents a consonant, and the letter tiles for **l** and **e** follow.” Place the C+le syllable tag over the second syllable.



“This syllable type is used in many words. Listen for the /l/ sound at the end of these words: *single, uncle, sample, tickle*.”

The **Silent E Book** helps the student understand when and why we add Silent E to words.

Silent E Book: Teach the Fourth Job of Silent E

“I want to spell the word *maple*. First I pull down the tiles for the first syllable: /mā/.”



“Then I spell the second syllable: /pl/.”



“The **e** is silent in a **consonant l-e syllable**. Remember that every syllable must have a vowel. The **e** is there so that this syllable has a vowel.” Push the two syllables together.

“This is the fourth job of silent **e**.” Turn to page 4 in the Silent E Book and have your student write in the word *maple* on line 2.

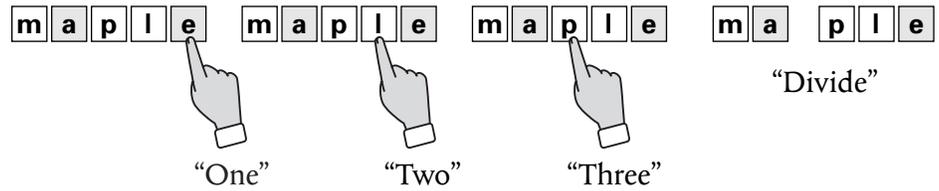
New Teaching

(continued)

You don't need a degree in education or hours of planning every night to teach *All About Spelling* -- all the work has been done for you!

Teach Syllable Division Rule #4

“When a word ends in **consonant l-e**, we can divide it into syllables by **counting back three tiles.**”

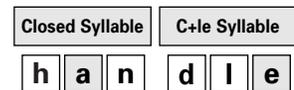


Take out the Syllable Division Rules Chart. “This is the fourth syllable division rule.” Read Rule #4 with your student.

Build the word *handle*. **h a n d l e**

“Count back three tiles to divide this word.” *Student divides the word.*

“Label the syllables.” *Student labels the syllables.*



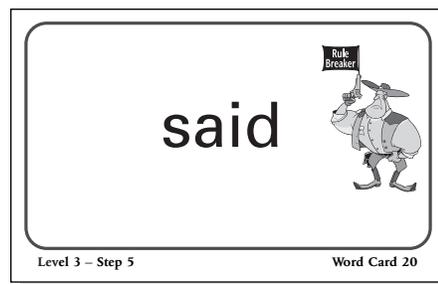
“What does this word say?” *Handle.*

Teach a Rule Breaker

Build the word *said*. **s ai d**

“This word is *said*. What letters don’t say the sound we expect them to say?” *The ai.*

Show Word Card 20 to your student.



“Circle the ai in this word, because it doesn’t make the sound we expect it to make.” Have your student fill in the circle with yellow pencil.

“The word *said* is a Rule Breaker. We throw Rule Breakers in jail!”
Student puts the card behind the jail bars.

“Spell the word *said*.” *Student spells the word.*

New Teaching

(continued)

Word Cards 11-20: Spell on Paper

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

Concept-oriented spelling lists allow students to concentrate on and master one or two main concepts before moving on.

- 11. table**
- 12. candle**
- 13. title**
- 14. maple**
- 15. able**
- 16. uncle**
- 17. staple**
- 18. gentle**
- 19. handle**
- 20. said**

Place Word Cards 11-20 behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

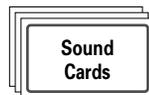
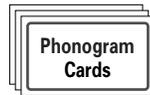
- Why is a pig at the table?**
- The candle left wax on my desk.**
- I like the title of that song.**
- That maple tree is tall.**
- She is able to play the trumpet.**
- My uncle Ted has three ducks.**
- I put a staple at the top of the page.**
- Be gentle with the glass doll!**
- I broke the handle on the cup.**
- Beth said that you are a sweet boy!**
- The wild owl made me smile.**
- Do you need a red pencil?**

Step 12 – Vowel Suffixes

In this lesson, your student will learn how to spell words containing vowel suffixes.

You will need: Key Card 11 (taught in Step 8), Word Cards 71-80

Review



Word Bank for AI/AY
Word Bank for OA/OW

Word Analysis

f or g e t ful

“How many syllables do you hear in the word *forgetful*?” *Three.*

“What is the suffix in this word?” *Ful.*

“Divide the word so the suffix is in its own syllable.” *Student divides the word before the suffix.*

“What is the base word?” *Forget.*

“Divide the base word into syllables.” *Student divides before the g.*

“Label the syllables.” *Student uses **R-controlled**, **Closed**, and **Closed** tags.*

New Teaching

Apply Key Card 11: Doubling the Consonant When Adding a Vowel Suffix

Take out the consonant and vowel suffixes. Have your student sort the suffixes into two piles: consonant suffixes and vowel suffixes. Set aside suffix ed for now—it will be covered in Step 19.

“Today we are only going to work with the vowel suffixes.” Put away the consonant suffixes.

New Teaching

(continued)

The special **suffix tiles** are a different size and color than the letter tiles - this helps your student learn the suffix rules without confusion.

“Vowel suffixes are very friendly. They like to take the consonant before them and run off to play. I’ll show you what I mean.”

Build the word *tap*. **t a p**

“I want to make the word *tap* into *tapping*.”

“When I add suffix ing to the word *tap*, like this... **t a p ing**

...the friendly vowel suffix grabs on to the p and runs off.”

t a p ing

“When the vowel suffix runs off with the p, the a is left open.” Point to the a. “Now the a is long. What does this word say?” *Taping*

“Right. That isn’t the word we want, is it? We need to protect the short vowel by closing the syllable. We add an extra p.”

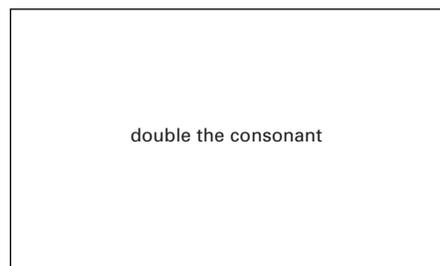
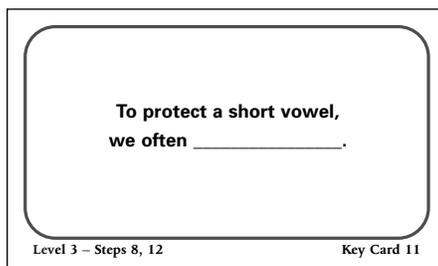
t a p p ing

“Now read the word.” *Student reads tapping.*

“Much better. So you can see that sometimes we have to **protect the short vowel** by doubling the consonant.”

Read Key Card 11 with your student and file behind the Review divider.

The **Key Cards** help your student thoroughly understand ***why*** a word is spelled the way it is so he can apply that knowledge to many other words.



Teach More about Adding Vowel Suffixes

Build the word *wet*. **w e t**

“Add friendly vowel suffix er to form the word *wetter*.” *Student doubles the t and adds suffix er.*

New Teaching

(continued)

Worked seamlessly into the lessons, **tips** are placed right where you need them, ***when*** you need them.

If your student needs extra work with this concept, have him practice with these words:

stop - stopping
plan - planning
swim - swimming

Demonstrate the “friendly vowel suffix” running off with the last consonant in the word. Show that it is necessary to close the syllable to protect the short vowel.

“Sometimes the friendly vowel suffix runs off with the last consonant and we **don’t** have to protect the vowel – it is already protected. Look at the word *darker*.”

d ar k er

“The friendly vowel suffix runs off with the last consonant.”

d ar k er



“There is no short vowel that needs protection, so we don’t double the consonant.”

Demonstrate this concept with these words:

printing **coldest** **faster** **oily**

Word Cards 71-80: Spell with Tiles

To give your student more practice with recognizing and adding suffixes, first have him spell the words using the letter and suffix tiles.

- 71. running**
- 72. printing**
- 73. loudest**
- 74. stopping**
- 75. helper**
- 76. planning**
- 77. standing**
- 78. crispy**
- 79. swimmer**
- 80. wetter**

New Teaching

(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 71-80 and have him spell the words on paper.



Place Word Cards 71-80 behind the Review divider.

Reinforcement

The **More Words** section reinforces concepts taught in each lesson and **dramatically** increases the number of words your student learns.

More Words

camping

childish

chopping

coldest

cutting

darker

ending

fastest

handy

helping

inches

jogger

mopping

napping

oily

oldest

riches

rotting

sandy

strongest

thickest

Dictate Sentences

Dictate several sentences each day.

Why are you chopping down the tree?

We will go camping in August.

My helper is mopping up the water.

Do you want to go running?

The jogger is standing still now.

The baby is napping.

I am helping Sue make crispy shrimp.

I think the ending of the song is sad.

Ken is planning a big party.

That swimmer is wetter than a fish!

A green apple is rotting on the table.

Mom is so handy at home!

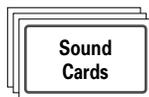
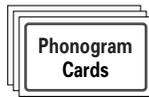
By writing sentences, your student applies what he has learned in a **practical situation**.

Step 24 – Three-Letter I

This lesson will teach words with the sound of /ī/ spelled igh.

You will need: Word Cards 161-170

Review



Word Bank for OA/OW
Word Bank for EA

Word Analysis

f oo t p r i n t s

“What are the two smaller words in this compound word?” *Foot and prints.*

“Read this word.” *Footprints.*

“What is the sound of the oo?” */ōō/.*

“Is this word singular or plural?” *Plural.*

“What is the suffix?” *s.*

“What is the base word?” *Footprint.*

“Label the syllables.” *Student uses the Vowel Team and Closed tags.*

New Teaching

Teach Another Way to Spell /ī/

Build the words *tiger*, *bite*, and *cry*.

t i g e r b i t e c r y

“You have learned several ways to spell the sound of /ī/.”

Divide the word *tiger* into syllables. t i g e r

New Teaching

(continued)

“Why is the i long in the word *tiger*?” *Because it is at the end of a syllable.*

“Good. The first way to spell the sound of /ī/ is to put it in an open syllable.”

Point to the word *bite*. “Why is the i long in the word *bite*?” *Because of the silent e.*

“Right. The second way to spell the sound of /ī/ is to add a silent e.”

Point to the word *cry*. “Why is the i long in the word *cry*?” *English words don’t end in i, so we use a y.*

“Right. The third way to spell the sound of /ī/ is to use a y.”

“You have also learned another phonogram that makes the sound of /ī/. Pull down that tile.” *Student pulls down the igh tile.*

igh

“Today we will work on spelling words with the sound of /ī/ spelled igh.”

Build the word *light*. **l igh t**

“What does this word say?” *Light.*

“Change *light* to *right*.” **r igh t**

Build the word *tonight*. **t o n igh t**

Students are given **strategies** to help with spelling.

“To spell the word *tonight*, we need to **pronounce for spelling**. When we speak, we normally say *tonight*.”

Point to the o. “But when we pronounce the word for spelling, we need to pronounce the /ōō/ sound clearly: *Too-night*.”

“I will dictate some words. The /ī/ sound in these words is spelled with the igh tile.”

Have your student spell these words with tiles:

night

high

sight

might

fight

New Teaching

(continued)

Teach the Words *They* and *House*

Build the word *they*. **th ey**



Point to the ey. “In the word *they*, what sound does the ey tile make?”
/ā/.

Build the word *house*. **h ou s e**



Point to the ou tile. “In the word *house*, what sound does this tile make?”
/ow/.

“The e is silent in the word *house*. Identify the reason and write this word in your Silent E Book.” *Student writes the word on page 5.*

Word Cards 161-170: Spell on Paper

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

When a spelling word has a homophone, the spelling word is dictated in context. The student keep track of **homophone pairs** on his own personal list.

- 161. night** It rained all night.
- 162. right** Use your right hand.
- 163. high** The mountain is very high.
- 164. might** I might go with you.
- 165. light**
- 166. tonight**
- 167. sight** A sunset is a beautiful sight.
- 168. fight**
- 169. they**
- 170. house**

Place Word Cards 161-170 behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

It was cold and windy last night.

Are you standing on your right foot?

The cake is too high to reach!

You might like my garden.

There is a moth near the light.

The spy will meet you tonight.

The old dog lost his sight.

That fox had a fight with the hen!

Please put this in the house.

They will fly south this winter.

Tonight there is a thick fog.

Do you think they were right?

The **Writing Station** helps your student achieve the goal of correct spelling **outside** the classroom.

Writing Station

Dictate each word. Have your student say and write the base word, add the suffix, and write original sentences using the new words.

lighting candles windows flames foggy