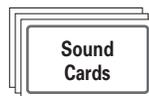


Step 12 – Plural Vowel-Consonant-E Words

In this lesson, the student will learn four new phonograms and how to make the plural form of words ending in Silent E.

You will need: letter tiles er, ar, or, and ou, Phonogram Cards 35-38, Sound Cards 35-38, Word Cards 91-100

Review



Word Bank for Vowel-Consonant-E (Sections 3 and 4)

The **Concept Review** section reviews previously learned spelling rules to **keep them fresh** in your student's mind.

Concept Review

“Plural means...?” *More than one.*

“I will say a plural word, and you will tell me the base word.”

“Stones.” *Stone.*

“Noses.” *Nose.*

“Lakes.” *Lake.*

“Remember that to make a word plural, we often add s or es.”

“I will dictate some plural words. First spell the base word, and then make it plural.”

hands stamps crafts boxes contests magnets

New Teaching

Teach New Phonograms ER, AR, OR, and OU

“We have four new tiles today.”

Point to the er tile. **er**

“This tile is /er/ as in *ber*. Repeat after me: /er/ as in *ber*.” *Student repeats.*

New Teaching

(continued)

Step-by-step lesson plans save you valuable time. You don't need hours of planning to teach *All About Spelling* - **all the work has been done** for you!

There are six basic phonograms that have the sound of /er/.

They are each used in this sentence:

Her nurse first works early (on the) journey.

Er is the most common spelling for /er/.

Point to the ar tile. **ar**

“This tile says /**ar**/. Repeat after me: /**ar**/.” *Student repeats.*

Point to the or tile. **or**

“This tile says /**or**/. Repeat after me: /**or**/.” *Student repeats.*

Point to the ou tile. **ou**

“This tile says /**ow**/–/ō/–/ōō/–/ŭ/. Repeat after me: /**ow**/–/ō/–/ōō/–/ŭ/.” *Student repeats.*

Store the new tiles under the following labels:

The Sound of /er/

er

Other Tiles

ar

or

Vowel Teams

ou

Take out Phonogram Cards 35, 36, 37, and 38, and practice them with your student.

Practice Sound Cards 35, 36, 37, and 38 with your student. Dictate the sound and have your student write the phonogram.

File the cards behind the appropriate Review dividers in the Spelling Review Box.

Pluralize Vowel-Consonant-E Words

“I want to spell the word *kites*. First I spell the base word.” **k i t e**

“Then I add an s.” **k i t e s**

“What would this word say if I forget to add Silent E?” Take out the letter e. *Kits*.

k i t s

Color-coded letter tiles make abstract concepts ***concrete***.

New Teaching

(continued)

Build the following words and have your student make them plural:

rope **name** **gate** **hope** **hole** **tire**

Tips for the teacher give you **on-the-spot strategies** for helping your student. Tips are placed **right where you need them** so you can continue teaching uninterrupted.

Word Cards 91-100: Spell with Tiles

Dictate the words and have your student spell them with tiles.

91. grapes

92. lakes

93. bones

94. votes

95. frames

96. miles

97. plates

98. games

99. hoses

100. brakes The brakes on my bike don't work.

If your student misspells these words, have him read the word exactly as he wrote it. For example, if you dictate the word *grapes* and he misspells it *graps*, have him read the word. Lead him to see that Silent E has an important job!



Remind him to spell the base word first, then make it plural.

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

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

More Words

The following words reinforce the concepts taught in Step 12. Have your student spell them for additional practice.

bikes

dates

fires

grades

homes

jokes

names

piles

rides

sales The stores all have sales today.

smiles

stones

tires

cakes

files

gates The gates are unlocked.

holes

hopes

kites

notes

poles Do all the poles have flags?

rules

sides

states

times

wires

Dictate Phrases

Dictate several phrases each day.

long ropes

lots of smiles

small plates

bad tires

wide frames

big lakes

Dictated **phrases** and **sentences** allow your student to **apply his knowledge** in a practical situation.

Dictate Sentences

Dictate several sentences each day.

Bring the grapes here.

The bulldog will take the bones.

Step on the brakes!

She got five votes.

Bill can run ten miles.

I like fun games.

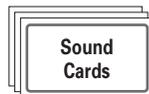
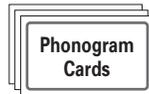
Step 13 – Vowel Team EE

This lesson will teach that ee is the most common way to spell the sound of long e. It will also introduce the vowel team syllable type.

You will need: jail, yellow pencil, Vowel Team syllable tag, Word Bank for EE, Word Cards 101-110

Review

Flashcards help your student **learn and review** phonograms, words, and spelling rules.



Word Bank for Vowel-Consonant-E (Sections 1 and 5)

Concept Review

Build the following words and have your student divide them into syllables. Use the Syllable Division Rules Chart if your student needs to review the process.

motel
item

helmet
cobweb

intend

handstand

New Teaching

Teach Vowel Team EE

Build the words *he* and *Steve*.

h e

s t e v e

Point to the word *he*. “Why is the e long in the word *he*?” *Because it is in an open syllable (or, it’s the last letter in the syllable).*

Point to the word *Steve*. “Why is the e long in the word *Steve*?” *Because of Silent E.*

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

ee

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

“Ee is a **vowel team**. That means that there are two vowels that work together to make one sound.”

New Teaching

(continued)

Build the word *sheet*. **sh ee t**

Point to the ee tile. “What sound does this tile have in this word?” /ē/.

“Using this tile, spell the word *seed*, as in, *Polly likes bird seed*.” *Student spells the word with tiles.*

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

Dictate the following words:

bleed feet sweet free street

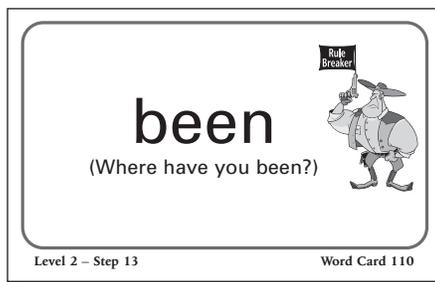
Teach a Rule Breaker

In American English, *been* is pronounced with a short i or e sound. In British English, though, *been* retains the long e sound. If your student pronounces this word with a long e, skip this section.

Build the word *been*. **b ee n**

“Ee always says /ē/, except in one word. This word says /bĭn/ (or /bĕn/), as in *I have been there*.”

Show Word Card 110 to your student.



Rule Breakers receive special treatment. A ***jail*** is included in the Material Packet, providing an engaging, memorable way to learn the Rule Breakers.

“Circle the ee 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 *been* is a Rule Breaker. We throw Rule Breakers into jail!” Have the student put Word Card 110 behind the jail bars.

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

New Teaching

(continued)

If your student ever misspells a Rule Breaker, have him follow these steps:

Tip!

1. Look at the Word Card, and then look at an empty spot on the table.
2. Picture the word on the table, and spell the word aloud three times.
3. Write the word with his finger in VERY BIG LETTERS on the table three times.
4. Spell the word on paper three times.

Then throw the Rule Breaker in jail. Dictate the word again later in the spelling lesson.

Teach the Fourth Syllable Type: Vowel Team

Take out the Vowel Team syllable tag. “We have a new syllable tag.”

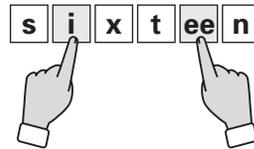


Identifying syllable types and applying syllable division rules enable your student to **spell longer words more accurately.**

“This is a team of horses. A *team of horses* is two or more horses working together. We will use this to represent **vowel teams**, which are two or more vowels working together to make one sound. Can you find the ee team on the wagon?” *Student points to the ee.*

Build the word *sixteen*. **s i x t ee n**

“When you divide a word into syllables, treat the vowel team the same as you do one vowel. First I look for the vowels.”



“There are two consonants between them, so I divide between the consonants.”



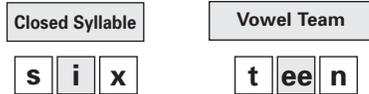
“I read each syllable to make sure it makes sense: *six, teen.*”

“Now I can put a tag above each syllable. What type is the first syllable?” *Closed.*

New Teaching

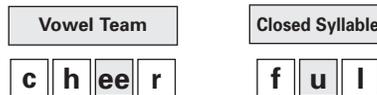
(continued)

“What type is the second syllable?” *Vowel team.*



Build the word *cheerful*. “Divide this word into syllables.” *Student divides the word.*

“Put a tag above each syllable.” *Student uses the Vowel Team and Closed tags.*



Teach Plural Words *Sheep* and *Deer*

“Tell me the plural of *seed*.” *Seeds.*

“What is the plural of *cheek*?” *Cheeks.*

“What is the plural of *sheep*?” *Sheep.*

“Some plural words are the same as the base word. *Sheep* is one of these words. We can say *one sheep* or *ten sheep*, and the word *sheep* does not change.”

“Another one of those words is *deer*. Do we say, *I see two deers in the yard*? Or do we say, *I see two deer in the yard*?” *Deer.*

The **Word Banks** help build visual memory of **words** so the student can successfully choose the correct spelling when he is faced with multiple spellings of a sound.

Introduce Word Bank for EE

Have your student read through the **Word Bank for EE** to improve visual memory. In Level Three, vowel team ea will be introduced as another way to spell the sound of /e/. We want students to become very familiar with the words in this Word Bank before another spelling for long e is introduced.

New Teaching

(continued)

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

Word Cards 101-110: Spell with Tiles

Dictate the words and have your student spell them with tiles.

101. tree

102. queen

103. three

104. feet

105. deep

106. green

107. see I see you!

108. week Can you come next week?

109. keep

110. been Where have you been?

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 13. Have your student spell them for additional practice.

bee The bee is making honey.

bleed

cheer

feed

fifteen

meet Let's meet at the park.

seed

seen Have you seen it?

sheet

sweet This lollipop is so sweet!

teeth

beef

cheek

deer A deer ran through our yard.

feel

free

need I need a pencil.

seem Does it seem like rain?

sheep

sleep

teen

street

Reinforcement

(continued)

Dictate Phrases

Dictate several phrases each day.

deep quicksand

green grass

cheer up

free event

three plums

nose bleed

Dictate Sentences

Dictate several sentences each day.

The tree began as a seed.

Meet me at the swings.

Deer like to run fast.

Bees sleep in a hive.

Frogs go deep in the mud.

I will see the queen.

The **Progress Chart** gives your student a visual reminder and **motivates** him to master the next step.

Your student is halfway there! Has he been filling out his Progress Chart?

