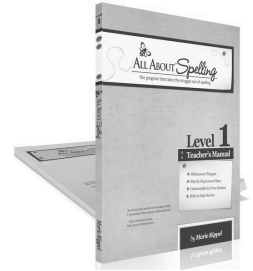


All About Spelling Setup

To get started, you will need a Level One Teacher's Manual, a set of Level One Student Materials, and a Basic Interactive Kit which contains the letter tiles, magnets, phoneme CD-ROM, and a set of word card dividers. You will also need wide-ruled notebook paper (e.g., a single subject spiral notebook) and a 3x5" recipe file box (see below for the right size). A magnetic whiteboard is helpful too.



Read through the introduction in the *All About Spelling* teacher's book (through page 12). The instructions for each step can be read as you teach your student.

Starter Pack

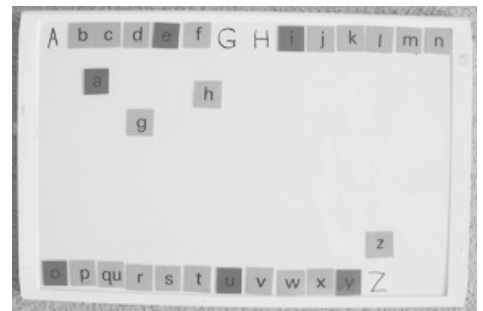
Open the *All About Spelling* Starter pack, which contains laminated letter and phonogram tiles and sticky magnetic squares. Cut apart or break apart the letter tiles, and stick a magnet to the back of each tile. Initially, you will only need one set of the individual letters. Put them on the magnetic board, and keep the rest of the tiles in a reclosable storage bag for future use.

The starter pack also includes a CD-ROM with all the phonograms pronounced for you. If you are new to teaching reading, use this CD-ROM to learn how to pronounce the sounds correctly. Your student may also enjoy playing with the CD-ROM to test his knowledge of the phonograms.

Finally, the starter pack includes a set of file card dividers to help you organize your student materials. See "Student Materials" below for what to do with the dividers.

Magnetic Whiteboard

It is very helpful to have a magnetic whiteboard to use with your *All About Spelling* letter tiles. They recommend a 2x4' magnetic whiteboard, but I prefer something smaller that can lie on the table. I found a 17" x 11" magnetic whiteboard in the office supply section of my department store. A cookie sheet can work well also (as long as magnets stick to it).



To make it easier to organize the letters, use a Sharpie® marker to print the alphabet in capitals along the borders of the board. Then the letter tiles can be placed over the capital letters.

Student Materials

Open the *All About Spelling* student pack. Place the "Progress Chart" in the lesson book—it makes a great placeholder. Tuck the "Completion Certificate" away in a file or the back of the teacher's book so you can locate it later.

Find the laminated file card dividers in the Basic Interactive Kit. The dividers are numbered so you know what order they should be in. Place the dividers in a purchased recipe card holder. Do not get a file card box from the office supply section of the store—it is too small. Instead, purchase a recipe file box like the one pictured below and made by Sterilite. You can find these boxes in the plastic container/home organization section of your department store. When I looked for one online, it was called a "Sterilite Micro FlipTop Box."

Next, separate the colored cards. Keep them in numerical order as you separate them; they are numbered on the bottom right. There are four kinds of cards:

- yellow "Phonogram Cards"
- red "Sound Cards"
- blue "Key Cards"
- green "Word Cards"



Place the cards behind their respective "Future Lessons" divider, and set the box aside.

Using the Program

The teacher's notes are easy to follow with little or no teacher preparation. Read the first twelve pages of introduction; that is all you need to do before starting.

Use the chart below to make the most of using Level 1 of *All About Spelling*. The chart provides a general overview of each step, teaching suggestions, and suggested criteria to know when your student is ready to move on to the next step. Each step includes several tasks.

Plan on spending only fifteen to twenty minutes a day on spelling. If you do not complete all the tasks in the step in that period of time, that is fine. Just begin the step again the next day, and continue to repeat it over and over, getting a little further each time until your student masters every element of that step. Then you can move on. Generally, each step will take a week or two to master.

Use the Phonogram CD-ROM to learn how to correctly say the letter sounds. Your student can also use the CD-ROM to learn the phonograms.

Step	Level 1 Teaching	When to Progress
1	<p>This step reviews all the letters and their sounds. If you did the printing lessons, your student should know most of the sounds. The few that he might be hesitant about can be reviewed and mastered.</p> <p>The yellow phonogram cards include all the sounds for each of the letters. Your student only needs to master the sound that was taught with each of the letter stories (short sounds for vowels) and be aware of the other sounds. Those can be mastered as they come up in specific words.</p>	Graduate from step 1 when your student can identify each letter by its sound.
2	<p>This step teaches a student to segment the individual sounds that make up words. They are not identifying phonograms, just the phonemes (sounds). The first task is to identify beginning sounds, then ending sounds, and finally multiple sounds in a single word. You may want to concentrate on the first half of this step before moving onto the second part.</p>	Your student may graduate from this step when he can easily hear and segment words with two and three sounds.
3	<p>Students learn to alphabetize the letters. To make this easier, you might want to write the capital letters of the alphabet on a magnetic whiteboard or piece of poster board as illustrated on page 47 of this book. Then your student can quickly match the letters by covering each capital letter with its lowercase match. With the capital letter placeholders, your student can do this independently before spelling time begins.</p>	A student may graduate when he can usually identify the letter tile from its sound and can name the vowels. This will continue to be reviewed.
4	<p>Use this step to identify which letters your student needs practice writing. Dictate the sounds of the red "sound cards," and have your student write the phonograms on lines and spaces. Keep for review the letters that your student still struggles to print correctly, and use this review to practice printing those individual letters in addition to the assigned copy work.</p>	If your student can easily write most of his letters, he may graduate from this step. The remaining letters may be reviewed as he continues.

Step	Level 1 Teaching	When to Progress
5	<p>This step focuses on identifying the correct short vowel sound in words. This can be very difficult, especially when identifying the short-<i>i</i> and short-<i>e</i> sounds. Use the letter stories from Part I to help your student tell the difference.</p>	<p>Although this will continue to be reviewed, your student should be fairly consistent in correctly identifying the short sound of the vowels before moving on.</p>
6	<p>In this step, the short-<i>a</i> words are taught. Ten word cards are introduced. You may want to work on only a few cards each day rather than introduce all ten at once.</p> <p>Using the cards, your student will spell the word with the letter tiles, write the word, and also read the word. Remember, these spelling lessons should only last 15 minutes per day. Thus, the first day you may only get through spelling some of the words with tiles. The next day you may finish the words with the tiles and barely begin writing them. Keep the lessons fun and varied. As your student masters some of the words, you may put the word card behind the “mastered” divider, and try some of the other short-<i>a</i> words suggested in the reinforcement section.</p> <p>Be sure to practice both reading and spelling the words. These skills are different and must both be practiced.</p>	<p>When your student can both read and spell from dictation all the short-<i>a</i> word cards, and your student is fairly competent with the reinforcement list, you may move on to Step 7.</p>
7	<p>This step is just like Step 6, except that the words have the short-<i>i</i> sound.</p>	<p>When the ten word cards are mastered and your student can spell other similar words, move on.</p>
8	<p>This step is just like Step 6, except that the words have the short-<i>o</i> sound. Capitalizing names is also introduced.</p>	<p>When the 10 word cards are mastered along with many of the reinforcement words, move on.</p>
9	<p>This step is just like Step 6, except that the words have the short-<i>u</i> sound. The consonant blends <i>th</i>, <i>sh</i>, and <i>ch</i> are also taught.</p>	<p>When the 10 word cards are mastered along with many of the reinforcement words, move on. <i>th</i>, <i>sh</i>, and <i>ch</i> will come up again in step 12, so you may move on even if they are not fully mastered. They can be reviewed as you proceed.</p>
10	<p>This step is just like Step 6, except that the words have the short-<i>e</i> sound. Your student will also learn to count syllables. Use the method of saying the word with your hand under your chin. The number of chin drops is usually the number of syllables.</p>	<p>Your student should master the 10 word cards along with many of the reinforcement words, and correctly count syllables.</p>
11	<p>The spelling of <i>z</i> as <i>s</i> or <i>z</i> is the focus of this lesson, as well as the use of <i>qu</i>. <i>x</i> at the end of a word is included in the collection of ten words. This lesson also introduces the dictation of phrases. Thus, this lesson is packed. Don’t feel like you must introduce all the new material in one sitting. It may be spread out. Begin each spelling session at the beginning of the step, and go a little farther each time.</p>	<p>Move on when your student can read and spell all ten words and correctly scribe the phrases that you dictate. Feel free to make up other phrases that use the spelling rules learned thus far.</p>

Step	Level 1 Teaching	When to Progress
12	<p>Words with the <i>th</i>, <i>sh</i>, and <i>ch</i> sounds are introduced. Use the ten word cards for reading and dictation. Practice the reinforcement words and the dictated phrases.</p>	<p>Move on when your student can read and spell all ten words and correctly scribe the phrases that you dictate. Feel free to make up other phrases that use the spelling rules learned thus far. Do not move on if your student has not mastered the spelling of <i>sh</i>, <i>th</i>, and <i>ch</i>.</p>
13	<p>This lesson introduces the consonant blends at the beginning or at the end of words (<i>st</i>, <i>sl</i>, <i>sp</i>, etc.). This is tricky for some children, so spend enough time on this lesson to master the sounds.</p> <p>Practice and master segmenting the final blends before moving onto the initial blends. Continue to review and practice both. There are plenty of words for multiple sessions, so only spend fifteen minutes each day. Note that your student is not writing these words yet, just segmenting them. They will start writing them in Step 14.</p> <p>For the written spelling part, the phrases only contain words with single consonant sounds (including <i>th</i>, <i>sh</i>, and <i>ch</i>) at the beginning and end.</p> <p>Repeat words as desired and add in new ones. Keep the lessons short and fun. Make up other phrases to dictate from the list of words provided and others that use the spelling rules learned thus far.</p> <p>If your student is struggling to hear the consonant blends, there are helps at the end of the lesson in the grey “tip” box.</p>	<p>Your student should be quite consistent in hearing and segmenting the consonant blends using tokens, so do not move on until this is fairly easy for your student.</p>
14	<p>The final blends will now be spelled on paper. Ten more word cards are introduced for both reading and spelling. There are more tips at the end of this step if your student is still finding this difficult.</p>	<p>Continue to practice words and phrases until your student can consistently hear and spell the consonant blends at end of words. You may move on when your student masters the ten word cards.</p>
15	<p>The initial blends will now be spelled on paper. Again, ten new cards are introduced for reading and spelling. Make sure your student can do both. Reading and spelling use different skills, so the cards need to be used both ways!</p>	<p>You may move on when your student masters the ten word cards.</p>

Step	Level 1 Teaching	When to Progress
16	<p>This step teaches the student how to choose which letter to use for the k sound at the beginning of words. Anna Ingham had a little play act called “The Gun Fight” to help her students remember the Key Card 7 rule. Strap on your gun and imagine you are going to duel. Say, “When a <i>c</i> (step with one foot) is followed by an <i>e</i> (step), <i>i</i> (step) or <i>y</i>, (say this next part slowly while you get your hand ready to go for your gun) it says s (then whip around and shoot when saying the last part) but you put <i>c</i>!”</p> <p>To help solidify Key Card Rule 8, take a sheet of paper, and write “C or K?” in large letters at the top. Divide the page into 8 sections, and write one of the following words in each section: <i>_up, _in, _op, _ap, _en, _iss, _ub, _id</i>. Cut up a 3x5 card into 8 pieces, and print a <i>c</i> on four of them and a <i>k</i> on the other four. Have your student place the correct tile in the space at the front of each word every day until it is easy (answers: <i>cup, kin, cop, cap, ken, kiss, cub, kid</i>).</p>	<p>You may move on when your student can easily recite the Key Card 7 and 8 rules.</p>
17	<p>Now students will practice spelling words that start with either <i>c</i> or <i>k</i>. Use the ten new word cards to practice reading and spelling these words in addition to the dictation exercises.</p>	<p>If your student mastered step 16, this step should go fairly quickly. Be sure your student consistently uses the correct letter for the k sound at the beginning.</p>
18	<p>This step introduces three more phonograms: <i>ck, ng, and nk</i> as well as the spelling rule that <i>f, l, and s</i> are usually doubled after a short vowel. The spelling and word cards focus on the <i>ff, ll, ss</i>.</p>	<p>You can progress once your student remembers to double the <i>f, l, and s</i>.</p>
19	<p>Your student will learn when to use <i>k</i> and when to use <i>ck</i> at the end of words. Again, making a game to practice the Key Card 10 rule will help your student remember. Choose words from the reinforcement section to fill 8 blocks. Choose 4 that use the <i>ck</i> and 4 that use a <i>k</i> at the end.</p>	<p>Progress when your student can read and spell the ten new word cards and can successfully complete the dictation phrases.</p>
20	<p>The consonant team <i>ng</i> will be practiced in words. You may want to make a poster of the four <i>eng</i> words (<i>English, England, strength, and length</i>) that use the <i>eng</i> combination. Even if it sounds like eng , it is usually spelled <i>ing</i>.</p>	<p>Progress when your student masters the ten word cards and can write the dictated phrases correctly.</p>
21	<p>The consonant team <i>nk</i> is practiced in words.</p>	<p>Progress when your student masters the ten word cards and can write the dictated phrases correctly.</p>
22	<p>Compound words are spelled. It might be fun to write some of the words that make compound words (from the teacher text) on separate cards and figure out how to put them together.</p>	<p>Progress when your student masters the ten word cards and many of the reinforcement words.</p>
23	<p>Plurals will be addressed along with when to use <i>-s</i> or <i>-es</i>. Be sure your student is clear about writing the root word first.</p>	<p>Progress when your student masters the ten word cards as well as many of the reinforcement words.</p>
24	<p>The long vowel sounds are the focus of this lesson. Students will learn about the two syllable types: open and closed.</p>	<p>This is the last step for All About Spelling Level 1. Once your student masters it, you may move onto <i>All About Spelling</i> Level 2.</p>