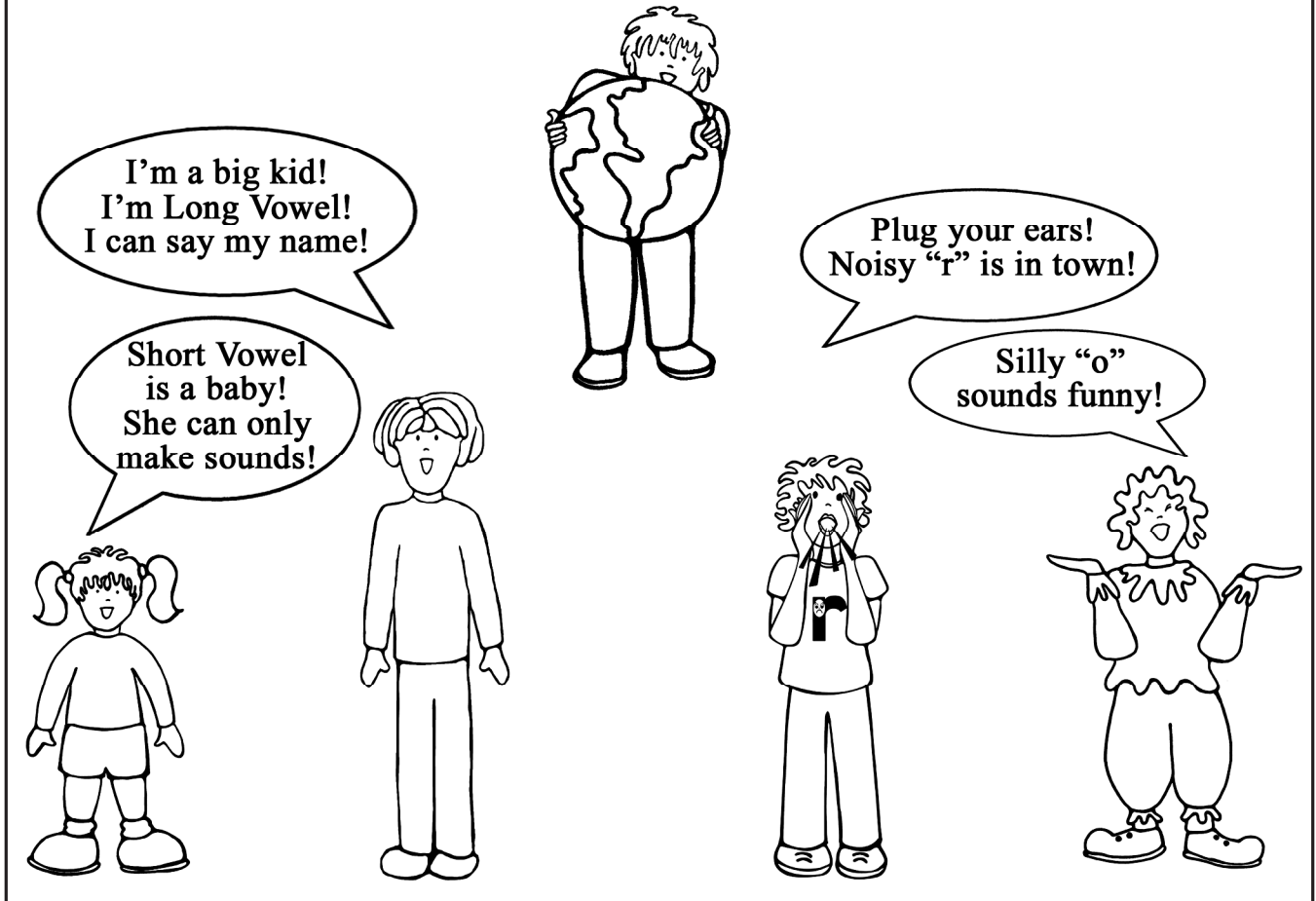


Spelling and Phonics Program Overview



Program Overview

WELCOME TO THE MAGICAL LAND OF WORDS!



Suggested Grade-Levels: This program includes introductory lessons to teach consonants, vowels, blends and digraphs for students at the letter-name stage as well as fifty-six weekly lessons ranging from simple short vowel words (within word pattern) to complex two-syllable words (syllable juncture). The target grades for this kit range from late kinder levels to early third grade levels. Typically, students in these grades have wide-range of abilities in spelling. This kit should provide lessons for all the spelling levels in the primary grades.

Words: Three different types of words are taught in this program:

- 1) High Frequency Sight Words,
- 2) Vowel Patterns (short vowels, long vowels, -r controlled vowels, and diphthongs),
- 3) Two-Syllable Words. As an added bonus prefixes and suffixes, contractions and possessives, and homophones lessons are also included.

Overview:

High Frequency Words

High Frequency Sight Words: The high frequency words chosen in this program were reference from the Fry List of Sight Words (Fry, B. E., Kress, J.E. & Fountoukidis, D.L. (2000) *The Reading Teacher's Book of Lists (4th ed.)* Paramus, New Jersey: Prentice Hall, 47-49). In written language, the first 100 words on the Fry list make up about one-half of all printed material.

Words were specifically chosen from this list only if they met the following criteria:

A word with a vowel pattern not yet learned. For example, the short vowel words as and in are near the top of Fry's list. Since short vowels are the first vowel patterns introduced in this program, then only a few were chosen for sight words. The rest are expected to be learned from the short vowel patterns. On the other hand, my was selected as a sight word because its vowel pattern is not taught until much later in the program.

Teaching High Frequency Sight Words: In each weekly lesson, two highly effective activities, Build and Sort, are included to teach students their new sight words. In addition to the Build and Sort activities, use chants, visuals, mnemonic devices, or tactile tracing. Below are two examples of the many clever ways to introduce a word to students before they build and sort them. Additional ideas for the first forty high frequency words (in this program) are in the Appendix E2-E5.

look

To teach the word look, draw eyes in the two "O's ". Now the word look is easy to remember because it's looking at you!

friend

Teach the friend pledge to help students remember how to write the word friend. Say the following: "When I write friend, I hear the /fr/ sound, so I write fr quickly. Next I say the friend pledge to write the rest: 'I (write i) would go to the end (write end) of the world for a friend.'"

Student Word Wall Mats: Appendix E6-E11 has six different Word Wall student mats. The first mat displays 110 sight words (taught in this program) in a Word Wall format. Many teachers provide students with this word wall at the beginning of the school year. As the words are introduced, the students highlight them on their mats.

The remaining five word walls display the same words spread out onto five different mats. Since some students have a difficult time utilizing a Word Wall with over one-hundred words, five walls have been provided with the words divided on each student mat. The first twenty-five sight words are displayed on one mat. Once those are learned, then the next set of words are on the second Word Wall student mat.

Overview:

High Frequency Words

Classroom Word Walls: At the start of the school year, the Word Wall is empty. In each weekly lesson, students learn two sight words. These words are then posted on the classroom Word Wall. The example below is of a Word Wall at the end of the school year.

<p>A</p> <div> <div>and are all about after any also</div> <div>around another again air away animal answer America</div> </div>	<p>B</p> <div>been because before between</div>	<p>C</p> <div>could</div>	<p>D</p> <div>do does down different</div>	
<p>E</p> <div>each even every</div>	<p>F</p> <div>far from first follow</div>	<p>G</p> <div>got great good give</div>	<p>H</p> <div>he had have how her house</div>	<p>I</p> <div>is into its</div>
<p>J</p> <div>just</div>	<p>K</p> <div>know</div>	<p>L</p> <div>like look little live large learn</div>	<p>M</p> <div>my many more move mother</div>	<p>N</p> <div>number new</div>
<p>O</p> <div> <div>of one or other out</div> <div>oil over only</div> </div>	<p>P</p> <div>play people place picture</div>	<p>S</p> <div>she said some sentence such study spell</div>	<p>T</p> <div> <div>the to that they there their</div> <div>two too through tell turn</div> </div>	
<p>U</p> <div>use</div>	<p>V</p> <div>very</div>	<p>W</p> <div> <div>we went was when with what word</div> <div>were which will would write water who</div> <div>work want where world</div> </div>	<p>Y</p> <div>you</div>	

Overview: Vowel Patterns

Vowel Patterns: In this program, five categories of vowel patterns (short vowels, long vowels, -r controlled vowels, diphthong vowels, and complex short vowels) are introduced to students in a magical land of words. Unlike the high frequency words that are memorized, students learn the different vowel patterns to spell and decode many different words. Below is a chart of the vowel patterns as well as the word families taught in lessons 1-43.

Short Vowels				Long Vowels					-r Controlled Vowels			
ab	ack	ad	ag	ail	ain	ank	age	ake	ar	art	ark	er
am	amp	an	ap	ame	ate	ay	e	eal	or	orn	ort	ir
at	ash	ast	ath	eat	ean	ee	eep	ie	irt	ur	urt	
atch	ed	ell	en	ew	ice	ight	ike	ild	Diphthong Vowels			
ess	est	et	ick	ind	ine	ing	o	oat	oy	oi	oil	ou
ill	im	in	ip	oe	oke	oo	ool	oom	ound	ow		
ish	itch	ith	ob	oon	old	ow	ute	ue	Complex Short Vowels			
ong	op	ot	ug	uth	y				all	alk	aw	au
ock	uck	un	um						ance	ea	ead	edge
ump	ust								ou	ook	ought	

Description: Students learn how to spell and decode these vowel patterns in the Magical Land of Words. In this magical land consonants and vowels make words in four different vowel towns: Short Vowel, Long Vowel, Noisy “r”, and Silly “o” towns. In these towns, unique characters make words in their word family houses and at their wiggle-jiggle word factories.

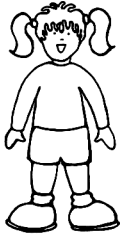
Phonics and Spelling Characters: The unique characters used in this program (see next page) live in four different vowel towns where they make short vowels, long vowels, -r controlled, or diphthongs vowel patterns. In their four different towns, the vowel characters make words in their word family houses and at their wiggle-jiggle word factories. These characters and their vowel patterns are introduced through little books, charts, and chants. The charts, chants and characters are then posted on phonics bulletin boards to use as reference tools.

Overview: Vowel Patterns

Phonics and Spelling Characters (continued): Below is a brief description of the four towns in the magical land of words and the characters that live in them.

Short Vowel Town! This town is full of babies, so they can only make the vowel sounds.

They say the sounds: a, e, i, o, u.



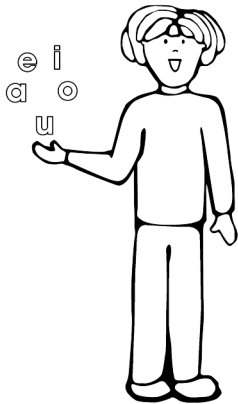
Short Vowel's Rule: "I make my eyes glue together the beginning chunk (consonants) of a word, then I glue the vowel word family together."

Examples: cat, red, win, stop, fun.

Complex Short Vowel Examples: dance, give, bridge, bought, bread, come, salt, chalk, ball, saw, caught.

Long Vowel Town! When the Short Vowels grow-up, they move out to live in Long Vowel Town. Now that the Long Vowels are grown up, they can say their names.

They say their names: a, e, i, o, u.



Long Vowel's Rule: "I make my eyes glue together the different long vowel patterns."

Examples: name, here, like, home, cute, play, rain, boat, see, eat.

Tricky Long Vowel Examples: bank, eight, she, thief, my, light, kind, sold, most, go, sew, to, truth, whose, you, new, zoo, juice, through.

Noisy "r" Town! This town is full of loud kids screaming the "r" sound. The Noisy "r" kids always stand next to vowels, so they change the vowels' sounds.

They say: ar, er, ir, or, ur.



Noisy "r" Vowel's Rule: "When I see Noisy "r" next to a vowel, I know it changes the short and long vowel sounds. I make my eyes glue together the different Noisy "r" patterns."

Examples: car, her, girl, for, turn.

Silly "o" Town! This town is full of clowns making silly sounds with the vowel "o".

They say: ou, ow (like a person hitting their thumb with a hammer).

They say: oi, oy (like the pig who couldn't say oink, only "oi").

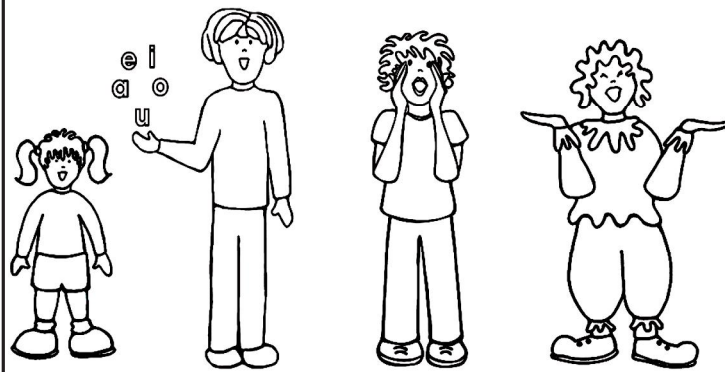


Silly "o" Vowel's Rule: "I use words I already know (boy, oil, cow, out) to remember the "o" vowels pairs."

Example: boy, oil, how, out, house.

Overview: Vowel Patterns

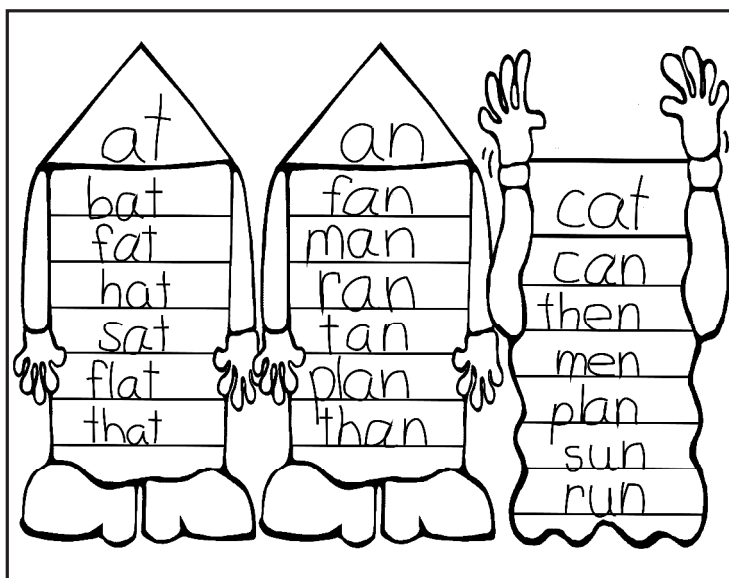
Vowel Town Words: Word Family Houses and Wiggle-Jiggle Houses



Vowel Town Words Student Booklet: This booklet is highly suggested to make for each student for weekly Lessons 1-43. (See Appendix P1 for directions.)

Word Family Houses and Wiggle-Jiggle Word Factories Student Mats: In this program, students learn how to spell and decode words like a good reader and speller. They learn to generate words using word families and vowel patterns. These words are then recorded on their Word Family and Wiggle-Jiggle Houses pages. (See example on left).

Cut-up Letter Activities: Every weekly lesson includes three cut-up letter pages with the exact letters necessary to generate words for the weekly lesson's word families and vowel patterns. The pages should be duplicated on overhead transparencies for the teacher to cut-out, and then to demonstrate to students (on the overhead projector) how to make words. Simultaneously, students record these words in their word family houses and wiggle-jiggle word factories.

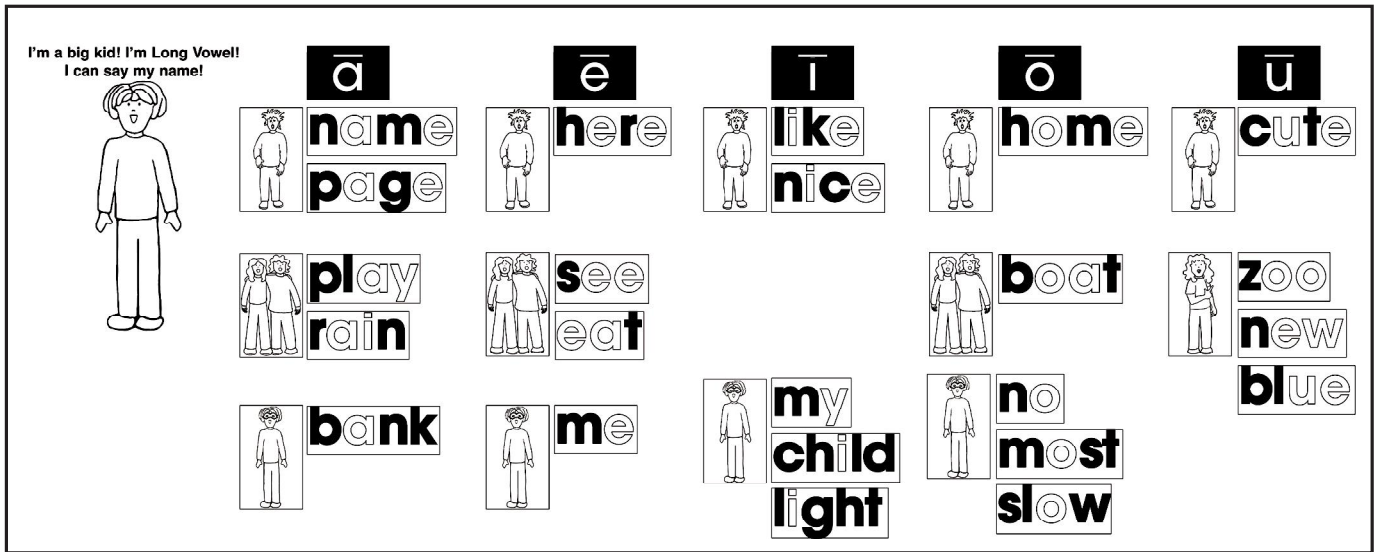


Word Family Houses: In the example (on left), the student recorded the focus word family at in the roof of the first word family house, and then recorded words below as his teacher moved cut-up letters demonstrating how to make many dif-

ferent words with the at word family. In this example, many consonants visited the word family house to make words. The letters r and b visited and helped make the words rat and bat, respectively. The blend fl (a married couple so they stick together) visited and made the word flat. Finally, the letters spl visited. These three letters stick together because they are a married couple with a baby. They made the word splat. This same activity was repeated the next day for the focus word an.

Wiggle-Jiggle Word Factories: In the example above, the student recorded cat in the box at the top of the wiggle-jiggle factory. This wiggle-jiggle factory is for students to make new words, not using the word family strategy, but instead the short vowel pattern. As the teacher moved cut-up letters (on the overhead projector) to demonstrate how to change the final and initial consonants to make new words, as well as changing the vowel, the student then recorded new short vowel words in the wiggle-jiggle factory.

Overview: Vowel Patterns



Phonics Bulletin Boards: Appendices F-K provides ideas and blackline masters to create an interactive phonics and spelling bulletin board that displays all the vowel towns. (See Appendix F4 for a completed, end-of-the-year Bulletin Board.) Post the key words (learned from the weekly lessons) onto the bulletin board. Utilize the board as an interactive tool for students to organize the different word families and vowel patterns into their vowel towns, and also to easily retrieve the words to help them decode or spell other words.

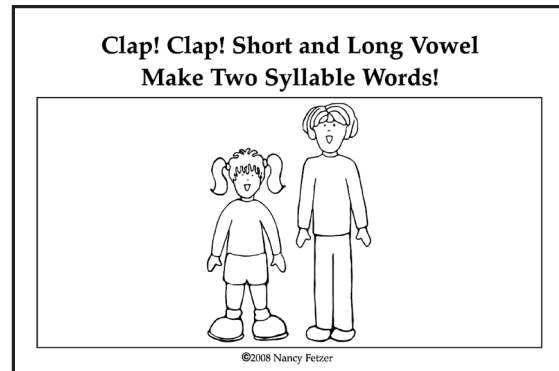
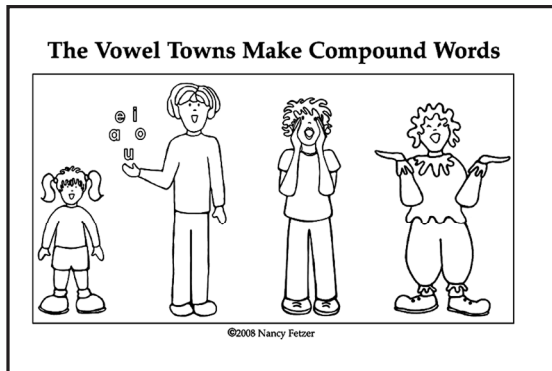
Above is an example of the Long Vowel Town section of the bulletin board. Posted under the different long vowel letters are key words for different long vowel patterns. Next to different groups of words are Long Vowels four different roommates he has had in Long Vowel Town: 1) Bossy "e", 2) VowPals, 3) Tricky Long Vowel, and 4) Ooh Girl. These roommates represent the different types of long vowel patterns with their key words representing patterns learned in the from the weekly lessons.

Refer to this board when spelling words with these patterns. For example, the teacher may be writing the word right. She then points to the word light and states, "I can write right because I know the long vowel i tricky word pattern in light."

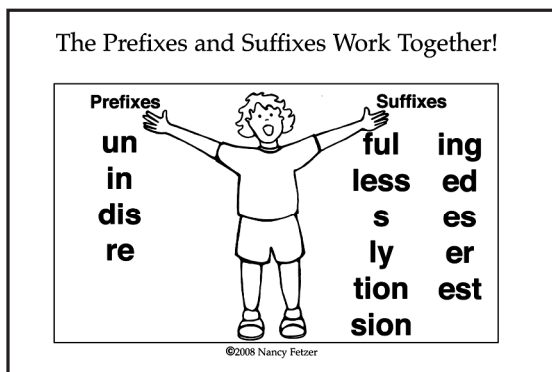
Student Phonics Mats: Duplicate the blackline masters (Appendices F5, G2, H2, I2, J2, K2) of all the different phonics bulletin boards to make student flip books. These books provide each student with a small book as a resource to flip through to find the different vowel towns. This tool is a great resource for students to use for spelling and decoding help.

Overview: Two-Syllable Words

Two-Syllable Words: After learning all the vowel patterns for single syllable words, this program moves to the next level of spelling, two-syllable words (Lessons 44-56). These words include compound words, open and closed syllables, two-syllable words with le endings (i.e., middle), and two-syllable words with y endings (i.e., happy). Unique stories and charts are used in this section to teach the different types of two-syllable words.



Bonus Lessons: Prefixes and suffixes, contractions and possessives, and homophones, as well as parts of speech are added bonus lessons to complete this spelling kit.



Overview: Two-Syllable Words

Advanced Word-Building Student Booklet: This booklet is highly suggested to make for each student for weekly Lessons 44-56. Students record higher-level words on thirteen different Student Pages. These pages include two-syllable words (compound words, open and closed syllables, le endings and y endings); adding suffixes that change spellings and meanings; suffixes ly, ful, ion, less and ness; the most commonly occurring affixes; and also contractions, possessives, and homophones.

For each student booklet, use the Advanced Word-Building Booklet Cover (Appendix P-4), and then staple together the thirteen different Student Pages. Each of Lessons 44-56 has its own Student Page for the type of advance word-building learned. For example, below is the Student Page for the Compound Words' Lesson. Students record words learned during these lessons.




Word-Building Activities: Each weekly lesson includes at least two word building activities. The teacher duplicates the word-building pages onto overhead transparency pages, cuts-out the word parts, and then demonstrates making words. Simultaneously, students record these words in their student pages.

Advanced Word-Building




Name _____

Compound Words

dog 	+	house 	=	doghouse 
---	---	---	---	--

1. onto _____	11. _____
2. Sunday _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

Overview: Weekly Lessons

Assessment: Administer this program's assessment to determine where to start (see Assessment section).

Introductory Lessons: The introductory lessons require two weeks to complete. The skills learned in these lessons prepare students for the weekly phonics and spelling lessons. These skills include patterns, consonants, vowels, and beginning blending. If these skills are already known by students, then skip this section.

Weekly Phonics and Spelling Lessons: There are fifty-six weekly lessons. Since this program's lessons range from late kinder to early third grade levels, teachers now have all the resources they need to meet the wide range of abilities in their classes. These five-day lessons include teacher-directed activities with follow-up student practice for independent seatwork or homework, as well as center suggestions. Each lesson requires five days of instruction. (Sometimes teachers repeat a week when students need more practice.)

Five-Day Lesson Plan: The five-day teacher-directed lessons include cut-up letters to teach word families and word patterns, a poem to practice reading the focus words in meaningful text, and occasionally a story or chart to introduce a new spelling concept. Each week the lessons follow the following format:

- Monday:** Spelling Pre-test and Phonics Poem
- Tuesday:** Cut-up Letters Word Family House Activity
- Wednesday:** Cut-up Letters Word Family House Activity
- Thursday:** Cut-up Letters Wiggle-Jiggle Word Factory Activity
- Friday:** Spelling Test

Monday

Name _____ Date _____

1. Dr at an fat 1. _____

2. s t at an sat 2. _____

3. b at an ran 3. _____

4. fl h at an 4. _____

5. p c at an 5. _____

6. f m at an 6. _____

7. sp c at an 7. _____

8. m h at an 8. _____

9. the f 9. _____

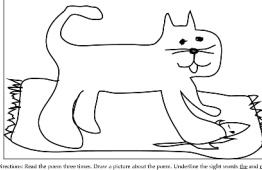
10. my m 10. _____

The Flat Rat

The cat is on my rug.

A fat rat ran by the cat.

Splat the rat is flat! Meow!




Directions: Read the poem three times. Draw a picture about the poem. Underline the right words like and no. Circle the gg and gg word families. Extra credit: Highlight any other short vowel words.

Tuesday

cat

b f fl

h s th




at
bat
fat
hat
sat
flat
that

Wednesday

can

f m pl

r t th



an
fan
man
ran
tan
plan
than

Thursday

e i o u


a b f fl

h s th

c r pl

nd p n

sh m t



cat
can
then
men
ten
plan
sun
run

Friday

Name _____ Date _____

1. my 6. fan

2. ran 7. man

3. sat 8. fat

4. rat 9. splat

5. the 10. can

1. The fat cat sat on my hat.

2. My hat is flat.

Overview: Weekly Lessons

Independent Seatwork or Homework: These practice activities connect the isolated spelling and decoding work from the teacher-directed lessons to reading and writing application. The goal of spelling and phonics is for students to read words fluently and spell words correctly in the reading and writing process.

Monday: Phonics Poem Activity.

Tuesday: Storybook: Beginning.

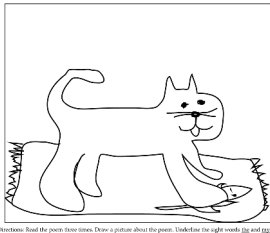
Wednesday: Storybook: Middle.

Thursday: Storybook: Ending.

Monday

The Flat Rat


The cat is on my rug.
A fat rat ran by the cat.
Splat the rat is flat! Meow!



Directions: Read the poem three times. Draw a picture about the poem. Underline the right words (big and fat). Circle the fat rat and most familiar words. Highlight any other words you need.

Tuesday: Story Beginning


the bat sat



The bat sat on my hand.

Wednesday: Story Middle


my cat ran



My cat ran at the bat but bit my hand.

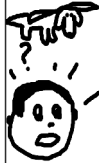
Thursday: Story Ending

my hand fat



My hand is big and fat.

Spelling Corrections Chart



The boy was prplxt ✓
when he sat the dog ✓
fli like a brd.



A check at the end of the line means a misspelled sight word. Find the word and fix it.

eat
tret

A word written above a word means a misspelled spelling word. Use the word to make the correction.

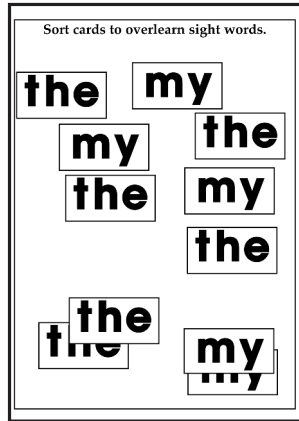
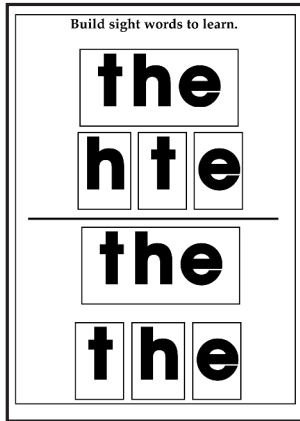
prplxt
perplexed

A word written under a word means it is a misspelled fancy, high-level word. The correction has been given.

Spelling Corrections: Correct the storybook pages with the Spelling Corrections Chart (on left). This chart displays the three ways to correct spelling: 1) sight words, 2) in-range spelling words, and 3) out-of-range words. Sight words are expert words that should always be spelled correctly. In-range spelling words are expected to be correctly spelled or very close approximations. Out-of-range words are words or spelling patterns that are not expected to be spelled correctly. Many times these are sophisticated vocabulary words that will enhance students' writing. (See Appendix Q for blackline master of the Spelling Corrections Chart.)

Overview: Weekly Lessons

Centers: Two centers are suggested for students to practice their sight words and spelling patterns:

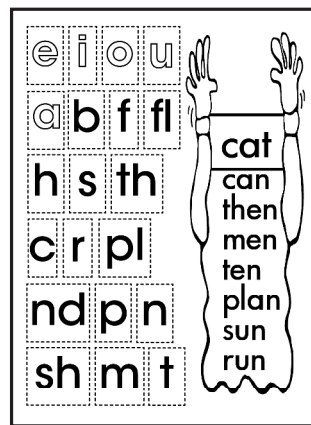
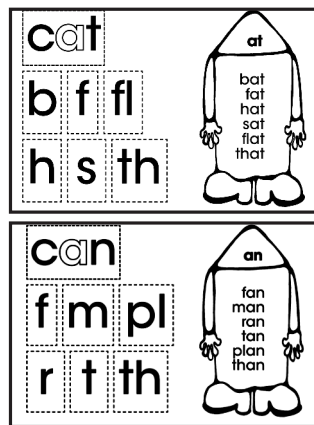


1) Build and Sort Sight Words: Make copies of the sight word worksheets and place them in a center.

Students first learn sight words by building them. This is done by cutting each sight word's letters, mixing them on the table, then building the word again.

After repeatedly building the sight words, students then sort them. This is done by laying many cards with the two new words on them across the table. Quickly students slide the cards into to separate piles while reading

them. For example, sight word cards of the and my are laid across the table, then students sort them into two piles while simultaneously reading them.



2) Word Family Houses and Wiggle-Giggle Word Factories: Make copies of the cut-up word worksheets and place them in a center. Students practice making different spelling words utilizing the cut-up letters. The Word Family Houses are for making new words using the word families, and the Wiggle-Giggle Houses are to make words using the vowel patterns.