



ALL ABOUT[®] Spelling

The program that takes the struggle out of spelling

Level 4

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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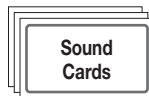
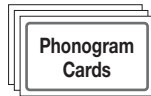
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Step 2 – Consonant Team TCH

This lesson will teach how to choose between ch and tch to spell the sound of /ch/ and how to spell words containing tch.

You will need: Key Card 20, Sound Card 62, Word Cards 1-10

Review



New Teaching

Teach Key Card 20: Use TCH after a Short Vowel

"Here are two ways to spell the sound of /ch/."

Pull down tiles ch and tch.

ch

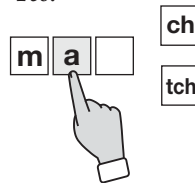
tch

Build the word *match*, placing a blank blue tile in place of the /ch/ sound.

m a

"I want to spell the word *match*. In place of this blank tile, I need to decide whether to use the ch or the tch."

"Is this a short vowel?" Yes.



"It is, so we use tch."

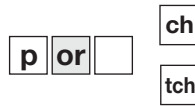
Replace the blank tile with the tch tile.

m a tch

New Teaching

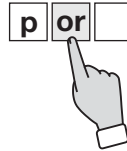
(continued)

“Let’s try another word. The word I want to spell is *porch*.”



“I need to decide whether to use the ch or the tch.”

Point to the or tile. “Is this a short vowel?” *No*.



“Or is not a short vowel, so we use ch.”



“We **usually** use tch when the sound of /ch/ comes **right after** a short vowel.”

When deciding whether to use the tch or the ch, be sure to look **only** to the letter IMMEDIATELY preceding the /ch/ sound. There may be a short vowel elsewhere in the word, but we are only concerned with the letter that comes directly before the /ch/ sound.

Have your student practice this concept with the following words. Build the word for your student, putting a blank blue tile in place of the /ch/ sound.

ranch

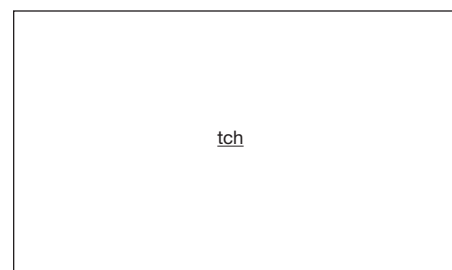
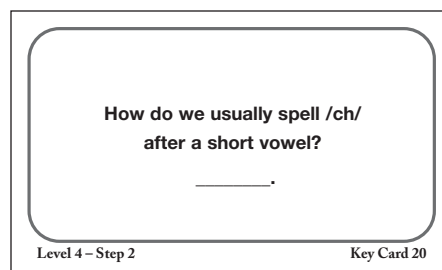
stitch

patch

speech

itch

Read Key Card 20 with your student and place behind the Review divider.



There are a few exceptions to this generalization: *rich*, *such*, and *much* (all taught in Level One), *which* (taught in Level Two), and *attach*, *detach*, *bachelor*, and *duchess*.

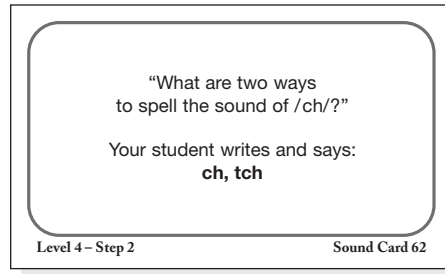
New Teaching

(continued)

Teach Sound Card 62

“Today we have a new Sound Card.”

Read Sound Card 62:



Practice this Sound Card with your student and then store it behind the Review divider.

These “summary” Sound Cards were introduced in Level Three and will continue to be used in Level Four. Remind your student that he should say the name of the letters as he writes them down.



Word Cards 1-10: Spell on Paper

Dictate the words and have your student spell them on paper. The student should write one word per line.



1. **inch**
2. **catch**
3. **branch**
4. **stitch**
5. **ranch**
6. **match**
7. **lunch**
8. **kitchen**
9. **itch**
10. **speech**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 2. Have your student spell them for additional practice.

bench	bunch	crunch	ditch	fetch
patch	porch	switch	stretch	sketch
scratch	French	pinch	punch	munch

Dictate Sentences

Dictate several sentences each day.

Put the dishes in the kitchen.

The French girl ate lunch on the porch.

I have an itch on my foot.

Beth gave a speech to the class.

A bunch of flowers grows in the ditch.

Don't pinch me!

I sat on the bench at the game.

Did the cat scratch your hand?

Bob made a sketch of our ranch.

I want to munch on some popcorn!

A branch of the tree fell down.

Uncle Ted plays fetch with his dog.

Reinforcement

(continued)

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

loudly

brownish

scratching

hear (hear a sound)

begging

The Writing Station gives your student the opportunity to use his spelling skills. You will note that the words are related for added interest.

There are two types of words included in the Writing Station:

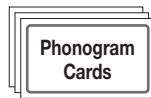
1. **Words containing suffixes (and later, prefixes).** Your student already knows the base words, but must use his knowledge of adding suffixes to properly spell the words.
2. **Homophones.** This will give your student practice in correct usage.

Step 22 – /shŭn/ Spelled TION

In this lesson, your student will learn the most common way to spell the word ending /shŭn/.

You will need: Spelling Strategies Chart, Word Bank for TION,
Word Cards 171-180

Review



Word Bank for EAR

Word Bank for EA (/ā/)

New Teaching

Teach the Most Common Way to Spell /shŭn/

“Repeat these words after me and listen for the /shŭn/ sound: *action, motion, question, attention.*” *Student listens and repeats the words.*

“In each of these words, the /shŭn/ sound is spelled ti-o-n.”

Pull down the letter tiles. **ti o n**

“The syllable /shŭn/ is used in many words. Let’s look at a few.”

Build the word *action*. **a c ti o n**

“This word says...?” *Action.*

“Divide this word into syllables.” *Student divides between the c and the t.*

“Good. The ti-o-n always stays together in the same syllable.”

Build the word *invite*. **i n v i t e**

“To change *invite* to *invitation*, we drop the e and add a-ti-o-n.”

i n v i t a ti o n

New Teaching

(continued)

Discuss Spelling Strategy #4

Build the word *addition*. **a d d i t i o n**

“Do you see a smaller word within the word *addition*?” *Add.*

“*Add* is the base word for *addition*. Knowing the base word can help you spell the word *addition*.”

Build the word *information*. **i n f o r m a t i o n**

“Can you find the base word in *information*?” *Inform.*

“Good. Knowing that the base word is *inform* helps us spell the word correctly.”

Uncover Strategy #4 on the Spelling Strategies Chart. “This is Spelling Strategy #4: Identify the Base Word.”

“Many words ending in the sound of /shŭn/ have a base word, but not all. For example, the word *motion* doesn’t have a base word.”

Build the word *motion*. **m o t i o n**

Introduce the Word Bank for TION

Have your student read through the **Word Bank for TION** to improve visual memory. There are several ways to spell /shŭn/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /shŭn/ when he needs to spell one of these words.

Phonogram ti is most commonly found in the syllable *tion*. Other syllables that contain ti, such as *partial*, *cautious*, and *quotient*, will be taught in later levels.

Likewise, the most common way to spell /shŭn/ is tion. Two other ways will be taught in Level Five: sion as in *mansion* and cion as in *suspicion*.



New Teaching

(continued)

Word Cards 171-180: Spell on Paper

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



- 171. question**
- 172. motion**
- 173. addition**
- 174. action**
- 175. direction**
- 176. information**
- 177. vacation**
- 178. fiction**
- 179. attention**
- 180. mention**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 22. Have your student spell them for additional practice.

condition station population invitation
combination

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

The action began when the bell rang.

Did I mention that I earn great grades?

Please reply to the question.

The motion of the ship made me ill.

Nothing is better than summer vacation!

They skipped joyfully in my direction.

Are you paying attention to his speech?

The woman rose gracefully from the stone bench.

Did you learn addition yet?

My friends love to read fiction.

We must ask for more information.

I sent you an invitation to my party.

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

facts

bears (brown bears)

learned

read (past tense)

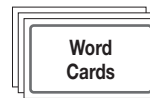
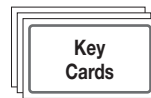
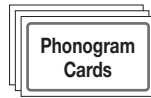
weight (gain weight)

Step 27 – The /ĭk/ Words

In this lesson, your student will learn how to spell words with the common word ending of ic.

You will need: Word Bank for IC, Word Cards 211-220

Review



Review All Word Banks



Review the cards behind the Mastered dividers. This is the last review for Level Four, so make it thorough!

New Teaching

Teach the /ĭk/ Words

“Repeat these words after me and pay special attention to the **last syllable**: *fabric, plastic, magic*.” *Student listens and repeats the words.*

“What was the last syllable in each word?” /ĭk/.

“Right. And at the end of a word, we spell /ĭk/ with i-c.” Pull down letter tiles i and c.

i c

“Here are some more words that end in /ĭk/.” Build the words *attic* and *music*.

a t t i c

m u s i c

“We call these the /ĭk/ *words* because the last part of the word says /ĭk/.”

This is a special group of words. Most of the time, when the /k/ sound comes right after a short vowel, it is spelled with ck. In multisyllable words ending in the sound /ĭk/, however, the /k/ sound is spelled with a c.



Tip!

New Teaching

(continued)

Introduce the Word Bank for IC

Have your student read through the **Word Bank for IC** to improve visual memory. There are several ways to spell the sound of /k/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /k/ when he needs to spell one of these words.

Teach a Rule Breaker

Build the word *does*.

d	oe	s
---	----	---

“The word *does* is a Rule Breaker. Which letters don’t say the sound we expect them to say?” *The oe because they say /ū/ instead of /ō/.*

Take out Word Card 220. “What do we do with Rule Breakers?”
Student circles the oe and colors in the circle with yellow pencil.

“Write the word *does*.” *Student writes the word.*

Word Cards 211-220: Spell on Paper

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



211. music

212. public

213. magic

214. traffic

215. plastic

216. attic

217. fabric

218. topic

219. elastic

220. does

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 27. Have your student spell them for additional practice.

electric

garlic

basic

Dictate Sentences

Dictate several sentences each day.

My mother has hundreds of photographs in the attic.

This park is not open to the public.

What kind of music do you prefer?

Stitch the elastic onto the fabric.

Do you know any magic tricks?

There was a line of traffic ten miles long.

Our plastic toys are covered with dirt.

Which topic are you writing about?

The electric light does not work.

Sometimes I find great joy in the most basic things!

Garlic is a smelly but healthy addition to your cooking.

Does the teacher mind if I leave early?

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

gates

closed

locks

combinations

keys

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 cannot say enough good things about *All About Spelling*. It is solid, effective, and enjoyable for student and teacher. My son doesn't think of it as work, and even asks to do spelling on the weekends!"

– Lucy Watson, The Homeschool Library

"*All About Spelling*'s step-by-step "what to teach next" approach makes it so easy to keep track of what you've done and what needs to be reviewed."

– Kate Mills, parent

"Every teacher should teach spelling with this system. I am convinced that if this were done, we would see a decrease in LD identifications. Thank you, thank you, thank you!"

– Kristin Drach, former school administrator

"These clear, concise lesson plans are just what I needed—and the steps targeting different learning modalities are just what my children needed. I am using the program with my twelve- and seven-year-old sons and my nine-year-old daughter. For the first time in our six-year journey, I am not overwhelmed at the thought of teaching spelling."

– Rita Henley, homeschooler

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