

The Phonetic Zoo Teacher's Notes

*by Andrew Pudewa,
James B. Webster, Ph.D.,
and Jill Pike*



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- *The Spelling Concerto* (MP3)
- Spelling Test Worksheet
- A Zoo for the Phonetic Zoo Cards

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SUPPORT

If you have any problems or questions as you begin to use *The Phonetic Zoo* materials, don't hesitate to give us a call or send a question or comment by email. We are committed to your success with this program, and we will do everything in our power to assist you in implementing it effectively.

GUARANTEE

If you use this program and your students do not dramatically improve their spelling, we will happily refund your purchase price. If you just don't like these materials for any reason whatsoever, you may, of course, return them for a full refund. Your satisfaction is our guarantee.

THE SPELLING CONCERTO

The introductory music for this program, "The Spelling Concerto," was composed and recorded by Dean Anderson. The entire composition as an MP3 is included with the downloads. (See the blue page in the front of this book.)

SPECIAL THANKS TO

Dean Anderson, Marcia McCarry 1932–2012, Scott Oplinger, Shirley George, and to all the Blended Sound-Sight staff and teachers everywhere, most especially to Anna G. Ingham, C.M. 1911–2013, who made it all possible.

How to Use This Program

CONTENTS

Each level of *The Phonetic Zoo* spelling program includes

- five audio CDs, labeled Disc One through Disc Five (Level C has six CDs.)
- set of large flash cards
- set of small Zoo Cards

You will find that all your materials along with your own personal CD player and headphones will fit conveniently in a shoebox. Putting the large flash cards on a ring and keeping the Zoo Cards together with a rubber band or in a small plastic bag will keep them from being misplaced.

Although all three word lists (A, B, and C) are included on the flash cards, students will work through only one level at a time as they progress through the forty-seven lessons.

If you are not sure you are starting with the correct level, there is a placement test in Appendix 1 of these notes. If you determine that you should have purchased a different level, contact Excellence in Writing, and they will gladly work out an exchange.

QUICK START GUIDE

Preparation

1. Watch Andrew Pudewa's *Spelling and the Brain*.
2. Set up a spelling station with the spelling materials, a device to play the audio, and headphones.
3. With your student, listen to the introduction of the course.

The Lesson

4. Teach the lesson, presenting the rule and exploring the discussion points provided in these teacher's notes.
5. Present the zoo card.
6. Be sure your students know how to use the device to play and pause the audio.

Student Practice

7. Prepare a test sheet.
8. Using headphones, listen to the audio to take the test.
9. Listen to the corrections, writing down each word next to the word on their test sheet.
10. Compare the lists, correcting the misspelled words.
11. Take the test every day until 100 percent twice in a row is achieved.
12. Move onto the next lesson after discussing it with your teacher.

TEACHER PREP

Watch Andrew Pudewa explain *Spelling and the Brain*

See the blue page in the front of this book to download the audio or stream the video.

The talk will reinforce foundational concepts and familiarize you with the “how to” of the program. Although there is no reason to prevent your students from watching with you, there is also no particular reason why they should. The information is for the parent or teacher.

Organize Your Materials

Set up a station or box for your materials. Students will need

- paper (lined, loose-leaf, or spiral)
- pen
- headphones
- a device to listen to the CDs or MP3 download

If you did not purchase the audio component, plan to use the lesson cards to give the test orally each day.

THE LESSON

Present the Rule

Use the large flash card to present the rule for the lesson. All the words for all three levels of *The Phonetic Zoo* are contained on the flash cards, so they are useful for working with students of mixed ages and abilities.

Read the rule out loud (from the back of the card), and have your student read and spell aloud the three words on the front of the card which correspond to the chosen level. Briefly discuss how the animal name shown on the front meets the rule of the lesson. The Teacher’s Notes include a deeper explanation of the spelling rules, some history behind the rule, and additional commentary to add to your understanding of spelling.

Students may use the lesson card to use to study independently if they wish.

Present the Small Zoo Card

The front of the Zoo Card includes the lesson title and animals whose names illustrate the spelling rule. On the back of the card is the rule or jingle that accompanies each lesson.

The Zoo Cards will serve not only as a reminder of the rule and animals which correspond with it, but also as a motivational tool because as your students progress through the lessons, they will see their animal collection grow.

Students may wish to display their Zoo Cards on their bedroom or classroom wall. They may also cut out the animals to create a Phonetic Zoo if they wish.

Use a Spelling Station

Have a dedicated place for your Phonetic Zoo materials so that your students can do their spelling independently every day. Equip the station with the following:

Paper. Students should prepare their paper by numbering 1–15 on the left side, double-spaced (leaving a blank space between lines).

A sample test sheet is pictured in Appendix 2 and provided with the downloads. See the blue page in the front of this manual for download instructions.

Pen, not pencil. For a detailed explanation on the benefits of pen over pencil,

Student Spelling Test Sheet	
Name _____	Date _____ Score _____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____

THE PHONETIC ZOO TEACHER'S NOTES

see the article “Convert to Pens” at IEW.com/convert.

Headphones. The spelling tests are available on CDs or as MP3 downloads. (The MP3s come with the CDs. Look for a blue card in the box of CDs.)

Students who use this program with headphones will reap the greatest benefits. With headphones, the sound and the experience it provides are close to the ear and to the brain. Plus, there are no distractions or auditory interferences. It becomes a personal and intimate activity, making the goal of mastering a spelling lesson even more of an individual challenge. They will develop a strong sense of “ownership” of the program, and they will enjoy the change in routine it provides. Use headphones!

Listen to the Introduction: Disc 1, Track 1

The student will need to listen to the introduction just once. After the introduction is finished, be sure that he knows how to use the device to skip to the track he needs for each lesson. Corrections for each lesson are on a separate track. The student can look on the back of *The Phonetic Zoo* CD case to see which disc and track number correspond to each lesson.

Note: If you are using the Budget Package without the CDs, listen to *The Phonetic Zoo* audio sample on the Excellence in Writing website. It contains the introduction and first test.

Use the test in the sample as a model for how to present the other lessons.

Take the Test

At first, the lesson may proceed too rapidly, and the student might be frustrated by not being able to keep up. Explain that this is normal, and encourage him to pause the CD at any time. Each test is less than ten minutes long.

Rewrite the Words

After the test, continue by listening to the corrections. Students should rewrite each word next to their attempt on the spelling test. Thus, each word will be spelled out twice.

Strong visual learners may be happier to correct their lessons by copying the list on the back of the lesson card. Have them say the letters aloud as they rewrite them.

Student Spelling Test Sheet		
Name	Sally Smith	Score 13
Date	Oct. 10	
1.	brain	brain
2.	played	played
3.	chained	chained
4.	railway	railway
5.	pail	pail
6.	sailed	sailed
7.	train	train
8.	painful	painful
9.	tray	tray
10.	paint	paint
11.	raisin	raisin
12.	trailing	trailing
13.	grain	grain
14.	always	always
15.	contain	contain

THE PHONETIC ZOO TEACHER'S NOTES

Compare and Correct

Once all the words are rewritten, students should compare the two words on each line and correct any misspellings using the space above each word.

Count the words that were spelled correctly, and write that number on the page.

You may find that your students might not always catch all their errors. That is OK. After they have finished with their corrections, you may like to check them as well, correcting the spelling above their attempt. Smile a lot, and don't feel you have to continuously point out the errors. Frequency will do its job. Gradually, speed and ability to write the words and letters they hear will improve.

Even if students misspell many words the first time through, don't worry. Tell them to relax. Speed and accuracy will improve with repetition. Place the emphasis on how many are "right," *not* on how many are "wrong." Be enthusiastic about their progress.

100 Percent Twice in a Row

Students should take the test every day until they achieve a 100 percent score twice in a row. Our goal is excellence in spelling. 100 percent twice in a row ensures mastery of each list. Interestingly, this goal is not usually discouraging to students. Instead, it becomes a challenge to pursue.

Personal Spelling Lessons

(5, 10, 15, 20, 25, 30, 35, 40, and 47)

Every fifth lesson is a Personal Spelling lesson. Verbal instructions on the CD direct the student to collect words on the blank spaces of the lesson cards.

The personal spelling words are to be gathered from errors in written compositions as well as vocabulary from other language arts curricula. Students should be responsible for collecting their own list of words. Since the lesson will not be on the CD, students may create their own recording for this test or have a fellow student conduct the test for them. Thus, the independent nature of this program is preserved.

The personal spelling lessons are a vitally important part of the *Excellence in Spelling* program. However, if you need a set of spelling words for this lesson, or would like additional spelling

words to make the program last longer, this book provides alternative leveled word lists for each personal spelling lesson.

Final Exam

There is a final exam at the end of each level. The instructions for taking and evaluating the final exam are on the audio and included in the Teacher's Notes.

Each is quite long, using words from each rule. The scoring guide indicates whether the student has accomplished the goals of the program and is ready to progress to the next level, or should repeat this same level again.

In preparation for the final exam, you may want to “spot check” the student with words from different lessons, using the flash cards to help.

Why Use *The Phonetic Zoo*

Why do we call this program *The Phonetic Zoo*? Well, for a couple of reasons. When you have a room full of crazy and unpredictable people, you might say, “It’s a zoo in there!” Our English spelling rules are about as crazy and unpredictable as any language on earth, and in trying to master them, one might feel that they are like wild animals—crazy, illogical, and challenging. Since children love animals, the stranger the better, we managed to find for each lesson a few animals whose names match the spelling Rule, Jingle, or Hint. Thus, *The Phonetic Zoo*.

Good spelling demonstrates literacy, education, and intelligence. It is important. These days, spell-checkers on our computers can save many an embarrassment, but a computer is not always available, nor is it a replacement for full comprehension. Consequently, spelling remains an important skill, and *The Phonetic Zoo* can help your students to achieve excellence in spelling.

The Phonetic Zoo spelling program includes

- these Teacher’s Notes
- set of large flash cards
- set of small Zoo Cards
- five audio CDs, labeled Disc One through Disc Five (Level C has six CDs.)
- MP3 audios provided with the CDs or purchased separately

Although you can begin immediately by reading the “How to Use this Program” section, be sure to plan a time to watch Andrew Pudewa’s *Spelling and the Brain* to familiarize yourself with this method of spelling instruction. (See the blue page for instructions on how to access the video.)

A MULTI-SENSORY APPROACH

The Phonetic Zoo is based on teacher Anna Ingham’s effective Blended Sound-Sight Program of Learning. Fifty years ago, long before psychologists and educators began to talk of auditory learners versus visual learners, Mrs. Ingham discovered that all students learn better when what they see is reinforced by hearing, and when what they hear is reinforced by being seen. Thus, the “blending of sound and sight” is a most effective educational approach for language arts study.

With determination and persistence Mrs. Ingham fought the great battle against whole language extremists in Canada, almost single-handedly, and schools that have used her program consistently have virtually eliminated reading problems. We have attempted to develop a spelling program which effectively recreates Mrs. Ingham’s Sound City spelling rules, using the theme of animals and a zoo.

Although not all of the possible spelling rules are presented in *The Phonetic Zoo*, enough of them are provided in a fun way. Students

will learn to look for patterns and discover other rules as they explore spelling. This program provides your students with enough rules to be successful, but not too many to be discouraged.

A BRIEF REVIEW OF BASIC NEUROPHYSIOLOGY

Spelling is the correct retrieval of sequentially stored, virtually random bits of information. Therefore, there are two activities involved in spelling: correctly storing information in the brain and correctly retrieving that information. Those who teach spelling should not only understand how the brain works, but must also use that understanding to create an optimal learning approach for students who may have very different learning styles.

The brain acquires information through the sensory pathways: sight, hearing, touching, tasting, and smelling. Once information gets to the brain, it is stored when brain cells (neurons) send electrochemical impulses to other brain cells. Connections are made, and “circuits” are then reinforced by three variables: frequency, intensity, and duration. In simpler terms, humans learn best by seeing, hearing, or feeling things that are very frequent, very intense, or very long lasting. There is no other way.

A student who is strong visually will be more able to learn spelling from textbooks and worksheets since his visual pathway may be the most reliable, and visual input will be the most accurate for him. A student who is strong auditorily will be more able to learn spelling

from hearing the rules and words—something that a textbook is unable to facilitate. A student who is strong kinesthetically wants to feel and move, anchoring information to the brain through the body.

Most toddlers are primarily kinesthetic, secondarily auditory, and lastly visual in learning style. Most older people are exactly the opposite. For young students just learning to read, write, spell, and do arithmetic, auditory input is still extremely important and must not be neglected by the teacher. Unfortunately, textbooks and worksheets are exclusively visual and often do not provide the most efficient method of study.

SPELLING IS SEQUENTIAL

Words consist of letters, but if you do not have your letters in the correct order, your spelling is incorrect. Virtually every teacher or parent has seen students who will write a word like *waer* or *gril* or *turtel*, in which they did get all the letters, but because the order was wrong, the word is hard to decipher. Spelling is sequential because the order of letters (not just getting the right ones) determines the word. How can sequence be taught most effectively?

When you see a word—*special*, for example—you are forced by nature to see it all at once. Since the letters go into your brain simultaneously, there is no sequential storage of the information.

Vision is a global sense. There is a spatial storage, but not a sequential one. Consequently, if a student has even a mild dyslexia or difficulty in processing abstract visual information, we cannot be assured that the information is being stored properly (i.e., in the correct sequence) in the brain. All the letters are seen at the same moment.

However, when the same word is spelled out loud (*s-p-e-c-i-a-l*), the letters go into the brain one at a time, in a precise sequence. In fact, they can *only* be received in sequence. Therefore, since spelling is sequential in nature, auditory input is the best possible way to accurately store spelling information in the brain. Words correctly stored will more likely be correctly retrieved.

Coupling the auditory, letter-by-letter sequencing with the presentation of letter groups and the unique sounds they make, *The Phonetic Zoo* effectively helps students learn to spell.

MAXIMIZING FREQUENCY

Information is stored in the brain through sensory stimulation given with frequency, intensity, and duration. As the same type of stimulation is given again and again, the neural connections which store that information are strengthened, and with enough frequency the connections become permanent, and learning is complete. In teaching spelling, the real trick involves the accurate transmission (and reception) of the information with enough

frequency to make the knowledge permanent and second nature. However, consistency is difficult to attain.

Thus, the use of audio recordings combined with flash cards and dramatic images provides for a consistent and organized presentation of information in a format that allows individual study and an individualized rate of progress through the materials. Students can listen repeatedly, hear the same thing consistently, do the same test each day, and continue until a perfect score has been achieved. For the best possible effect, require that the score of 100 percent be achieved twice. This will ensure that each student, through maximized frequency, learns the lessons thoroughly.

HOW LONG WILL IT TAKE TO COMPLETE ALL FORTY-SEVEN LESSONS?

This will vary greatly from student to student. We do not suggest any specific timeline for completion, but we do insist on a goal of complete mastery. Therefore, students should continue to repeat the same lesson every day until a score of 100 percent is achieved twice in a row.

Most students will complete a lesson in four to seven tries, about one lesson a week. Some lessons are harder than others. While one student may achieve the 100 percent score twice in three or four days, others may take five, seven, even ten or more days. This is not a problem. Simply do a lesson every day, and you will see progress.

With one lesson every week, the program lasts at least a year. For slower students it may last even longer.

Using the Zoo Cards to review past spelling rules as they apply to new words will help students retain the spelling information stored in their brains. A template to create a “Phonetic Zoo,” which uses the small Zoo Cards as cage doors, is located in the Appendix. By displaying the zoo in a classroom, teachers will have a ready-made review center easily accessible to students looking for spelling reminders.

A Brief History of the Blended Sound-Sight Program

Anna Ingham began her career as a schoolteacher in 1935, teaching in a one-room rural schoolhouse. Her forty pupils ranged in age from five to fifteen years of age, in ability from slow to exceptional, in work ethic from sporadic to diligent, and in grade from one to ten. It is amazing that schoolteachers could accomplish anything under those conditions, but Mrs. Ingham determined to make it work. She quickly discovered that she had to design a system of organization and management in which the students learned and were happy to do so. Using the Golden Rule, “Do unto others as you would that they should do unto you,” Mrs. Ingham organized her students into multi-grade teams where they could encourage one another. This freed her to become a facilitator to keep the learning process moving forward, the learning environment lively, and the learning goals of each student near and clear.

After many years in the rural schools, Mrs. Ingham moved into a single-grade city classroom where she had the opportunity to focus on first grade students. The most monumental hurdle for Mrs. Ingham in this school was reintroducing phonics into an educational system enamored with the “Look and Say” method. Teachers were encouraged to use words to teach letter sounds and focus on the whole over the parts. Mrs. Ingham discovered that this method did not work. Her students couldn’t hear the letter sounds when they were mixed up in a word—it was like trying to

hear a conversation with a radio blaring. So Mrs. Ingham simply closed her classroom door and turned the “radio” off.

Creating all her own materials, she began to develop her Sound City, where both individual letters and letter combinations lived and talked. She did not go back to the archaic method of letter and blend drills completely divorced from words. Instead, she used poetry, pantomimes, and play to integrate phonics and words. Her excited students explored Sound City every day, discovering how all those sounds worked together in words. Words were never neglected; in fact they were richly integrated in literature and poetry. Mrs. Ingham blended the critical phonetic sounds with the whole word sight method, the Blended Sound-Sight Method, which enabled all her students to both sound out words and read fluently when they graduated from her first grade classroom.

The key to the success of the Blended Sound-Sight system, however, was not Mrs. Ingham’s teaching tools, but her choice to begin with the Golden Rule. She was sensitive to students’ needs, consistent, a good listener, firm with love, as well as a wise counselor to each individual. After providing her students with the basic tools of learning, she showed them how to work respectfully and quietly both as a group and independently. Thus, Mrs. Ingham was able to adequately provide each individual and each group the attention that was needed in order to learn. The results astounded

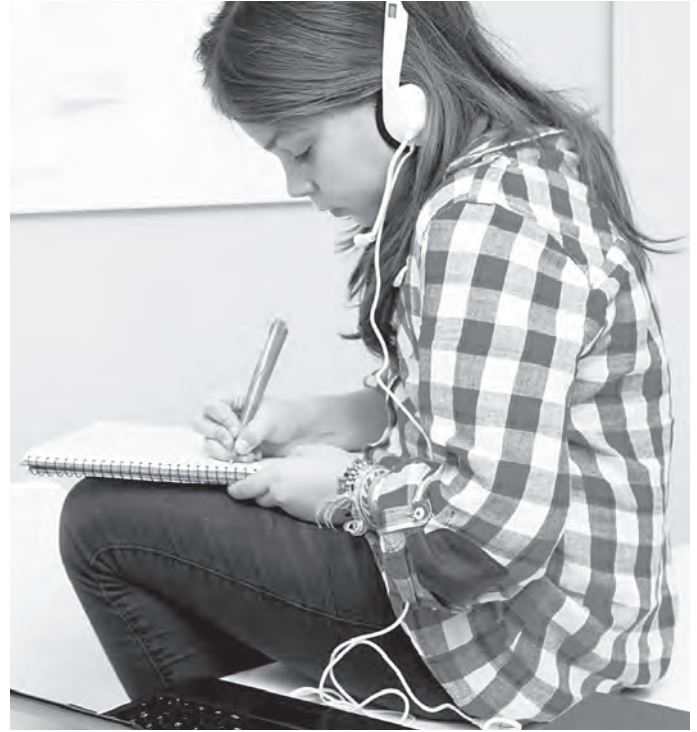
visiting teachers. After observing Anna's classroom of thirty-one first grade students, one teacher wrote:

On our arrival what stood out in our minds was that all the pupils were reading with a feeling of joy and accomplishment after only eight weeks of school. ... As we stood there observing the class move independently about the room with efficiency and respect, we were spellbound. The children seemed to be working toward goals which they understood and which were attainable. ... By spring we marveled at the children's spelling ability. ... Mrs. Ingham explained that because of the controlled reader vocabulary so familiar to the children [frequency], because of the many devices such as Sound City, Jingles, Jail, and Ghost, and because spelling was integrated into all subjects including poetry, good spelling became a natural outcome of the children's learning.

Mrs. Ingham's dedication to providing each of her students with clear, incremental goals coupled with consistency and firm love produced phenomenal results. The independence and joy of achievement that she fostered in the one-room schoolhouse transferred beautifully into the graded classroom.

The spelling rules and jingles presented in *The Phonetic Zoo* come from decades of teaching experience of Anna Ingham, her daughter Shirley George, and her nephew Dr. James B. Webster. Together, they refined Sound City and created fun and memorable ways to learn so many spelling rules. Andrew Pudewa counts it a great privilege to have been able to work with all three of these great teachers and, together with Dr. Webster, to preserve their hard work in *The Phonetic Zoo*.

The Phonetic Zoo Lessons



Lesson 1: *ai* and *ay*

This first lesson helps students distinguish between two ways of spelling the long-a sound: *ai* or *ay*.

RULE, JINGLE, OR HINT

When *ai* says “a” as in *claim* and *chain*,
It comes in the middle as in *train* and *pain*.
But when *ay* says “a” as in *jay* and *portray*,
It comes at the end. See *decay* and *delay*.
Don’t let suffixes *betray* you as in *decayed*.
The root never changes. See *playful* and *played*.

Example Words:

A: brain, always, pain

B: uailing, decay, sailor

C: ailment, portrayal, tailored



Since this is the first lesson, make sure your students understand the process to follow each day:

1. Set up the paper and know how to use the CD player.
2. Take the test.
3. Rewrite the corrections.
4. Compare spellings.

Take the same test daily until the students achieve 100 percent twice in a row.

LESSON 1 WORD LISTS

A

brain
played
chained

railway
pail
sailed

train
painful
tray

paint
raisin
trailing

grain
always
contain

B

claimed
slain
strain

Wednesday
complaining
mailed

hailed
regaining
painter

restrained
complaint
delayed

sailor
grained
decayed

C

ailing
complainant
plaintiff

ailment
slay
proclaimed

maim
trailway
tailored

painstakingly
rainproof
claimant

faithfully
portrayal
constraint

LESSON 1 DISCUSSION POINTS

Each lesson will include a few discussion points to explain some of the other spelling rules that are expressed in the lists.

All Levels

- Discuss the difference between a root word and a suffix. The suffixes used in these lists are: *-ant*, *-ed*, *-ing*, *-ful*, *-s*, *-ly*, and *-al*. You may want to begin a Suffix Chart for your classroom. In spelling, students should identify the root word, spell it, and then add the suffix (examples: *play/played*, *pain/painful*, *alway/always*). You may want to have your student go through the list, underline all the roots, and circle the suffixes. Take note of the roots that have the *ay* before the suffix.
- Review the pronunciation of the suffix *-ed*. Sometimes it says “ed,” sometimes “t,” and sometimes just “d.” Don’t let your ear fool you (as in *chained*). In these kinds of words, even though

students hear “d” or “t,” they need to put *-ed*.

- Also review compound words where two complete words are combined (as in *railway*, *trailway*, and *rainproof*). Remind students that the only way to determine if a word is a compound word is to check the dictionary.

Level B

- To be spelled correctly, *Wednesday* must be capitalized. Explain that it is a proper noun.

Level C

- Note that *painstakingly* uses the vowel-consonant-e pattern to make the *a* long as in *stake*. However, when the *-ing* suffix is added, the silent *e* is dropped.

THE PHONETIC ZOO

One of the problems with spelling is that in English there is more than one way to spell a sound. In the “Spelling and the Brain” talk, Andrew Pudewa describes the Sound City developed by Anna Ingham to organize the phonograms.

Since this program’s theme is a zoo, you could put together a “Phonetic Zoo” to organize the sounds. If desired, see Appendix 5 for suggestions to organize a zoo as you go through these lessons.

This week’s lesson opens the zoo with two enclosures on A Street: *ai* (*caiman*) and *ay* (*manta ray*). Be sure to include the example words in the correct enclosures.

Lesson 2: The *ie* Rule

There are many ways to spell the sound of long-e. One way is with *ie* or *ei*. This lesson reinforces which one to use, using the most beloved spelling rule: “*i* before *e* ...”

RULE, JINGLE, OR HINT

When the sound is “ee,” it might be
“*i* before *e* except after *c* as in *cockatiel*,
grievous, and *deceit*.”

Watch the few exceptions.

Example Words

A: relief, conceive, seize

B: grieve, deceive, neither

C: hygiene, ceiling, leisurely



cockatiel

LESSON 2 WORD LISTS

Note: As the words are spelled on the CD, you may need to explain to American students that Canadians pronounce the letter *z* as “zed.”

A

relieve
belief
conceive

either
field
thief

grief
wieners
neither

seize
perceived
shield

believe
being
yield

B

shriek
relief
seized

grieve
yield
sieve

retrieve
deceit
cockatiels

deceived
receipt
briefly

yielding
perceived
wielded

C

seizure
piece
ceiling

shrieked
grenadier
hygiene

conceiving
leisurely
diesel

fiendishly
retrieval
weird

mischievous
liege
deceitful

LESSON 2 DISCUSSION POINTS

You will find multiple rules at work in some of these spelling words.

All Levels

- It may help to explain that when the letter *c* is followed by an *e*, *i*, or *y*, it changes its sound from hard “k” to soft “s.” This rule will be covered in Lesson 38 (The Poker E). Level A: *conceive*, *perceived*. Level B: *deceit*, *deceived*, *receipt*, *perceived*. Level C: *piece*, *ceiling*, *hygiene*, *conceiving*, *liege*, and *deceitful*.

Level A

- Find the exceptions and come up with ways to remember them:
 - either*, *neither*—neither of these words obey the rule.
 - seize*—seize that word and put it in jail for disobeying the rule.
- Note the Decorative E (Lesson 26) at the end of *believe*. The *e* is there because no English word ends in *u* or *v*, so decorate it with an *e*.

- The word *being* isn't really an exception because it does not really have an *ei* pair. *Be* is the root with an *-ing* suffix.

Level B

- Find the exception: *seized*. Seize that word and put it in jail for disobeying the rule.
- Notice the silent letter *p* in *receipt*.
- Note the Decorative E (Lesson 26) at the end of *grieve*, *sieve*, *retrieve*, and the roots of *deceived* and *perceived*. The *e* is there because no English word ends in *u* or *v*, so decorate it with an *e*. This will be taught in Lesson 26.

Level C

- Find the exceptions and come up with ways to remember them:
 - Seizure* has the root *seize*. Seize that word and put it in jail!
 - Leisurely* was too lazy to follow the rule.
 - Weird* is just weird!

- Note the No Job E (Lesson 21) at the end of *hygiene*. Also, the Tricky E (Lesson 29) that flees due to the *-ing* and *-al* suffixes in *conceiving* and *retrieval*.
- Define *grenadier*. It comes from the French root *grenade* and refers to special corps or regiments of soldiers.

THE PHONETIC ZOO

If you are building a Phonetic Zoo (see Appendix 5), the words that obey this lesson's rule live on E Street. The enclosure can be labeled “ie” (*cockatiel*) with an extra pen for the “c + ei” pattern. Include a few of the example words.

Be sure to include a **Jail** in your Phonetic Zoo for the words that disobey the rules (exception words). Silent letter words such as *receipt* can live in the **Rhino Pen**.

Lesson 3: The First Vowel Talks

The rule “the first vowel walking does the talking” is a common spelling rule that is explored here. A vowel’s name is its long sound. When a vowel “makes its sound,” it makes its short sound.

RULE, JINGLE, OR HINT

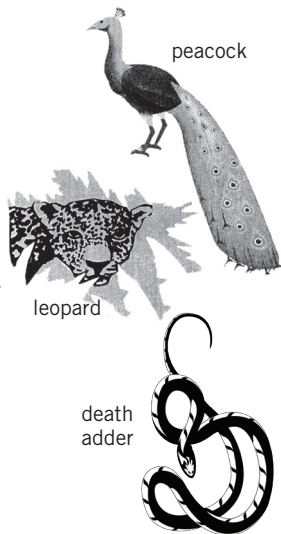
When two vowels go walking,
the first one often does the talking
Either shouting out its name
as in *goat*, *leaf*, and *pain*,
Or making its sound as in *leather*
as well as *measure*,
pleasure, and *feather*.
Rarely is the rule broken, mate!
but watch for *break*, *steak*, and *great*.

Example Words

A: leaf, coal, people

B: spread, gloat, measure

C: reasonable, soared, pleasurable



LESSON 3 WORD LISTS

A

seal
goat
feather

peacock
boat
ready

leaf
coal
heavily

treat
roast
readily

tie
toe
people

B

beaver
boar
spreading

retreat
goalie
death

pleated
gloated
measure

eaves
bloated
deadly

foe
pied
leopard

C

sneakiness
reproach
treasure

reasonable
soared
leatherback

pleadingly
boastfully
pleasurable

treaty
foal
retreadable

poultry
maelstrom
mischievous

LESSON 3 DISCUSSION POINTS

Level A

- *Peacock* is a good example of the rule that *ck* is used at the end of a word after a short vowel. Since single short vowels need to be protected from the “kicking k,” the *c* comes along and protects the vowel. So *ck* ends the words *black* and *sock*, but not *milk* and *creek*.
- *Heavily* and *readily* have the roots *heavy* and *ready*. When the *-ly* is added, the root’s ending *y* is changed to *i*.

Level B

- The word *pied* is not a common one although students may have heard of a *pied piper*. *Pied* is an adjective meaning *to have two or more colors*, often referring to the bright colors a jester would wear.

Level C

- The root word in *sneakiness* is *sneaky*. When the suffix *-ness* is added, the root’s ending *y* is changed to *i*.
- *Maelstrom* in the C list is another unusual word. It is from old Dutch and is used to describe a violent whirlpool or a similar turbulence.

If your students are having trouble seeing all the spelling rules in a word, conduct “Discovery” with the current spelling list. Have them underline the vowel pairs, mark the vowels long or short, cross out the silent letters, underline any consonant pairs, and separate the syllables.

By doing this marking, students can gain a better understanding of how spelling affects each part of a word (examples: *s e a l*, *f e a / th er*).

As your students add to their Phonetic Zoo, they will have more rules to mark—tools to help them spell many words accurately.

THE PHONETIC ZOO

The following pairs can be added to the streets in the Phonetic Zoo:

- E Street: *ea* (long-e sound)
- O Street: *oa, ou*
- I Street: *ie* (for the long-i sound)
- Leftover Alley: *ea* (short-e sound), *ck*

Since *eo*, *oe*, and *ae* are so rare, you may want to collect them in an Exotic Animals area.

Occasionally the second vowel will speak up, as in *break*. You may add *ea* to A Street or throw those few words into jail. You can decide.

The vowel pairs that say unique sounds, such as *oi* in *boil* and *au* in *taut*, will be covered in future lessons and added to other sections of the Zoo at that time.

Be sure to have an area in your zoo dedicated to the single vowels and their short and long sounds.

Lesson 4: Radio O-U-G-H

The radio tower demonstrates the six sounds of *ough*.

The sample words also include the few times that *ei* or *eigh* says “ā” and *ei* says “ī.”

RULE, JINGLE, OR HINT

This is Radio O-U-G-H, of the Phonetic Zoo, broadcasting on six megacycles:

O-U-G-H saying “uff” as in *rough*

O-U-G-H saying “ah” as in *thought*

O-U-G-H saying “oo” as in *through*

O-U-G-H saying “ow” as in *bough*

O-U-G-H saying “off” as in *cough*

And O-U-G-H saying “oh” as in *although*



satellite dish

Example Words:

A: cough, vein, throughout

B: slough, weight, thought

C: bough, seismic, dough

LESSON 4 WORD LISTS

A

rough
eight
although

thought
weight
cough

through
reindeer
plow (plough)

tough
vein
trough

doughnut
veiled
toughen

B

toughen
sleigh
enough

fraught
weight
although

brought
height
wrought

cough
neighbor(our)
dough

though
reigned
trough

C

sourdough
eighty-eight
deinonychus

throughout
eightieth
plow (plough)

cough
feigned
roughage

brought
seismic
slough

toughen
drought
bough

LESSON 4 DISCUSSION POINTS

All Levels

- Note that on the flash cards Canadian spellings are in parentheses ().
- In addition to the *ough* spellings, there are some other odd letter variations including
 - *eih* saying long-a or long-i (*ei* plus silent *gh*)
 - *aigh* saying long-a (*ai* plus silent *gh*)
 - *augb* saying aw (*au* plus silent *gh*)
 - *ei* saying long-a

Level A

- Several of the words in the list have homophones, words that sound the same but are spelled differently and have a different meaning. Discuss the definitions of each: *eight/ate*, *weight/wait*, *vein/vane*, *veil/vale*.
- Theodore Roosevelt attempted to simplify spelling when he was president. He wanted *through* to be

spelled *thru*. Unfortunately, his ideas never caught on, so be sure to use the longer spelling in formal compositions.

Level B

- Find the words in the list that have homophones, and discuss the definitions of each spelling: *sleigh/slay*, *weight/wait*, *dough/doe*, *reigned/rained*.
- Note the silent *w* in *wrought*.

Level C

- The root *eighty* changes its *y* to *i* with the addition of the suffix *-eth*. Remember, one of the sounds of *i* is long-e, as in *eightieth*.
- Does your student know what a *deinonychus* /dī-'nä-ni-kəs/ is? It means “terrible claw” and refers to a nasty little dinosaur.
- *Seismic* /sīz' mīk/ is a scientific term referring to the shaking of the earth, usually due to an earthquake.

THE PHONETIC ZOO

- Add a **Radio Tower** with its six pronunciations of *ough*.
- Add *ei* (long-a) to **A Street** with its example words.
- Add *ei* (long-i) to **I Street**. Since this is rare, you may prefer to throw these words into jail.
- Create a **Rhino Pen** for words with silent letters (*gh*).

Lesson 5: Personal Spelling

Every fifth lesson is a Personal Spelling lesson, where students can practice the words that they missed while writing letters, reports, or other documents. This lesson provides the individualization necessary to ensure each student has a good command of spelling.

JINGLE

It is the rule that you collect
all your spelling errors.
Write them down and then dissect
why they truly are such terrors.



WORD LISTS

Students should choose fifteen words from their personal spelling list and write them on the lesson card. Have students examine the spelling of each word to determine the spelling rules involved, dissecting why they truly are such terrors.

SPELLING TEST

Use the list to give a spelling test to your students daily until they achieve a score of 100 percent two days in a row. This test can be administered by a fellow student, sibling, parent, or recorded on a cassette tape or on a computer for independent work.

The person who helps should, as much as possible, present the words and corrections in the same style as the recorded lessons:

- Say the word, use it in a sentence, and then repeat the word.
- At the end of the test, go through the list again for corrections.
- Say the word and spell it slowly. Do this twice.

The Personal Spelling lessons are an essential component of *Excellence in Spelling* and enable a further personalization of the program for each student. Do not fail to do them.

LESSON 5 WORD LIST SUGGESTIONS

If your students did not remember to collect words for this lesson, never fear! Additional word lists are provided on this page. You can also use these lists to add lessons to the Phonetic Zoo.

The lists for Levels A and B offer additional spelling rules that are not covered in the other lessons. The list for Level C contains commonly misspelled words related to the rules presented in the previous lesson.

Levels A or B: Calendar Terms

Can your students spell the days of the week and other calendar terms? Students can create their own calendar.

Monday	Saturday	week
Tuesday	Sunday	month
Wednesday	season	year
Thursday	holiday	decade
Friday	calendar	century

Level B: Holidays

Find the date for each of these holidays. Feel free to exchange them for ones that you celebrate.

holiday	Thanksgiving Day
solstice	Christmas
equinox	Hanukkah
Arbor Day	Kwanzaa
Labor Day	Boxing Day
Independence Day	New Year's Day
Talk like a Pirate Day	Valentine's Day
Halloween	

Level C: Commonly Misspelled Words

These words are from the 240 Commonly Misspelled Words list in Appendix 4. The words chosen review the concepts from earlier lessons. Reference the jingles as needed.

paid	immediately
achievement	experience
candidate	Britain
conceivable	maybe
laid	acquaintance
grievous	villain
conscientious	usually
maintenance	

- Interestingly, *Britain* is pronounced /'brit' n/.
- Notice that *villain* disobeys the rules and belongs in jail.
- *Laid* is the past tense of *lay*: Yesterday, the hen *laid* an egg.

Lesson 6: Homonyms I

Homonyms catch many students. There is nothing a student can do but memorize the variations, and this lesson will help them to master a few.

RULE, JINGLE, OR HINT

Homonyms sound the same,
but spelling and meaning are different.

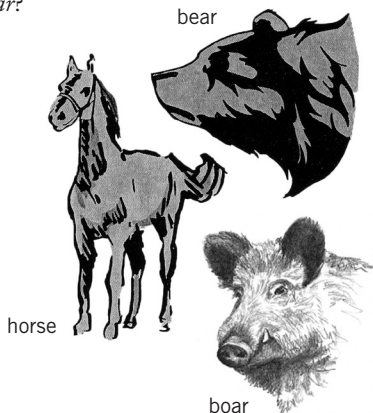
Have you ever seen a *bare bear*,
a *hoarse horse*, or a *bore* of a *boar*?

Example Words:

A: write, right, rite

B: rain, reign, rein

C: sight, site, cite



LESSON 6 WORD LISTS

A

right
aloud
air

bare
hoarse
boar

write
allowed
heir

bear
horse
bore

blew
rite
blue

B

reigns
their
dual

praise
cents
claws

rains
they're
dual

prays
sense
clause

reins
there
preys

C

threw
dependence
residents

bore
cellar
plumb

through
dependents
residence

boar
seller
plum

coarse
thru
course

LESSON 6 DISCUSSION POINTS

If your students struggle with these, try thinking of little stories related to the letters used in the words to help them remember which is which. Your students can have fun making these up.

- The *horse* is *hoarse* when the letter *a* gets caught in his throat.
- Silent e's are *bore-ing*.
- Eeww! He *blew* in my face!
- You are too *loud* when you speak *aloud*.
- A *bear* has an *ear*.

Some of the homonyms in the lists involve a plural form of a word (*claws* or *clause*, *paws* or *pause*). Thus, it is a simple matter to decide if there can be a singular form of the word.

Notice that *ey* says “ay” at the end of some words.

Although the Level C word *thru* is on Theodore Roosevelt’s 1906 Simplified Spelling list, remind your students that this informal way of spelling the word *through* is not meant for formal writing. After all, we do not want to disobey the rule “No English word ends in *u* or *v*.”

Homonym or Homophone?

The term *homonym* used to be a general term for words that sound the same. Later, the terminology became more precise: *Homophone* has become the preferred term for words with the same sound but different spelling, and the term *homonym* is used for words with the same spelling but different meaning, such as *saw*.

The more general term *homonym* has been retained in this lesson.

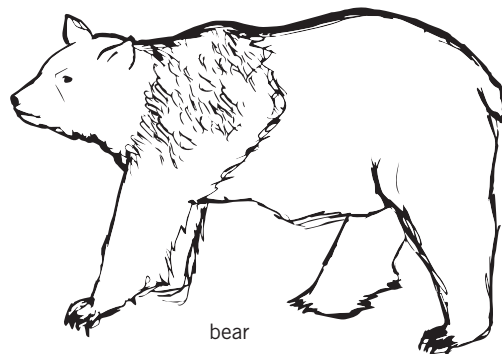
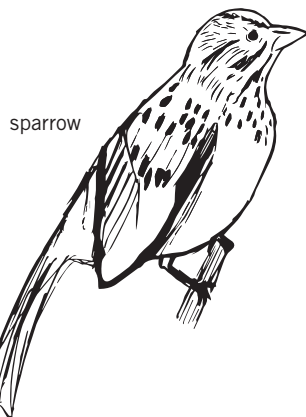
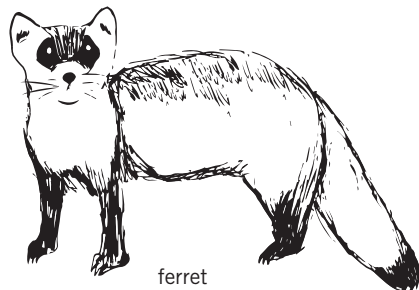
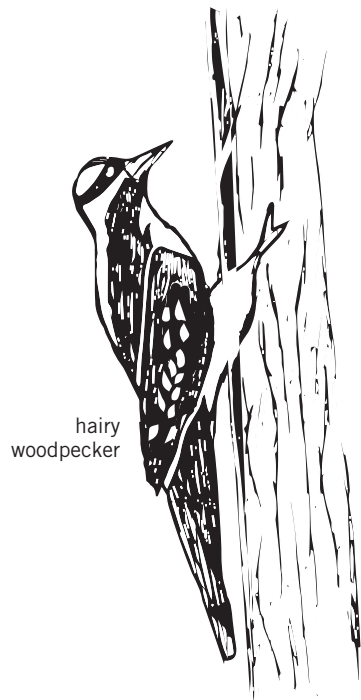
THE PHONETIC ZOO

A homonym chart can be added to your classroom wall. Anna Ingham had a Homonym Clown with words in balloons. You might want to follow the animal theme by showing a hoarse horse (a sick horse with a bandage on his throat) or some other animal with a homophone word. Put the word pairs on the poster, and quiz your students periodically using the words.

Alternatively, have a “Homonym of the Week” poster added to your classroom door.

Decide if you want to add *ey* to A Street or simply throw words where *ey* says “ay” into jail.

Air Words



Air Words

The homonyms *bear-bare* in Lesson 6 are examples of the “air” words. There are quite a few ways to spell the sound “air.” Since there is no Phonetic Zoo lesson on these, you may want to point them out to your students now.

If you are building a Phonetic Zoo, create an airport with enclosures for the representative animals illustrated on the facing page. You’ll have to be creative with *eir* and *ere* since there are no animals that use that spelling.

Many of the “air” words are homophones, so it is worth creating these lists. As you find more “air” words, add them to the zoo.

There are a few things to note:

- The letters *ear* can make the “air” sound but they often say “ceer” as in *fear*.
- The letters *ere* rarely say “air.” They say “ceer” more often, as in *here*. Thus, it might be best to put them in jail when they use the “air” sound.
- There are no animal names to go with *eir* or *ere*, but you can illustrate their sounds by comparing the homophones *there-their-they’re*.

ARE

hare
bare
care
dare
daring
fare
mare
pare
parent
rare
spare
stare
ware

AIR

hair
hair
lair
pair
stair

ARR

sparrow
Barr
carry
garret
Harry
Larry
marry
parry
tarry

ERR

ferret
derrick
merry
perry

EAR

bear
pear
wear
tear

EIR

heir
heiress
heirloom
their

ERE

there
where

Lesson 7: Open o or ow

This lesson references the open *o*, which is one of the six syllable types. A syllable with a single vowel is considered “open” when it ends with a single vowel: *go, me, my, she*. A syllable is considered “closed” when the single vowel is closed off by a consonant: *as, in, not, Tom, end*. This is important because closed vowels say their short sound while open vowels say their long sound. All six syllable types are described in Appendix 3.

This lesson helps students discover which words use the open *o* at the end of a word and which use vowel pair *ow* at the end instead.

RULE, JINGLE, OR HINT

The open *o* as in *The banjo dances the bolero during the concerto*.

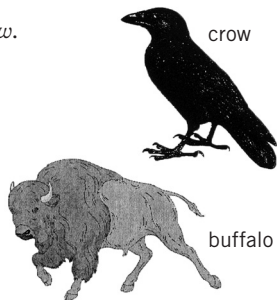
OW says *ō* as in a *mellow yellow pillow*.

Example Words:

A: helloo, videoo, belowo

B: concertoo, stereoo, flowowing

C: provisoo, tuxedoo, embargoo



LESSON 7 WORD LISTS

A

buffalo
hippo
radio

limo
below
video

bingo
window
piano

auto
cargo
row

potato
tomato
hello

B

stereo
pillow
rhino

Mexico
flowing
banjo

tow
bolero
pimento

concerto
bow
piccolo

mow
typo
torpedo

C

Tokyo
dynamo
slowly

towing
proviso
sorrowfully

soprano
contralto
apropos

tomorrow
tremolo
trio

tuxedo
rodeo
embargo

LESSON 7 DISCUSSION POINTS

All Levels

- It is interesting that the musical references, such as *piano*, use the open o instead of the *ow*.

Level A

- The animals *buffalo* and *hippo* also use the open o.

Level B

- A *bolero* is a kind of slow-tempo Latin music that is associated with dance. Ravel's "Bolero" is a famous musical piece that you can easily find on YouTube. Explore the other musical terms if your students are not familiar with them.
- The animal, *rhino*, also uses the open o.
- Note that *Mexico* must be capitalized to be spelled correctly. It is a proper noun.

Level C

- Tremolo* is a musical technique referring to a trill; however in classical guitar, it produces a base note below the melody, which is used in the guitar solo "Spanish Romance." You can hear good examples of this on YouTube. Explore the other musical terms if your students are not familiar with them.
- Tokyo* must be capitalized to be spelled correctly; it is a proper noun. Ask your students: Tokyo is the capital of what country? (Japan)
- Sorrowfully* uses the *ow* at the end of the root word with *-fully* tacked on as a suffix.
- Apropos* comes from the French word *a propos* meaning *to purpose*. The *s* is silent, as are many of the ending consonants in French words, such as *ballet*, *Illinois*, and *escargot*.

THE PHONETIC ZOO

Add Open o and *ow* to O Street.

To keep the Zoo Jail from getting too full, consider adding a **Foreign Word Café** to your zoo for non-English words. These words disobey English spelling rules because they are not English words.

If your students have ever watched a spelling bee, they will notice that the contestants often ask the origin of the word to help them with the spelling. The 2002 movie *Spellbound* is a fascinating documentary following nine contestants in their quest to win the 1999 National Spelling Bee. This movie will make your students appreciate spelling all the more.