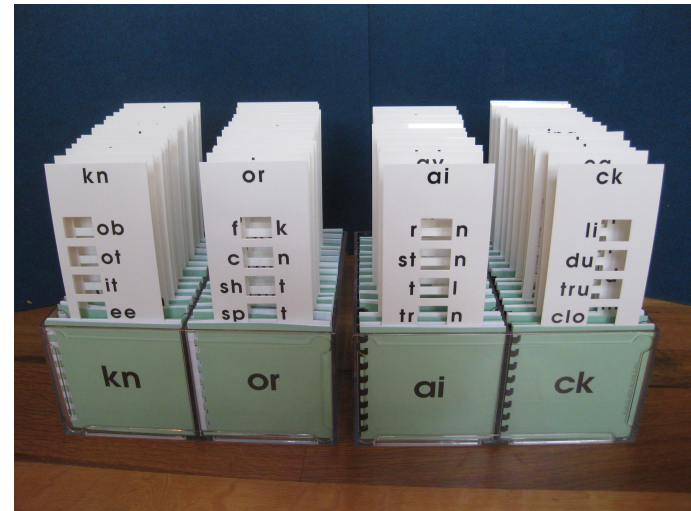


Teacher's Guide

Language Works Spelling Program

*A self-checking system
providing the phonetic building blocks
for early reading and spelling*

Language Works
Spelling123.com
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Two acrylic compact disk storage boxes make neat and attractive storage for the Language Works material. Each clear container will hold 30 Picture Books and lists. You will need **2 containers** to hold the entire set of 60 books and lists.

These acrylic CD holders are available through *Amazon*. Product name is the **STORi Stackable Clear Plastic CD Holder - Holds 30 Standard CD Jewel Cases**. (Remember to order two.)

Note: These racks work best when left stationary. Since they are made to hold CDs, the bottom is partially open and the lists will drop through if the rack is lifted. Solutions to this situation include:

- Glue plexi or cardboard to the bottom
- Set racks on a tray
- Glue library pockets (acquired from teacher's stores) to the inside cover of each Picture Book to hold the matching list

INTRODUCTION

Since 1987, the Language Works Spelling Program has provided children with the phonetic tools they need to read and spell. Through its unique 3-step system of writing, reading and picture association, Language Works turns learning into an exciting process of word discovery!

Phonics is a necessary tool for all students learning to read or spell. Some children rely on phonics to open the door to **reading** (the sounding out approach). Others, who are natural sight-readers and begin to read with relative ease, will use phonics primarily for **spelling** purposes.

With its built-in control of error, Language Works gives students the freedom to check their own work and to proceed independently at their own rate. A record sheet is provided allowing each child to mark his progress.

The Language Works set includes a total of 60 phonogram sounds, or letter combinations. Each phonogram sound is introduced using a Word List and a matching Picture Booklet. In all, the 60 lists contain a total of 464 words, half of which are high frequency words and are often found in children's books.

Table 7: The many sounds of "ough"

ôf	oo	ô
trough	through	fought
cough	—	bought
—	—	thought

ō	ŭf	ou
though	enough	bough

Table 8: Words with Silent Letters

Silent b	Silent g	Silent h	Silent l	Silent t	Misc
thumb	sign	honest	half	castle	island
climb	align	hour	calf	listen	guess
crumb	gnat	honor	yolk	fasten	—
lamb	gnarl	herb	folk	often	—
limb	—	—	talk	—	—
dumb	—	—	walk	—	—
numb	—	—	chalk	—	—
doubt	—	—	—	—	—
debt	—	—	—	—	—

ORGANIZATION

The Language Works material is divided into two levels, with 30 beginning sounds and 30 more advanced sounds. The beginning level sounds (Black Set) are those with a **black spiral binding** on the Picture Booklets. The more advanced sounds (White Set) have **white spiral binding** on the Picture Booklets. When setting up your Language Works display in the classroom, these two levels should be organized accordingly.

Beginning Level – Black Set

The 30 beginning sounds should be introduced before the more advanced sounds. The words on these lists are limited to short vowel words and words containing *only one phonogram sound* along with single consonants or consonant blends (e.g. **duck**, **play**, **inch**, **flag**). There is no required sequence to presenting these 30 sounds, although the groupings listed on the Phonogram Record sheet (which is included in the set and should be copied for each student) are one way to proceed. The Phonogram Record sheet begins with the short vowels followed by the various different spellings for each long vowel sound.

Advanced Level – White Set

The 30 more advanced sounds are introduced upon completion of the beginning level. The words on these lists review what the student has just learned by often including a beginning phonogram *along with the new phonogram being presented*. For example, the **ir** list contains the words “shirt” and “thirst”, which reinforce the use of **sh** and **th** from the beginning level.

It is suggested that students proceed through the white set in the order that the phonograms appear on the Phonogram Record sheet. Practicing the sounds in this sequence will ensure that all of the sounds needed to spell each word (in Step 2) will have been introduced previously. While some children will rely on this sequencing, others may not require such rigidity and prefer instead to choose the lists in random order.

Table 6: Sight Words

Following is a list of beginning sight words. Sight words cannot be spelled using any of the 60 Language Works phonogram patterns. These words are not phonetic, meaning that they do not look the way they sound. Because they do not follow the general rules, sight words must simply be memorized.

of	always	were	lesson	finally
have	said	their	happen	really
the	from	there	oven	different
they	love	where	dozen	person
is	come	what	orange	animal
his	some	who	bicycle	whole
as	front	would	mitten	school
has	won	could	kitten	president
was	money	should	cure	probably
want	buy	been	pure	nothing
are	give	door	secure	beauty
you	dog	floor	figure	beautiful
your	off	bury	forward	happen
do	soft	every	forest	sudden
to	moth	put	polite	build
does	cloth	push	control	America
one	gone	pull	contain	second
once	lost	air	special	picture
only	clothes	busy	caught	future
two	any	surprise	taught	laugh
four	many	because	trouble	promise
seven	sure	other	double	pencil
eyes	sugar	another	country	muscle
says	again	mother	people	answer
all	against	brother	friend	knowledge
ball	very	father	family	drawer
tall	here	tomorrow	favorite	surface
extinct	length	strength	scissors	pretty
neighbor	height	Wednesday	weird	science
war	warm	sandwich	either	English

Table 5: Homophones

<u>Long a</u>	<u>Long e</u>	<u>Long o</u>
stair - stare	meet - meat	toad - towed
pain - pane	steel - steal	load - lode
tail - tale	see - sea	loan - lone
maid - made	flee - flea	road - rode
mail - male	deer - dear	coarse - course
sail - sale	beech - beach	board - bored
hair - hare	seem - seam	hoarse - horse
pail - pale	week - weak	doe - dough
fair - fare	heel - heal	so - sew
plain - plane	creek - creak	no - know
bail - bale	tee - tea	rose - rows
main - mane	hear - here	hole - whole
wail - whale	seen - scene	pore - pour
fair - fare	peace - piece	shone - shown
pair - pear		sole - soul
ware - wear		fore - four
grate - great		nose - knows
stake - steak		
rain - rein		<u>Long u</u>
strait - straight		new - knew
wait - weight	<u>Long i</u>	flew - flu
ate - eight	right - write	threw - through
way - weigh	sight - site	dew - do
sleigh - slay	knight - night	two - too
vein - vane	die - dye	shoot - chute
	by - buy	

INSTRUCTIONS

Students follow the 3-Step process outlined below with each new phonogram. Using the Word List and matching Picture Booklet for the chosen sound, students may begin as soon as they can properly pronounce the phonogram. They will need wide-ruled notebook paper, a regular pencil and a red pencil to start.

Language Works is a 3-Step Process:

STEP 1: Write the phonogram in the window

- Number the paper (with a regular pencil, leaving a space between each number)
- Place the Word List on the paper, on the left side beside the numbers
- Write the phonogram in the first window using a red pencil
- Sound out the first word (without looking at the picture)
- Open the Picture Book and check
- Continue down the list turning each page of the Picture Book to check *only after* reading each word

STEP 2: Complete each word

Step 2 follows immediately after Step 1

- Slide the Word List over to the right side of the paper
- Repeat the same process as in Step 1 (checking again with each picture)

- When finished, turn the Word List upside down and set it aside
- Still working on the right side of the paper, take the Picture Book and look again at the first picture
- Complete the word (using a regular pencil) by writing the missing letters before/after the red phonogram
- Look at the next picture and complete each word in the same way
- Self-Check by placing the Word List back on the left side of the paper (so that the red phonograms appear in each window)
- Compare the two sides of the page and make any necessary corrections

NOTE: The Word Games on the following page of this guide follow completion of Step 2. These games provide the necessary word practice before proceeding on to Step 3.

STEP 3: Self-Test

In this final step, students will test themselves on the word list using only the Picture Book and a clean piece of paper. When finished, the student should have the work checked by a teacher.

- Write each word using the Picture Book for cues

Table 3: Long Vowels and Open Syllables Spelling Rule #11

to-tal	mu-sic	de-coy	fla-vor
ro-bot	su-per	de-stroy	fu-ton
mo-tor	bo-nus	di-ary	ti-ger
pi-lot	ca-jun	du-ty	ze-bra
fe-ver	ca-per	ci-der	pho-to
me-ter	clo-ver	li-on	ru-ler
re-gal	cy-cad	fa-vor	be-gin
le-gal	da-ta	fi-nal	re-turn

Table 4: Silent "e" - Spelling Rule #13

twinkle	apple	bubble	table
sprinkle	fizzle	babble	bugle
rattle	drizzle	trouble	bicycle
little	sizzle	double	cable
giggle	cuddle	couple	noble
ruffle	muddle	rifle	bible

APPENDIX

Table 1: Double Letters

ll		ff	ss	zz
all	fill	puff	pass	buzz
hall	kill	fluff	bass	fuzz
mall	mill	huff	glass	fizz
small	sill	stuff	mess	jazz
ball	till	still	dress	pizazz
tall	pill	off	bless	—
tell	dill	scroll	less	—
bell	drill	staff	miss	—
dell	spill	chaff	boss	—
sell	skull	muff	hiss	—
swell	chill	Exception: if	moss	—
hill	—		floss	—
—	—	—	Exceptions: gas, has, yes, this, bus, plus, us	

Table 2: Silent “e” - Spelling Rule #2

First give the children the 3-letter word, then let the silent “e” work its magic!

hop+e	sit+e	kit+e	van+e	rag+e
pop+e	hug+e	mat+e	dim+e	sag+e
tap+e	fat+e	cub+e	fin+e	cod+e
mad+e	man+e	cut+e	hid+e	rot+e
bit+e	hat+e	tub+e	pin+e	rob+e

WORD GAMES

These activities follow Step 2 and allow the child to practice with the words in a variety of ways before going on to the self-given spelling test in Step 3. Each of these Word Games is a hands-on extension activity that can be presented to individuals or groups over time, gradually increasing the choices available for word practice. The Teacher’s Guide on DVD that accompanies the Language Works program demonstrates how to present these and many other Word Games to groups of children.

After finishing a Word Game, students should record the outcome of their work into a notebook (wide-ruled spiral notebooks are a good option.) In this way, the students are creating their own spelling book as they work through the 60 phonograms in the Language Works Spelling Program. After completing a variety of the Word Games and when the student feels ready, she proceeds on to Step 3.

Flip-Books

These little flip-books are the first thing children make upon completion of Step 2. This is a fun activity, especially for younger children, who prize their flip-book collection and enjoy reading it around the classroom. The pages of the books are used as game pieces for many of the other Word Games that follow. Flip-books are made using small pre-cut pieces of paper (measuring about 4 inches x 1 inch). Students write each word from their Word List onto one of the pages, adding a front cover with the name of the phonogram. The booklet

is then single-hole punched and bound using a removable paper fastener (so that the pages can be taken apart and used for some of the following Word Games).

Young readers enjoy the challenge of reading their flip-books to their classmates who can put their initials on the back of the child's book. The flip-book collection can also be sent home and read to family members adding even more initials to the book!

Note: Flip-book collections can be easily stored and organized in a small file pouch. (Expanding file pouches are available at betteroffice.com. Models 58030 and 58031 work well as they are "coupon size" and have 13 pockets for organization.)

The following five Word Games all use the pages from the flip-books as game pieces.

Alphabetical Order

Using any one of the student's flip-books to teach this skill, remove the paper fastener and demonstrate how to reassemble the book alphabetically. Each time the child makes a new flip-book, she will arrange the words alphabetically, reinforcing this important skill over and over again.

Rhyming Words

Working with any of their flip-books, children will lay the loose pages side-by-side into rhyming pairs. Students then write the word pairs into their spelling notebooks, making up a rhyming word for any of the pages without a match. This activity can also be extended to sentence writing. Challenge children to invent rhyming sentences using some of the rhyming pairs (eg. When I was *three*, I climbed a *tree*.)

Rule #8: Verb Forms – adding "es"

To change the form of a verb ending in ss, sh, ch, tch, x, or zz, add es.

Rule #9: "i" before "e," except after "c"

The phonogram ie makes the long e sound. e.g. field
The letters are reversed, however, when preceded by the letter "c".
e.g receive

Rule #10: Soft "c" and Soft "g"

When c is followed by e, i or y, it makes its soft sound /s/.
When g is followed by e, i or y, it often makes its soft sound /j/.

Rule #11: Long Vowels & Open Syllables

A long vowel sound, when heard at the end of a syllable, is usually spelled with the single vowel letter. e.g. fe-ver
Additional examples can be found in Table 3 of the Appendix.

Rule #12: Sound of "y" at the End of Words

The letter y makes the long i sound at the end of a one syllable word. e.g. fly

The letter y makes the long e sound at the end of a mutli-syllable word. e.g. baby

Rule #13: Silent "e" – Job #3

Every syllable needs a vowel. Therefore, a silent e is added to the following final syllables: -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -zle

Examples can be found in Table 4 of the Appendix.

Rule #14: Change the "y" to "i"

When a word ends in a consonant + y, change the y to i before adding the following vowel endings: es, ed, er, & est.
e.g. berry + es = berries

Rule #15: Plural & Verb Forms for Words ending in "Vowel + y"

When a noun ends with a vowel + y, just add s to make its plural form. When a verb ends with a vowel + y, just add s to change the form of the verb.

SPELLING RULES

Fifteen spelling rules accompany the Language Works program. These rules, along with directions, are included in the Language Works set. Rules should be introduced gradually over time and certain Word Lists can be used to demonstrate each rule.

Rule #1: Double Letters (f, l, s, z)

The letters f, l, s, and z are doubled after a short vowel in one-syllable words. e.g. stuff

Additional examples can be found in Table 1 of the Appendix.

Rule #2: Silent "e" – Job #1

Adding a silent e to the end of a short-vowel word makes the vowel say its long sound (VC+E pattern). e.g. hope

Additional examples can be found in Table 2 of the Appendix.

Rule #3: When to Use "ck"

The phonogram ck is used after a short vowel sound. e.g. rack vs rake.

Rule #4: Silent "e" – Job #2

Words in their base form usually do not end in the letter v or a singular letter s. Such words end in a silent e. e.g. have, horse

Rule #5: Double the Consonant

When a word ends in a short vowel CVC pattern (as in "sun"), double the final consonant before adding a vowel ending (y, ing, ed, er, en). e.g. sunny

Rule #6: Drop the "e"

When a word ends in a silent e, drop the e before adding a vowel ending (ed, er, ing, y, en). e.g. riding

Rule #7: Plural Forms - adding "es"

To make the plural of a noun ending in ss, sh, ch, tch, x, or zz, add es.

Nouns and Verbs

After taking one of his flip-books apart, the child can use the grammar symbols to sort the words into columns of Nouns and Verbs. He can then record the lists into his spelling notebook.

Concentration

This familiar game is played when two children both have the same phonogram flip-book, providing doubles of each word. The pages from both books are taken apart, shuffled, and turned upside-down on a table or desk. One child turns up a page, reads the word, and tries to turn up the match. If unsuccessful, the word is placed back upside down. After discovering all of the word pairs, players can write them in their spelling notebooks.

Sorting Charts

These simple teacher-created charts are made using poster board. Different spellings of same-sounding phonograms are listed across the top of the chart with empty columns left beneath each. Charts can be made for each of the long vowel sounds:

Long a:	a_e, ay, ai, eigh, ea
Long e:	ee, ea, ey, ie, y
Long i:	i_e, ie, y, igh
Long o:	o_e, oe, oa, ow
Long u:	u_e, ue, oo

This partner game is played using two or more phonograms that sound alike (from the list above). One child shuffles the pages from two or more of her flip-books together. For example, she may take any of her long "e" flip-books and mix the pages together (ee, ea, ey, ie, y). She then chooses a word (ie. meat) and reads it to her partner without showing him the word. The partner must decide in which column the word belongs, placing it on the chart beneath the "ea" heading. If the guess is incorrect,

the word goes back into the word pile. The roles are then reversed with the second child choosing a word to read. When finished, the words can be recorded in the students' spelling notebooks.

Compound Words

Many compound words can be made using the words from the lists as a starting point. Children can come up with compound words themselves, or find them by looking up a word in the dictionary to see if it suggests any compound combinations. For instance, the word *rain* can form a number of compound words including rainbow, raindrop, raincoat, etc. Students can write the two parts of the compound words they make on separate cards, making a matching game for others to play.

Creative Sentences

The pictures in the Picture Booklets can be used for a variety of creative writing extensions. Some children will enjoy simply writing a sentence or story about their favorite picture. After writing about what is shown in the picture, students can also be challenged to think about what could have happened *before* and *after* the scene in the picture. (Sample picture: The girl is in a pool. Before: She was hot. After: She dried herself off.) These record sheets can be glued to the inside cover of the student's spelling notebook.

Crossword Puzzles

This game is both a student and teacher favorite! Children create a crossword pattern by interconnecting the words from a particular Word List. They may begin with the movable alphabet letters and then transfer the pattern to graph paper (large grid works best for younger children). Older students may prefer to write the words directly onto graph paper.

After all of the words are interconnected, they can be assigned numbers, either down or across. Then the student writes a clue for each word beneath the puzzle. By carefully tracing the pattern and erasing the words inside the boxes, the finished crossword puzzle can be given to a friend to complete. Copies of the crossword puzzles can also be put on the shelf for other classmates to solve.

Flashcards

Students can compile a set of flashcards as they work through the phonograms. A flashcard is made for each sound that is completed. Classmates can flash the cards to one another to review all of the sounds each has learned.

RECORD KEEPING

A master copy of a student record sheet is provided in the Language Works set and should be copied for each student. After successfully completing Step 3, students will mark their record sheet with the date (or simply color in the box next to the completed sound). The record sheet can be glued to the inside cover of the student's spelling notebook.

SIGHT WORDS

While learning to read and spell using the 60 phonograms in the Language Works set, it is also important that students learn to spell the many non-phonetic sight words (sometimes called puzzle words) found in the English language. A short list of 5-10 sight words can be presented to students each week for memorization. A beginning sight word list is provided in Table 6 in the Appendix section of this Teacher's Guide.