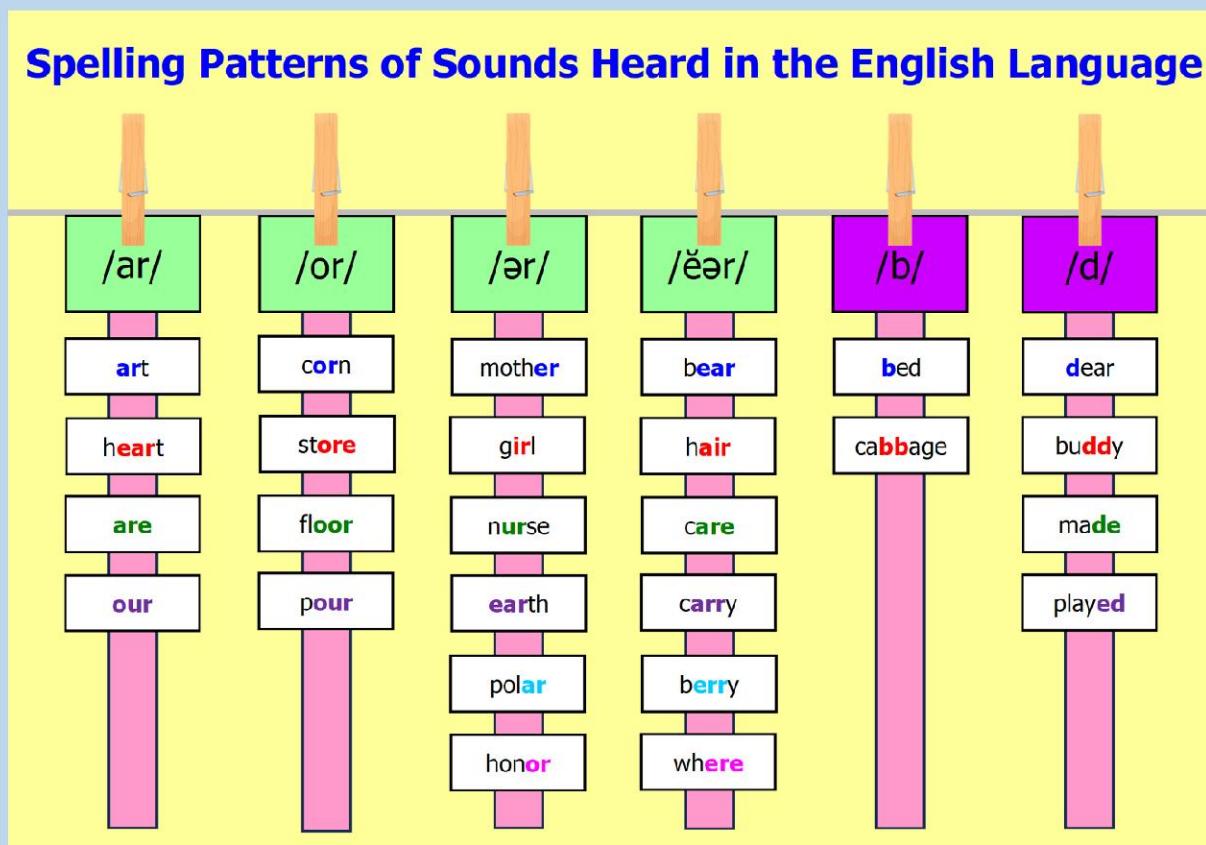
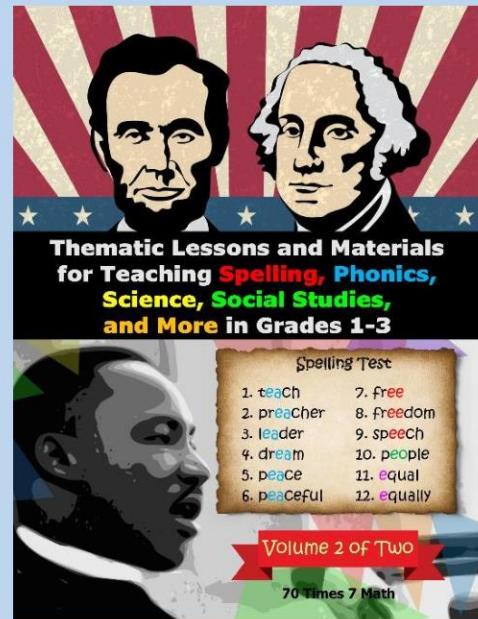
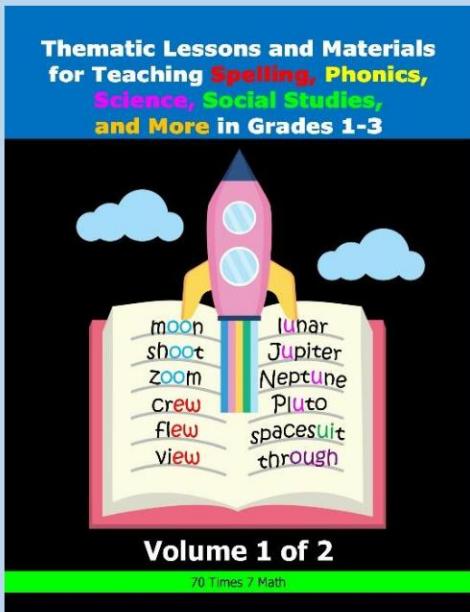


Chart pieces for assembling the “Spelling Patterns of Sounds Heard in the English Language” wall display used with the spelling books pictured below



Spelling Patterns of Sounds Heard in the English Language

Assemble the chart: It is recommended that you use white cardstock to print the available title, sound cards, and word cards for the chart. The sound cards are color coded, and the spelling patterns that make the key sound are also color coded differently on the word cards. (If you prefer, you can use a die cutting machine to cut out letters from laminated construction paper to spell the title.) Tape the title "Spelling Patterns of Sounds Heard in the English Language" across your classroom wall. Tape colored ribbon that is about 1½-inches wide and a couple of feet long to the back of each sound card. Tape the colored sound cards (not the plain sound cards) below the title or use a clothespin to clip them to a clothesline you have hung to the wall beneath the title. (The recommended order of the sound cards from left to right is listed below.) Use paperclips to fasten the word cards with different spelling patterns of the sound to the ribbon dangling from the sound card. It is best to assemble the entire chart at the beginning of the year. One of the reasons for this is so that you know how much wall space will be needed. The word cards clipped to the sound card ribbons can be facing backwards until the week you introduce the sound during spelling lessons. When studying "Growing Up Healthy," for example, you will need the /ər/ sound card and the words *mother*, *girl*, *nurse*, *earth*, *polar*, and *honor*, as these cards illustrate different spelling patterns of the /ər/ sound. Again, a different color has been used for each spelling pattern. (Note that you might need to turn the cards back over during tests and pretests.)

Order of sound cards from left to right (begin with /ă/ and end with /ng/)

Short *a* /ă/, Short *e* /ĕ/, Short *i* /ĭ/, Short *o* /ŏ/, Short *u* /ŭ/, Long *a* /ā/, Long *e* /ē/, Long *i* /ī/, Long *o* /ō/, /ü/ as in *moon*, /u/ as in *book*, /ou/, /oi/, /ar/, /or/, /er/, /ĕər/ as in *bear*, /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, Syllabic *l*, /m/, /n/, Syllabic *n*, /p/, /s/, /t/, /v/, /w/, /y/, /z/, /ch/, /sh/, /th/ in *thank* and /th/ in *father*, /ng/

How to use the chart: Students should have regular opportunities to review the sounds and spelling patterns of the chart. They can name the colored letters on a word card, identify the sound, and then read the word. As an example for the /or/ sound, students would recite "o-r/or/ *corn*, o-r-e /or/ *store*, o-o-r /or/ *floor*" before moving to a different sound on the chart. Another option would be to have students identify the sound of the colored cards and then read the words hanging below them.

Spelling

Patterns

of Sounds

Heard in

the English

Language

LESSON 10
(Volume 1)

EXTRA LESSON B
(Volume 1)

Short a

/ă/

hat

camp

lantern

/ă/

LESSON 11
(Volume 1)

Short e
/ě/

pet

head

/ě/

LESSON 8
(Volume 1)

Short /i/

/i/

ships

embark

voyage

symbol

/i/

LESSON 9
(Volume 1)

Short o
/õ/

off

fall

autumn

lawn

/õ/

LESSON 1
(Volume 1)

Short *u*

/ü/

sun

shovel

across

/ü/

/ā/

/ē/

LESSON 31
(Volume 2)

Long a
/ā/

safe

rain

gray

eight

Note: The *movie* card is for the set
on the following page. →

movie

LESSONS 17 and Extra

Lesson C
(Volume 1)

LESSON 20
(Volume 2)

Note: The *movie* card on
the previous page also
belongs with this chart.

Long e
/ē/

we

eat

sleep

dairy

honey

people

Long /i/

/i/

smile

my

eyes

tie

high

height

LESSON 18
(Volume 1)

Long o
/ō/

froze

coat

snow

doe

/ī/

/ō/

LESSON 4
(Volume 1)

/ü/ as in

moon

vowel digraphs

moon

crew

Jupiter

spacesuit

through

blue

LESSON 3
(Volume 1)

/u/ as in

look

vowel digraphs

took

wolf

put

/u/ as in
look

/ü/ as in
moon

LESSON 5
(Volume 1)

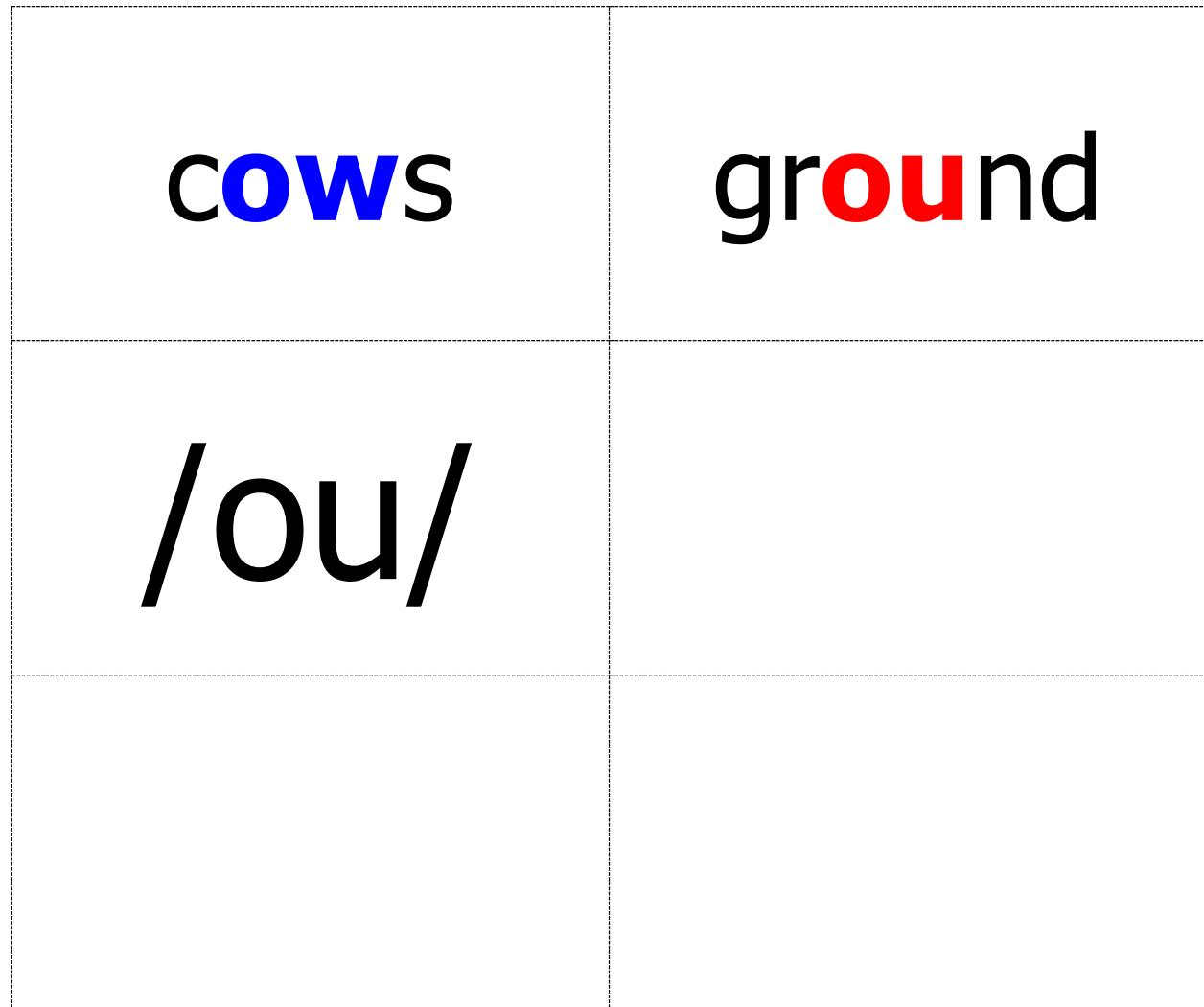
/ou/

diphthongs

cows

ground

/ou/



LESSON 16
(Volume 1)

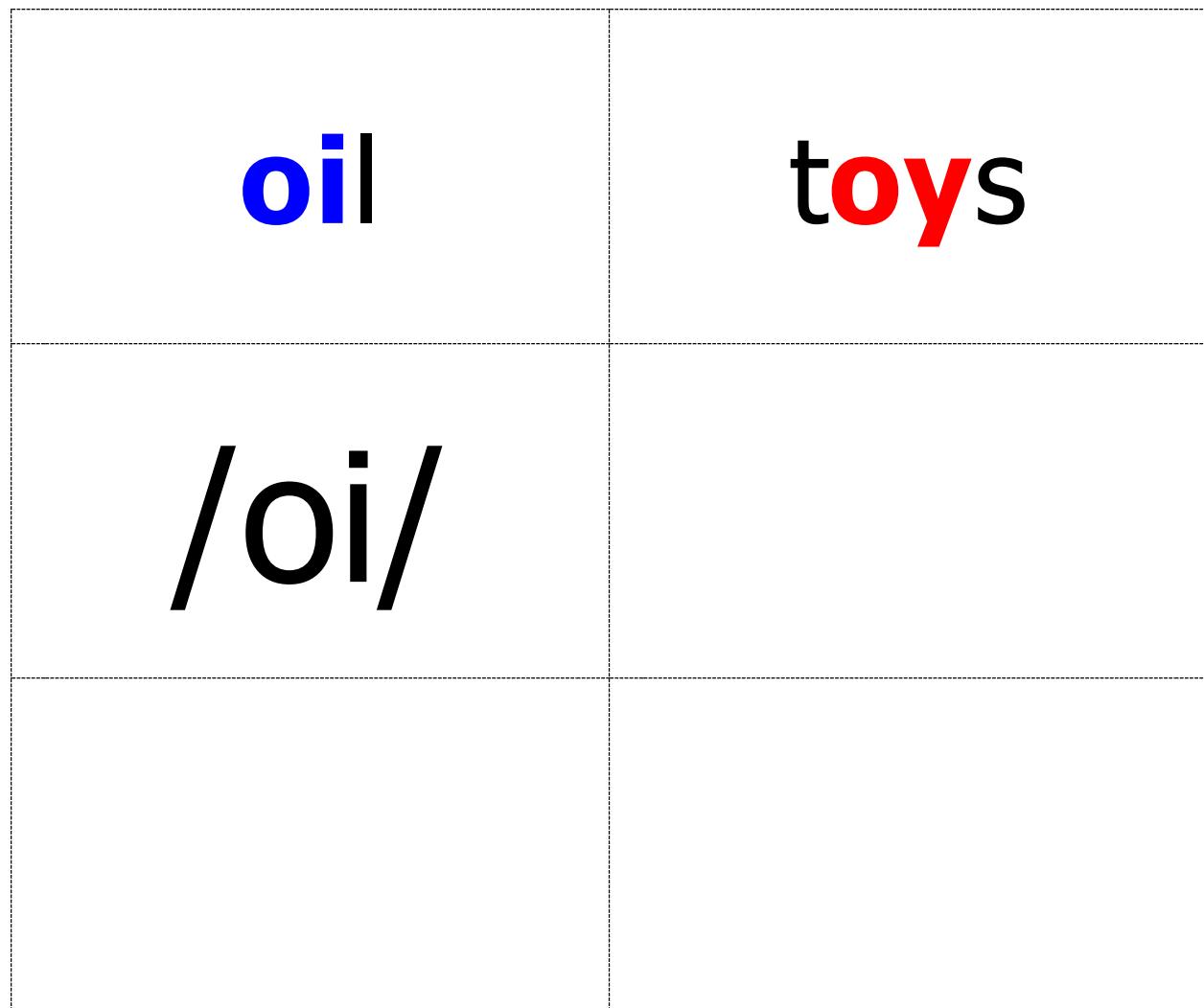
/oi/

diphthongs

oil

toys

/oi/



Extra Lesson D
(Volume 1)

Lesson 23
(Volume 2)

/ar/

r-controlled vowels

art

heart

are

our

/ar/

/or/

LESSON 12
(Volume 1)

/or/

r-controlled vowels

corn

store

floor

pour

/ər/

/ĕər/

LESSONS 32 and 35
(Volume 2)

/ər/

r-controlled vowels

mother

girl

nurse

earth

polar

honor

LESSON 6
(Volume 1)

/ěər/ as
in *bear*

r-controlled vowels

bear

hair

care

carry

berry

where

LESSON 21
(Volume 2)

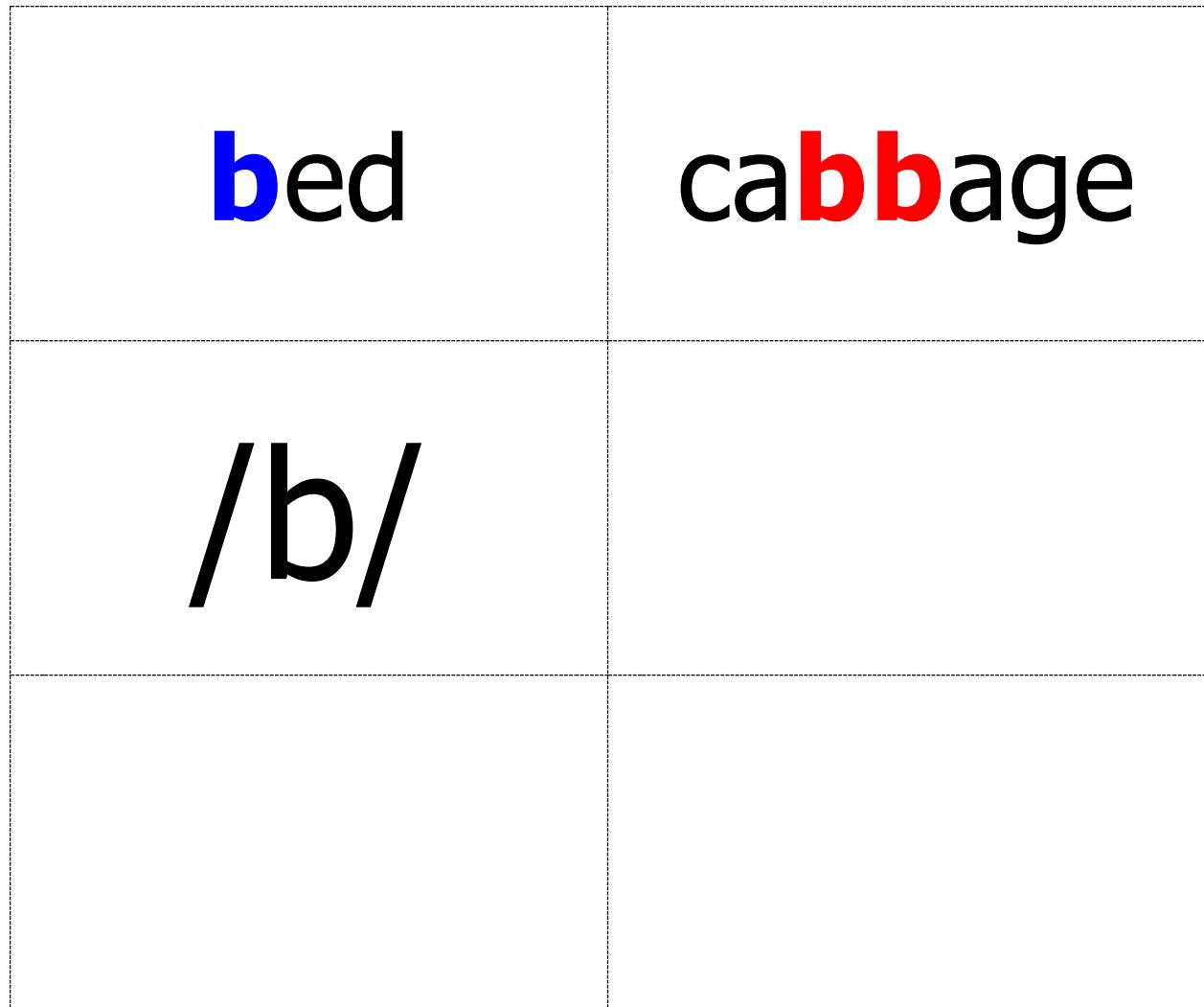
/b/

consonant

bed

cab**b**age

/b/



LESSON 22
(Volume 2)

/d/

consonant

dear

buddy

made

played

/d/

LESSON 7
(Volume 1)

EXTRA LESSON E
(Volume 1)

/f/

consonant

face

life

laugh

off

photo

/f/

LESSON 29
(Volume 2)

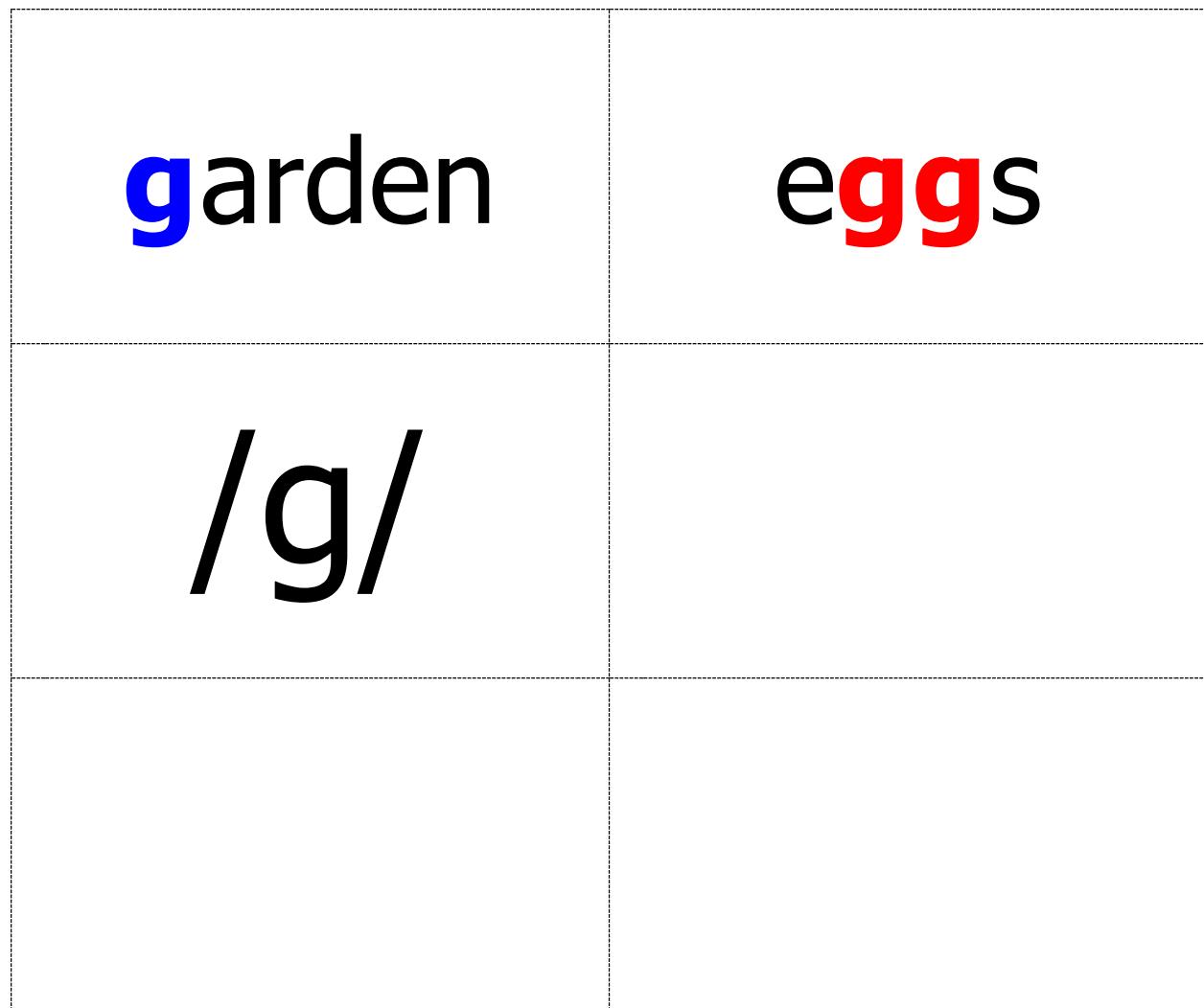
/g/

consonant

garden

eggs

/g/



LESSON 41
(Volume 2)

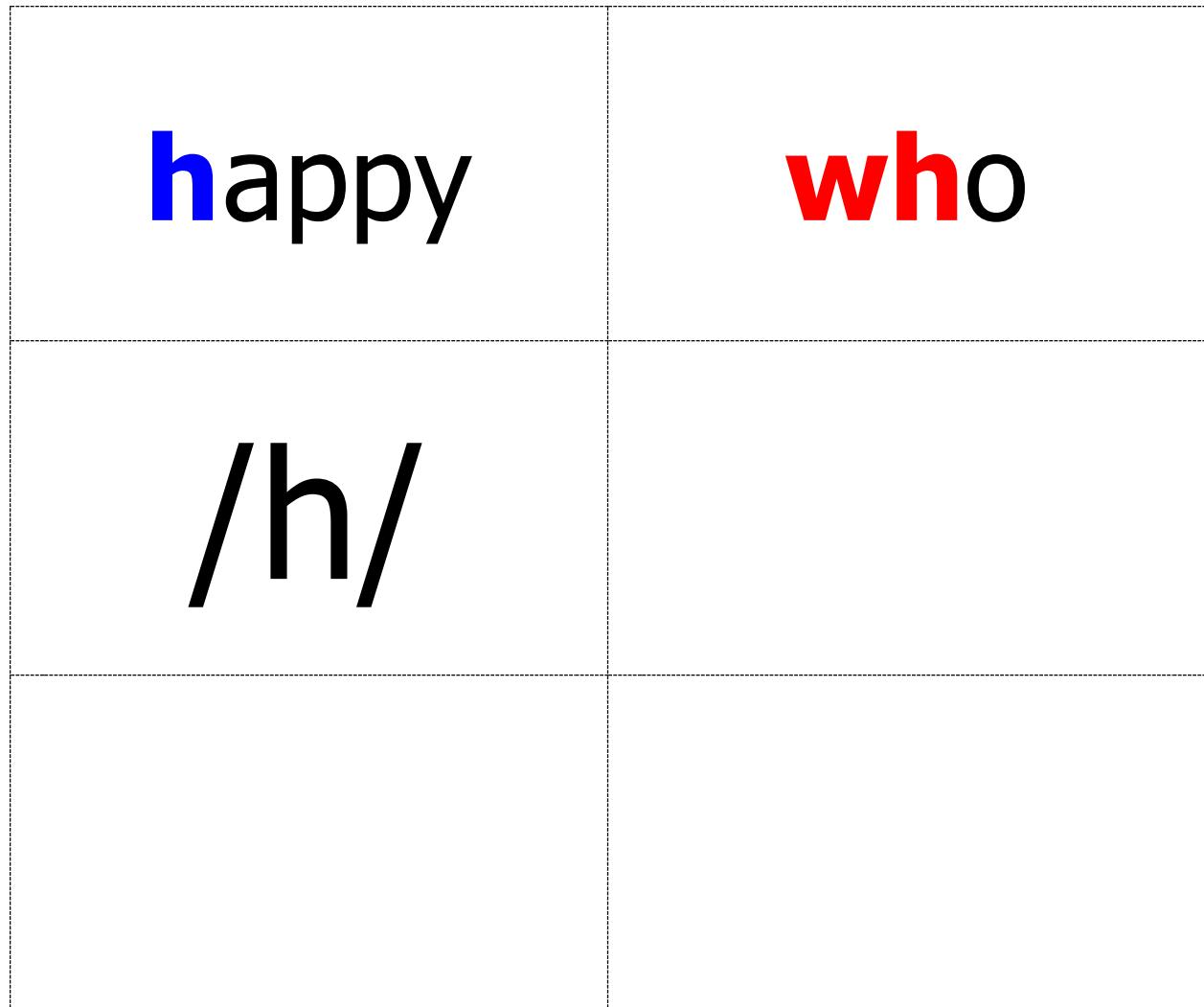
/h/

consonant

happy

who

/h/



LESSON 37
(Volume 2)

/j/

consonant

job

charge

Egypt

grudge

/j/

LESSON 19
(Volume 1)

/k/

consonant

car

truck

kangaroo

bike

chorus

/k/

LESSON 39
(Volume 2)

/ / /

consonant

love

silver

pole

purple

bell

/ / /

Syllabic / and /əl/

circle

nickel

oval

syllabic /
and /əl/

LESSON 15
(Volume 1)

EXTRA LESSON F
(Volume 1)

/m/

consonant

morning

time

lamb

/m/

LESSON 27
(Volume 2)

/n/

consonant

name

phone

sign

know

/n/

LESSON 27
(Volume 2)

Syllabic *n*

sudden**ly** syllabic *n*

LESSON 25
(Volume 2)

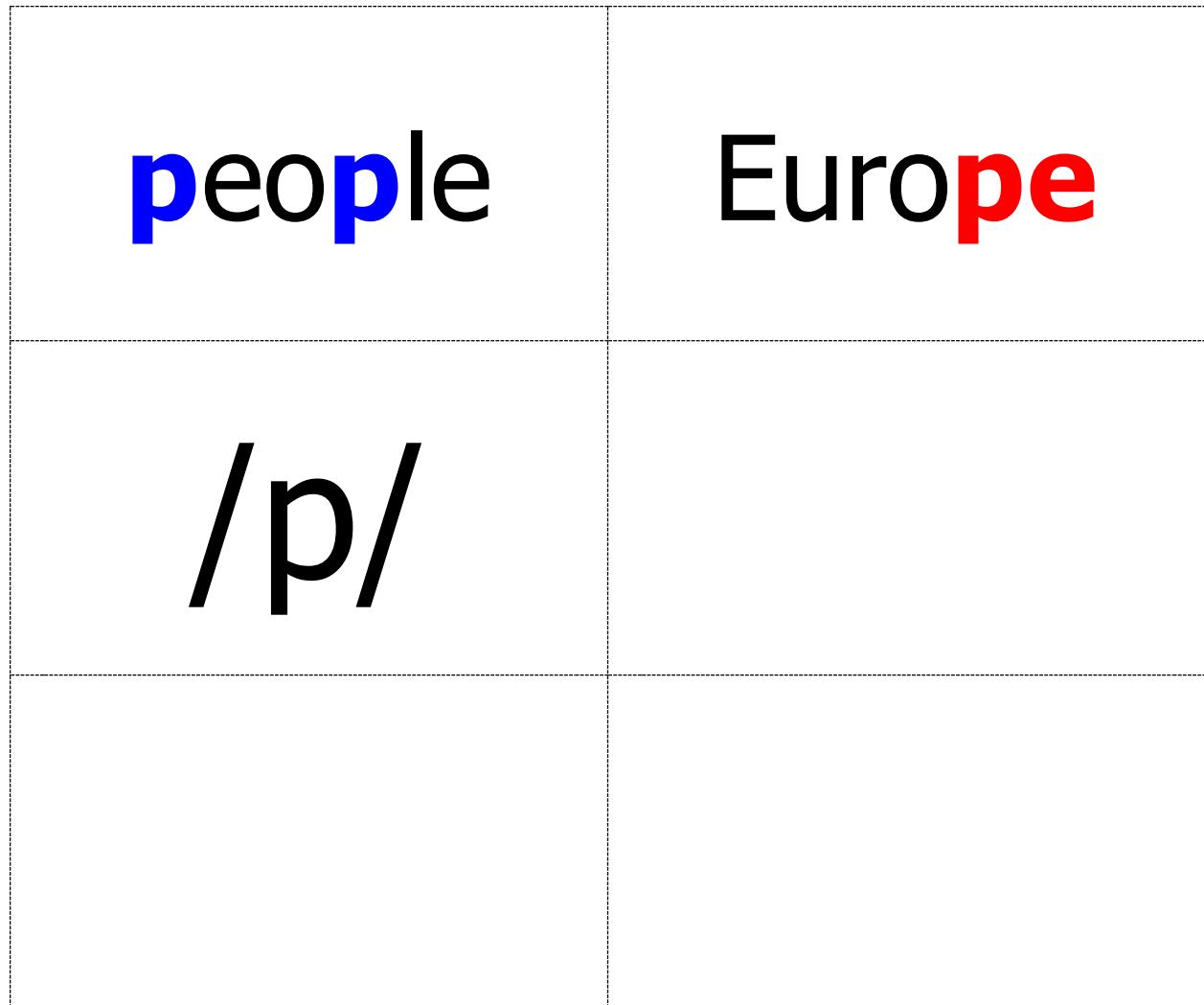
/p/

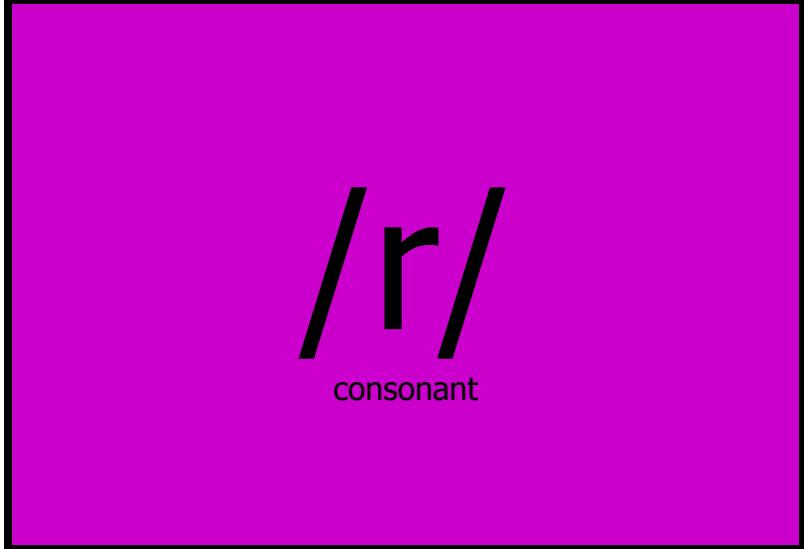
consonant

people

Europe

/p/





/r/

consonant



run



write

/r/

LESSON 30
(Volume 2)

/s/

consonant

Sunday

cross

ice

city

/s/

LESSON 34
(Volume 2)

/t/

consonant

tell

writ**e**

letter

jumped

/t/

LESSON 24
(Volume 2)

/v/

consonant

vote

serve

of

/v/

LESSON 40
(Volume 2)

/w/

consonant

water

whale

/w/

LESSON 13
(Volume 1)

/y/

consonant

young

/y/

/z/



LESSONS 33
(Volume 2)

/z/

consonant

zoo

grizzly

size

rose

eyes

goes

LESSON 36
(Volume 2)

/ch/

consonant digraphs & trigraphs

church

watch

/ch/

LESSON 2
(Volume 1)

/sh/

consonant digraph

ship

chef

/sh/

/th/ in
thank

/th/ in
father

LESSON 14
(Volume 1)

/th/ in
thank

consonant digraph

/th/ in
father

consonant digraph

thank

them

LESSON 28
(Volume 2)

/ng/

consonant digraph

sang

sing

song

sung

/ng/

BINGO

BINGO

USING THE “SPELLING PATTERNS OF SOUNDS HEARD IN THE ENGLISH LANGUAGE” WALL DISPLAY FOR CLASSROOM GAMES

MATCHING GAME: The plain sound cards (those that are not colored) are used ONLY for the matching games. Randomly line up the ones you are using (such as /ar/, /or/, and /ər/) on one end of the chalkboard tray with the blank side of cards facing the students. Remove one word card from each ribbon of the chart to represent the sound cards you are using (or print extra copies), and line them up on the other end of the chalkboard tray. Examples of different matching games are listed below.

- /ē/, **dairy** (These cards would be considered a match because the colored letter *y* makes the long *e* sound.)
- **art** and **heart** or **corn** and **floor** (*Do these r-controlled vowels have the same sound?* **Art** and **heart** or **corn** and **floor** would be considered a match because the colored letters make the same sound.) **Note:** For this matching game, you would remove two word cards from each ribbon you want to use for the game.
- /ch/ and **church**, /sh/ and **chef**, /k/ and **chorus** (The /ch/ and **church** cards would be considered a match because the *ch* in *church* makes the /ch/ sound and not the /sh/ sound it makes in *chef* or the /k/ sound it makes in *chorus*.)

A child will choose a card from each end of the chalkboard tray in an attempt to match a word such as *dairy* with the sound made by the colored letter or with another word whose colored letter or letters make the same sound. If a match is made, the child would say something like, “The *y* in *dairy* makes the long *e* sound,” or “the colored letters in both words make the /ē/ sound,” while removing the cards from the tray. If a match is not made, the cards would be returned to their original positions.

BINGO: Let students prepare their own bingo mats by randomly filling in blank grids with words from the chart. A word card such as **art** or **corn** might be drawn from a lunch bag and read by the teacher who would first note both the spelling pattern of the colored letters and the sound it represents by saying, for example, “*o-r* says /or/—*corn*” as students use playing pieces to cover the word on their grids.

As a variation, the teacher might only draw pronunciation symbols such as /ā/ from a bag, and students would cover the word that has the vowel sound on their grids. (If the latter option is used, only one word per ribbon on the chart should be recorded in their grids.) Another variation would be to have students record sounds from the chart in their grids, such as ā, ē, ī, ö, ü, ā, ē, and so forth and then cover them when a word with the same vowel sound is drawn during the game.

AROUND THE WORLD: Two students from the class stand together, and the teacher holds up, let's say, one of the pronunciation cards such as /ă/ or /ar/. The first child to verbally identify the sound it makes or to name a word that starts with or has the same sound (e.g., *at*, *arm*) would move to the next child in line for a second race, and the game would continue in this manner.

Still another option would be for the teacher to display one of the word cards from the wall display and let students race to identify the word and/or the colored letters and the sound they represent (e.g., *corn*).

RELAY GAME: Students line up in teams at the chalkboard for a relay game. The teacher would verbalize a sound in the English language such as the /ē/ sound heard in *sleep*, and the first team player to record the letter or pronunciation symbol that makes the sound would have a tally mark recorded under his group's name. As a variation, the teacher would read a clue word such as *art*, and one student from each row would race to write the word with the correct spelling pattern of the sound on the board. Count the tally marks at the end of the game to determine the winner.

Ideas for using specific sets of word cards for the games and any rules that apply to them are listed below. These suggestions can be used when you want to focus solely upon the sound and spelling patterns that correspond with the current week's spelling words, although some additional spelling patterns of the sound not included on the wall display might also be incorporated into the games.

1. TOPIC: DIPHTHONGS (Spelling with *ou* and *ow* and with *oi* and *oy*)

Relay Game: Students line up in teams at the chalkboard for a relay game to practice spelling words with the diphthongs *ou* as in *out* and *ow* as in *cow* and the diphthongs *oi* as in *oil* and *oy* as in *boy*. (The rules and possible words to use are provided below.) The teacher would call out a word, and the first team player to spell it on the board would have a tally mark recorded under his group's name. Count the tally marks at the end of the game to determine the winner.

Spelling with *ou* and *ow*: The diphthongs *ou* as in *out* and *ow* as in *cow* make the same sound, but

- *ou* is usually found at the beginning of a word or syllable or in the middle of it (out, shout), whereas
- *ow* is usually found at the end of a word (cow).

Spelling with *oi* and *oy*: The diphthongs *oi* as in *oil* and *oy* as in *boy* make the same sound, but

- *oi* is usually found at the beginning of a word or syllable or in the middle of it (oil, coin), whereas
- *oy* is usually found at the end of a word (boy).

Words with *ou*: about, around, doubt, found, hour, house, ouch, our, out, round, shout

Words with *ow*: brown, cow, down, how, now

Words with *oi*: coin, join, oil, oink, point

Words with *oy*: boy, joy, toy

2. TOPIC: SPELLING THE /J/ SOUND AT THE BEGINNING AND END OF A WORD

Relay Game: Students line up in teams at the chalkboard for a relay game to practice spelling the /j/ sound at the beginning of words, the /j/ sound at the end of words, and/or the /ij/ sound heard in final, unstressed syllables as *a-g-e* as in *cabbage* and *floorage*. (The rules and possible words to use are provided below.) The teacher would call out a word, and the first team player to spell it on the board would have a tally mark recorded under his group's name. Count the tally marks at the end of the game to determine the winner.

To spell the /j/ sound at the beginning of a word:

- use the letter ***g*** before the letters *e*, *i*, or *y* (*gentle*, *giant*, *gym*) because the letter *g* often makes the /j/ sound when it's followed by *e*, *i*, or *y*;
- use the letter ***j*** before anything else (*jump*).

To spell the /j/ sound at the end of a word:

- use the letters ***dge*** after a short vowel (*badge*);
- use the letters ***ge*** after anything else (*orange*). (**Note:** The /ij/ sound heard in a final, unstressed syllable is usually spelled ***age***. [*Floorage*])

Words that begin with *g*: *gem*, *gist*, *gypsy*

Words that begin with *j*: *job*, *jump*, *just*

Words that end with *dge*: *badge*, *ledge*, *fridge*, *lodge*, *fudge*

Words that end with *ge*: *age*, *cage*, *rage*, *stage*, *wage*, *huge*, *garage*, *orange*, *strange*

Words that end with *age*: *image*, *collage*, *shortage*

3. TOPIC: SPELLING THE /K/ SOUND AT THE BEGINNING AND END OF A WORD

Relay Game: Students line up in teams at the chalkboard for a relay game to practice spelling the /k/ sound at the beginning and end of words. (The rules and possible words to use are provided below.) The teacher would call out a word, and the first team player to spell it on the board would have a tally mark recorded under his group's name. Count the tally marks at the end of the game to determine the winner.

To spell the /k/ sound at the beginning of a word:

- use the letter **k** before the letters *e*, *i*, or *y* (keep, kid, Kyle) because the letter *c* makes the /s/ sound when it's followed by *e*, *i*, or *y*;
- use the letter **c** before anything else (cat).

To spell the /k/ sound at the end of a word:

- use the letters **ck** after a short vowel (back);
- use the letters **ke** after a long vowel (like);
- use the letter **k** after a consonant or two vowels (work, look);
- use the letter **c** at the end of a word with two or more syllables (Atlantic).

Words that begin with *k*: keep, key, kid, kind

Words that begin with *c*: call, came, can, canoe, car, carry, cat, caught, clean, climb, clothes, cold, color, come, cough, could, country, course, cousin, cover, cow, crayon, cry, curve, cut

Words that end with *ck*: back, black, deck, pick, block, truck

Words that end with *ke*: make, take, like, broke, joke

Words that end with *k*: ask, drink, thank, think, walk, work, break, look, took

Words that end with *c*: attic, logic, panic, public, topic

4. TOPIC: SPELLING THE /S/ SOUND AT THE END OF A WORD

Relay Game: Students line up in teams at the chalkboard for a relay game to practice spelling the /s/ sound at the end of words. (The rules and possible words to use are provided below.) The teacher would call out a word, and the first team player to spell it on the board would have a tally mark recorded under his group's name. Count the tally marks at the end of the game to determine the winner.

To spell the /s/ sound at the end of a word:

- use the letters **ss** after a short vowel (miss);
- use the letters **ce** after a long vowel (nice);
- use the letters **se** after a consonant or two vowels (course, house).

Words that end with ss: class, dress, guess, miss, across, cross, fuss

Words that end with ce: face, ice, piece, nice, place

Words that end with se: course, false, horse, sense, worse, geese, goose, house
loose, moose

5. TOPIC: CONSONANT DIGRAPHS AND TRIGRAPHS

Relay Game: Students line up in teams at the chalkboard for a relay game to practice spelling the /ch/ sound at the end of words. (The rules and possible words to use are provided below.) The teacher would call out a word, and the first team player to spell it on the board would have a tally mark recorded under his group's name. Count the tally marks at the end of the game to determine the winner.

To spell the /ch/ sound at the end of a word, you usually:

- use the letters **tch** after a short vowel (patch);
- use the letters **ch** after anything else (each).

Words that end with ch: beach, church, coach, each, march, porch, preach, reach,
search, teach

Words that end with tch: batch, catch, hatch, latch, match, patch, scratch, snatch
/ etch, fetch, sketch, stretch / ditch, glitch, hitch, pitch, snitch, stitch, switch,
twitch, witch / blotch, botch, notch / clutch, crutch, Dutch, hutch