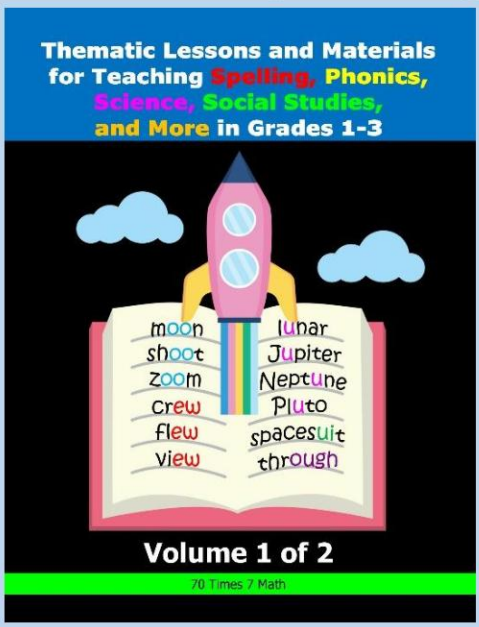
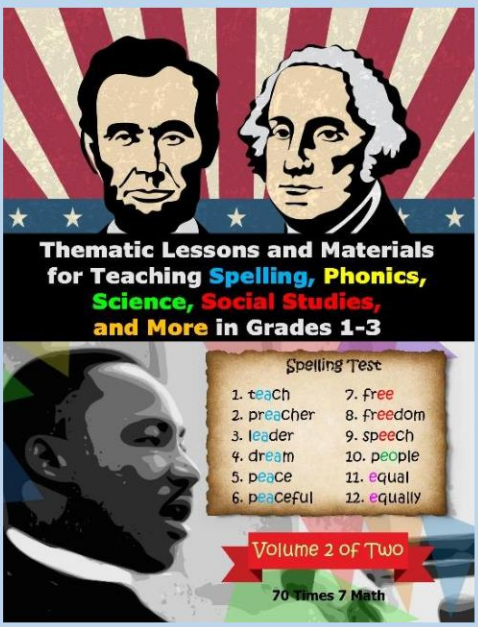
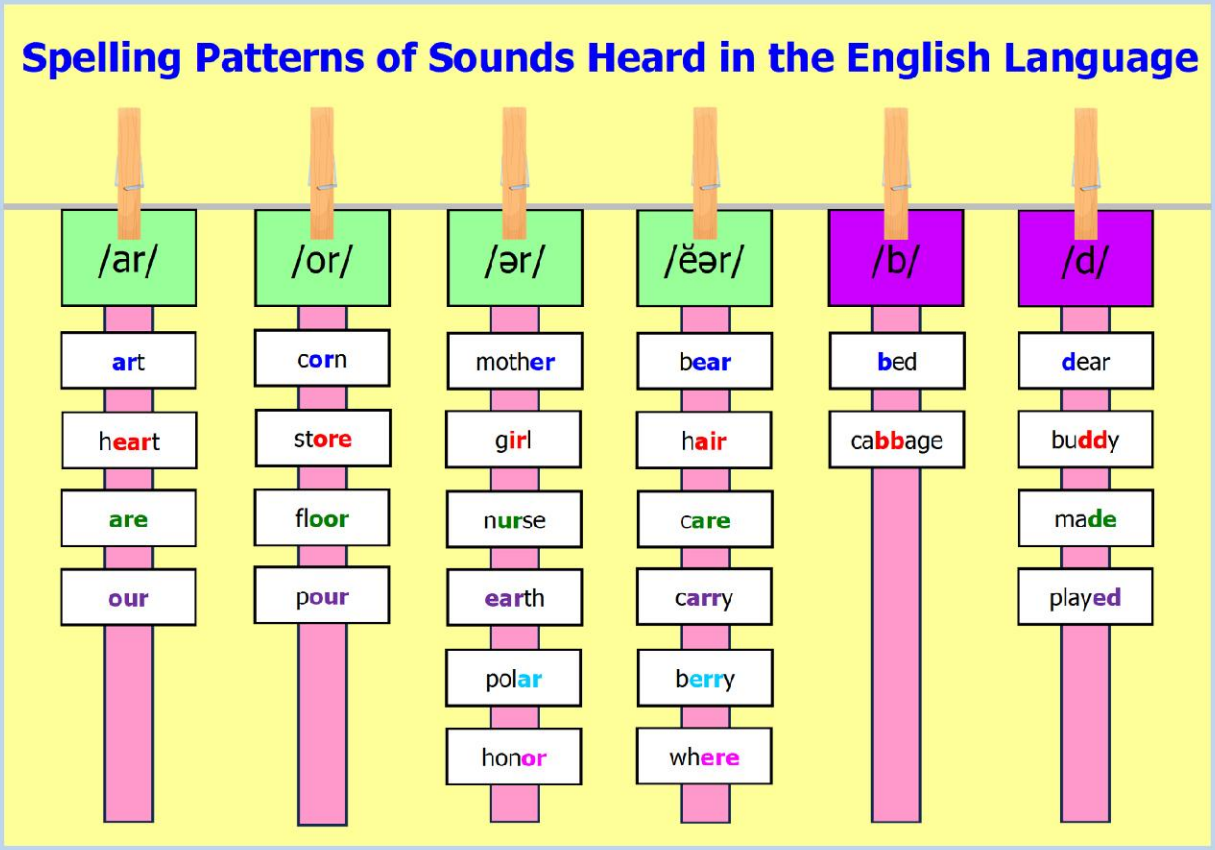
Chart pieces for assembling the "Spelling Patterns of Sounds Heard in the English Language" wall display used with the spelling books pictured below







By 70 Times 7 Math

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 *moth**er***, *g**ir**l*, *n**ur**se*, ***ear**th*, *pol**ar***, and *hon**or***, 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 *m<u>oo</u>n*, /u/ as in *l<u>oo</u>k*, /ou/, /oi/, /ar/, /or/, /er/, /ĕər/ as in *b<u>ear</u>*, /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 *<u>th</u>ank* and /<u>th</u>/ in *fa<u>th</u>er*, /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/ *c<u>or</u>n*, *o-r-e* /or/ *st<u>ore</u>*, o-o-r /or/ *fl<u>oor</u>*" 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.

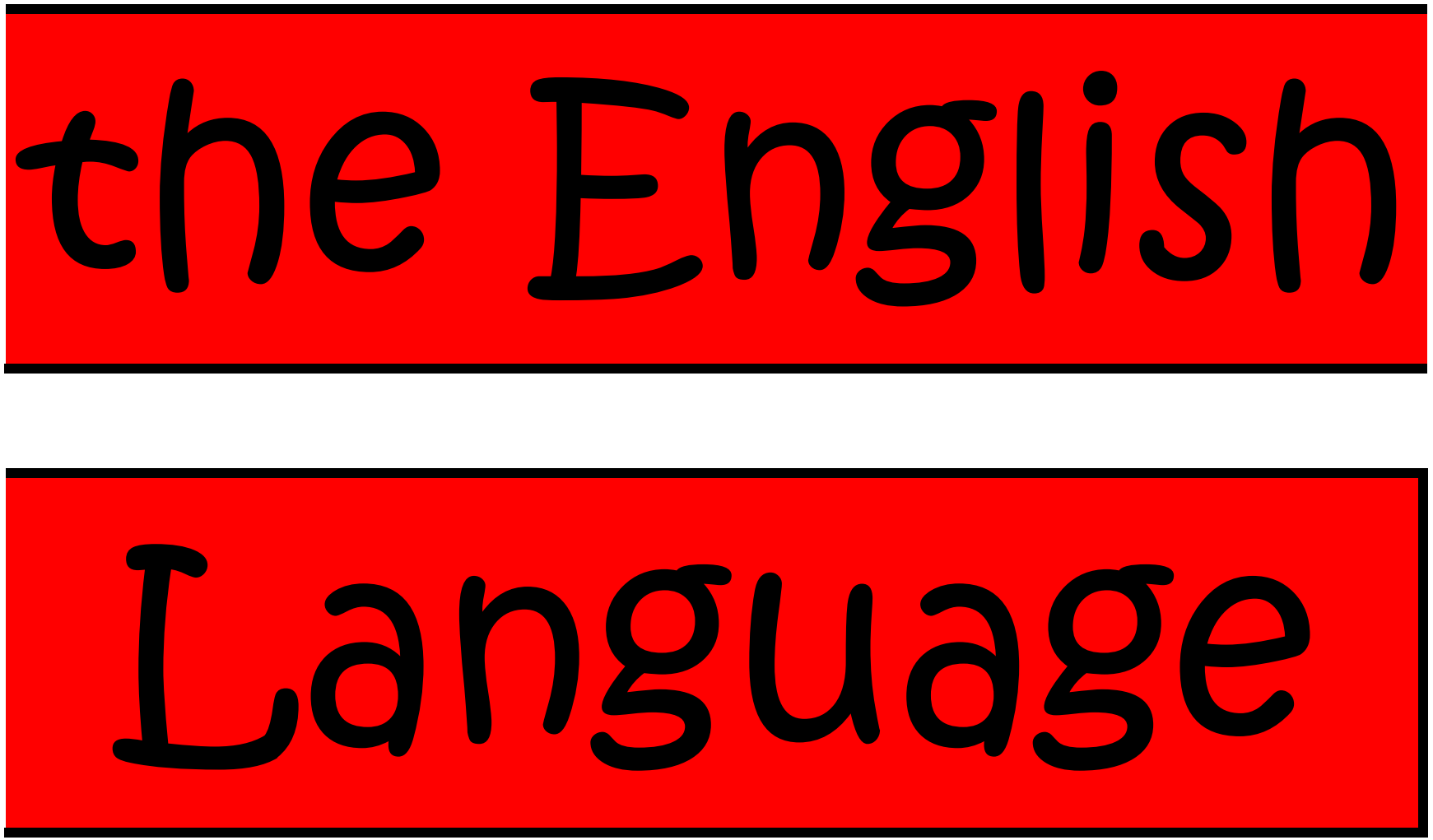
Spelling Patterns

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of Sounds

Heard in

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LESSON 10
(Volume 1)

EXTRA LESSON B
(Volume 1)

Short *a* /ă/

h**a**t	c**a**m**m**p
l**a**n**n**tern	/ă/

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LESSON 11
(Volume 1)

Short *e* /ĕ/

p**e**t	h**ea**d
/ĕ/	

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LESSON 8
(Volume 1)

Short *i* /ĭ/

sh**i**ps	**e**mbark
voy**a**ge	s**y**mbol
/ĭ/	

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LESSON 9
(Volume 1)

Short *o* /ŏ/

off	f**a**ll
autumn	l**aw**n
/ŏ/	

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LESSON 1
(Volume 1)

Short *u* /ŭ/

s**u**n	sh**o**vel
across	/ŭ/
/ā/	/ē/

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LESSON 31
(Volume 2)

Long *a* /ā/

s**a**f<u>e</u>	r**ai**n
gr**ay**	**eigh**t
Note: The *movie* card is for the set on the following page. →	mov**ie**

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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/

w**e**	**ea**t
sl**ee**p	dair**y**
hon**ey**	p**eo**ple

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LESSONS 26
(Volume B)

Long *i* /ī/

smile	my
eyes	tie
high	height

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LESSON 18
(Volume 1)

Long *o* /ō/

froze	coat
snow	doe
/ī/	/ō/

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LESSON 4
(Volume 1)

/ü/ as in *moon*

vowel digraphs

m**oo**n	cr**ew**
J**u**piter	spaces**ui**t
thr**ough**	bl**ue**

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LESSON 3
(Volume 1)

/u/ as in *look*

vowel digraphs

t**oo**k	w**o**lf
p**u**t	/u/ as in *look*
/ü/ as in *moon*	

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LESSON 5
(Volume 1)

/ou/

diphthongs

c**ow**s	gr**ou**nd
/ou/	

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LESSON 16
(Volume 1)

/oi/

diphthongs

oil	t**oy**s
/oi/	

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Extra Lesson D
(Volume 1)

Lesson 23
(Volume 2)

/ar/

r-controlled vowels

art	h**ear**t
are	**our**
/ar/	/or/

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LESSON 12
(Volume 1)

/or/

r-controlled vowels

c**or**n	st**ore**
fl**oor**	p**our**
/ər/	/ĕər/

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LESSONS 32 and 35
(Volume 2)

/ər/

r-controlled vowels

moth**er**	g**ir**l
n**ur**se	**ear**th
pol**ar**	hon**or**

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LESSON 6
(Volume 1)

/ĕər/ as in *bear*

r-controlled vowels

b**ear**	h**air**
c**are**	c**arr**y
b**err**y	wh**ere**

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LESSON 21
(Volume 2)

/b/

consonant

bed	ca**bb**age
/b/	

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LESSON 22
(Volume 2)

/d/

consonant

dear	bu**dd**y
ma**de**	play**ed**
/d/	

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LESSON 7
(Volume 1)

EXTRA LESSON E
(Volume 1)

/f/

consonant

face	life
laugh	off
photo	/f/

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LESSON 29
(Volume 2)

/g/

consonant

garden	e**gg**s
/g/	

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LESSON 41
(Volume 2)

/h/

consonant

happy	**wh**o
/h/	

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LESSON 37
(Volume 2)

/j/

consonant

job	char**ge**
E**g**ypt	gru**dge**
/j/	

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LESSON 19
(Volume 1)

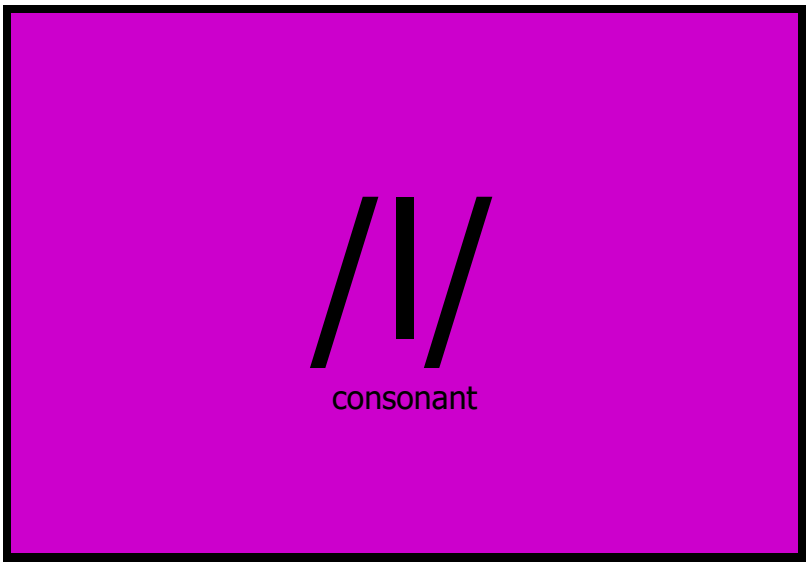
/k/

consonant

car	tru**ck**
kangaroo	bi**ke**
chorus	/k/

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LESSON 39
(Volume 2)



love	silver
pole	purple
bell	/l/

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LESSON 38
(Volume 2)

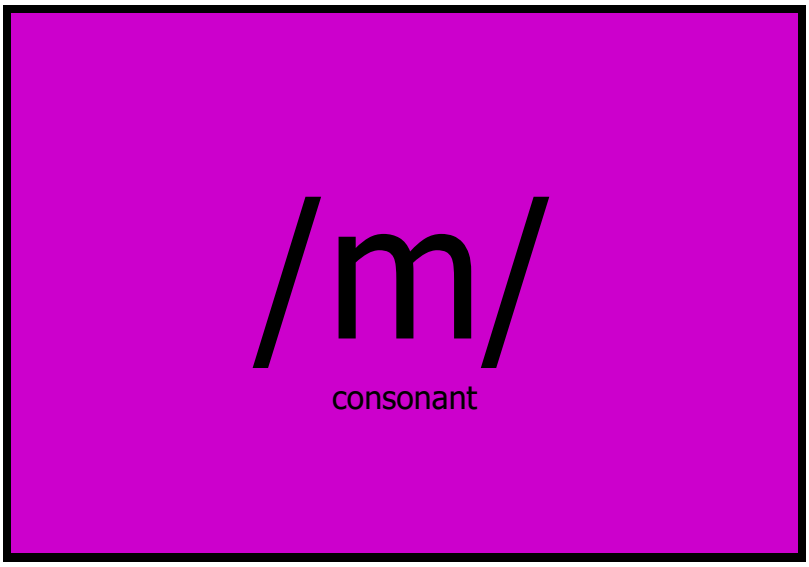
Syllabic /l/ and /əl/

circ**le**	nick**el**
ov**al**	syllabic /l/ and /əl/

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LESSON 15
(Volume 1)

EXTRA LESSON F
(Volume 1)



morning	ti**me**
la**mb**	/m/

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LESSON 27
(Volume 2)

/n/

consonant

name	pho**ne**
si**gn**	**kn**ow
/n/	

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LESSON 27
(Volume 2)

Syllabic *n*

sudd**en**ly	syllabic *n*

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LESSON 25
(Volume 2)

/p/

consonant

peo**p**le	Euro**pe**
/p/	

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/r/

consonant

run	**wr**ite
/r/	

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LESSON 30
(Volume 2)

/s/

consonant

Sunday	cro**ss**
i**ce**	**c**ity
/s/	

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LESSON 34
(Volume 2)

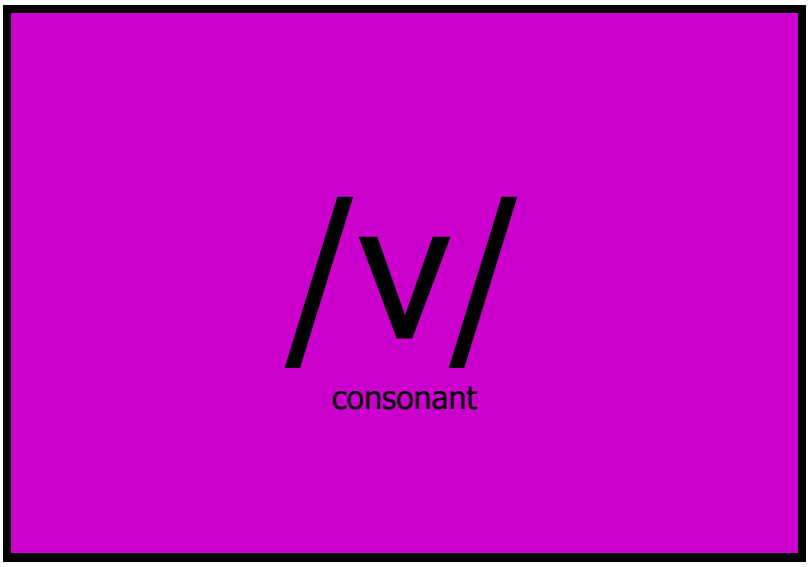
/t/

consonant

tell	wri**t**e
le**tt**er	jump**ed**
/t/	

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LESSON 24
(Volume 2)



vote	ser**ve**
o**f**	
/v/	

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LESSON 40
(Volume 2)

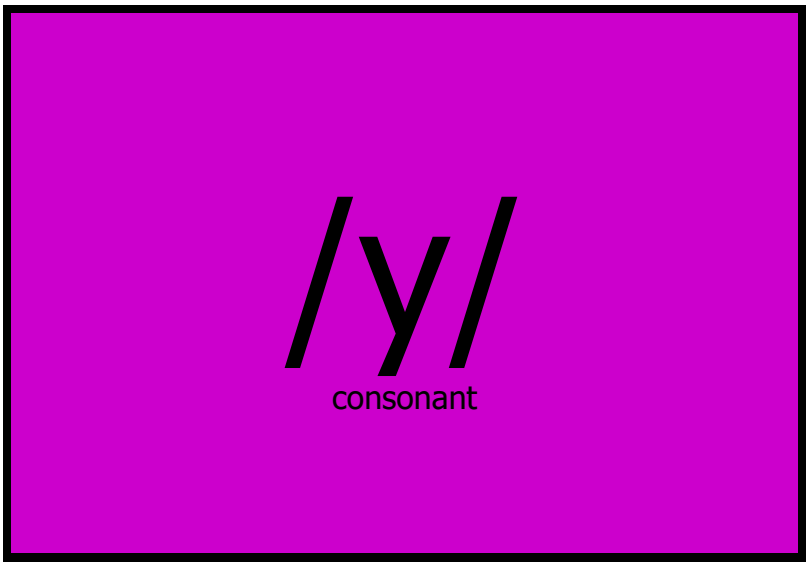
/w/

consonant

water	**wh**ale
/w/	

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LESSON 13
(Volume 1)



young	/y/
/z/	

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LESSONS 33
(Volume 2)

/z/

consonant

zoo	grizzly
size	rose
eyes	goes

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LESSON 36
(Volume 2)

/ch/

consonant digraphs & trigraphs

chur**ch**	wa**tch**
/ch/	

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LESSON 2
(Volume 1)

/sh/

consonant digraph

ship	**ch**ef
/sh/	/th/ in *<u>th</u>ank*
/<u>th</u>/ in *fa<u>th</u>er*	

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LESSON 14
(Volume 1)

/th/ in
thank
consonant digraph

/th/ in
father
consonant digraph

thank	**th**em

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LESSON 28
(Volume 2)

/ng/

consonant digraph

s**ang**	s**ing**
s**ong**	s**ung**
/ng/	

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BINGO		

BINGO		

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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*/, *dair**y*** (These cards would be considered a match because the colored letter *y* makes the long *e* sound.)
- ***ar**t* and *h**ear**t* or *c**or**n* and *fl**oor*** (*Do these r-controlled vowels have the same sound?* ***Ar**t* and *h**ear**t* or *c**or**n* and *fl**oor*** 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 ***ch**ur**ch***, /sh/ and ***ch**ef*, /k/ and ***ch**orus* (The /ch/ and ***ch**ur**ch*** 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 *dair**y*** 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 ***ar**t* or *c**or**n* 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 ă, ĕ, ĭ, ŏ, ŭ, 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., *c**or**n*).

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 (<u>ou</u>t, sh<u>ou</u>t), whereas
- *ow* is usually found at the end of a word (c<u>ow</u>).

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 (<u>oi</u>l, c<u>oi</u>n), whereas
- *oy* is usually found at the end of a word (b<u>oy</u>).

Words with *ou*: ab<u>ou</u>t, ar<u>ou</u>nd, d<u>ou</u>bt, f<u>ou</u>nd, h<u>ou</u>r, h<u>ou</u>se, <u>ou</u>ch, <u>ou</u>r, <u>ou</u>t, r<u>ou</u>nd, sh<u>ou</u>t
Words with *ow*: br<u>ow</u>n, c<u>ow</u>, d<u>ow</u>n, h<u>ow</u>, n<u>ow</u>
Words with *oi*: c<u>oi</u>n, j<u>oi</u>n, <u>oi</u>l, <u>oi</u>nk, p<u>oi</u>nt
Words with *oy*: b<u>oy</u>, j<u>oy</u>, t<u>oy</u>

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* (g**e**ntle, g**i**ant, g**y**m) 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 (b**a**dge);
- 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*: g**e**m, g**i**st, g**y**psy
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* (k**e**ep, k**i**d, K**y**le) 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 (b**a**ck);
- use the letters ***ke*** after a long vowel (l**i**ke);
- use the letter ***k*** after a consonant or two vowels (wo**r**k, l**oo**k);
- 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 (m**i**ss);
- use the letters ***ce*** after a long vowel (n**i**ce);
- use the letters ***se*** after a consonant or two vowels (cou**r**se, h**ou**se).

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 (p**a**tch);
- 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