



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

The Phonetic Zoo Teacher's Notes

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Teacher's Manual

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Sample

How does *The Phonetic Zoo* teach spelling?

Welcome to Excellence in Spelling: *The Phonetic Zoo*!

Why do we call it *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.)

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* talk 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 Mrs. Anna Ingham’s effective Blended Sound-Sight Program of Learning. Mrs. Ingham discovered fifty years ago, long before psychologists and educators began to talk of auditory learners versus visual learners, 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 has 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 student 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” 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 a 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, it 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 time line for completion, but we do insist on a goal of complete mastery. Therefore, the student should continue to repeat the same lesson every day until a score of 100 percent is achieved twice in a row. 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 an entire 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.

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. Periodic updates will be emailed or published in our newsletter, and if you have an idea, experience, problem, or question to share, send it in! These teacher notes are the product of this kind of dialog.

As we correct errors and make updates to the printed material, we will keep you informed, sending replacement material as it may be appropriate. If you ever scratch or lose a disc, we will happily replace it for a minimal fee; just call the Excellence in Writing office. If you purchased this program from a retailer other than Excellence in Writing, drop us a line with your address, phone, and email so that we can keep in touch directly. Our goal is continued support.

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.

Special Thanks to

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and all Blended Sound-Sight staff and teachers everywhere

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How to Use the Program

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.

1. Watch Andrew Pudewa explain *Spelling and the Brain*.

This 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. (See the blue page.)

2. Present the rule of Lesson 1 to your student(s), using the large flash card.

The flash cards can be used for two primary purposes: 1) for you to use as you preview and review the lessons with your student; and 2) for your student to use to study independently if he wishes. 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.

3. Give the student the corresponding 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, or they may wish to use the cards as zoo cage doors. Complete instructions and zoo cage templates are included in Appendix 6.

4. Set up the student with headphones, paper, and pen.

Why headphones? 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. There are no distractions or auditory interferences. It is a personal and intimate activity, and it greatly assists in 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!

Paper. Students should prepare their paper by numbering 1–15 on the left side, double-spaced (leaving a blank space between lines). Since college ruled notebook paper usually contains 32 lines, students should be able to fit all 15 words on one side of the paper. It is helpful for the student to write the lesson number and the “time” that it has been done (i.e., Lesson 3, 4th time).

Pen, not pencil. For a detailed explanation on the benefits of pen over pencil, see the article “Convert to Pens” in the Articles section of the Help & Support tab at IEW.com

NAME: _____
LESSON #: _____ ATTEMPT # _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

5. The student listens to the introduction on Disc 1, Track 1.

The student will need to listen to the introduction just once. Once the introduction is complete, be sure that he knows how to use the CD player to skip to the track he needs for that 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 first track and test.

6. The student takes 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 lesson is less than ten minutes long.

Even if he misspells many words the first time through, don't worry. Tell him 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 his progress.

7. The student makes corrections on the test using the next track of the CD.

After the student has tried to write all fifteen words, he should attempt to correct those words himself. He should rewrite the correction word next to his attempt at the word. Thus, his spelling test will have each word written twice.

Determine a method to mark which words were spelled incorrectly—perhaps a single strike-through or an *X* adjacent to each incorrect word. You may find that your student might not always catch all his errors. That is OK. After he has finished with his corrections, you may like to check as well, and silently write in the correct spelling next to his attempt. Smile a lot, and don't feel you have to continuously point out his errors. Frequency will do its job. Gradually his speed and ability to write the words and letters he hears will improve.

Strong visual learners may be happier to correct their lessons by using the list on the back of the card along with the recorded corrections on CD.

NAME: <u>SALLY SMITH</u>	
LESSON # <u>1</u> ATTEMPT # <u>2</u>	
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. RAISEN	RAISEN
12. TRAILING	TRAILING
13. GRAIN	GRAIN
14. ALWAYS	ALWAYS
15. CONTAIN	CONTAIN
# CORRECT: <u>13</u>	

8. The student takes the test every day until he achieves 100 percent 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.

9. Personal Spelling (Lessons 5, 10, 15, 20, 25, 30, 35, 40, and 47)

This is a vitally important part of the *Excellence in Spelling* program. Every fifth lesson is a Personal Spelling lesson. The flash cards for these lessons have blank spaces, and the verbal instructions on the CD direct the student to collect words during Lessons 1–4 for use with Lesson 5, Personal Spelling.

These words are to be gathered from errors in written compositions as well as vocabulary from other language arts curricula. For your convenience, Appendix 4 contains extra word lists based on additional spelling rules, and Appendix 4 lists 240 frequently misspelled words. These are also excellent choices for Personal Spelling lessons.

10. The Final Exam

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

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, 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 they 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 giving each student what he needed by providing him 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 by 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*.

Lesson 1: ai and ay

This lesson helps students distinguish between using ai or ay in words. Remind students that the sound of long-a could be created a different way (using a vowel-consonant-silent e, for example), but this lesson will focus on the choice between ai and ay.

If you would like to create a kind of Sound City as Andrew Pudewa described in the *Spelling and the Brain* talk, you can start now. Your small Zoo Cards are perfect to use as “doors” to the word “cages.” In Appendix 6 you will find six zoo pages each containing six to eight cages. Your student can place their Zoo Card over the appropriate cage to make a door using tape on the side to create a hinge and write the sample words on the lines in the cage. To review, you can knock on the cage doors, open them, read the rule, and look at the sample words. Your students will look forward to finishing their zoo by collecting all the animal cage doors. For ease of reference, the cards have been sorted according to category (A Cages, E Cages, Consonant Cages, etc.).

Rule, Jingle or Hint:

When a-i says “ā” as in *claim* and *chain*,
It comes in the middle as in *train* and *pain*.
But when a-y says “ā” 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*.

Since this is the first lesson, be sure to explain to your students how to

- set up their paper
- use the CD player with headphones
- take the test
- rewrite the corrections
- compare spellings
- take the same test daily until they achieve 100 percent twice in a row

Discussion Points

- Discuss the difference between a root word and a suffix. The suffixes used in these lists are: -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*, *always/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 a-y 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*). Even when students hear “d” or “t,” they need to put -ed.
- Also review compound words where two complete words are combined (as in *railway*).
- In the Level C list, take note that *painstakingly* uses the vowel-consonant-e pattern to make the a long in *stake*. However, when the -ing suffix is added, the silent e is dropped.

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

Example Words:

A: brain, always, pain
B: wailing, decay, sailor
C: ailment, portrayal, tailored

Although all three word lists (A, B, and C) are included here, 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.

Appendix 1

Student Spelling Test Sheet

Name _____

Level _____

Level _____

Lesson _____

Time (1st, 2nd, 3rd, etc.) _____

Score _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Appendix 2: Phonetic Zoo Placement Test

1. This program is designed for students 9 years old and up. If your student is younger, begin with *All About Spelling*.
2. There are three levels of the Excellence in Spelling program:
 - Level A (Elementary)
 - Level B (Intermediate)
 - Level C (Advanced)
3. Do not allow your student to see or study these tests before you give them, as it would interfere with the accuracy of the placement.
4. When you administer the test, do not repeat the words in sentences or give definitions unless absolutely necessary.

By giving your student one or more of the three spelling tests below, you can better determine at which level he or she should begin. These tests are just a guide. Use your best judgment for your student's placement. For a student in grades 3–5, give Test I. For students grade 6 and higher, begin with Test II.

Spelling Placement Test I – for Students in Grades 3–5 - Level A

spend	travel	repair	helper	hungry	white	passenger
enjoy	rapid	clock	engine	husband	degree	quiet
visit	beautiful	empire	loss	amount	noticed	guest
usual	favor	mayor	election	human	lining	
complaint	(favour)	wait	department	beg	nephew	
auto	entrance	trouble	obtain	kitchen	nineteen	
awful	importance	view	family	clerk	vacation	
flight	carried	prison	fortune	through	room	

Scoring: Missed 0–6: Give Test III.
 Missed 7–16: Give Test II.
 Missed 17–32 or more: Begin with *The Phonetic Zoo* Level A.
 Missed 33 or more: Begin with *All About Spelling*.

Spelling Placement Test II – for Students in Grades 6 and up - Level B

guess	invitation	political	Wednesday	bruised	discoveries
circular	accept	national	really	burglar	electricity
argument	impossible	recent	celebration	business	error
volume	concern	required	folks	changeable	exceptions
organize	associate	refer	ache	chimney	victim
summon	automobile	minute	amusement	choir	
official	various	ought	approval	commence	
estimate	decide	absence	banana	compete	
accident	entitle	conference	biscuits	deceive	

Scoring: Missed 0–6: Begin with *The Phonetic Zoo* Level C.
 Missed 7–32: Begin with *The Phonetic Zoo* Level B.
 Missed 33 or more: Begin with *The Phonetic Zoo* Level A.

Spelling Placement Test III – High School and Beyond - Level C

immediate	beneficial	mistletoe	sincerely	bicycle	restaurant
convenient	contagious	opportunity	athletic	calendar	seized
receipt	artificial	emergency	extreme	decision	surgeon
preliminary	distillery	persevere	practical	accuracy	thoroughly
disappoint	employees	repeated	proceed	digestible	committee
especially	exquisite	rinsed	cordially	mucilage	
annual	peculiar	treachery	character	orchestra	
architecture	financier	familiar	February	parliament	
development	intelligent	appreciate	antique	precipice	

Scoring: Missed 33 or more: Begin with *The Phonetic Zoo* Level B.
 Missed less than 32: Begin with *The Phonetic Zoo* Level C.

Appendix 3: Six Syllable Types

Closed Syllable

The closed syllable contains a single vowel and ends in a consonant, and the vowel has a short sound. Examples are *bat*, *in*, and *Tom*. This is usually the first syllable type taught to students.

Open Syllable

The open syllable contains a single vowel which is found at the end of the syllable. These vowels have their long sound. Examples are *be*, *my*, *go*, and the first syllable in *si-lent*, *be-gin*, and *o-pen*. Note that words can contain both open and closed syllables—*si-* (open) *-lent* (closed).

Vowel-consonant-e Syllable

The vowel-consonant-e syllable is usually found at the end of the word. Most of us learned it as the “silent e rule.” The final e is silent and makes the next vowel before it long as in *tame* and *beside*. This is often the second syllable type taught to students.

Diphthong Syllable

A diphthong syllable contains a vowel pair that together create a new sound as in *mouth*, *each*, and *brought*. There are many *Excellence in Spelling* rules related to this syllable, such as the “Two Vowels Walking,” oi/oy, Radio O-U-G-H, etc. My list of diphthongs includes: ai, au, aw, ay, ea₃, ee, eigh, ew, ey₂, ie, oa, oo₂, oi, oy, ou, ow, ue, ui, ight, ough₆.

ea has three sounds:

ea says ě as in *head* and *bread*.

ea says ē as in *meat* and *treat*.

ea says ā in just a few words, such as *break*, *great*, and *steak*.

oo has two sounds:

oo says oo as in *boot*, *moon*, and *food*.

oo says ū as in *look* and *book*.

ough has six sounds:

ough says oo as in *through*.

ough says ō as in *although*.

ough says aw as in *brought*.

ough says off as in *cough*.

ough says uff as in *rough*.

ough says ow! as in *plough*.

Consonant-le Syllable

The consonant-le syllable is found at the end of words, such as *little*, *struggle*, and *tumble*. The Blended Sound-Sight program called this “The Syllable E” since all syllables require a vowel. The silent e in this syllable serves that purpose.

Vowel-r Syllable

The vowel-r syllable is also called the r-controlled syllable because the r controls the sound of the vowel that comes before it as in *car*, *northern*, *bird*, and *nurse*.

If you are looking for a program to teach these syllable types along with all the spelling rules to a younger student (beginning reader), check out *All About Spelling* at IEW.com