2ND EDITION - 2016

The Illustrated Book of SOUNDS & THEIR SPELLING PATTERNS

The right-brained approach to teaching word structure in 20 minutes a day

For kindergarten
through adult

Sarah K Major, M.Ed.

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The Illustrated Book of Sounds & Their Spelling Patterns, 2nd Edition

Grades: Kindergarten through adult

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THE ILLUSTRATED BOOK OF SOUNDS & THEIR SPELLING PATTERNS

There are a finite number of sounds that make up all the words in our language. With *The Illustrated Book of Sounds & Their Spelling Patterns*, students will learn to read/spell those sounds that are the building blocks of all words. *The Illustrated Book of Sounds & Their Spelling Patterns* replaces ineffective memorization of words, phonics rules, or decoding with kid-friendly, brain-friendly patterns and visuals. Students are engaged in listening to sounds, finding patterns, learning through cartoons and story bites. *The Illustrated Book of Sounds & Their Spelling Patterns* demystifies reading and spelling by giving students the tools they need to identify unknown, difficult words with ease.

The Illustrated Book of Sounds & Their Spelling Patterns has been tested from regular classrooms to resource and special education settings, from whole group to small group, and with children in grades one through middle school. *The Illustrated Book of Sounds & Their Spelling Patterns* empowers teachers and parents to provide differentiated instruction to every student regardless of their ability level.

The best news about *The Illustrated Book of Sounds & Their Spelling Patterns* is that it can be incorporated into any existing curriculum in 15-20 minutes a day in place of the spelling lesson; learning becomes fun and lasting, producing fluent readers. *The Illustrated Book of Sounds & Their Spelling Patterns* is also teacher-friendly. Once you are familiar with the approach, your work is done! Simply present each lesson, review 10-15 minutes for the next three days, then assess on the 5th day. This cycle is repeated as you progress through the book.

This book is a perfect companion to the Easy-for-Me™ Reading Program.

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Y, W, V, P, B, D not included because the sounds of these consonants are not made with other letters.
Ex: /B/ is always spelled either B or BB.

The only exception to this is the sound for /H/ which is spelled H and WH as in “who.”

FUNDAMENTALS

As you progress through the units, there are some fundamental practices that will help as you guide your students toward a better understanding of how words are constructed. The bulk of your preparation for teaching will happen in this preliminary stage of incorporating these elements into your practice.

Teach words as sounds, not series of letters. It is essential for many learners that we focus on the sounds that make words rather than spelling words by calling out the letter names. For example, when discussing the word "father," you will not spell the word ("eff, aye, tee, aich, ee, are") but you will speak the four sounds in the word: "ff, ahh, th, er." There are six letters but only four sounds. Visual learners need to learn to focus on the sequence of sounds they can hear in words.

Teach one sound at a time. There are a finite number of sounds in our language and these can be mastered and then used to make an infinite number of words.

Teach all the ways to spell a sound at one time. These various sound spellings are presented together so students will see how many ways there are to spell each sound. This practice eliminates a lot of confusion for the students when presented with unknown words.

For example, "short o" as in "pot" or "octopus" actually can be spelled six ways:

- o as in pot
- au as in author, august, because
- aw as in saw, awesome, lawn
- augh as in daughter, caught, naughty
- ough as in ought, brought, bought, fought, thought
- a as in father, want, water

Conversely, a cluster of letters may represent several sounds:

- ough says o as in fought
- ough says oh as in though
- ough says ow as in bough, drought, slough
- ough says uf as in rough, tough, enough,
- ough say ooo as in through
- ough says off as in cough

Color-code the target sound in each lesson. Color-coding is a powerful visual tool that helps many struggling students recognize the sound pattern in all the related words. For instance, in the "aw" lesson, the students will highlight in yellow that spelling in all the words: "fawn, lawn, dawn, yawn, law, draw, straw, crawl." All that is needed is a highlighter or yellow crayon and thirty seconds the first time the lesson is introduced. Explain that when they read the AW words, everything that is yellow says "AW."

Practice daily with whiteboard and marker. Teachers gain instant feedback on each student's understanding of the lesson, while children become active participants and are compelled to learn "from the brain out" rather than being passive listeners with marginal learning benefits. Children are given the opportunity to learn the structure of words using all their modalities. They hear the word, orally break it into sounds, and then they repeat the sounds as they represent those sounds with letters on their whiteboards. They are hearing, speaking, moving, and seeing the lesson. About fifteen minutes each day of whiteboard practice is essential for mastery of these lessons. *See "helpful hints" at the end of this section.

Group words with same sound spelling in sentences. This practice provides a framework that helps a child easily remember which words contain a particular sound spelling. Because sentences are illustrated with cartoons, the child's learning is nearly instant. The brain can record and recall a picture far more easily than a memorized sequence of letters. The sentences also enhance the students' understanding of the meaning of each word. The story bytes and cartoons engage students in their learning.

Use fingermapping as a framework for sound sequence. Fingermapping is an exciting and very effective practice that helps beginners or visual learners see a map of the the sequence of the sounds they are hearing. Many new and struggling readers reverse, insert, or omit sounds. Fingermapping prevents all this by providing students with a visual map or structure for each word. There are many students who simply cannot correctly write new words until they see the fingermap. One look at the map, and they can correctly sound and write the word. Over time, the reliance on a visual fingermap diminishes totally, but in the beginning, for some children, the visual structure is the only means by which they correctly sequence sounds and letters.

A recurring comment made by teachers first introduced to fingermapping is "Oh, I could never learn how to do that!" But like any new skill we learn, the practice of fingermapping, while it is strange in the beginning, will become automatic and easy to use. The value to students who need it far outweighs the difficulties to us. A detailed explanation of fingermapping follows.

***Helpful hints:**

You do not have to purchase costly white boards from a teaching supply store. If you buy one 4'x8' shower board from a building supply store, you can have them cut the board into pieces that are 12" tall and 16" wide. One shower board will make 24 boards. You will have to purchase markers, but you can buy bundles of cheap, white tube socks to use for erasers. The children keep their markers inside the tube socks for storing in their desks, and during the lesson, the tube socks are wonderful erasers. I take them home periodically and wash them in a bleach solution.

Guidelines I set in place from the beginning include no doodling with markers during whiteboard time. Every child I have met loves markers on whiteboards and they often will become distracted by drawing lines and grids or decorating their words with flowery sorts of lines. While I am all for illustration for deepening learning, I discourage this practice during our whiteboard lesson because the children are better able to stay focused on the lesson.

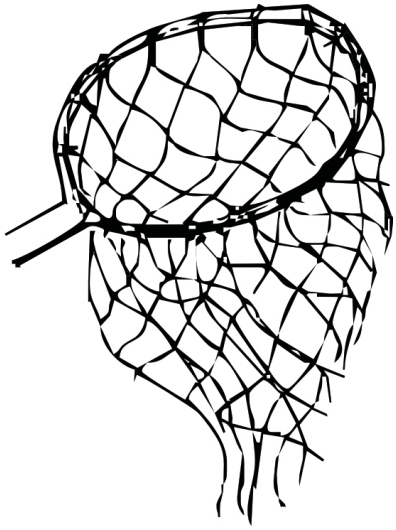
UNIT 2
LEVEL 1

Target Sound Spelling: Short e: /ĕ/ as in "red"

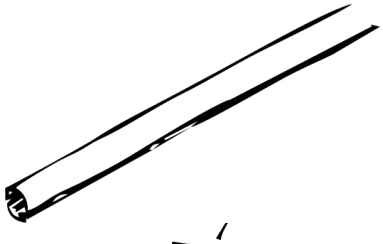
Name_____

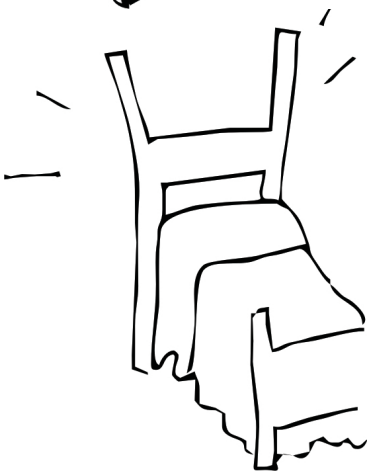
Use a yellow crayon to color the sound spelling for /ĕ/.

e /ĕ/

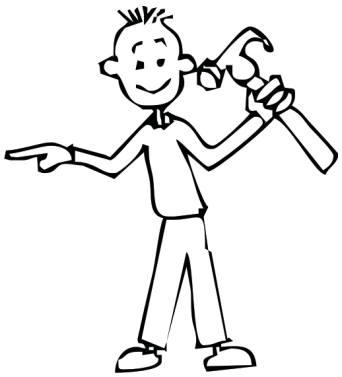


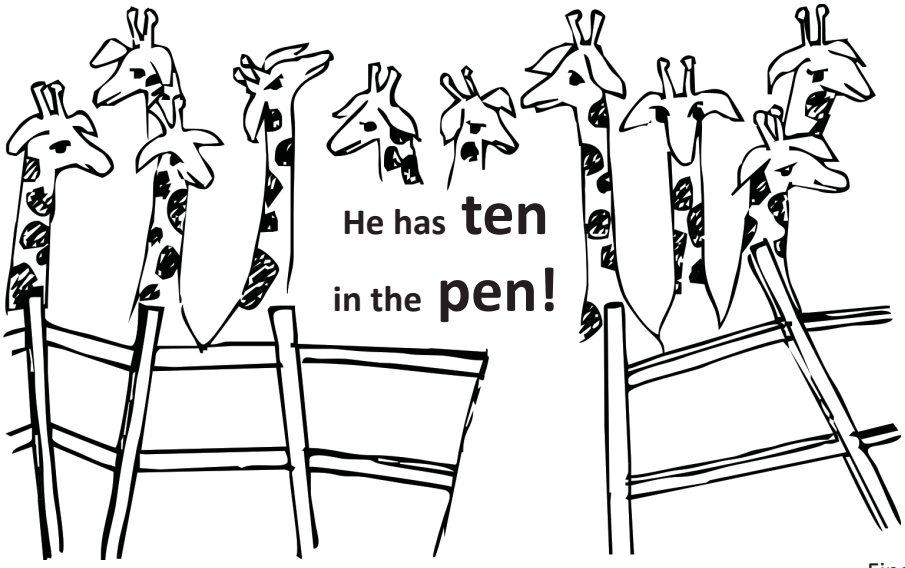
Don't let the net get wet!





Ned made a red bed for Ted!





He has ten in the pen!

Fingermapping fig. 3

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UNIT 2
LEVEL 2

Target Sound Spelling:
Short e: /ĕ/ as in "red"

Name_____

Use a yellow crayon to color the sound spelling for /ĕ/.

e /ĕ/

The **pest** likes
to **rest** in
the **best**
nest in
the **west!**

Tell
Nell
the **bell**
fell!

He **bent**
the **tent**
I **sent.**

He **felt**
the **pelt** on
his **belt.**

Fingermapping fig. 4 and 6 (for "tell" etc.)

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UNIT 55
LEVEL 2

Name_____

Homophones

In **here**

not there,

and I **hear**

with my ear.

There they go to see

their fir tree!

My stew isn't **new!**

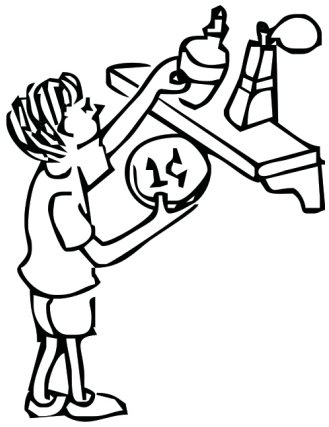
I **knew** it!

It's old!

The skunk left a **scent.**

The **cent** is round.

Selina **sent** me there!



Our dog went out

an **hour** ago.

Fingermapping: Section 6 letter clusters page xiii.

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