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SpellingYouSee®

Wild Tales

Instructor's Content

First 7 Lessons



Lesson 1 Vowel Chunks

Before You Begin

If you have not looked over *A Wild Tales Week* and *About the Activities* beginning on page 4, please do so before diving into Lesson 1. Weekly and daily activities repeat each week, so you will find a rhythm as you become comfortable with the program. The first few lessons have very detailed instructions to help you find that rhythm.

	1A	1B	1C	1D	1E
Shared Reading	✓	✓	✓	✓	✓
Chunking					
Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
No Rule Day				✓	
Dictation					🕒 10 min

New This Week: Vowel Chunks

aa ae ai ao au aw ay
 ea ee ei eo eu ew ey eau
 ia ie ii io iu
 oa oe oi oo ou ow oy
 ua ue ui uo uu uy

- The first letter pattern you will focus on with your student is vowel chunks. Vowel chunks are usually the most significant source of confusion with spelling, because vowel sounds can be made by a variety of chunks—and vowel chunks can make a variety of sounds.
 - The vowels are *a*, *e*, *i*, *o*, and *u*. Sometimes the letters *w* and *y* can act like vowels, so they are also included in some of the vowel chunks. Every syllable has a vowel sound.
 - This list of chunks will also be found on the Student Workbook pages. There's no need to memorize them.
- A vowel chunk is composed of two vowels that usually make one sound in a word. Examples are **ea**, **oo**, and **ou**. Focusing on letter patterns in the context of a passage helps a student learn the irregular sounds of the English language.
 - Vowel chunks are always marked with yellow in *Spelling You See*.
 - Even if each vowel sound can be heard separately in a vowel pair, as in *radio* or *area*, the pair should still be marked as a vowel chunk unless otherwise noted in the instructions for specific lessons.
 - Notice that the three-letter combination **eau** is included in this list. If found, these three letters should be marked as one chunk.
 - In words such as *doing* and *being*, we suggest marking the endings rather than vowel chunks when the student is looking for both patterns. Always allow your student to mark the chunks they find most helpful to them.

Lesson 1 Vowel Chunks

Shared Reading

Read the passage aloud to your student, then ask them to read it back to you. Do this regardless of your student's reading level. The purpose is to have the student listen and read the passage exactly as written.

Chunking

Chunk the passage. This means it's time to get out the colored pencils!

Use the color-keyed solutions below to make sure the chunking is complete.

Some sheep are wild. Bighorn sheep live on mountains and high hills. Male sheep are called rams. The bighorn rams have huge horns. They use their horns to fight each other. Flocks of sheep eat grass in the meadows. They climb steep hills to find more food.

vowel chunks: 15

Copywork

 Set a timer and always allow the student to stop after 10 minutes, even if they have not copied the entire selection.

If they make a mistake, they should erase the incorrect word as soon as it is spotted and rewrite the word correctly.

After time is up, have your student chunk their work, looking at the opposite page as needed. Don't be tempted to skip this part, because paying close attention to their own writing in order to mark it will help further establish the letter patterns in their memory.

No Rule Day

For this activity, don't correct spelling or handwriting. While it's important to make prompt corrections in copywork and dictation exercises, using "invented spelling" for this activity won't affect a student's long-term spelling success. Until your student's spelling mastery becomes automatic, trying to recall correct spelling can stifle the creative process.

This activity is meant to be fun, so don't require more than ten minutes unless your student wants to keep working.

Dictation

 Read About the Activities: Dictation on page 10 before your first dictation session.

 Set the timer for ten minutes. When the timer goes off, stop, even if the whole passage is not complete. Count the number of words written, even those where the student asked for help. The goal is quality, not quantity.

Read the passage aloud one word at a time until your student needs help with a word. Provide all capitalization and punctuation as you go. Go as slowly or as quickly as they need. Stop to help but do not stop the clock.

Address misspellings as they occur. Suggestions on how to do this are in About the Activities: Dictation on page 10.

Some sheep are wild. Bighorn sheep live on mountains and high hills. Male sheep are called rams. The bighorn rams have huge horns. They use their horns to fight each other. Flocks of sheep eat grass in the meadows. They climb steep hills to find more food.

Word Count: 47

Lesson 2 More Vowel Chunks

	2A	2B	2C	2D	2E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	 10 min	 10 min	 10 min		
 No Rule Day				✓	
 Dictation					 10 min

Shared Reading

Read the passage aloud to each other, as described in About the Activities: Shared Reading on page 5.

 Don't be tempted to skip this activity, regardless of your student's reading level! Listening, reading, and spelling are very different skills, but they work together to strengthen overall language development.

Your student should follow along with their finger, pointing to each word as you read the passage aloud. Pointing to each word as they hear it helps students focus on beginning letters, make connections between sounds and letter patterns, and practice left-to-right eye movement.



Lesson 2 More Vowel Chunks

Chunking

For this lesson, your student will need to chunk:

vowel chunks

Remind your student that they can use the reference boxes on their Student Workbook pages to help them find all of the chunks. They don't need to try to memorize them!

Be patient and work with your student as they become familiar with the chunking process. They are learning to look closely and notice patterns in printed language. It will become easier with experience.

If your student doesn't find all of the chunks on their first try, help them by telling them how many more chunks they need to find or showing them the line where the missing chunk can be found or the word that contains it.

Bald eagles fly high in the air. The eagle has special eyes. It can see to the front and the side at the same time. It can see a fish from high in the air. The eagle dives into the water and catches the fish in its claws. A fish makes a good meal.

vowel chunks: 12

Dictation

 Remember to limit the time spent on dictation to 10 minutes.

Don't worry if a passage is not finished during that time. Your student will have many opportunities to practice the words in other contexts.

Bald eagles fly high in the air. The eagle has special eyes. It can see to the front and the side at the same time. It can see a fish from high in the air. The eagle dives into the water and catches the fish in its claws. A fish makes a good meal.

Word Count: 54

Lesson 3 Consonant Chunks

	3A	3B	3C	3D	3E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

New This Week: Consonant Chunks

ch gh ph sh th wh

wr gn kn dg qu ck tch

bb cc dd ff gg hh kk ll

mm nn pp rr ss tt vv ww zz

- The consonants consist of all the letters that are not vowels. A consonant chunk is made up of two consonants that make one sound in a word, such as *th* or *kn*.
- There is a complete list of consonant chunks on the student's workbook pages, so there is no need to memorize the chunks.

- Take your time as your student becomes familiar with these new letter patterns. Offer as much help as is needed.
- Explain to your student that while some consonant chunks make the sounds that you might expect, some change their sounds completely when they appear in a chunk, and some are even silent! Don't spend a lot of time discussing or emphasizing rules; your student will learn the correct spelling patterns by practicing with the chunks.
- Blends are not included with the consonant chunks. In a blend, each letter can be heard making its expected sound. The *st* in *stop* is an example of a blend.
- Consonant chunks are always marked with blue in Spelling You See.

Lesson 3 Consonant Chunks

Shared Reading

Read the passage aloud as your student follows along, then have your student read it back to you.

Chunking

For this lesson, your student will need to chunk:

consonant chunks

Bullfrogs like ponds and marshy places. They eat fish and other small animals. A bullfrog's mouth is big enough to swallow lunch whole. The male bullfrog has a very loud call. The sound can be heard day and night.

[consonant chunks: 17](#)

Copywork

Your student should always chunk the section of the passage that they have written for copywork. Paying close attention to their own writing in order to mark it will help further establish the letter patterns in their memory. They can look back at the previous page at the consonant chunk box if they need help finding chunks.

No Rule Day

Be sure to make No Rule Day fun and relaxed. See page 9 for ideas.

 Your student shouldn't work for more than 10 minutes on this activity unless they would like to continue.

Dictation

 Remember to limit the time spent on dictation to 10 minutes.

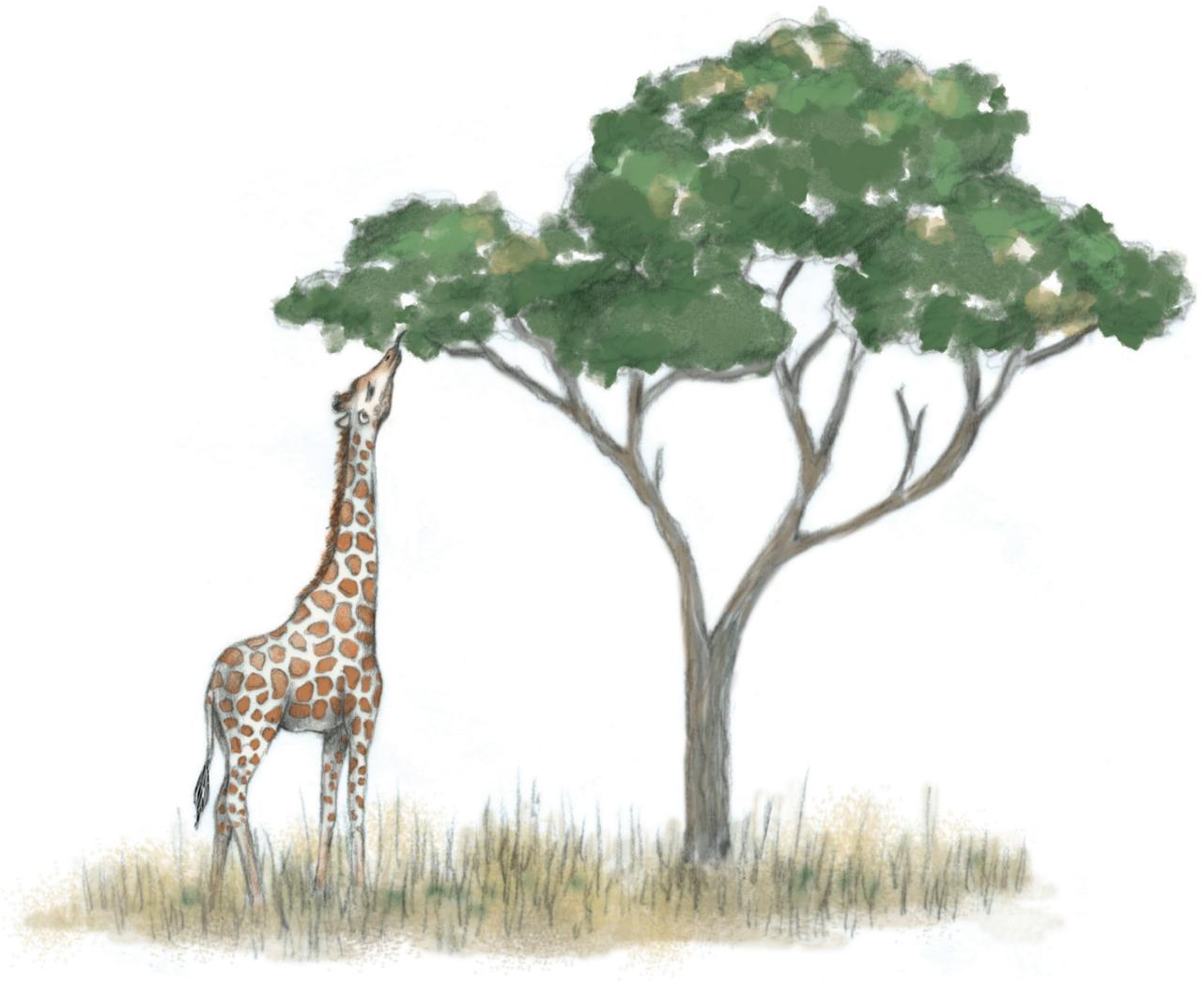
Don't worry if a passage is not finished during that time. Your student will have many opportunities to practice the words in other contexts.

Bullfrogs like ponds and marshy places. They eat fish and other small animals. A bullfrog's mouth is big enough to swallow lunch whole. The male bullfrog has a very loud call. The sound can be heard day and night.

Word Count: 39

Lesson 4 More Consonant Chunks

	4A	4B	4C	4D	4E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min



Lesson 4 More Consonant Chunks

Chunking

For this lesson, your student will need to chunk:

consonant chunks

If chunks are missed, tell the student how many more they are looking for (“There is one more consonant chunk. Can you find it?”). Remind them that they can use the colored reference boxes to check if they are unsure whether certain letters make up a chunk.

A giraffe is very tall. It has a long neck. It eats leaves from high tree branches. It eats a lot! The giraffe’s spotted coat makes it hard to see in the bushes. Some giraffes fight by hitting their necks and heads together. Ouch!

consonant chunks: 17

Copywork

Continue having your student complete ten minutes of copywork and then chunking what they have written as established in previous lessons. This is the way copywork should be completed throughout the *Wild Tales* program.

Dictation

 Remember to limit the time spent on dictation to 10 minutes.

Don't worry if a passage is not finished during that time. Your student will have many opportunities to practice the words in other contexts.

A giraffe is very tall. It has a long neck. It eats leaves from high tree branches. It eats a lot! The giraffe’s spotted coat makes it hard to see in the bushes. Some giraffes fight by hitting their necks and heads together. Ouch!

Word Count: 44

Lesson 5 Bossy *r* Chunks

	5A	5B	5C	5D	5E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

New This Week: Bossy *r* Chunks

ar er ir or ur

- When a vowel (*a, e, i, o, u*) is followed by an *r*, the vowel sound changes. The *r* “bosses” the vowel.
- Notice how the *r* changes the sound of the vowel in the following word pairs: *cat–car, bed–ber, sit–sir, hot–for, pup–purr*. Point out how the vowel makes its regular short sound in the first word, but changes in the second word as it is affected by the *r*. Because the *r* controls the sound of the vowel, we call it a “Bossy” *r*.
- It is especially difficult to distinguish between *er, ir,* and *ur* sounds when hearing them. That is why it is so important to create a visual memory of the spelling of words that include these sounds. For example, there is no way to spell the word *bird* without knowing the proper pattern.
- There are some words (*board, their, your*) that have a vowel chunk followed by a Bossy *r* chunk. If a student is marking both vowel chunks and Bossy *r* chunks in a lesson, we suggest marking the vowel chunk first because vowel chunks are the most common stumbling block to correct spelling. (Always allow your student to choose and mark the chunk they feel will be most helpful to them.)
- If there is a Bossy *r* chunk overlapping a consonant chunk (*stirrup, hurry*), we suggest marking the Bossy *r* chunk. Because the vowel sound before the Bossy *r* often sounds the same regardless of which vowel is used, students usually find it most helpful to visualize the correct vowel-Bossy *r* chunk rather than the consonant chunk.
- Bossy *r* chunks are always marked with purple in Spelling You See.

Lesson 5 Bossy *r* Chunks

Chunking

For this lesson, your student will need to chunk:

Bossy *r* chunks

The water bear is not really a bear. It is smaller than a grain of salt. It lives in wet moss on the bark of trees. The water bear has eight legs. A water bear can survive being very hot or very cold. It can even survive being dried out. Just add water, and it starts moving again.

Bossy *r* chunks: 15

Dictation

 Remember to limit the time spent on dictation to 10 minutes.

The water bear is not really a bear. It is smaller than a grain of salt. It lives in wet moss on the bark of trees. The water bear has eight legs. A water bear can survive being very hot or very cold. It can even survive being dried out. Just add water, and it starts moving again.

Word Count: 58



Lesson 6 Tricky y Guy

	6A	6B	6C	6D	6E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

New This Week: Tricky y Guy

- The letter *y* is usually a consonant (*year, yak*), but sometimes it is “tricky” and sounds like a vowel. Tricky *y* Guy is usually found at the end of words but may be in the middle. It can sound like long *e* (*baby*), long *i* (*fly*), or short *i* (*bicycle*).
- Because this pattern is just one letter, there is no colored reference box on the student workbook pages.
- Tricky *y* Guy is always marked with green in Spelling You See.

Chunking

For this lesson, your student will need to chunk:

Tricky y Guy

A firefly is really a beetle. It flies over grassy fields. Each firefly has a tiny light. Together the lights make a pretty sight. The firefly does not like dry places. It likes damp ground.

Tricky y Guy: 8

Lesson 6 Tricky y Guy

Copywork

 Continue to limit time spent in copywork to 10 minutes each day.

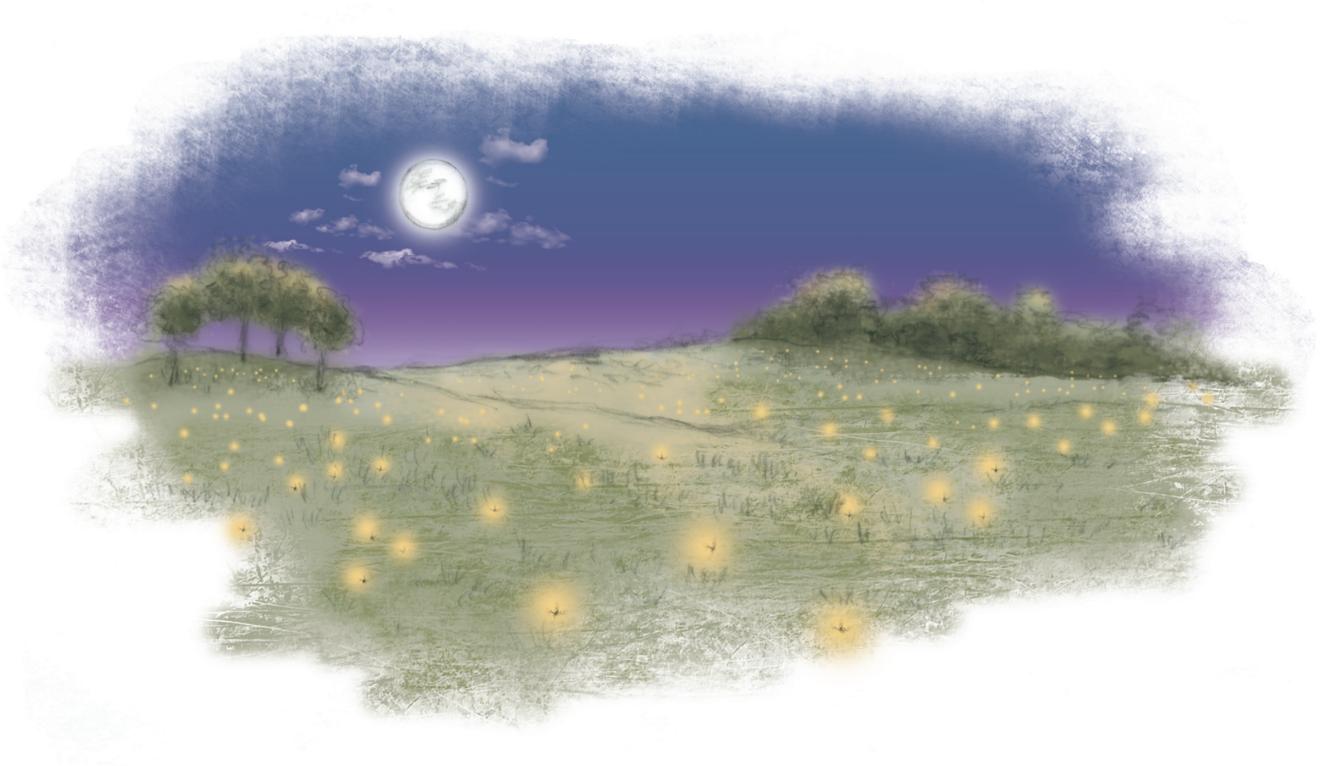
After 10 minutes, have your student chunk the passage they have written, using the left-hand page as a guide if necessary.

Dictation

 Remember to limit the time spent on dictation to 10 minutes.

A firefly is really a beetle. It flies over grassy fields. Each firefly has a tiny light. Together the lights make a pretty sight. The firefly does not like dry places. It likes damp ground.

Word Count: 35



Lesson 7 Silent Letters

	7A	7B	7C	7D	7E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

New This Week: Silent Letters

- A word may have silent letters that are not part of chunks. In this lesson, you will find a silent **e** at the end of several words.
- Silent **e** is often found at the end of words. Some words in other lessons may have a silent **b** or **h**. Examples are thumb**b** and o**h**. The **l** in words like wa**l**k or cou**l**d is also silent. Notice that sometimes a silent letter changes the sound of the vowel, just as Bossy *r* does.
- Silent letters will always be marked in orange in Spelling You See.
- Only silent letters that are not part of other chunks should be marked. This will rule out, for example, the *h* in words like *when*, or one or more of the letters in many vowel chunks. For this reason, silent letters are the last ones to be marked when marking multiple chunks in a passage.
- If your student chooses to mark silent letters that are part of another chunk, do not mark them incorrect. Instead, take the opportunity to discuss the other letter patterns found in the word.
- Because this pattern is just one letter, a colored reference box is not provided on the Student Workbook pages.

Lesson 7 Silent Letters

Chunking

For this lesson, your student will need to chunk:

silent letters

Some geese live on farms. Canada geese are wild. Many geese flying together make the shape of the letter V. Huge flocks of them rest in parks. They like to feed on large lawns. The geese make a lot of noise!

silent letters: 14

Dictation

 Remember to limit the time spent on dictation to 10 minutes.

Move on to a new lesson the next day, even if the passage or lesson is not completed.

When guiding dictation, do not tell the student to “sound out” a word. Instead, remind them of another word that has the same letter combination or simply tell them the troublesome letters.

Some geese live on farms. Canada geese are wild. Many geese flying together make the shape of the letter V. Huge flocks of them rest in parks. They like to feed on large lawns. The geese make a lot of noise!

Word Count: 41

