

Spelling Pattern:

The Purple Page Tips

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Date Taught:

Consonants	The alphabet (alphabetical order) -introduce tracing/printing with Tall Sticks, Arounders, Shortsticks, and Sliders cvc = consonant-vowel-consonant *one vowel at a time, with lots of repetition if necessary *stick to t, p, d, g, b, n, m , for consonants at the end
Short Vowels (& cvc words)	sh, th, ch (then later, wh, qu, ph, kn, wr)
Digraphs:	
Short Vowels with Beginning Clusters (ccvc) *clusters are letters that frequently go together	*These can be introduced one at a time in between other patterns st, sp, sm, sn, sw, sk, br, cr, dr, fr, gr, pr, tr, sl, bl, fl, cl, gl, pl
Short Vowels with Ending clusters (cvcc)	...st, ...sp, ...mp, ...nd, ...nch, ...ct, ...ft,...nt, ...pt, ...ld, ...lf, ...lk, ...lp, ...lt *may teach these later, in between other patterns
1) Closed Syllables	There are 6 kinds of syllables – or chunks - in words. Closed: "Point to the vowel (in a cvc word). Is there a letter beside it? Then this is a closed syllable. Close your fingers. Are they long or short? Short? The vowel in a closed syllable makes its short sound.
2) Open Syllables	Open: "Point to the vowel (in a cvc word). Is there a letter beside it? No? Then this is an open syllable. Open your hand. Are your fingers long or short? Long? The vowel in open syllables makes long sound.
Spelling Rule #1 "floss rule"	"What is the floss rule?" <i>If a short word (syllable) with a short vowel (push hands together twice while saying this) ends in f, l, s, or z, we double it.</i>
Spelling Rule #2 "-ck"	"When do we use "ck"?" <i>At the end of a short word right after a short vowel (push hands together twice while saying this). The short vowels are afraid of the kicking "k"</i> Start with closed-closed compound words like: sunset, lipstick, upset, bathtub, pigpen, catnip, suntan, catfish
Compound Words	
ing, ang, ong, ung ink, ank, onk, unk	It is important to talk about how to make the -ng/-nk sounds in the mouth - and compare this to making just the /n/ sound.
Closed/Closed (Rabbit Words) Syllable Division	These are "rabbit" words. Use letters and tiles to introduce syllable division. (e.g., place "rabbit" on a magnetic board with letters. Place pointer fingers under each vowel. Push the vowels apart. Then push the leftover consonants (the two b's) out to the sides (one to each side). Now you have 2 closed syllables and can read the word!
Spelling Rule #3 "tch"	"When do we use "tch"?" At the end of a short word right after a short vowel (push hands together twice while saying this). The short vowels are afraid of the loud "ch" sound and need a "t" to protect them! The "e" at the end (of a word or syllable) makes the vowel before it say its name (e.g., bake) Create lists of real & nonsense silent e words to read (e.g., bake, take, pike, and roke, buke, pime)
3) Silent e Syllables (magic e)	
Open/Closed Syllable Division	These are called " robot " words. Divide as above with closed/closed, but since there is only one letter left after pushing out the vowels, the leftover letter (the "b") goes to the right (default - as a first try) - the first syllable is open ("ro"), the other is closed ("bot"). Soft c: "c before e, c before i, and c before y all says /s/" Soft g: "g before e, g before i, and g before y all says /j/"
ce, ci, cy ge, gi, gy	
Spelling Rule #3 "dge"	"When do we use "dge"?" <i>At the end of a short word right after a short vowel (push hands together twice while saying this). The short vowels need a "defender d" to protect them!</i>
Closed/Silent e Syllable Division	These are called " reptile " words. The first syllable is closed; the second syllable is a silent e syllable.
...s suffix	When we add "s, ed, and ing" onto a word, it changes the meaning . With "s", we call that a "plural" and it means " more than one ". Have students roll their arms or do an action to remember.

...ing Suffix	With "ing", it changes the meaning of the word to mean, " happening now ". Have students point down on the table in front of them & say, "happening now".
...ed Suffix	With "ed", it changes the meaning of the word to mean, " happened in the past ". Have students use their thumb and point over their shoulder while saying, "happened in the past". "ed" makes 3 sounds (/t/ = walked; /d/ = sailed; /id/ = folded)
Spelling Rule #4: "1-1-1-v Doubling Rule"	If a word has: 1-syllable 1-vowel 1-consonant at the end, we double it, <i>IF the suffix begins with a vowel.</i>
Plurals ending in s, x, z, ch, sh	When a word ends in s, x, z, sh, or ch, we use "es" to make it plural (and mean more than one), -or, if you hear /is/ at the end of a word that means more than one
Spelling Rule #5: "Take off the e – if v"	If a word ends in "e" (e.g., bake), take off the e before adding a suffix – IF the suffix begins with a vowel (e.g., bake = baking, baked , but not with bakes)
y as a vowel	See page 159 in Recipe for Reading. *These are separate lessons. y= long i (like in <i>try</i>) y= long e (like in <i>funny</i>)
SPELLING RULE #6: Change "y" to "i"	If a word ends in y, change the y to i before adding a suffix, EXCEPT when the y is part of a team (like in <i>played</i> – we don't change y to i). And... EXCEPT with the suffix "ing"
4) Vowel Team Syllables	ai, ay ee, ea, ie igh, ie oa, ow, oe ue, ew (long u) oo, ue, ew (like moon) *Every team is a separate lesson.
5) Bossy "r" Syllables	er, ir, ur ar, or *These are all separate lessons.
ild, ind, old, olt, ost	Draw a picture of a ghost with wrinkles, a smile, and a cowboy hat and call him the " wild kind old ghost. "
ou/ow oi/oy au/aw	ou, ow oi, oy au, aw *These are all separate lessons.
Plurals with f or fe	When a word ends in f (or fe), we change the f to v and add es to make it plural (mean "more than one") (e.g., half = halves)
s = z (rose)	
Possessives (plurals)	When something belongs to someone or something, we use apostrophe s (e.g., The kitten's fur)
6) Consonant-le Syllables	-gle, -tle, -ble, -cle, -zle, -fle, -dle, -kle, -ckle, -ple
Schwa	When reading words with two syllables, the last syllable's vowel is hard to hear – could be a short a, e, i, o, u sound (e.g., "kitten"). Any vowel that does not sound like its short sound (e.g., about)
all, alk, alt	tall, walk, halt
ea (like in bread)	head, bread, feather (trace on bread!) *separate lessons
eigh	eight, eighteen, neighbour, weight, weigh, neigh, sleigh, etc.
oo (like in book)	book, took, wood

Begin Prefixes

Morphology
re, de, con, in, dis, un, pre, etc...
Chameleon Prefixes and all of their forms:
(p.161 green manual: con, in, ad, ob, ex, sub)

Continue with Suffixes

Morphology
ful, ly, er, est, ness, less, ish, ist, able/ible, tion, etc...

ear
(earth)

age
(cottage)

This is not technically a suffix as it doesn't change the meaning of the root word, but it is a very common ending.

ought, aught

Contractions

can't, won't, isn't

ture
(picture)

This is not technically a suffix as it doesn't change the meaning of the root word, but it is a very common ending.

ar/or as a suffix

These are different than "ar" like in star, or "or" like in fork. These are like "ar" in lunar, and "or" like doctor

ey

hockey
(trace on a hockey puck)

ch (like in school) /k/
ch (like in machine) /sh/

school
machine
*separate lessons
(castle, lamb, autumn)

Silent Letters:
...stle, mb/mn

x and ks

(p. 198 green manual)

us and ous

(p. 213 green manual)

V/V Syllable Division

wa

(ne/on, flu/id)

(water, wasp)

wor

(world)

war/quar

(wart, quarter)

al

(formal)

gn

(gnaw)

i = /ee/

(radio, studio, million, onion)

gue/que

(league) (antique)

ain (mountain)

ou (like in soup)

ui (like in fruit)

tu = choo

virtual, actual, virtue, situation
gradual

du = joo

ci/ti = sh

appreciate/negotiate, musician

tial/cial, tious/cious

potential/social, cautious/delicious

cal/cle

magical/circle

LATIN ROOTS

Prefixes - Roots - Suffixes

GREEK COMBINING FORMS

(bio + ology, tele + phone, etc...)

