

Spelling Pattern:

The Purple Page Tips

©2022 Martha Kovack



Date Taught:

Consonants

The alphabet (alphabetical order)

-introduce tracing/printing with

Tall Sticks, Arounders, Short Sticks, 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 when blending

Short Vowels (& blend cvc words)

Digraphs:

sh, th, ch (then later, wh, qu, ph, kn, wr)

*These can be introduced one at a time in between other patterns

"s" Blends: st, sp, sm, sn, sw, sk

"r" Blends: br, cr, dr, fr, gr, pr, tr,

"l" Blends: sl, bl, fl, cl, gl, pl

...st, ...sp, ...mp, ...nd, ...nch, ...ct, ...ft, ...nt, ...pt, ...ld, ...lf, ...lk, ...lp, ...lt

*may teach these interspersed between other patterns

Short Vowels with Beginning Clusters (ccvc)

*clusters are letters that frequently go together

Short Vowels with Ending clusters (cvcc)

1) Closed Syllables

2) Open Syllables

Floss Rule

"What is the floss rule"?"

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.

"When do we use "ck"?"

At the end of a short word (syllable) right after a short vowel (push hands together twice while saying this).

The short vowels are afraid of the kicking "k".

Teach syllable division using closed-closed compound words like: sunset, lipstick, upset, bathtub, pigpen, catnip, suntan, catfish

Talk about how to make the -ng/-nk sounds in the mouth - and compare this to making just the /n/ sound.

Compound Words

ing, ang, ong, ung
ink, ank, onk, unk

Closed/Closed Syllable Division (Rabbit Words)

Use letter 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!

"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!

3) Silent "e" Syllables (Magic "e")

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, roke, pike) and compare with closed syllables (fin/fine)

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").

Closed/Silent e Syllable Division

These are called "reptile" words. The first syllable is closed; the second syllable is a silent e syllable.

Practice reading lots of 2-syllable words like this.

y= long i (like in try)

y= long e (like in funny) *may teach a little later

*See page 159 in Recipe for Reading

*These are separate lessons.

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.

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".

...s suffix

...ing Suffix

...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)

- **ai, ay**
- **ee, ea, ie**
- **igh, ie**
- **oa, ow, oe**
- ue, ew (long u)
- **oo, ue, ew** (like moon)

*teach the ones in bold first, intersperse the rest with teaching a couple of the patterns below

***Every team is a separate lesson**

4) Vowel Team Syllables

er, ir, ur (all make the same sound)

ar (like in car), **or** (like in fork)

***These are each separate lessons**

5) Bossy "r" Syllables

ce, ci, cy
ge, gi, gy

Soft c: "c" before an "e", "c" before "i", & "c" before "y" all says /s/

Soft g: "g" before an "e", "g" before "i", & "g" before "y" all says /j/

"When do we use "dge"?"

*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!

Spelling Rule #1: "1-1-1-v Doubling Rule"

If a word has:

1-syllable

1-vowel

1-consonant at the end,

we double it, **IF the suffix begins with a vowel.**

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 #2:
"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)

ou/ow
oi/oy
au/aw

OU, OW

oi, oy

au, aw

***These are each separate lessons (6 separate lessons).**

SPELLING RULE #3: 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 played – we don't
change y to i). And... EXCEPT with the suffix "ing"

Possessives (plurals)

When something belongs to someone or something, we use
apostrophe s
(e.g., The kitten's fur)

ey

hockey

(trace on a hockey puck)

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)

6) Consonant-le Syllables

-gle, -tle, -ble, -cle, -zle, -fle, -dle, -kle, -ckle, -ple

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."

eigh

eight, eighteen, neighbour, weight, weigh, neigh, sleigh, etc.

s = z (rose)

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)

oo (like in book)

book, took, wood



©2022 Martha Kovack

| | |
|---|--|
| "all" (alk, alt) | tall (most common), walk, halt |
| Short "ea" (like in bread) | head, bread, feather (trace on bread!) *separate lessons |
| Begin Prefixes | Morphology re, de, con, in, dis, un, pre, etc... Chameleon Prefixes and all of their forms: (p.161 The Gillingham Manual (green): con, in, ad, ob, ex, sub) |
| Continue with Suffixes | Morphology ful, ly, er, est, ness, less, ish, ist, able/ible, tion/sion, 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. |
| 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 |
| ought, aught | |
| ch (like in school) /k/ ch (like in machine) /sh/ | school ("ch" like /k/ means it is a Greek word - like many words from science and school) machine ("ch" like /sh/ means it is a French word - like chandelier) *these are separate lessons |
| Silent Letters: ...stle, mb/mn | (castle, lamb, autumn) |
| us and ous | (p. 213 green manual) |
| V/V Syllable Division | (ne/on, flu/id, gi/ant) |
| wa | (water, wasp, watch, want, wand, wall, etc.) |
| wor | (world, work, worth, worm, worst, etc.) |
| war/quar | (wart, warm, quarter, etc.) |
| al/el | Use "-al" or "-el" at the end of a word when the consonant before it is a nasal 'n' or 'm', or 'v', 'w' 'y' (e.g., panel, normal, swivel, towel, loyal) Otherwise, it will be a c-le syllable word. |
| gn | (gnaw) |
| i = /ee/ | (radio, studio, million, onion) |
| gue/que | (league) (antique) |
| ou/ui (like in soup/fruit) | uncommon spellings of /oo/ |
| tu = choo | virtual, actual, virtue, situation |
| du = joo | gradual |
| ci/ti = sh | appreciate/negotiate, musician |
| tial/cial, tious/cious | potential/social, cautious/delicious |
| cal/cle | magical/circle |
| LATIN ROOTS | |
| Prefixes – Roots - Suffixes | |
|  Learning To Read-Making It Fun! | GREEK COMBINING FORMS bio + ology = biology - the study of (ology) life (bio) tele + phone = telephone -sound (phone) at a distance (tele) |
| ©2022 Martha Kovack | |