

EVERYTHING to Know (Now)

# phonicspelling

Motivating Activities & Games In Context



Authors & Editors

by Elaine Kirn-Rubin & Arthur E. Rubin

creative ideas for effective language activities and games

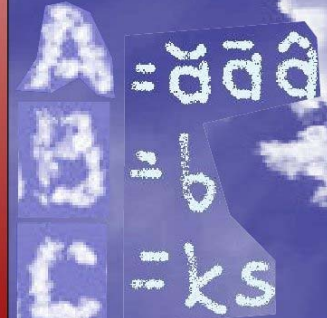
# phonicspelling

EVERYTHING to Know (Now) about Teaching & Learning English Phonics & Spelling

Language-Learning Levels & Skills = Pre-Literate to Beginning Reading & Writing  
Beginning to Intern. Spelling & Vocabulary

- A = ä or /e/ or /e/ phonicspelling Vocabulary
- B = bé or /b/ Language-Sound Awareness
- C = sé or /s/ + D = dé or /d/ Alphabet Letters
- E = è or /i/ to I = í or /a/ or /a/ Initial Consonants & Clusters, in Categories with 50 Word-Reference Lists
- J = já or /dʒe/ + or /dʒe/ + K = ká or /ke/ or /ke/ Word Family Patterns & Rhyming Word Sets, with 83 Word-Reference Lists
- L = èl or /e/ to O = ò or /o/ Simple, Complex, & All Vowel Sounds & Spellings, 15 Word-Reference Lists
- P = pé or /pi/ Final Consonants & Blends with 76 Word-Reference Lists
- Q = kyú or /kyu/ phonicspelling in Syllables
- R = ír or /ar/ + S = és or /es/ Word Parts = Roots + Affixes & Spelling by the Rules, with Prefix, Root, & Suffix + Spelling-Rule Word-Reference Lists
- T = té or /ti/ Homographs & Homophones, with Word-Pair/Group Reference Lists
- U = yú or /yu/ Compound Words & Phrases, with Reference Lists for 3 Kinds (Closed/Solid, Hyphenated, Open)
- V = vé or /vi/ Word Puzzles & Games
- W = düwáyu or /dawya/ Card Packs & Games
- X = èks or /eks/ phonicspelling Grid & Board Games
- Y = wí or /wi/ The Game of Knowledge: phonicspelling
- Z = zé or /zi/ phonicspelling Summary & Quiz

by Elaine Kirn-Rubin & Arthur E. Rubin  
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EVERYTHING to Know (Now) about Teaching & Learning

# phonicspelling

.... American-English Phonics & Spelling

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by Elaine Kirn-Rubin & Arthur E. Rubin © 2011 Authors & Editors

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Dedicated to the Memory of Dale Judith Rubin Arno "A Gifted Speller" (1938-2010)

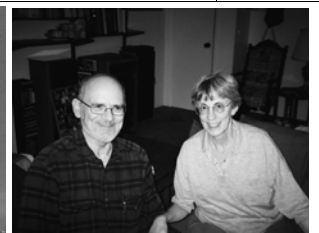


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for educators & learners: introduction to

# phonicspelling

EVERYTHING to Know (Now) about Teaching & Learning

## American-English Phonics & Spelling

Language Learning Levels & Skills = Pre-Literate to Beginning Reading & Writing;  
Beginning to Advanced Spelling & Vocabulary

**P**honics is a method for teaching speakers of English to read and write the language. It encourages learners to correlate (associate) the 40 or more sounds of *spoken* American-English with the 26 *written* letters of the alphabet. When “decoding” an unfamiliar word with the phonics method, new readers try to put the sounds of the letters together to produce its approximate pronunciation. Conversely, when they attempt to *spell* a new item from its sounds, they choose the letters or letter sequences most likely to result in correct—or at least recognizable—orthography.

Though not without controversy in elementary education, the *phonics approach* has almost always proven beneficial in the development of reading and writing fluency. Both native speakers of English and speakers of other languages, most of which include a nearly one-to-one correspondence between letters and sounds, express frustration with the *sound/spelling system* of English. Despite its complexity, however, there *are* useful phonics and spelling *patterns and rules*. Everybody learning and using English can profit from an understanding of the *system*—not only children preparing to read but also adult new readers, learners of English as a second or new language, and anyone that needs to read and write. With effective help, everyone can learn to:

- differentiate between letter names and sounds in phonics or pronunciation instruction
  - recognize familiar vocabulary in print without having to memorize its spelling
- “sound out” new items with regular spellings; check their pronunciation in a dictionary
- make “educated guesses” at the spelling of words they hear and can repeat clearly
- notice the exceptional spellings of words they’ll need to “sight read” or memorize
  - use knowledge of phonics and spelling to facilitate language learning in general

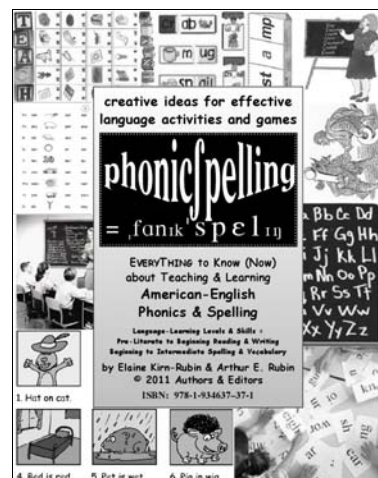
Following are suggestions for effective language activities and games designed to teach or learn English phonics and spelling. Most require little or no preparation or correction.

At skills levels ranging from pre-literate to advanced, all the ideas can add variety, motivation, cooperation, and/or competition to the language classroom, tutoring situation, learning group, and/or individual study. Though the *wording* of the instructions is directed at educators and facilitators, learners will be able to follow many of the steps on their own. In fact, teaching can become learning—and learning, teaching—not only in phonics/spelling but in many aspects of language acquisition and improvement.





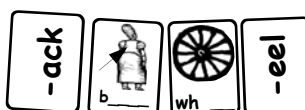
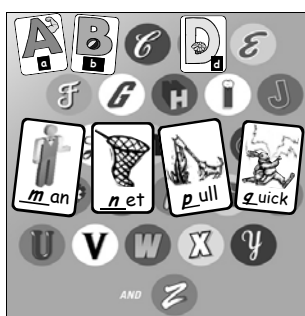
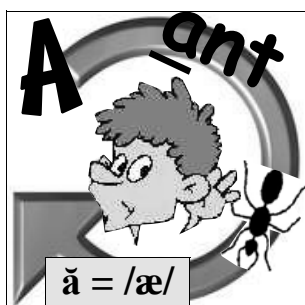
# EVERYTHING to Know (Now) about Teaching & Learning American-English Phonics & Spelling



[creative ideas for effective language activities and games]

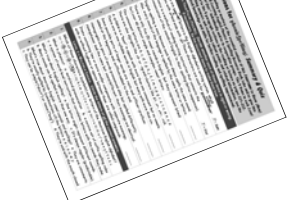
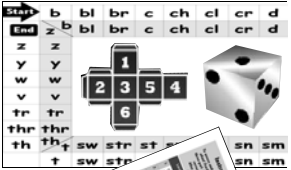
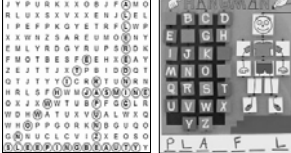
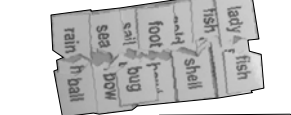
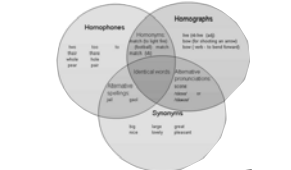
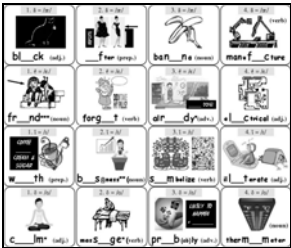
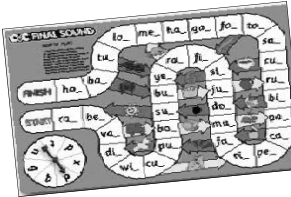
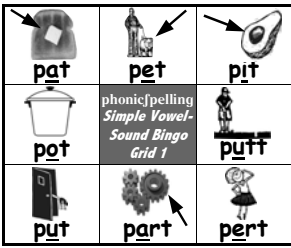
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**Authors  
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ă or /æ/ or ǒ or /ɑ/  
 or ā or /eɪ/ or ô or /  
 ɔ/ or ä or /a:/ or ...  
 = AaĀā



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
zē = /zi<sup>y</sup>/

## phonicspelling

# Summary & Quiz

Here's a summary of the most useful, important information presented and practiced in this *EVERYTHING to Know (Now) about Teaching & Learning English Phonics & Spelling Resource Book*, also entitled *phonicspelling*. These pages can be copied and handed out for learners to study; teachers or tutors can give short oral "lectures" on salient points. Also, participants can divide the material into segments equivalent in length and content, taking responsibility for "teaching" their parts to everyone else in their group.

1. **A letter is a kind of character or symbol.** In linear (line) form, it is used for *printing* or *writing*. (Type fonts also include other kinds of notation like numbers, punctuation marks, phonetic symbols.) **The English alphabetic writing system**, derived from the Roman or Latin, **contains 26 letters**—*a, b, c, d, e, f, g, h, i, h, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z*. These can appear in both *upper* and *lower cases*, *block (manuscript)-printing* and *cursive-writing forms*. **Alphabetical order is the standard sequence of the 26 letters that begins with a and ends with z**—used for filing, reference lists, and other everyday purposes.
2. **Phonics refers to a very effective and probably necessary method for teaching and learning word-level American-English reading and writing.** Students of phonics learn to **connect** (associate or relate) **the 40 or more sounds of American English speech with (combinations of) the 26 letters**. Getting knowledge of—and developing a "feel" for—these correlations is likely to help people read words and phrases aloud as well as spell them from their pronunciation. It also makes it easier to recognize productive *patterns* and *rules* to work with—as opposed to less common (unusual) *exceptions* to look up or memorize.
3. **The alphabet letters a-z and the digraphs ch, ng, ph, sh, th, wh stand for speech sounds.** Many of these—such as *a* = /ä a ô ā/, *c* = /k s/, *ch* = /tʃ ʃ k/, *g* = /g dʒ/, *s* = /s z ʒ/—**can spell more than one sound** (within different combinations in a variety of word positions). Conversely, a number of **speech sounds can be spelled by different letters**—like the /ā/ sound in *play, aim, able, weigh*; /k/ as in *cake, school, kick, clique*; /dʒ/ as in *judge, ginger, eject, George*; /f/ as in *fluffy, phony, laugh*; /z/ as in *zoo, puzzles, causes*. Only the letters *j* and *x* regularly spell two sounds together: /dʒ/ and /gz ks/. And nearly every letter can be *silent* (not pronounced) in *some* words (e.g., *lamb, hour, gnat, ghost, knight, wrestler, psalm*).
4. **The five letters *a, e, i, o, u* always produce vowel sounds**—often in a sequence or combination. Also, *w* and *y* sometimes function as vowels. **Each syllable** of written or spoken language **has one—and only one—vowel sound**, pronounced "open"—i.e., with no mouth parts touching. In English, **there are at least 15 distinct vowel sounds**, about half of them *simple, (re)lax(ed)*, or "short"—*ä ě ĩ ö ũ ô a:(r) õ û(r)*—and the others **complex**, tense, "long," or diphthongs—*ā ē ī ō ū ou oi* and perhaps "r-colored vowels." Some *International Phonetic Alphabet (IPA)* symbols for these sounds are /æ, e, ɪ, a, ʌ, ə, ʊ, ɜ, ɔ, ey, iy, ay, ow, uw, au, oi /—and in some dialects /ɜ:(r) â(r) î<sup>3</sup>(r) aɪ<sup>3</sup>(r) ɔ:(r) u(r) a<sup>u</sup>(r)/. Generally, vowel sounds may be more difficult to distinguish and to spell than consonant sounds.

5. **Consonants are speech sounds** made with partial or complete closure of the vocal tract. Alone at the beginning or end of syllables, **the 19 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z can represent 17 different voiced or voiceless single consonant sounds**—/b p d t g k v f z s ʃ ʒ r l m n h/ **and the combined sounds** /dʒ/. /tʃ ŋ ð θ ʃ (h)w/ **are most often spelled by the digraphs ch, -ng, th, sh, wh.** When not (part of) vowel spellings as in *gym, my, boys, saw, owl, w* and *y* **spell initial consonant sounds**—as in *well, yes*. Except for *h, v,* and *x,* **consonants can sometimes be "doubled"**—as in *rabbit, badge, stuff, simmer, session,* or *pitcher*. **There are also many initial and final consonant clusters** (blends with no vowel sounds between the consonants)—such as *bl, cr, sk, squ, spr, tw, thr; lch, ld, nce, ngth, rge, st.*
6. In speech, **a syllable is a "beat" with one vowel sound**; it may start and/or end with *no, one,* or *several* (combined) consonant letters or sounds. **The most common type is a "closed" syllable** in the (C)VC ([Consonant]-Vowel-Consonant) pattern, as in *after, (l)eg(g), (sp)in, heaven, butter, dirty.* **An "open" syllable usually ends in a** (complex) **vowel sound** (e.g., *sleigh, freebie, crying, below, too*). **The largest number of American English words have only one syllable**; in two-beat words, the emphasis is more likely on the first. **Polysyllabic items follow syllable-stress patterns** of strong, weak, and unstressed beats that can be represented by phonetic notation and intonation marks like . ' , , = . The (vowel) sounds of strongly stressed syllables are usually pronounced *longer, louder, more clearly, and at a higher pitch* than weakly stressed beats.
7. **Syllables** of longer vocabulary items **may be (part of) word roots** (stems) **or affixes**—either **prefixes added to the beginning** of words or **suffixes added to the end**. **English roots** like *-cep(t), -por(t), -vers-, -jec(t),* many derived from Greek or Latin, often **have general associations** that may help learners figure out the meanings of words that contain them. **Prefixes** like *a-, ab-* (= "down, from"), *co-, col-, com-* (= "with"), *for-* ("completely"), *-in, mis-, non-, un-* (= "not") tend to **clarify or change word meanings**, as in *absent* (= "away from here"), *collect* (= "put together"), *forbid* (= "prohibit"), *unknown* (= "not known"). **Suffixes may not only indicate items' parts of speech but also their grammatical functions in sentences**—e.g., *comfortable* (adjective = "providing comfort"); *zealous* (adjective = "full of zeal"); *added* (simple past form of *add*); *eaten* (past participle of *eat*); *faster* (= comparative adjective/adverb form of *fast*), *apologize* (verb = "give an apology"), *Martian* (noun = being from Mars); *useless* (adjective = "without a use"); *motivating* (continuous verb form or present participial adjective); *searches* (regular plural noun or third person singular present verb). These word parts follow learnable spelling rules.
8. It's helpful to know the differences between or among words with certain similarities. For example, **homographs are words with identical spellings but different pronunciations and meanings**, like the noun *bow* (/boʊ/ = "a tool for shooting arrows") vs. the verb *bow* (/baʊ/ = "to bend in greeting"); the noun *minute* (/mɪnɪt/ = "1/60 of an hour") vs. the adjective *minute* (/maɪnuːt/ = "very, very small"). Even more common are **homophones—words of different meanings pronounced the same but spelled differently**, like the noun *ad* (= "advertisement") vs. the verb *add* (= "to put [numbers] together"); the past verb *blew* (= "moved air") vs. the adjective *blue* (= "the color of clear sky"); the singular present verb *chews* (= "crushes with teeth") vs. the verb *choose* ("to select"), etc.
9. **Compounds contain two or more smaller elements with separate meanings when not joined.** **They may be "closed" or "solid" single words** like *anyone, backfire, carsick, dateline, eyesight;* **hyphenated forms**, most often adjectives in noun phrases such as *all-around, blue-green, cold-hearted, down-to-earth;* or **"open" phrases with spaces** between their parts, like *all right, ball game, carbon dioxide, dining room,* etc. Generally, these two- or three-part vocabulary items follow much the same phonics patterns and spelling rules as uncombined words. Like other kinds of vocabulary, mastering them will contribute to word-level reading and spelling proficiency.

# Instructions for phonicspelling: *Summary & Quiz*

To assess understanding or mastery of the essential content of this *EVERYTHING to Know (Now) about Teaching & Learning English Phonics & Spelling Resource Book*, take and/or give this three-part “*Final Quiz*” individually and/or in cooperative groups. The 9 items in each *Level* correspond to the 9 paragraph sections in the reading or lecture on pages 221-222. After checking answers and reviewing salient points and related information, use the acquired knowledge and skills for further reading and spelling improvement.

**LEVEL 1 = TRUE/FALSE (YES/NO).** *Decide whether each of these items is right or wrong. If necessary, fix the incorrect items to make them true.*

1.	There are <del>over 40</del> <sup>26</sup> letters in the English alphabetic writing system, which begins with <del>/z/</del> <sup>a</sup> and ends with <del>/æ/</del> <sup>3</sup> . These characters are used for <del>pronunciation</del> <sup>writing</sup> . <span style="float: right;">F - false</span>
2.	<i>Phonics</i> is a method of reading/writing instruction that connects the pronunciation of the <i>sounds</i> of English to their <i>spelling</i> (letter sequences). <span style="float: right;">T - true</span>
3.	English spelling is easy because each letter always spells the same sound. Also, every sound of the language is spelled by the same letter or letters. <span style="float: right;">_____</span>
4.	There are only five (5) vowel <i>sounds</i> in English, but they represent (stand for) over 40 distinct simple and complex vowel <i>letters</i> . <span style="float: right;">_____</span>
5.	The consonant letters are <i>b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z</i> . There are also <i>digraphs</i> like <i>ch-</i> or <i>-ng</i> and clusters like <i>bl-, cr-, str-, -rch</i> . <span style="float: right;">_____</span>
6.	A <i>syllable</i> is a “beat” in speech with more than one consonant but no vowels. There are no one-syllable words in English but many with more than six. <span style="float: right;">_____</span>
7.	Some possible parts of longer words are <i>roots</i> and <i>affixes</i> — <i>prefixes</i> added at the beginning and <i>suffixes</i> added to the end. <span style="float: right;">_____</span>
8.	<i>Homographs</i> are pairs of words pronounced alike but spelled differently. <i>Homophones</i> look the same but <i>sound</i> different; their meanings are identical. <span style="float: right;">_____</span>
9.	Items containing two or more smaller components with separate meanings, with or without hyphens or spaces between them, are called <i>compounds</i> . <span style="float: right;">_____</span>

**LEVEL 2 = MULTIPLE CHOICE.** *Circle the letters of all the correct answers.*

1.	Which of these characters (symbols) are <i>letters</i> of the American English alphabet? /æ/ ā â ð ç (C) (c) /t/ (d) /e/ (f) (g) h i /dʒ/ k £ m /ŋ/ ñ Ó o ð /ɔ/ p /kw/ r s /θ/ /ð/ u ü <sup>u</sup> v w x y ¥ Ψ z & ±
2.	What is <i>phonics</i> ? a. aural/oral pronunciation b. a cursive set of suffix spelling rules c. a system of word-level instruction that correlates letters with the sounds they make
3.	What's true about English spelling? a. One letter might represent different sounds. b. Many sounds can be spelled in more than one way. c. It's always regular (predictable).
4.	What's true about American English <i>vowel sounds and spellings</i> ? a. They are <i>consonants</i> . b. They're usually spelled by (combinations of) the letters <i>a, e, i, o, u, w, y</i> . c. They can be <i>simple</i> (“short”) or <i>tense</i> (“long”). d. They're said with the mouth closed.

**Continued: LEVEL 2 = MULTIPLE CHOICE. Circle the letters of all the correct answers.**

5. What's true about *consonants*? a. There are more consonant letters than vowel letters. b. They can produce *voiced or voiceless sounds*. c. Some of them can be doubled. d. They can occur in clusters (blends). d. Every syllable must have some of them.
6. What's true about *syllables* in words? a. One vowel sound equals one syllable "beat." b. They can be "closed" (ending in consonants) or "open" (ending in vowel sounds). c. Every word has one or more of them. d. They all have a high-pitched VCVCV pattern.
7. What are some possible *word parts*? a. clustered beats without vowels between them b. prefixes c. doubled *h, v, and x* d. word roots or stems e. suffixes (added endings)
8. What are some examples of *homophone pairs or groups* that are not *homographs*? a. *bow/bow/bows* b. *kick/kicking/kicked* c. *way/weigh/whay* d. *knight/night* e. *buffet/buffet* f. *assistance/assistants* g. *for/fore/four* h. *flour/flower*
9. Which of these are *compound vocabulary items*? a. *important* b. *boring lectures* c. *polysyllabic* d. *somebody* e. *backtrack* f. *carpool* g. *daytime* h. *drive-in* i. *your place* j. *go-between* k. *word-of-mouth* l. *breathe air* m. *bus driver*

**LEVEL 3 = WH- QUESTIONS. Tell or write at much as you can to answer these questions.**

1. What are *alphabetic letters*? What are *the names of the 26 letters* of the English writing system in *alphabetic order*?
2. What is important and useful to know about *phonics* in learning to read and spell?
3. What's the relationship between the 26 alphabet letters and the 40 or more sounds?
4. What's important to know about *vowels* in American English pronunciation and spelling?
5. Which facts are true about *both vowels and consonants*? Which are different?
6. How are *syllables* important in oral and/or written language? What do speakers and writers need to know about them?
7. How does it help to know about *word parts: prefixes, roots (stems), suffixes*?
8. What's the difference between *homographs* and *homophones*? How does it help to know pairs or groups of vocabulary words of these kinds? What's the best way to learn them?
9. What are the three kinds of compound vocabulary items (words and phrases)? What's the best way to learn them?

Here are the most likely answers to the 27 Final Quiz items on pages 223-224. LEVEL 1 = TRUE/FALSE (T = true; F = false. [Corrections to wrong statements are in brackets.] 1. F [26, a, z, writing] 2. T 3. F [difficult... many letters can spell different sounds... some sounds are spelled by different letters] 4. F [letters... sounds] 5. T 6. F [with one vowel, optional consonant(s)... many 1-syllable... few with more than 6. 7. T 8. F [spelled the same but pronounced differently... sound alike but look different;... meanings are different. 9. T LEVEL 2 = MULTIPLE CHOICE: 1. b c d f g h i k m o p r s u v w x y z 2. c 3. a b 4. b c 5. a b c d 6. a b c 7. b d e 8. c d f g 9. d e f g h j k m. LEVEL 3 = WH-QUESTIONS [The wording of responses can vary greatly. Here are only a few key-word possibilities.] 1. symbols, characters, writing 2. correlates sounds with letters 3. Letters = one or more sounds; sounds spelled by various letters. 4. form syllable nucleus; 15 or more simple and complex sounds; many regular to exceptional spellings 5. smallest units of speech sounds; produced with open mouth vs. closure of vocal tract 6. beats of language; one or more per word 7. helps with spelling and meaning 8. spelled or pronounced the same? Different meanings 9. closed (solid), hyphenated, open; contrast meanings of elements with compounds





**So what goes along with phonicspelling?**

*Activity Ideas A-U* of phonicspelling not only offer "how-to advice" on the efficient, and effective study of **phonics, spelling**, and **word-level vocabulary**, they also cover the most important, useful **content** for language instruction. In addition, **Ideas V-Z** on pages 177 to 224 summarize some of the most engaging, motivating methodologies: **Word Puzzles, Playing-Card Packs, Grid & Board Games**, and the **Game of Knowledge: phonicspelling**. On the topics of **Consonants, Vowels, Rhyming Words, Word Parts, Homophones, Compounds**, etc., these are or will soon be available as complete, flexibly multi- leveled, professionally produced **Authors & Editors** packages.

New that participants have been to the fundamentals of word-level spelling, and oral/written vocab, can make rapid progress in their teaching/learning efforts and success. Having grasped the concepts of letters to sounds—and vice versa—gaining regular and less common patterns from exceptions; working syllables, word parts, and spelling choices among easily confused homographs and homophones; and words in compounds, language learners can now work together to compete in anchoring (imbedded) their knowledge and skills.

Following is condensed information on the products most relevant to the objectives of phonicspelling. See also **Authors & Editors** catalog and website info @ **2learn-english.com**

**phonicspelling**

228-P page How-to Resource Book ISBN: 978-1-934637-3

**EVERYTHING to Know (Now) about Phonics & Spelling In (Creative Ideas for Effective Language Activities & Games**

Phonics, a method for teaching English speakers to read and write, enables learners to correlate (associate) the 40 or more spoken letters of the language with the 26 letters of the alphabetic writing system. The book for the "Everything to Know (Now)..." concept, **phonicspelling**, begins where **EVERYTHING to Know (Now) about Teaching & Learning English Phonics & Spelling** ends. It offers and recommends innovative practical activities, games, and puzzles needing little preparation, designed to teach language-sound awareness, initial- and final-consonant sounds and spellings (including blends), word families & rhyming-word sets), simple and complex vowels, phonetic symbols for sounds, syllable patterns, spelling by the rules, word roots + affixes, homographs & homophones, compound words and phrases, and much more.

At most proficiency levels, the 26 Ideas A to Z will add variety, inspiration, cooperation, and/or competition to the language classroom, tutoring situation, learning group, and/or individual study. Along with referrals to downloadable web pages, each section includes many reproducible classroom-ready materials, including enlargable card decks and game boards + templates.



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**phonicspelling Initial Consonants**

Basic, Beginning, Intermediate, Advanced 54-, 72-, 166-, 244-Card Packs + 72- & 88-Page Activity & Idea Books, ISBNs 978-1-934637-38-8 & -39-5; 978-1-934637-40-1 & 41-8 \$12 & \$16

As explained and sampled in **phonicspelling Activity-Ideas F-H**, card packs consisting of four-of-a-kind item sets are well suited for the motivating, friendly competition of classic (children's) card games, like **P-I-G, Snap, Concentration, Go Fish, Old Maid, War, I Doubt It, Rummy**, etc. With these **phonicspelling Initial-Consonants Cards**, players work on classifying basic vocabulary in four categories—people or animals, places, things, actions—at the same time practicing the sounds and spellings of initial consonants.

At the **Basic Level**, these picture cards display one-syllable words that start with **b, c, d, f, g, h, j, k, l, m, n, o, p, q, r, s, t, v, w**. Beginning cards contain different sets of words beginning with those letters—plus **ch, ck, sh, st**. In the **Intermediate-Level Initial-Consonants Card Pack**, there are also items with the initial consonants **cl, cr, dr, fl, fr, gl, gr, pl, pr, q, r, sj, sm, sn, sp, sr, sw, th, tr, v, w, z**. These mostly one-syllable items have regular but less common spellings than those in lower-level materials. Words starting with all possible initial consonant letters, digraphs, and clusters are in the **Advanced-Level Pack**, which contains both one- and multi-syllable items with regular, irregular, and exceptional spellings.

Two lower- and upper-level **Activity & Idea Books** give teaching and learning information, suggested steps for vocabulary acquisition activities and card games, and word lists for fairly complete reading/phonics/spelling instruction. There are ideas for basic as well as more challenging educational activity, a range of linguistic information and condensed plus complete word lists.



**phonicspelling Rhyming Words**

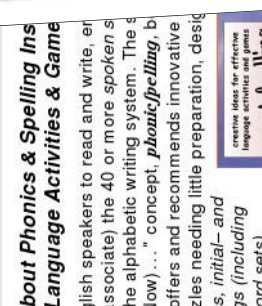
4 Beginning, 4 Intermediate, 4 Advanced 52-Card Decks A thru L + 4 50- or 60-page Activity Books, ISBNs 978-1-881077-18-0 & -19-7, 20-3 & 21-0, 22-7 & 23-4 \$10 each Level

Apply the rules—and the motivation—of classic card gaming to teaching and learning basic skills needed for language success. With **Rhyming Words Card Decks**, students acquire and strengthen their word-level reading, spelling, and vocabulary skills. Each 52-card deck contains 13 sets of four-of-a-kind (matching) rhyming words, displayed in pictures and print. The accompanying instruction booklet provides copies of and commentary on the contents of each deck, game procedures, ideas for effective word-level activities, and complete reference lists. At the beginning level, students work with basic sound-symbol phonics relationships. The intermediate level also includes common alternative phonics patterns, while the advanced-level card decks introduce exceptional spellings in one- and multiple-syllable words.

**phonicspelling Vowel Sounds & Spellings**

Beginning, Intermediate, Advanced 60-, 80-, 166-Card Packs + Activity & Idea Book, ISBN 978-1-934637-7-1

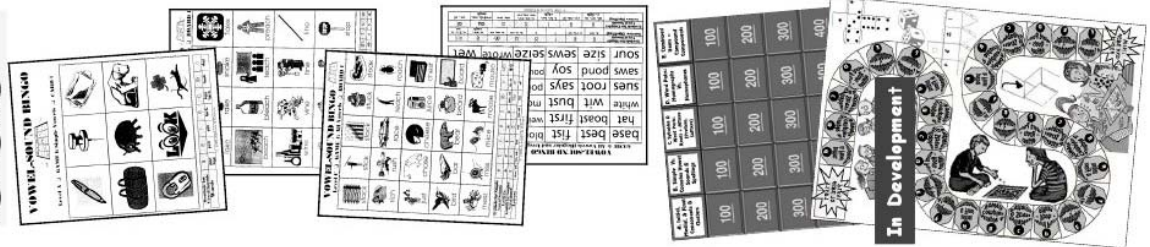
Three leveled packs of Word-and-Picture Cards with one **Activity & Idea Book** will outline, practice, and anchor the phonics system of 15, 20 and 22 distinct English vowel sounds, with regular, alternative, and exceptional spellings in one- and multi-syllable vocabulary items. Basic grammar instruction in parts of speech (nouns, verbs, adjectives, other) flows naturally from engaging card-game play. Variation is provided in the form of **Path- & Grid Boards**, with ideas for use.





# Advertising Pages for Products Related to phonicSpelling: Bingo, Board & Grid Games, etc.

**L B I A**  
**K-8 9-12 A/C**



## phonicSpelling Bingo

- Literacy-Level = 80 9-Box Picture-Grids for 8 Games + 60-Page Activity & Idea Book ISBN 978-0-9627878-5-0 \$28
- Beginning-Level = 80 16-Box Word/Picture-Grids for 8 Games + 60-Page Activity & Idea Book ISBN 978-0-9627878-6-7 \$28
- Intermediate-Level = 80 25-Box Word/Picture-Grids, 8 Games + 60-Page Activity & Idea Book ISBN 978-0-9627878-7-4 \$28
- Advanced-Level = 80 36-Box Word-Grids for 8 Games + 60-Page Activity & Idea Book ISBN 978-0-9627878-8-1 \$28
- Set of All 4 Levels of *phonicSpelling* Bingo (32 Games) \$96

These engaging classroom-ready materials work because they provide immediate feedback—encouraging and enabling language-learning players to understand and then pronounce words comprehensibly. The vocabulary items to be compared are arranged in “minimal pairs and groups.”

Each of four *phonicSpelling* Bingo levels—*Literacy, Beginning, Intermediate, Advanced*—contains eight decks of *Caller Cards* for eight different games, for which there are ten distinct *Bingo Grids* each. Half the games at each level contrast *vowel sounds and spellings*. The other four focus on *consonants—initial, final, and (at higher multi-syllable levels) medial*. The levels become progressively more challenging—in the number of contrasting words (9, 16, 25, or 36), their sound/spelling patterns, and/or the complexity/intensity of the vocabulary in each game. Except at the *Advanced Level*, there is an illustration accompanying each boxed word. For reference, phonics pattern symbol vs. letter lists enhance each grid.

An extensive *Teacher-Resource Activity-Idea Book* for each level includes reduced-sized copies of game-boards for the 8 separate games, the rules of *Phonics Lotto* and *Bingo* with suggestions for multi-level variations, and a mini-phonics course for instructors and tutors—with reproducible reference lists, phonics worksheets, mastery checks, and answer keys.

## phonicSpelling Board & Grid Games

Variety, surprise, repetition in different forms, collaboration, and competition all *motivate*, thereby enhancing and reinforcing the learning, retention, and mastery of language at a word level. In addition to work-sheets, card decks and games, and *Bingo/Lotto*, phonics and spelling patterns and principles can be taught and practiced through creatively designed *Path-Board* and *Grid* games as well as cooperative/competitive group and dyad spelling activities. A disposable/reusable *Tear-Off Pad* with pre-prepared *Boards*, game pieces, and creative, flexible instructions is in development.

## phonicSpelling Game of Knowledge

Question types of three levels are the hallmark of *Games of Knowledge: Yes/No, Multiple Choice, and Wh-Questions*. *Games of Knowledge* are “self-teaching.” On the same or separate *Quiz Cards*, either the same or reinforcing content is recycled in all three forms. The material may be divided into subcategories. There could be various kinds of *Game Boards* to play on: *Path-Boards* on which players move their markers from *Start to Finish*, *Score Cards* on which their points are recorded in columns, and/or *Jeopardy-type* formats. Materials of this type with phonicSpelling content are in development.

## phonicSpelling Workbooks

- Basic & Practical Everyday Spelling Workbook*, 94 & 126 Pages \$16 each ISBNs 978-1-891077-87-6, -88-3
- 2 CDs for *BESW*, 3 for *PESW* ISBN 978-1-891077-55-5, 56-2 \$24 & \$40
- Instructor's Guides for *BESW* & *PESW* ISBNs 978-1-891077-89-0, 90-6 \$8

*Flexible. Humorous. Stimulating. Engaging. Motivating.* words rarely used to describe *spellers*, but they apply to the unique characteristics of these classic **phonicSpelling Workbooks**. Through sound vs. letter presentations, vocabulary-building, error correction, word puzzles, games, stories, and more, secondary/adult language-learners can acquire the sound-symbol (phonics) patterns of the American-English spelling system. They learn to read words aloud, spell common items, and make “educated guesses” in the spelling of new vocabulary. Both texts include review lessons, progress tests, and hundreds of illustrations, making them useful as “picture dictionaries.” Exercise types appeal to learners of various styles—visual, auditory, cognitive, creative, etc. They are effective and efficient.

The first text contains one-syllable words with predictable, common spellings; the second, exceptional spellings, homophones, compound and multisyllable words, vowels before *r*, and silent consonants. *The Everyday Spelling CDs* contain all the text material that can be enhanced by audio. They are especially useful for individual study, in learning labs, and for situations without native-speaking models or correction. *The Everyday Spelling Instructors' Guides* offer creative ideas for in-class use of the texts, remedial and supplementary activities, and ways to combine spelling with language-skills lessons. Each includes a *Tapescript* for all auditory exercises and answers to all text exercises and tests.

## Picture This! Picture This Too!

88 Reproducible Pages ISBNs 978-0-9627878-0-5, -1-2 \$15 each.

These entertaining word puzzles for children—and pre-literate or beginning adults—offer a motivating change-of-pace supplement for classroom use and beyond. Each content category contains these puzzle types: *Word Search, Crossword, Rebus, Scrambled Words, Hidden Pictures, Maze Words, and Color Codes*. The 7 puzzle varieties help learners in vocabulary, spelling, and reading readiness. An *Answer Key* is provided. The hundreds of illustrated vocabulary items serve as an introduction or enhancement to contextualized lessons in these content areas: *Things We Use, Foods, Clothing, Body Parts, Things We Do, Animals, Things Outside* in the first book—and *Things in a House, Things to Eat, Things to Play With, Things to Wear, Body Parts, Animals, and Things That Go* in the second. The reproducible or disposable pages lend them selves to class activities, pair work, cooperative competition, independent study, and fun.

## WAYS WITH WORDS: Vocabulary Puzzles

144 Reproducible Pages ISBN 978-1-891077-27-2 \$25

Designed for secondary—and adult-competency, word-level to whole language lessons, *Words with Words* presents practical vocabulary in the categories of *Things, Foods, Actions, Clothing, Places, Jobs, Describing People, Calendar, Year, Community, World of Work, Housing & Neighborhoods, Transportation, Health & Illness, Leisure Time*. The puzzle types are *Word Search, Crossword, Rebus/Scrambled Words, Missing Letters, Categories, Matching, Words in Context, Expressions & Idioms*. The heavily illustrated activities gradually become more challenging. Enticed to succeed in solving the puzzles, language learners can work individually or cooperatively; an answer key is included.

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