

The Phonetic Zoo Teacher's Notes

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Institute for
Excellence in
Writing

Listen. Speak. Read. Write. Think!

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How to Use This Program

CONTENTS

Each level of *The Phonetic Zoo* spelling program includes

- five audio CDs, labeled Disc One through Disc Five (Level C has six CDs.)
- set of large flash cards
- set of small Zoo Cards

You will find that all your materials along with your own personal CD player and headphones will fit conveniently in a shoebox. Putting the large flash cards on a ring and keeping the Zoo Cards together with a rubber band or in a small plastic bag will keep them from being misplaced.

Although all three word lists (A, B, and C) are included on the flash cards, students will work through only one level at a time as they progress through the forty-seven lessons.

If you are not sure you are starting with the correct level, there is a placement test in Appendix 1 of these notes. If you determine that you should have purchased a different level, contact Excellence in Writing, and they will gladly work out an exchange.

QUICK START GUIDE

Preparation

1. Watch Andrew Pudewa's *Spelling and the Brain*.
2. Set up a spelling station with the spelling materials, a device to play the audio, and headphones.
3. With your student, listen to the introduction of the course.

The Lesson

4. Teach the lesson, presenting the rule and exploring the discussion points provided in these teacher's notes.
5. Present the zoo card.
6. Be sure your students know how to use the device to play and pause the audio.

Student Practice

7. Prepare a test sheet.
8. Using headphones, listen to the audio to take the test.
9. Listen to the corrections, writing down each word next to the word on their test sheet.
10. Compare the lists, correcting the misspelled words.
11. Take the test every day until 100 percent twice in a row is achieved.
12. Move onto the next lesson after discussing it with your teacher.

TEACHER PREP

Watch Andrew Pudewa explain *Spelling and the Brain*

See the blue page in the front of this book to download the audio or stream the video.

The talk will reinforce foundational concepts and familiarize you with the “how to” of the program. Although there is no reason to prevent your students from watching with you, there is also no particular reason why they should. The information is for the parent or teacher.

Organize Your Materials

Set up a station or box for your materials. Students will need

- paper (lined, loose-leaf, or spiral)
- pen
- headphones
- a device to listen to the CDs or MP3 download

If you did not purchase the audio component, plan to use the lesson cards to give the test orally each day.

THE LESSON

Present the Rule

Use the large flash card to present the rule for the lesson. All the words for all three levels of *The Phonetic Zoo* are contained on the flash cards, so they are useful for working with students of mixed ages and abilities.

Read the rule out loud (from the back of the card), and have your student read and spell aloud the three words on the front of the card which correspond to the chosen level. Briefly discuss how the animal name shown on the front meets the rule of the lesson. The Teacher’s Notes include a deeper explanation of the spelling rules, some history behind the rule, and additional commentary to add to your understanding of spelling.

Students may use the lesson card to use to study independently if they wish.

Present the Small Zoo Card

The front of the Zoo Card includes the lesson title and animals whose names illustrate the spelling rule. On the back of the card is the rule or jingle that accompanies each lesson.

The Zoo Cards will serve not only as a reminder of the rule and animals which correspond with it, but also as a motivational tool because as your students progress through the lessons, they will see their animal collection grow.

Students may wish to display their Zoo Cards on their bedroom or classroom wall. They may also cut out the animals to create a Phonetic Zoo if they wish.

Use a Spelling Station

Have a dedicated place for your Phonetic Zoo materials so that your students can do their spelling independently every day. Equip the station with the following:

Paper. Students should prepare their paper by numbering 1–15 on the left side, double-spaced (leaving a blank space between lines).

A sample test sheet is pictured in Appendix 2 and provided with the downloads. See the blue page in the front of this manual for download instructions.

Pen, not pencil. For a detailed explanation of the benefits of pen over pencil,

see the article “Convert to Pens” at IEW.com/convert.

Headphones. The spelling tests are available on CDs or as MP3 downloads. (The MP3s come with the CDs. Look for a blue card in the box of CDs.)

Students who use this program with headphones will reap the greatest benefits. With headphones, the sound and the experience it provides are close to the ear and to the brain. Plus, there are no distractions or auditory interferences. It becomes a personal and intimate activity, making the goal of mastering a spelling lesson even more of an individual challenge. They will develop a strong sense of “ownership” of the program, and they will enjoy the change in routine it provides. Use headphones!

Listen to the Introduction: Disc 1, Track 1

The student will need to listen to the introduction just once. After the introduction is finished, be sure that he knows how to use the device to skip to the track he needs for each lesson. Corrections for each lesson are on a separate track. The student can look on the back of *The Phonetic Zoo* CD case to see which disc and track number correspond to each lesson.

Note: If you are using the Budget Package without the CDs, listen to *The Phonetic Zoo* audio sample on the Excellence in Writing website. It contains the introduction and first test.

Use the test in the sample as a model for how to present the other lessons.

Take the Test

At first, the lesson may proceed too rapidly, and the student might be frustrated by not being able to keep up. Explain that this is normal, and encourage him to pause the CD at any time. Each test is less than ten minutes long.

Rewrite the Words

After the test, continue by listening to the corrections. Students should rewrite each word next to their attempt on the spelling test. Thus, each word will be spelled out twice.

Strong visual learners may be happier to correct their lessons by copying the list on the back of the lesson card. Have them say the letters aloud as they rewrite them.

Student Spelling Test Sheet		
Name	Sally Smith	Date Oct. 10 Score 13
1.	brain	brain
2.	played	played
3.	chained	chained
4.	railway	railway
5.	pail	pail
6.	sailed	sailed
7.	train	train
8.	painful	painful
9.	tray	tray
10.	paint	paint
11.	raisin	raisin
12.	trailing	trailing
13.	grain	grain
14.	always	always
15.	contain	contain

THE PHONETIC ZOO TEACHER'S NOTES

Compare and Correct

Once all the words are rewritten, students should compare the two words on each line and correct any misspellings using the space above each word.

Count the words that were spelled correctly, and write that number on the page.

You may find that your students might not always catch all their errors. That is OK. After they have finished with their corrections, you may like to check them as well, correcting the spelling above their attempt. Smile a lot, and don't feel you have to continuously point out the errors. Frequency will do its job. Gradually, speed and ability to write the words and letters they hear will improve.

Even if students misspell many words the first time through, don't worry. Tell them to relax. Speed and accuracy will improve with repetition. Place the emphasis on how many are "right," *not* on how many are "wrong." Be enthusiastic about their progress.

100 Percent Twice in a Row

Students should take the test every day until they achieve a 100 percent score twice in a row. Our goal is excellence in spelling. 100 percent twice in a row ensures mastery of each list. Interestingly, this goal is not usually discouraging to students. Instead, it becomes a challenge to pursue.

Personal Spelling Lessons

(5, 10, 15, 20, 25, 30, 35, 40, and 47)

Every fifth lesson is a Personal Spelling lesson. Verbal instructions on the CD direct the student to collect words on the blank spaces of the lesson cards.

The personal spelling words are to be gathered from errors in written compositions as well as vocabulary from other language arts curricula. Students should be responsible for collecting their own list of words. Since the lesson will not be on the CD, students may create their own recording for this test or have a fellow student conduct the test for them. Thus, the independent nature of this program is preserved.

The personal spelling lessons are a vitally important part of the *Excellence in Spelling* program. However, if you need a set of spelling words for this lesson, or would like additional spelling

words to make the program last longer, this book provides alternative leveled word lists for each personal spelling lesson.

Final Exam

There is a final exam at the end of each level. The instructions for taking and evaluating the final exam are on the audio and included in the Teacher's Notes.

Each is quite long, using words from each rule. The scoring guide indicates whether the student has accomplished the goals of the program and is ready to progress to the next level, or should repeat this same level again.

In preparation for the final exam, you may want to “spot check” the student with words from different lessons, using the flash cards to help.

Sample

Why Use *The Phonetic Zoo*

Why do we call this program *The Phonetic Zoo*? Well, for a couple of reasons. When you have a room full of crazy and unpredictable people, you might say, “It’s a zoo in there!” Our English spelling rules are about as crazy and unpredictable as any language on earth, and in trying to master them, one might feel that they are like wild animals—crazy, illogical, and challenging. Since children love animals, the stranger the better, we managed to find for each lesson a few animals whose names match the spelling Rule, Jingle, or Hint. Thus, *The Phonetic Zoo*.

Good spelling demonstrates literacy, education, and intelligence. It is important. These days, spell-checkers on our computers can save many an embarrassment, but a computer is not always available, nor is it a replacement for full comprehension. Consequently, spelling remains an important skill, and *The Phonetic Zoo* can help your students to achieve excellence in spelling.

The Phonetic Zoo spelling program includes

- these Teacher’s Notes
- set of large flash cards
- set of small Zoo Cards
- five audio CDs, labeled Disc One through Disc Five (Level C has six CDs.)
- MP3 audios provided with the CDs or purchased separately

Although you can begin immediately by reading the “How to Use this Program” section, be sure to plan a time to watch Andrew Pudewa’s *Spelling and the Brain* to familiarize yourself with this method of spelling instruction. (See the blue page for instructions on how to access the video.)

A MULTI-SENSORY APPROACH

The Phonetic Zoo is based on teacher Anna Ingham’s effective Blended Sound-Sight Program of Learning. Fifty years ago, long before psychologists and educators began to talk of auditory learners versus visual learners, Mrs. Ingham discovered that all students learn better when what they see is reinforced by hearing, and when what they hear is reinforced by being seen. Thus, the “blending of sound and sight” is a most effective educational approach for language arts study.

With determination and persistence Mrs. Ingham fought the great battle against whole language extremists in Canada, almost single-handedly, and schools that have used her program consistently have virtually eliminated reading problems. We have attempted to develop a spelling program which effectively recreates Mrs. Ingham’s Sound City spelling rules, using the theme of animals and a zoo.

Although not all of the possible spelling rules are presented in *The Phonetic Zoo*, enough of them are provided in a fun way. Students

will learn to look for patterns and discover other rules as they explore spelling. This program provides your students with enough rules to be successful, but not too many to be discouraged.

A BRIEF REVIEW OF BASIC NEUROPHYSIOLOGY

Spelling is the correct retrieval of sequentially stored, virtually random bits of information. Therefore, there are two activities involved in spelling: correctly storing information in the brain and correctly retrieving that information. Those who teach spelling should not only understand how the brain works, but must also use that understanding to create an optimal learning approach for students who may have very different learning styles.

The brain acquires information through the sensory pathways: sight, hearing, touching, tasting, and smelling. Once information gets to the brain, it is stored when brain cells (neurons) send electrochemical impulses to other brain cells. Connections are made, and “circuits” are then reinforced by three variables: frequency, intensity, and duration. In simpler terms, humans learn best by seeing, hearing, or feeling things that are very frequent, very intense, or very long lasting. There is no other way.

A student who is strong visually will be more able to learn spelling from textbooks and worksheets since his visual pathway may be the most reliable, and visual input will be the most accurate for him. A student who is strong auditorily will be more able to learn spelling

from hearing the rules and words—something that a textbook is unable to facilitate. A student who is strong kinesthetically wants to feel and move, anchoring information to the brain through the body.

Most toddlers are primarily kinesthetic, secondarily auditory, and lastly visual in learning style. Most older people are exactly the opposite. For young students just learning to read, write, spell, and do arithmetic, auditory input is still extremely important and must not be neglected by the teacher. Unfortunately, textbooks and worksheets are exclusively visual and often do not provide the most efficient method of study.

SPELLING IS SEQUENTIAL

Words consist of letters, but if you do not have your letters in the correct order, your spelling is incorrect. Virtually every teacher or parent has seen students who will write a word like *waer* or *gril* or *turtel*, in which they did get all the letters, but because the order was wrong, the word is hard to decipher. Spelling is sequential because the order of letters (not just getting the right ones) determines the word. How can sequence be taught most effectively?

When you see a word—*special*, for example—you are forced by nature to see it all at once. Since the letters go into your brain simultaneously, there is no sequential storage of the information.

Vision is a global sense. There is a spatial storage, but not a sequential one. Consequently, if a student has even a mild dyslexia or difficulty in processing abstract visual information, we cannot be assured that the information is being stored properly (i.e., in the correct sequence) in the brain. All the letters are seen at the same moment.

However, when the same word is spelled out loud (*s-p-e-c-i-a-l*), the letters go into the brain one at a time, in a precise sequence. In fact, they can *only* be received in sequence. Therefore, since spelling is sequential in nature, auditory input is the best possible way to accurately store spelling information in the brain. Words correctly stored will more likely be correctly retrieved.

Coupling the auditory, letter-by-letter sequencing with the presentation of letter groups and the unique sounds they make, *The Phonetic Zoo* effectively helps students learn to spell.

MAXIMIZING FREQUENCY

Information is stored in the brain through sensory stimulation given with frequency, intensity, and duration. As the same type of stimulation is given again and again, the neural connections which store that information are strengthened, and with enough frequency the connections become permanent, and learning is complete. In teaching spelling, the real trick involves the accurate transmission (and reception) of the information with enough

frequency to make the knowledge permanent and second nature. However, consistency is difficult to attain.

Thus, the use of audio recordings combined with flash cards and dramatic images provides for a consistent and organized presentation of information in a format that allows individual study and an individualized rate of progress through the materials. Students can listen repeatedly, hear the same thing consistently, do the same test each day, and continue until a perfect score has been achieved. For the best possible effect, require that the score of 100 percent be achieved twice. This will ensure that each student, through maximized frequency, learns the lessons thoroughly.

HOW LONG WILL IT TAKE TO COMPLETE ALL FORTY-SEVEN LESSONS?

This will vary greatly from student to student. We do not suggest any specific timeline for completion, but we do insist on a goal of complete mastery. Therefore, students should continue to repeat the same lesson every day until a score of 100 percent is achieved twice in a row.

Most students will complete a lesson in four to seven tries, about one lesson a week. Some lessons are harder than others. While one student may achieve the 100 percent score twice in three or four days, others may take five, seven, even ten or more days. This is not a problem. Simply do a lesson every day, and you will see progress.

With one lesson every week, the program lasts at least a year. For slower students it may last even longer.

Using the Zoo Cards to review past spelling rules as they apply to new words will help students retain the spelling information stored in their brains. A template to create a “Phonetic Zoo,” which uses the small Zoo Cards as cage doors, is located in the Appendix. By displaying the zoo in a classroom, teachers will have a ready-made review center easily accessible to students looking for spelling reminders.

Sample

A Brief History of the Blended Sound-Sight Program

Anna Ingham began her career as a schoolteacher in 1935, teaching in a one-room rural schoolhouse. Her forty pupils ranged in age from five to fifteen years of age, in ability from slow to exceptional, in work ethic from sporadic to diligent, and in grade from one to ten. It is amazing that schoolteachers could accomplish anything under those conditions, but Mrs. Ingham determined to make it work. She quickly discovered that she had to design a system of organization and management in which the students learned and were happy to do so. Using the Golden Rule, “Do unto others as you would that they should do unto you,” Mrs. Ingham organized her students into multi-grade teams where they could encourage one another. This freed her to become a facilitator to keep the learning process moving forward, the learning environment lively, and the learning goals of each student near and clear.

After many years in the rural schools, Mrs. Ingham moved into a single-grade city classroom where she had the opportunity to focus on first grade students. The most monumental hurdle for Mrs. Ingham in this school was reintroducing phonics into an educational system enamored with the “Look and Say” method. Teachers were encouraged to use words to teach letter sounds and focus on the whole over the parts. Mrs. Ingham discovered that this method did not work. Her students couldn’t hear the letter sounds when they were mixed up in a word—it was like trying to

hear a conversation with a radio blaring. So Mrs. Ingham simply closed her classroom door and turned the “radio” off.

Creating all her own materials, she began to develop her Sound City, where both individual letters and letter combinations lived and talked. She did not go back to the archaic method of letter and blend drills completely divorced from words. Instead, she used poetry, pantomimes, and play to integrate phonics and words. Her excited students explored Sound City every day, discovering how all those sounds worked together in words. Words were never neglected; in fact they were richly integrated in literature and poetry. Mrs. Ingham blended the critical phonetic sounds with the whole word sight method, the Blended Sound-Sight Method, which enabled all her students to both sound out words and read fluently when they graduated from her first grade classroom.

The key to the success of the Blended Sound-Sight system, however, was not Mrs. Ingham’s teaching tools, but her choice to begin with the Golden Rule. She was sensitive to students’ needs, consistent, a good listener, firm with love, as well as a wise counselor to each individual. After providing her students with the basic tools of learning, she showed them how to work respectfully and quietly both as a group and independently. Thus, Mrs. Ingham was able to adequately provide each individual and each group the attention that was needed in order to learn. The results astounded

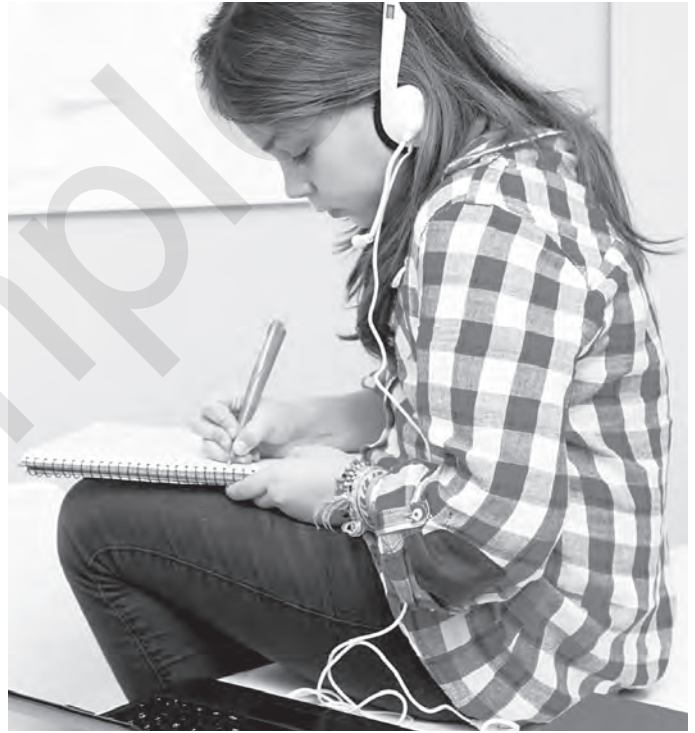
visiting teachers. After observing Anna's classroom of thirty-one first grade students, one teacher wrote:

On our arrival what stood out in our minds was that all the pupils were reading with a feeling of joy and accomplishment after only eight weeks of school. ... As we stood there observing the class move independently about the room with efficiency and respect, we were spellbound. The children seemed to be working toward goals which they understood and which were attainable. ... By spring we marveled at the children's spelling ability. ... Mrs. Ingham explained that because of the controlled reader vocabulary so familiar to the children [frequency], because of the many devices such as Sound City, Jingles, Jail, and Ghost, and because spelling was integrated into all subjects including poetry, good spelling became a natural outcome of the children's learning.

Mrs. Ingham's dedication to providing each of her students with clear, incremental goals coupled with consistency and firm love produced phenomenal results. The independence and joy of achievement that she fostered in the one-room schoolhouse transferred beautifully into the graded classroom.

The spelling rules and jingles presented in *The Phonetic Zoo* come from decades of teaching experience of Anna Ingham, her daughter Shirley George, and her nephew Dr. James B. Webster. Together, they refined Sound City and created fun and memorable ways to learn so many spelling rules. Andrew Pudewa counts it a great privilege to have been able to work with all three of these great teachers and, together with Dr. Webster, to preserve their hard work in *The Phonetic Zoo*.

The Phonetic Zoo Lessons



Lesson 1: *ai* and *ay*

This first lesson helps students distinguish between two ways of spelling the long-a sound: *ai* or *ay*.

RULE, JINGLE, OR HINT

When *ai* says “ā” as in *claim* and *chain*,
It comes in the middle as in *train* and *pain*.
But when *ay* says “ā” as in *jay* and *portray*,
It comes at the end. See *decay* and *delay*.
Don't let suffixes *betray* you as in *decayed*.
The root never changes. See *playful* and *played*.



caiman

Example Words:

A: brain, always, pain

B: wailing, decay, sailor

C: ailment, portayal, tailored



manta ray

Since this is the first lesson, make sure your students understand the process to follow each day:

1. Set up the paper and know how to use the CD player.
2. Take the test.
3. Rewrite the corrections.
4. Compare spellings.

Take the same test daily until the students achieve 100 percent twice in a row.

LESSON 1 WORD LISTS

A

brain
played
chained

railway
pail
sailed

train
painful
tray

paint
raisin
trailing

grain
always
contain

B

claimed
slain
strain

Wednesday
complaining
mailed

hailed
regaining
painter

restrained
complaint
delayed

sailor
grained
decayed

C

ailing
complainant
plaintiff

ailment
slay
proclaimed

maim
trailway
tailored

painstakingly
rainproof
claimant

faithfully
portrayal
constraint

LESSON 1 DISCUSSION POINTS

Each lesson will include a few discussion points to explain some of the other spelling rules that are expressed in the lists.

All Levels

- Discuss the difference between a root word and a suffix. The suffixes used in these lists are: *-ant*, *-ed*, *-ing*, *-ful*, *-s*, *-ly*, and *-al*. You may want to begin a Suffix Chart for your classroom. In spelling, students should identify the root word, spell it, and then add the suffix (examples: *play/played*, *pain/painful*, *always/always*). You may want to have your student go through the list, underline all the roots, and circle the suffixes. Take note of the roots that have the *ay* before the suffix.
- Review the pronunciation of the suffix *-ed*. Sometimes it says “ed,” sometimes “t,” and sometimes just “d.” Don’t let your ear fool you (as in *chained*). In these kinds of words, even though

students hear “d” or “t,” they need to put *-ed*.

- Also review compound words where two complete words are combined (as in *railway*, *trailway*, and *rainproof*). Remind students that the only way to determine if a word is a compound word is to check the dictionary.

Level B

- To be spelled correctly, *Wednesday* must be capitalized. Explain that it is a proper noun.

Level C

- Note that *painstakingly* uses the vowel-consonant-e pattern to make the *a* long as in *stake*. However, when the *-ing* suffix is added, the silent *e* is dropped.

THE PHONETIC ZOO

One of the problems with spelling is that in English there is more than one way to spell a sound. In the “Spelling and the Brain” talk, Andrew Pudewa describes the Sound City developed by Anna Ingham to organize the phonograms.

Since this program’s theme is a zoo, you could put together a “Phonetic Zoo” to organize the sounds. If desired, see Appendix 5 for suggestions to organize a zoo as you go through these lessons.

This week’s lesson opens the zoo with two enclosures on A Street: *ai* (*caiman*) and *ay* (*manta ray*). Be sure to include the example words in the correct enclosures.

Appendix 1: Phonetic Zoo Placement Test

This program is designed for students fourth grade and up. If your students are younger, begin with *All About Spelling*.

There are three levels of the *Excellence in Spelling* program:

- Level A (Elementary)
- Level B (Intermediate)
- Level C (Advanced)

Do not allow your students to see or study these tests before you give them, as it would interfere with the accuracy of the placement.

When you administer the test, do not repeat the words in sentences or give definitions unless necessary.

By giving your students one or more of the three spelling tests below, you can better determine at which level he or she should begin. These tests are just a guide. Use your best judgment for your students' placement. For students in Grades 3–5, give Test I. For students Grade 6 and higher, begin with Test II.

SPELLING PLACEMENT TEST I

For Students in Grades 3–5: Level A

spend	empire	human
enjoy	mayor	beg
visit	wait	kitchen
usual	trouble	clerk
complaint	view	through
auto	prison	white
awful	helper	degree
flight	engine	noticed
travel	loss	lining
rapid	election	nephew
beautiful	department	nineteen
favor (favour)	obtain	vacation
entrance	family	room
importance	fortune	passenger
carried	hungry	quiet
repair	husband	guest
clock	amount	

Scoring: Missed 0–6: Give Test III.
Missed 7–16: Give Test II.
Missed 17–32 or more: Begin with *The Phonetic Zoo* Level A.
Missed 33 or more: Begin with *All About Spelling*.

SPELLING PLACEMENT TEST II**For Students in Grades 6 and up: Level B**

guess	entitle	banana
circular	political	biscuits
argument	national	bruised
volume	recent	burglar
organize	required	business
summon	refer	changeable
official	minute	chimney
estimate	ought	choir
accident	absence	commence
invitation	conference	compete
accept	Wednesday	deceive
impossible	really	discoveries
concern	celebration	electricity
associate	folks	error
automobile	ache	exceptions
various	amusement	victim
decide	approval	

Scoring: Missed 0–6: Begin with *The Phonetic Zoo* Level C.
 Missed 7–32: Begin with *The Phonetic Zoo* Level B.
 Missed 33 or more: Begin with *The Phonetic Zoo* Level A.

SPELLING PLACEMENT TEST III**High School and Beyond: Level C**

immediate	intelligent	February
convenient	mistletoe	antique
receipt	opportunity	bicycle
preliminary	emergency	calendar
disappoint	persevere	decision
especially	repeated	accuracy
annual	rinsed	digestible
architecture	treachery	mucilage
development	familiar	orchestra
beneficial	appreciate	parliament
contagious	sincerely	precipice
artificial	athletic	restaurant
distillery	extreme	seized
employees	practical	surgeon
exquisite	proceed	thoroughly
peculiar	cordially	committee
financier	character	

Scoring: Missed 33 or more: Begin with *The Phonetic Zoo* Level B.
 Missed fewer than 32: Begin with *The Phonetic Zoo* Level C.

Appendix 2: Student Spelling Test Sheet

Students may use regular lined paper for their daily spelling tests. The image at right is one way they might set up their test sheet.

If you would like to download ready-made sheets to print out for your students, you can find them in the downloads that come with this book. Reference the blue page at the front of this book for download instructions.

Student Spelling Test Sheet

Name _____ Date _____ Score _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

THE PHONETIC ZOO TEACHER'S NOTES

Appendix 3: Six Syllable Types

CLOSED SYLLABLE

The closed syllable contains a single vowel and ends in a consonant, and the vowel has a short sound. Examples are *bat*, *in*, and *Tom*. This is usually the first syllable type taught to students.

OPEN SYLLABLE

The open syllable contains a single vowel which is found at the end of the syllable. These vowels have their long sound. Examples are *be*, *my*, *go*, and the first syllable in *si-lent*, *be-gin*, and *o-pen*. Note that words can contain both open and closed syllables—*si*- (open) *-lent* (closed).

VOWEL-CONSONANT-E SYLLABLE

The vowel-consonant-e syllable is usually found at the end of the word. Most of us learned it as the Silent E rule. The final *e* is silent and makes the next vowel before it long as in *tame* and *beside*. This is often the second syllable type taught to students.

DIPHTHONG SYLLABLE

A diphthong syllable contains a vowel pair that together create a new sound as in *mouth*, *each*, and *brought*. There are many *Excellence in Spelling* rules related to this syllable, such as the Two Vowels Walking, *oi/oy*, Radio O-U-G-H, etc. Here is the entire list from Sound City: *ai*, *au*, *aw*, *ay*, *ea*, *ee*, *eigh*, *ew*, *ey*, *ie*, *oa*, *oo*, *oi*, *oy*, *ou*, *ow*, *ue*, *ui*, *ight*, *ough*.

CONSONANT-L-E SYLLABLE

The consonant-le syllable is found at the end of words, such as *little*, *struggle*, and *tumble*. The Blended Sound-Sight program called this The Syllable E since all syllables require a vowel. The silent *e* in this syllable serves that purpose.

VOWEL-R SYLLABLE

The vowel-r syllable is also called the r-controlled syllable because the *r* controls the sound of the vowel that comes before it as in *car*, *northern*, *bird*, and *nurse*.

If you are looking for a program to teach these syllable types along with all the spelling rules to a younger student (beginning reader), check out the *Primary Arts of Language* at IEW.com/pal.