

Teaching Cards Set II

Here are “the rest of the rules.” If anyone has any feedback, I’d really LOVE it.

Rule 9: To add a vowel-beginning suffix to a 1-syllable word with 1-vowel and 1 final consonant, double the consonant.

run ning	pop ped	big gest	mad der
stun ning	dip ped	fat test	pop per
fib bing	trim ped	thin nest	hug ger

Syllable division Pattern 6 says the “suffix stands alone”, but vowel suffixes are naughty! If there’s a short vowel, vowel suffixes pretend they were born there, not added on, and therefore have a *perfect right* to Pattern 2 syllable division, giving **them** the consonant and triggering r. 4 for that first little defenseless vowel. Rude! We double to protect him.

Mark multi-letter phonograms. For each word ask, “Why did we double the n here?” “Because the base word ‘run’ has 1 syllable, 1 vowel, 1 consonant and the suffix ‘ing’ starts with a vowel.”

Rule 10: To add a vowel-beginning suffix to a 2-syllable word with 1-vowel and 1 final consonant, (and the accent is on the 2nd syllable) double the consonant.

ex cel ling	un zipped	ab hor ring
oc cur red	in terred	ex tol ling
un wrap ped	re cut ting	un fit ting
re but table	trans mit table	met al lic

Write some on the board. Mark multi-letter phonograms. Write r. 10 after each. Some also have other rules. It couldn't be avoided on this one. Pop in your r. 4, 20, 28, and 29's, if you like. But, more importantly, ask for each, "Why is the 'l' doubled?" "Because 'ing' begins with a vowel and the accent is on 'cel', which has one short 'e' and one final 'l'." (And vowel-beginning suffixes are RUDE.)

Rule 11: To add a vowel-beginning suffix to a silent e word, drop the e.

blam ing	clos ing	lik ing	cut est
driv er	fin er	bak er	whit ish
loved	ad mired	us ed	fat ed

I point out that "magic e's" do their work, even when "invisible." Fancy! They glue that consonant to the vowel and make the suffix stand alone, *as he should*. (Pattern 6) Good times.

Write some on the board. Mark multi-letter phonograms. Write r. 11 after each. Ask, "What is the base word?" Also ask, "Where did the 'e' in 'blame' go?" "It was dropped because the suffix starts with 'i'." "So how is that 'a' still long?" "Because magic 'e' works even when he's invisible."

Rule 12: I before e, except after c, or sounded like /ay/.

wield	priest	pier
pix ie	brie	zom bie
shield	die sel	chief
de ceive	re ceipt	ceil ing
con ceit	per ceive	con ceive
vein	rein	skein
reign	heir	beige
veil	feign	sur veil

Write r. 12 after each. Mark multi-letter phonograms. Ask for each, "Why do we use 'ei'?" "Because it's following 'c'." For the third set ask, "Why do we use 'ei'?" "Because it's saying /ay/."

Notice this isn't the usual rhyme. "Neighbor" and "weigh" use "eigh" which is its own separate thing.

Rule 13: In a base word, "sh" at the beginning or the end of a syllable, or the suffix "ship." Sh doesn't start other syllables.

fish	shrimp	bash	shoe
shelf	blush	fresh	shin
lord ship	queen ship	lea der ship	ow ner ship

Write some. Mark multi-letter phonograms. You may write r. 13 after these, but it's used inconsistently in the spelling lists. I haven't figured it out. Ask for each, "Why is /sh/ "sh" here?" "Because it ends the base word 'fish'." Or, "It's the suffix 'ship'." And so on...

Rule 14: Ti, si, ci, are used to say /sh/ to begin syllables after the first one.

ques tion	men tion	ac tion
ses sion	func tion	sec tion
fa cial	spe cial	con di tion
mi li tia	an cient	na tion

Ti is the most common, especially when we're talking "shun's" (tion). Mark multi-letter phonograms, write r. 14 after all, and ask for each, "Why did we use 'ti' here?" "Because it's starting the second syllable."

Note: We aren't yet contrasting WHICH one, just that it's not "sh". Also, the rule page handles "ci", but it doesn't appear in the rules.

Rule 15: "Si" says /sh/ when the syllable before it ends in s.

com mis sion	di gres sion	dis cus sion
pas sion	mis sion	Prus sian
sup pres sion	ag gres sion	ces sion

When you hear a short vowel followed by "shun," it's often "ssion." When it's the "root" that ended in "S" (tense), you might not get the double. (tension)

Write some on the board. Mark multi-letter phonograms. Write r. 14, 15 after each. Ask for each, "Why is 'si' saying /sh/ here?" "Because the syllable before starts with an 's'." Go through each and read **for spelling**. Lots of repeating the double consonants and weird stuff: "com-miss-shun."

Rule 16: Si may say /zh/ as in vision

Hoo sier	Per sia	ver sion
vi sion	am ne sia	col li sion
cor ro sion	de ci sion	di vi sion
ero sion	ex plo sion	in clu sion

If the base or root does not end in “s”, “si” usually says /zh/. If you hear /zhun/ in a word, it’s almost always “sion.” /Zhah/ at the end is almost always “sia.”

Mark multi-letter phonograms; write r. 16 after each. A couple also need r. 4. Read each for **spelling**.

Rule 20: Letter s never follows x. X already has one, /ks/.

ex ceed	ex tra	ex ist
ex cise	ex cite	ex it
ex cess	com plex	ex act

Write some on the board. Mark multi-letter phonograms. Write r. 20 after each. (This rule is only marked on multi-syllable words. I don’t know why.)

Rule 21: All, written alone has 2- l's but as a prefix only one l is written

al ready	al right	al though
al so	al most	

Rule 22 till and full written alone has 2-l's but when written with another syllable only one l is written

health ful	un til	ful fill
art ful	len til	pis til

I like to explain this by saying, "Base words are flossy (r. 17). Affixes are not."

Write some on the board. Mark multi-letter phonograms and r. 4 and r. 19 instances. Write r. 21 or 22 after all. Read for spelling, preserving those short vowels.

Rule 23. "dge" is only used after a single vowel that says it's short sound.

ledge	edge	fudge	trudge
smudge	lodge	badge	wedge
dredge	hedge	judge	dodge
bridge	pledge	ridge	nudge

I like to point out that English words don't end in j. Your choices are ge or dge. If you don't have a short vowel, it's ge. (huge, change)

Write some of these on the board. Mark the multi-letter phonograms. Write r. 23 after each. For each ask, "Why did we use dge?" "Because it follows /e/."

Rule 24. when adding an ending to a word that ends with a consonant + y, use i instead of y unless the ending is ing.

cried	de nied	var ied	tries
cop ies	en vy ing	stud y ing	lob by ist
vy ing	bur ies	fly ing	re plied

Write some on the board. Mark multi-letter phonograms. Add r. 4 and r. 5 where needed. Add r. 24 to all. Ask for each, "What is the base word?" Then ask for each, "Why did we use an 'i' here?" "Because with suffix 'ed', y changes to i." Or "Why did we use 'y' here?" "Because the suffix 'ist' begins with an 'i'."

Read for spelling. Don't let your i's and y's go /ee/. Keep them short. It really does help avoid spelling errors. Then go back through and read it for normal speech.