



institute for  
multi-sensory  
education

# **IMSE's Spelling Teacher Guide (3rd Grade+)**

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# Concept

# 1

## Consonant Sounds

**b, c, d, f, g, h, j, k, l, m, n, p, qu\*, r, s, t, v, w, x\*, y\*, z**

- \* "qu" should be presented as a consonant unit. It makes two sounds: /kw/. Use a heart around the grapheme line for a visual cue.
- \* "x" represents two phonemes: /ks/.
- \* "y" acts as a consonant at the beginning of words and syllables.
- When producing these sounds, cut off any extra /uh/ sounds attached. Have students determine whether or not a sound is voiced or unvoiced. A way to identify a voiced sound from an unvoiced sound is to have students place their thumbs on their collarbone. Have them put their other fingers on the side of their throat to feel the vibration of their vocal cords when the sound is voiced.
- Students should be able to identify a vowel from a consonant.
- Pay attention to articulators (tongue, teeth, lips, alveolar ridge [bony ridge behind the top front teeth], hard palate, soft palate) when producing the sounds.

# Concept **1** Consonant Sounds

**Red Words:**

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**Notes:**

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## Concept

## 2

## Short Vowel Sounds

### a, e, i, o, u

- Teach the Three-Part Drill with consonants from Concept #1 and short vowels.
- Teach the Vowel Intensive Drill for short vowel mastery.
- Teach the following visual cues, if necessary:
  - /ă/: Place hand under the chin and drop your jaw
  - /ĕ/: Pull corners of the mouth back with thumb and pointer finger
  - /ĭ/: Scrunch nose and point to it
  - /ŏ/: Circle mouth with finger
  - /ŭ/: Push in on stomach
- Teach encoding using fingertapping with one-syllable words and pounding syllables in simple sentences.
- See IMSE's *OG+ Fidelity Companion* for visual cues when encoding.

Before dictating sentences, teach your students some common Red Words to aid in the process of writing sentences. Use IMSE's Red Word list to determine a starting point for teaching Red Words. Sentences in this book have Red Words underlined.

### Words for dictation:

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. quit | 6. dot  | 11. nut | 16. tub |
| 2. quip | 7. top  | 12. let | 17. sad |
| 3. win  | 8. hat  | 13. jam | 18. sit |
| 4. dim  | 9. hit  | 14. bug | 19. ten |
| 5. wet  | 10. tap | 15. him | 20. met |

### Sentences for dictation:

1. The man is big.
2. The man can hop a lot.
3. The dog sat on the mat.
4. The pig is fat.
5. The rat ran up the log.
6. The dog can dig.
7. Get a cab for the man.
8. A pig ran to the pen.
9. She hid the box.
10. We had a lot of fun in the sun.

## Short Vowel Sounds

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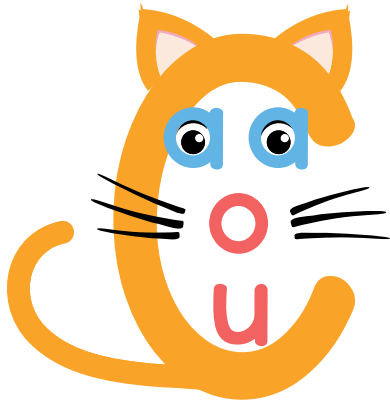
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## Concept

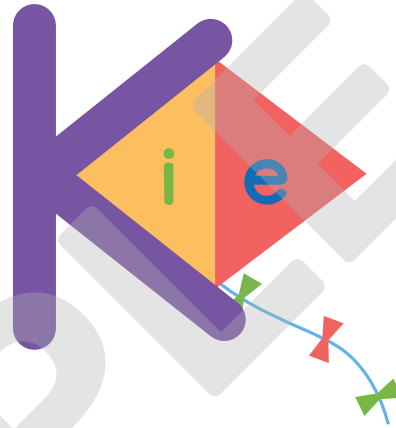
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## C vs. K Rule (Cat/Kite Rule)

- The /k/ sound is spelled with a c when followed by "a, o," or "u" or when followed by a consonant, which can be taught after blends (e.g., cat, cot, cut, cloud).
- The /k/ sound is spelled with a "k" when followed by "e" or "i" (e.g., kit, kept).



cat, cot, cut



kit, kept, smoke

- Revisit the c/k rule as students learn more concepts (e.g., cape, kept, kind, key, coast).

### Words for dictation:

- |        |         |
|--------|---------|
| 1. cat | 6. cap  |
| 2. kid | 7. con  |
| 3. kit | 8. cab  |
| 4. cup | 9. cog  |
| 5. cop | 10. kin |

### Sentences for dictation:

1. The kid had a cat.
2. Ken had a cop get the con.
3. The kid got the cap.
4. The kit had a cup on it.
5. The kid was Ken's kin.
6. The kid got a cap.
7. Ken had on a cap.

# Concept **3** C vs. K Rule (Cat/Kite Rule)

Red Words:

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## Concept

## 4

## Common Consonant Digraphs

**ch /ch/, sh /sh/, th /TH/ (voiced), th /th/ (unvoiced), wh /w/ or /hw/, ph /f/ (Greek origin)**

- Use a wavy line under the grapheme line for these common digraphs as a visual cue to help students remember that two letters are making one sound.
- Use the term *digraph* with students (di=two and graph=letters; a digraph is two letters that make one sound).

Example: ch i n    w i sh

### Words for dictation:

- |         |          |          |          |
|---------|----------|----------|----------|
| 1. chin | 6. shed  | 11. that | 16. bath |
| 2. chat | 7. shop  | 12. this | 17. thud |
| 3. chip | 8. shut  | 13. than | 18. math |
| 4. chop | 9. wish  | 14. then | 19. whip |
| 5. ship | 10. them | 15. thin | 20. Phil |

### Sentences for dictation:

1. Did the chap chop a log?
2. The gash on the ship is big.
3. Bob hit his shin.
4. Ned got a dish for the dog.
5. Sam got them to shut the shop.
6. The dog bit that shed.
7. The men can sit on this big mat.
8. Did the man at the shop have a bag of cash?
9. The dog led the man up the path.
10. Phil did not have a bath.



# Concept **4** Common Consonant Digraphs

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