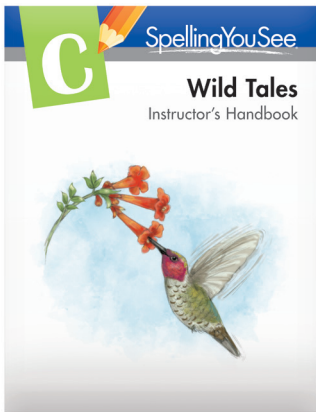


Getting Started Necessary Items



Wild Tales Instructor's Handbook

This Handbook should be the instructor's first stop each day, with tips about daily activities, lesson-by-lesson instructions, FAQs, and solutions.



Wild Tales Student Workbook, Parts 1 and 2

The Workbooks include thirty-six weekly lessons broken into five parts each, A–E. Each two- or four-page spread includes a checklist of that day's three activities.



Colored Pencils, Highlighters, or Crayons

Erasable colored pencils, included in the Universal Set or Student Pack, provide vivid color chunks that create a visual link with correct spelling. We recommend erasable pencils because they allow students to correct their work. However, highlighters or crayons can also be used. You will need yellow, purple, blue, pink or red, green, and orange.

The Wild Tales Universal Set includes all of the above items, plus:

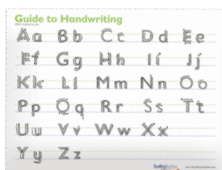


Digital Tools (online)

The purchase of an Instructor's Handbook gives you access to online videos demonstrating daily activities, a symbol-coded answer key for those with color vision deficiency, and other useful downloads.

Add a pencil with an eraser and you're ready to go. Spelling You See is different, but it's not difficult. If you follow the program as detailed in this Handbook, your student will soon be on their way to becoming a more competent, confident speller.

For younger students, we also recommend:








Guide to Handwriting (optional add-on)

While this program is not a handwriting program, some young students may not be completely comfortable with writing. This laminated guide provides traceable letters for easy practice.

Getting Started A Wild Tales Week

Lesson Structure

Each weekly lesson follows the same combination of activities, with a new passage and letter patterns. Instruction for each lesson begins with a chart like the one below. From this, you can quickly see which activities are to be completed and which letter patterns are the focus. You and your student will quickly fall into the rhythm of the lessons.

	Worksheet A	Worksheet B	Worksheet C	Worksheet D	Worksheet E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

Following the chart, you'll find details and things to watch for in that week's lesson. An activity may not have any notes if there is nothing unusual to do or watch for that week.

Every Worksheet: Shared Reading, Chunking

Read the passage on the left-hand page together, following these directions carefully. First you will read the passage aloud (regardless of your student's reading ability). Then your student reads it aloud to you as you both follow along.

Your student will then "chunk" the passage, which means marking the letter patterns indicated in the instructions for that day. Most letter patterns have reference boxes on the Student Workbook pages that show the chunks to be marked and the color to be used, so there's no need to memorize the chunks.

Worksheet A–C: Copywork

Lesson-specific instruction and tips are included in this Handbook for each lesson. These instructions include suggestions about how to handle potentially confusing words or situations.

Worksheet D: No Rule Day

Time to have fun and create! There are suggestions for No Rule Day activities on page 9 to get you started.

Worksheet E: Dictation

Set the timer, then dictate the passage as your student writes. Do this for just ten minutes—no more! After ten minutes, stop and count the number of words written. Even words the student needed help with should be counted as correct.

Details on the activities and how they should be completed begin on the next page.

About the Activities Shared Reading

Spelling You See is not difficult, but it is different. How does copywork help with spelling? What about reading aloud? The five core activities that make up the program may not all seem to directly relate to spelling. However, the skills used in these activities are the same as those needed for success in other language-related subjects, and they work best when they are strengthened together. There is no quick way through the skill development stage. The research supporting Spelling You See shows that it may take more than four years to develop visual memory and spelling confidence. Students will make small gains that add up to success, but it will almost certainly not happen overnight. Here is more information about each of the activities plus tips on how to set your student up for the most success possible. The lesson-by-lesson instructions beginning on page 12 include details unique to each lesson.

Shared Reading

At this level, some students are reading well and some are still developing their reading skills. While your student may be getting comfortable with reading, they may not be an expert yet. This is to be expected and is okay!

- Each day's activities in *Wild Tales* begin with reading the passage out loud to your student, regardless of their reading ability. They will then read it aloud to you while you provide as much help as necessary. Even if your student is a confident reader, do not skip this step. It is important for them to hear and read the passage exactly as it is written. Hearing them read it back to you is the best way to ensure that this happens.
- By listening to you read the passage before reading it out loud themselves, students are exposed to the correct pronunciation of new and irregularly-spelled words. Listening to the passage helps to emphasize beginning sounds and letters.
- The short, informational passages in *Wild Tales* include carefully researched, interesting facts about the selected animal of the week. The content introduces non-phonetic and high frequency words in an interesting context.
- The passages are intentionally written to be below the student's reading level so they can focus on the activities and not struggle with the reading.



Rule Breakers:

Discuss the non-phonetic word parts—the rule breakers—as you go. Show students how tricky the **gb** chunk is. This consonant chunk appears in words like **light**, **enough**, and **ghost**. *Ugh!* The **ai** chunk appears in **rain**, **again**, **said**, and **captain**. The word **house** has a silent **e** at the end, just to make it “look right.” This is why “sounding out” a word is often not helpful and why Spelling You See does not teach spelling “rules” at the skill development stage. English spelling rules are inconsistent. Acknowledging this relieves students of the burden of figuring out why a word is spelled a certain way. They are free to analyze words and identify patterns on their own. Their brains can then visualize words in context, retrieve that visual image from memory, and create their own associations to help them spell words correctly.

Getting Started Tips for Success

Here are some tips to help you provide the best experience and to help your student achieve the most spelling success.

Daily Worksheets

Each worksheet has a student checklist for that day's activities. While you will quickly fall into the weekly flow of *Wild Tales*, be sure to review the lesson instructions each day, as weekly lessons and daily worksheets may focus on different letter patterns and activities. Lesson-by-lesson instructions begin on the next page.

Short Lessons

Keep the lessons short and upbeat, offering your student as much help as needed to ensure success. Take the time to read through how the activities should be completed. Descriptions of the five core activities are found in About the Activities beginning on page 5. The activities are not difficult, but they are most effective if they are implemented correctly and consistently.

Instructor's Handbook

Lesson-specific instruction and tips are included in this Handbook for each lesson. These include suggestions about how to handle potentially confusing words or situations. It is a good idea to refer to the Handbook each day until you are familiar with the flow of a lesson. Student Workbook pages include a reminder to check the Handbook whenever there is something new or unusual.

Timers Matter

If a suggested time is given for an activity, set a timer and stick to it even if the activity is not completed. Prioritize sticking with the time limit over completing an entire page of copywork or dictation. Nothing will be gained from soldiering on once a student's attention and stamina have worn thin. Once you and your student have the weekly and daily patterns of activities down, lessons will become easier and faster.

Take Your Time

Be prepared to move a little more slowly at first. You will soon become familiar with the pattern of the daily activities.

Keep Moving

If you don't complete a lesson in a week, don't worry! Just move on to the next one. There is no requirement to finish every page of a lesson. Common words and letter patterns will be repeated many times throughout the course.

Neatness Doesn't Count (Much)

Our brains can only focus on one thing at a time. As long as your student is able to read back to you what they have written and chunk their work, don't be concerned about neatness. Save handwriting instruction for another time.











Please Print

Wild Tales copywork and dictation should be printed, even if your student knows cursive. See A Note on Handwriting on page 8.

Watch and Learn

Videos demonstrating several of the unique activities in the Spelling You See program can be found on the website.

Lesson 5 Bossy *r* Chunks

	5A	5B	5C	5D	5E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

New This Week: Bossy *r* Chunks

ar er ir or ur

- When a vowel (*a, e, i, o, u*) is followed by an *r*, the vowel sound changes. The *r* “bosses” the vowel.
- Notice how the *r* changes the sound of the vowel in the following word pairs: *cat–car, bed–ber, sit–sir, hot–for, pup–purr*. Point out how the vowel makes its regular short sound in the first word, but changes in the second word as it is affected by the *r*. Because the *r* controls the sound of the vowel, we call it a “Bossy” *r*.
- It is especially difficult to distinguish between **er**, **ir**, and **ur** sounds when hearing them. That is why it is so important to create a visual memory of the spelling of words that include these sounds. For example, there is no way to spell the word *bird* without knowing the proper pattern.
- There are some words (*board, their, your*) that have a vowel chunk followed by a Bossy *r* chunk. If a student is marking both vowel chunks and Bossy *r* chunks in a lesson, we suggest marking the vowel chunk first because vowel chunks are the most common stumbling block to correct spelling. (Always allow your student to choose and mark the chunk they feel will be most helpful to them.)
- If there is a Bossy *r* chunk overlapping a consonant chunk (*stirrup, hurry*), we suggest marking the Bossy *r* chunk. Because the vowel sound before the Bossy *r* often sounds the same regardless of which vowel is used, students usually find it most helpful to visualize the correct vowel-Bossy *r* chunk rather than the consonant chunk.
- Bossy *r* chunks are always marked with purple in Spelling You See.

Lesson 5 Bossy r Chunks

Chunking


For this lesson, your student will need to chunk:

Bossy r chunks

The water bear is not really a bear. It is smaller than a grain of salt. It lives in wet moss on the bark of trees. The water bear has eight legs. A water bear can survive being very hot or very cold. It can even survive being dried out. Just add water, and it starts moving again.

Bossy r chunks: 15

Dictation











 Remember to limit the time spent on dictation to 10 minutes.

The water bear is not really a bear. It is smaller than a grain of salt. It lives in wet moss on the bark of trees. The water bear has eight legs. A water bear can survive being very hot or very cold. It can even survive being dried out. Just add water, and it starts moving again.

Word Count: 58



Lesson 9 Vowel and Consonant Chunks, Silent Letters

	9A	9B	9C	9D	9E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min

New This Week: Multiple Chunks

- Beginning with this lesson, your student will be identifying different letter chunks and patterns each day. The focus of the day's chunking activity is identified in the instructions on the Student Workbook pages.



Lesson 9 Vowel and Consonant Chunks, Silent Letters

Chunking

For this lesson, your student will need to chunk:

vowel chunks consonant chunks silent letters

A trunk is more than a long nose. An elephant can pull water up its trunk. Then it sprays itself to keep cool. An elephant can grab food with its trunk. It can even use the end of its trunk to pick up very small things!

vowel chunks: 4

A trunk is more than a long nose. An elephant can pull water up its trunk. Then it sprays itself to keep cool. An elephant can grab food with its trunk. It can even use the end of its trunk to pick up very small things!

consonant chunks: 10

A trunk is more than a long nose. An elephant can pull water up its trunk. Then it sprays itself to keep cool. An elephant can grab food with its trunk. It can even use the end of its trunk to pick up very small things!















silent letters: 3

Dictation

A trunk is more than a long nose. An elephant can pull water up its trunk. Then it sprays itself to keep cool. An elephant can grab food with its trunk. It can even use the end of its trunk to pick up very small things!

Word Count: 46

Lesson 10 Vowel, Bossy r, and Consonant Chunks

	10A	10B	10C	10D	10E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	 10 min	 10 min	 10 min		
 No Rule Day				✓	
 Dictation					 10 min



Lesson 10 Vowel, Bossy r, and Consonant Chunks

Chunking

For this lesson, your student will need to chunk:

vowel chunks consonant chunks Bossy r chunks

Remind your student that they should use the reference boxes on their Student Workbook pages to help them find all of the chunks. They don't need to try to memorize them! The reference box will remind them which chunks they are looking for each day.

Have you ever seen a hummingbird? It can fly forward and backward. It can stay still in midair by beating its wings very fast. No other bird can fly like this! That is why the hummingbird has to eat a lot of food.

vowel chunks: 7

Have you ever seen a hummingbird? It can fly forward and backward. It can stay still in midair by beating its wings very fast. No other bird can fly like this! That is why the hummingbird has to eat a lot of food.

consonant chunks: 9

Have you ever seen a hummingbird? It can fly forward and backward. It can stay still in midair by beating its wings very fast. No other bird can fly like this! That is why the hummingbird has to eat a lot of food.











Bossy r chunks: 10

Dictation

Have you ever seen a hummingbird? It can fly forward and backward. It can stay still in midair by beating its wings very fast. No other bird can fly like this! That is why the hummingbird has to eat a lot of food.

Word Count: 43

Lesson 11 Vowel, Bossy r, and Consonant Chunks

	11A	11B	11C	11D	11E
 Shared Reading	✓	✓	✓	✓	✓
 Chunking					
 Copywork	🕒 10 min	🕒 10 min	🕒 10 min		
 No Rule Day				✓	
 Dictation					🕒 10 min



Lesson 11 Vowel, Bossy r, and Consonant Chunks

🗨️ Chunking

For this lesson, your student will need to chunk:

vowel chunks consonant chunks Bossy r chunks

Notice that the same vowel chunk can make different sounds. Point out that the **ow** in **shows** sounds different from the same vowel chunk in **how**. The chunk **ea** makes a different sound in **bear** than it does in **eat**. These are examples of why spelling English words can be challenging! Take a moment to praise your student for identifying these look-alikes that do not sound alike.

Notice that the three-letter combination **tch** is marked as a consonant chunk. It is one of the few three-letter chunks.

The combination **mb** is not considered a consonant chunk because each letter is part of a different syllable in many English words (*combine, steamboat*). If your student marks it as a consonant chunk, it is not wrong, but take time to share this information with them.

A mother black bear helps her cubs find food. She shows them how to look under rocks for bugs. The cubs learn how to catch fish and dig for mice. She shows them where to look for berries and nuts. They will also eat a honeycomb with the bees still on it!

vowel chunks: 14

A mother black bear helps her cubs find food. She shows them how to look under rocks for bugs. The cubs learn how to catch fish and dig for mice. She shows them where to look for berries and nuts. They will also eat a honeycomb with the bees still on it!

consonant chunks: 19

A mother black bear helps her cubs find food. She shows them how to look under rocks for bugs. The cubs learn how to catch fish and dig for mice. She shows them where to look for berries and nuts. They will also eat a honeycomb with the bees still on it!

Bossy r chunks: 10

🗣️ Dictation

A mother black bear helps her cubs find food. She shows them how to look under rocks for bugs. The cubs learn how to catch fish and dig for mice. She shows them where to look for berries and nuts. They will also eat a honeycomb with the bees still on it!

Word Count: 52