



Software Guide

Wordy Qwerty Credits

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Wordy Qwerty Installation Guide

Runs on: Windows 98, SE, Windows 2000, Windows XP

Mac OS 9 with CarbonLib, Mac OSX

Also requires QuickTime 6.0 (included) or above

Installation:

There are three executables on the CD for installing *Wordy Qwerty*. For Windows 98, Windows 2000 or Windows XP, run **WQ Installer (Windows).exe**. For Macintosh OSX, run **WQ Installer (Mac OSX)**, and for Macintosh OS 9, run **WQ Installer (Mac Classic)**. The installer will first ask what type of installation you wish and then will ask for other choices, depending on the installation type.

Stand-Alone Install:

This will install *Wordy Qwerty* on a single machine. You will be asked to provide a destination for the application and a destination for the application data files, or you can accept the defaults. For Windows, shortcuts will be placed in the Start Menu and for Macintosh, icons may be placed on the desktop.

Server Install:

For a client/server installation, you must first install to the server. If the server has a Windows operating system and any client machines have Macintosh operating systems, you will need to perform the installation to the server from a Macintosh client or else the Macintosh applications will not be installed correctly. **You will be required to have a Talking Fingers Product Key.** The application data folder will need to be shared and have write access allowed for client machines.

Client Install:

For a client/server installation, you must first install to the server. Run the installer from the server, or you may run the installer directly from the CD. Locate the application folder and the application data folder on the server. If you cannot locate the application data folder, be sure that the server administrator has shared this folder and that clients have write access to it.

Uninstalling:

To uninstall, delete the application and the application data folder. These locations were specified as part of the install. For Windows, delete the shortcut folder in the Start Menu (C:\Documents and Settings\All Users\Start Menu\Programs\Wordy Qwerty), and for Macintosh, delete the Wordy Qwerty icons on the desktop.

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The Talking Fingers Approach

The Talking Fingers approach to reading and writing is based on a simple idea: Text is *speech made visible*. We use our mouths to talk, to make the sounds of words. We use our fingers (with a pencil or keyboard) to represent those sounds on paper. There are roughly 40 speech sounds (or phonemes) in English. It takes only 26 letters to stand for those sounds, to make any spoken word visible. When children learn to link those sounds and letters, they can use the alphabet code to write or keyboard any word they can say. Their fingers are “talking.”

Recent research suggests that when children first learn to deal with print, the new neural pathways they are developing should be laid down in close association with well-established functions of speech and comprehension in the left side of the brain. *Writing (encoding words), is a natural speech-based route to reading. Each word has to be mentally pronounced and then spelled out one sound at a time.* As children write or type, their mouths may be quiet, but their brains and their fingers are “talking.” If they can put spoken words on paper themselves, they can more easily read words that other people have put on paper.

Talking Fingers has developed two software programs, largely funded by the National Institute for Child Health and Human Development (NICHD), to lead children systematically from speech to literacy. The first, ***Read, Write & Type Learning System***, teaches beginning readers to identify the individual sounds in words (phoneme awareness) and to associate those sounds with letters (phonics). They learn the most common way to represent each of the 40 phonemes in English by sounding-out and spelling hundreds of regularly spelled words in games and stories. The program also teaches them to associate those sounds with finger strokes. They learn to use the keyboard correctly to help their fingers “do the talking.” At the end of 40 lessons, 6-7 year olds should be able to decode (read) or encode (write) any regularly spelled word.

The second program, ***Wordy Qwerty***, with 20 lessons, presents the variations—the other letter combinations that also make certain sounds in English. Once children understand that there is more than one way to represent some sounds, they need to learn when to use those variations. ***Wordy Qwerty*** explains those variations and presents 20 spelling rules with memorable songs and activities.

The process of becoming literate begins with understanding that our mouths make several sounds when we say a word and that those sounds are represented by letters. If only every speech sound had just one letter to stand for it! Wouldn't English be simpler! But language is a complex tool that grows and changes over centuries with many different cultures influencing its development. English does have some irregularities, but for the most part it follows some basic rules. When children absorb these rules, they are better able to decode new words and make sense of the text they are trying to read. They are also better able to express their thoughts in writing.

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Read, Write & Type Learning System

Phonemic Awareness

When children first start thinking about how spoken words can be represented by letters on paper, they usually think a word is a single sound. They need to play with the sounds in words with rhymes and word games, until their brains thoroughly grasp the idea that their mouths are making several sounds with each word. This understanding takes time, and for some children it is difficult to develop this awareness of the individual sounds (phonemic awareness). They need lots of practice, until they can segment any word into its separate phonemes. Each lesson in the *Read, Write & Type Learning System* starts with an activity to identify beginning, middle or ending sounds of words.

The “Basic 40” - Phonics, or Learning the Code

There are basically 40 speech sounds, or phonemes, in English. There is an alphabet code to represent each of those sounds. These sound-letter associations are taught in the *Read, Write & Type Learning System*.

Twenty-one sounds can be represented by one consonant. Five other sounds are represented by two consonants-- SH, TH, CH, WH, and NG. That takes care of 26 of the 40 sounds.

The five vowels, A, E, I, O, U, each represent two sounds, their “short” sound and their “long” or “name” sound. That brings the total to 36. The remaining four sounds are represented by OO, (as in LOOK), OO (as in TOOL), OU (as in LOUD), and AW (as in HAWK).

This is the basic set of tools—the 40 sounds and the letters that represent those sounds. Beginners should have lots of experience with regularly spelled words, so that each sound is always represented in the same way. Variations and exceptions are confusing. They should be introduced gradually after children have learned the basic code so well that it is fluent and automatic.

In the *Read, Write & Type Learning System* almost all the words use this basic set of 40 sound-letter associations. The “Silent E” rule is introduced so that children will be able to use both the short and the long sounds of the vowels, and produce words like CAP and CAPE. They also learn that the letter S can stand for two sounds: the “ss” sound (as in SAT) and also the “zz” sound, because IS, and HAS, are such common words.

When children write (type) the various words, phrases and sentences in the *Read, Write & Type Learning System* they can expect to use the sound-letter associations they have learned. However, when they express their own original ideas in writing, they will spell their words using this set of 40. Some words may be spelled incorrectly, because there are variations and spelling conventions that they have not yet learned. If a parent or teacher can gradually help them, by correcting a few selected words, *little by little*, children can begin to absorb the variations and exceptions of English without generating too much confusion. At the same time, it is helpful for children to begin to understand why there are variations and exceptions. Now they must learn that there may be several different ways to represent a sound, and that there are rules that govern when and how to use these variations in English.

Wordy Qwerty—Foundations for Reading & Writing Fluency

Children who have played the *Read, Write & Type Learning System* may be able to write wonderful stories at any computer, but they may not spell all the words correctly, because they need to know a bit more about spelling conventions and how words are constructed in English. The second hurdle in reading and writing, after learning to decode and encode, is developing comprehension and *fluency*. Both require continuous building of an ever more extensive vocabulary and knowledge base, and familiarity with parts of words and the patterns and rules used for spelling.

Wordy Qwerty is designed to cover the next steps after the *Read, Write & Type Learning System*. It demystifies spelling and helps children become familiar with frequently repeated patterns in words. Its activities are designed to improve phonological and morphological sensitivity and to foster a deeper understanding of how words are constructed in English.

Research shows that skilled readers instantly recognize thousands of words. The appearance triggers the *pronunciation* of words and their *meaning*, but only if this information has been systematically stored over time with many different experiences of words, similar words, and chunks of words. Fluent readers and writers access the words they read and write from a “database” located in the left hemispheres of their brains. This database stores the sounds, appearance and meanings of the words. Both the *Read, Write & Type Learning System* and *Wordy Qwerty* help children organize and automatically access this valuable left-brain data. They say, see, hear and type scores of words, individually and in sentences and stories. While they are storing the *motor memory* of pronouncing and typing the words, they are also storing the sound, sight and meaning of each word, simultaneously, for efficient processing.

Wordy Qwerty has 20 lessons, introducing more advanced phonics (variations for certain sounds in English) and the rules for using these variations. There are six activities per lesson. The program uses games, songs, rhymes, storytelling and rewards to teach children 20 spelling rules. It introduces them to word families and develops instant recognition of “outlaw words” that do not conform to spelling conventions and must simply be memorized by sight. It offers practice in enjoyable reading and writing and provides helpful feedback. The mastery of these skills widens the world of reading and writing. Children can fearlessly and confidently tackle new words because they have learned the rules and strategies that will help them succeed.

Wordy Qwerty, is narrated by two unique characters. Qwerty, who looks like a computer (“QWERTY”) keyboard with animated eyes and hands, is a professional word coach and coaches champion readers and spellers. He also manufactures “spheres” for Midi’s music machine. Midi is an engaging musician who looks like a “MIDI” piano keyboard, with eyes and hands. Midi is building an amazing music machine that plays when balls or “spheres” fall on strings or drums or moving marimbas—his *Music of the Spheres* machine. The player gets to see the machine being built and played as a reward for completing the lessons. The player earns spheres by doing Qwerty’s activities, then Qwerty sends the spheres to Midi, who uses them to play his machine.

Beyond the “Basic 40”

Further Conventions of English Spelling with *Wordy Qwerty*

The variations in English spelling are interesting because each has evolved for a reason. If children can master these variations and the rules that govern when to use them, they will be well on their way to fluency in both reading and writing.

- **Some letters stand for more than one sound.**

Vowels stand for two or more sounds. *Wordy Qwerty* starts with a review of the “Silent E Rule” (Lesson 1). There are two consonants, besides S, that stand for two sounds: C stands for “k” as in CAT, and also “s” as in CENT (Lesson 2). G stands for “g” as in GAS, and “j” as in GENTLE (Lesson 3).

- **Some consonant sounds can be made in several different ways.**

The sound “j” can be made by J or GE or DGE. (Lesson 4). W and WH are confusing because we frequently pronounce words that start with WH as if they just start with W. So when do we use WH (Lesson 5)? The sound “k” can be made by C or K (Lesson 6). Or at the end of a word it can be made by CK (Lesson 7). The sound “ks” at the end of a word can be made by CKS or X (Lesson 8). The sound “ch” can be made at the end of a word by CH or TCH (Lesson 9). The sounds made by L, S, F and Z are sometimes made by LL, SS, FF, and ZZ at the ends of words (Lesson 10). The sound “v” at the end of a word should trigger an automatic VE because V cannot end a word in English (Lesson 12).

- **Some vowel sounds can be made in several different ways.**

The RECYCLER games, in all 20 *Wordy Qwerty* lessons, deal with various ways to make the long vowel sounds: AI, EE, EA, OA, IGH, OO. The sound “oy” can be made by OY or OI (Lesson 11). Lesson 17 deals with IE and EI. There are several rules that are based on the convention that if a syllable is open, the vowel is long (Lessons 13, 14, 15).

- **There are five ways to make the sound “er.”**

ER, IR, OR, UR, EAR (Lesson 16). There are a few patterns with the “er” sound, but for the most part, these words must be memorized. Short words that use OR mostly start with W. If “er” comes at the end of a two syllable word, it is usually written ER. Here’s a sentence that includes all five variations: It’s your TURN FIRST to LEARN the WORDS in this VERSE!

- **Plural spellings depend on word endings.**

To make plurals of words ending in “ss” or “ch” you must add ES, as in GLASSES (Lesson 18). To make plurals of words ending in Y, you must change the Y to I and add ES (Lesson 19). To make plurals of words that end in “f,” you must change the F to V and add ES (Lesson 20).

Six Activities in Each of the 20 *Wordy Qwerty* Lessons

Fluency requires more than just a knowledge of spelling conventions. Fluency requires a growing vocabulary and a familiarity with “outlaw” words—words that do not follow the rules. It also requires practice in both reading and writing until words can be recognized instantly and longer strings of text can be comprehended. These are the activities in *Wordy Qwerty* to build these skills:

1. PATTERNS: Children generate two lists of words by typing the names of pictures and sorting the words by a given characteristic. They are directed to notice the “patterns,” or spelling rules, by comparing the two lists. If they can’t sound out the words or spell them correctly, the Helping Hands will assist them. Qwerty and Midi talk about the differences between the two lists and derive the 20 spelling rules, which then are woven into the lyrics of delightful songs.

2. KARAOKE: Rhymes and songs are memorable and fun. There is a catchy song about each of the 20 spelling rules. Children read the lyrics on the screen and can sing along if they want. Often the lyrics contain examples of the words that reflect the spelling rule. Children are motivated to read the words while the song is playing, or while they are singing it themselves.

3. RECYCLER: Lots of words that rhyme can be made just by changing the first letter or letters of a word. Some words sound the same, or rhyme, but use a different combination of letters to represent the same sound, like *sale* and *sail*. In this game, children learn other vowel combinations that can make the long vowel sound—AI, EA, EE, OA, IGH, etc. They watch the RECYCLER drum whirl as it changes the first letter(s) of two rhyming words. They learn to quickly distinguish real words from non-words. The non-words are vacuumed away by the Recycler Machine. Players who score less than 90% on their first try are asked to study the lists of real words remaining and click on any of them that are not familiar. They will hear a sentence that contains the word and reveals its meaning. Then they are asked to play again for a better score.

4. POP-A-WORD: “Outlaw” words are best memorized by learning to recognize them quickly. In this arcade-type game, children find words in a 4 word phrase as each word appears briefly, along with non-target words, in a cluster of colorful balloons. As children click on the correct balloons, they pop! The faster the players recognize the correct words, the more points they make.

5. WRITE STORIES: In these cleverly illustrated 8-line rhymes, children hear and see the first line, and have to type out the second line after it is dictated. They can see and hear the dictated line as often as they need, but get more points if they remember the sentence and try to spell the words correctly. These little stories are full of words that require using the spelling rule just presented in the PATTERN and KARAOKE activities. Typing the sentences is an additional opportunity to hone their typing skills.

6. READ STORIES: Here are some short, engaging stories that develop comprehension, vocabulary, and fluency. Every so often there is a word missing, and children have to choose, among three possible words, the word that best fits the meaning of the sentence. These stories also include words that utilize the spelling rule or the “outlaw” words learned in that lesson.

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Wordy Qwerty - Scope and Sequence

| LEVEL/ LESSON | PATTERN (Spelling Rule) | RECYCLER (Word Families) | POP-A-WORD (Outlaw Words) | WRITE STORIES (Type and Spell) | READ STORIES (Fill in the Blank) |
|------------------|----------------------------|-----------------------------|--|-----------------------------------|-------------------------------------|
| LEVEL 1 | | | | | |
| Lesson 1 | Silent E | ALE, AIL | You have one brother Your friend does too They walk to school | Fast Ride | Ann Saves the Cat |
| Lesson 2 | Sounds of C | ADE, AID | Their friends are great They live over there They're eight years old | Circus Cyclone | Big Day |
| Lesson 3 | Sounds of G | AME AIM | The girls will come Give them some cereal Don't lose your clothes | Ginny at the Gym | Simon's Adventure |
| Lesson 4 | J or DGE | ATE, AIT | They should come here He said they would The judge was wrong | Kitty and the Fudge | Lost at the Zoo |
| LEVEL 2 | | | | | |
| Lesson 5 | W or WH | ANE, AIN | Why did you come Where have you been They would like some | The Wonderful Whale | Trip to the Farm |
| Lesson 6 | C or K | EEN, EAN | Once upon a time Do you want more Find the knife too | Sad Cyrus | The Carnival |
| Lesson 7 | CK or K | EED, EAD | I love reading books My aunt does too We read two together | Chuck the Duck | The Storm |
| Lesson 8 | CKS or X | EED, EAD | This school is new Their teacher is great Why don't you answer | Socks the Fox | The Great Adventure |

Wordy Qwerty - Scope and Sequence

| LEVEL/ LESSON | PATTERN (Spelling Rule) | RECYCLER (Word Families) | POP-A-WORD (Outlaw Words) | WRITE STORIES (Type and Spell) | READ STORIES (Fill in the Blank) |
|------------------|----------------------------|-----------------------------|---|-----------------------------------|-------------------------------------|
| LEVEL 3 | | | | | |
| Lesson 9 | CH or TCH | EER, EAR | Isn't there any juice It's in their kitchen I only want bread | The Egg Surprise | Beth and the Bees |
| Lesson 10 | LL, SS, FF, ZZ | EET, EAT | What is your name You look very nice Where do you live | The Cliff | Muddy Water |
| Lesson 11 | OI or OY | EECH, EACH | Give me two pencils What shall I write? I guess we're done | Rescue at Sea | Birds by the Sea |
| Lesson 12 | VE Words | EEL, EAL | She might be lost How does he know? Because they said so | Generous Friends | The Children's Pool |
| LEVEL 4 | | | | | |
| Lesson 13 | Open Syllables | EEK, EAK | I have been there Please come next Tuesday I'll arrive Monday night | Wet Ducklings | Scared and Excited |
| Lesson 14 | 2 Consonants | EE, EA | Why don't they answer I'm afraid they'll lose Which one is wrong | Fiddler Lady | The Tricks |
| Lesson 15 | Doubling Rule | ITE, IGHT | What do you want They're both busy again Come in four hours | Hot Day | Who, What, Where |
| Lesson 16 | ER, IR, OR, UR, EAR | ONE, OAN | Birds like eating worms Her nurse is early Learn these words first | Curly Hair | Enemies or Friends |

Wordy Qwerty - Scope and Sequence

| LESSON | PATTERN (Spelling Rule) | RECYCLER (Word Families) | POP-A-WORD (Outlaw Words) | WRITE STORIES (Type and Spell) | READ STORIES (Fill in the Blank) |
|----------------|----------------------------|-----------------------------|---|-----------------------------------|-------------------------------------|
| LEVEL 5 | | | | | |
| Lesson 17 | I Before E | OLE, OAL | Would you talk quietly What did mother say They heard those stories | The Chief & the Thief | Giant Pumpkin |
| Lesson 18 | Plurals: Add ES | ORE, OAR | Their eyes are open Does she know how Of course she does | Noisy Bedtime | Ed's Money |
| Lesson 19 | Plurals: Y to IES | OTE, OAT | Who talks too much She will pull through We thought they would | Bunnies | Flying Like a Bird |
| Lesson 20 | Plurals: F to VES | ULE, OOL | Here's the good news We won the game That's our first one | Thieves at the Castle | Soccer News |

LESSON 1. Silent E

The Silent E rule is the most important spelling pattern in English. When you put a silent E on the end of a word like CAP, it becomes CAPE. The short vowel sound in CAP is changed to the long vowel sound in CAPE.

Sometimes children have a hard time remembering which letters are vowels. The song reinforces their memory with the rhythmic A-E-I-O-U! They can also have a hard time remembering the difference between “short” and “long.” You can help them by frequently referring to the long sound as the name sound. You can also point out that the name sound is longer because you need to move your mouth into different shapes to make it. The short sound “a” (as in CAP) just takes one movement of the mouth. The long sound (as in CAPE) takes more to make the sounds “aaayyyeess.”

PATTERN GAME WORDS

| | |
|-----|------|
| HAT | HATE |
| BIT | BITE |
| ROB | ROBE |
| CUT | CUTE |
| CAN | CANE |
| PIN | PINE |

KARAOKE SONG LYRICS (SPELLING RULE):

*Vowels are strange
They have two sounds,
Their short sound and their name.
When silent E is at the end
The vowel will say its name!
The vowel will say its name!
A! E! I! O! U!, A! E! I! O! U!
Remember in this game,
When silent E is at the end
The vowel will say its name!*

RECYCLER WORDS: *Two ways to make Long A: ALE, AIL*

PALE, MALE, SALE, TALE, SCALE, WHALE

PAIL, MAIL, SAIL, TAIL, FAIL, NAIL, QUAIL, SNAIL, TRAIL, WAIL

(NOTE: If the score on this game is higher than 90%, it's clear that the player knows the words well and should advance to the next activity. However some of these words may be unfamiliar. It may be hard to link the spelling with the meaning of two homonyms. If the player scores lower than 90%, REPLAY is required. The player is asked to look carefully at the two lists of words and to click on them to hear a sentence with the word used in context. Children should be encouraged to take advantage of this feature.)

POP-A-WORD OUTLAW WORDS

YOU HAVE ONE BROTHER
YOUR FRIEND DOES TOO
THEY WALK TO SCHOOL

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LESSON 2. Sounds of C

The letter C stands for two sounds: the “k” sound, as in CAT, and the “s” sound as in CENT. The C sounds like “s” when it comes before E, I or Y.

PATTERN GAME WORDS:

| | |
|--------|--------|
| CAKE | CENT |
| CACTUS | CITY |
| CUP | CIRCLE |
| COOK | CELL |
| CLOUD | CYCLE |
| CRAYON | CELERY |

KARAOKE SONG LYRICS (SPELLING RULE):

C says “k”

BUT not before E, I, or Y

C says “k”

BUT not before E, I, or Y

C says “k”

BUT not before E, I, or Y

You know what I mean?

Like CACTUS, or CLEAN!

Mostly C says “k.”

C says “s”

When it comes before E, I, or Y

C says “s”

When it comes before E, I, or Y

C says “s”

When it comes before E, I, or Y

That’s what I meant,

Like CITY or CENT!

Sometimes C says “s.”

RECYCLER WORDS: *Two ways to make Long A: ADE, AID*

MADE, BLADE, FADE, GRADE, SHADE, SPADE, TRADE, WADE, JADE

MAID, BRAID, PAID, RAID

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

THEIR FRIENDS ARE GREAT

THEY LIVE OVER THERE

THEY’RE EIGHT YEARS OLD

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LESSON 3. Sounds of G

The letter G stands for two sounds: the “g” sound, as in GATE and the “j” sound as in GEM. The G sounds like “j” when it comes before E, I or Y.

PATTERN GAME WORDS:

| | |
|--------|---------|
| GATE | GEM |
| GRAPES | GIRAFFE |
| GREEN | GENIE |
| GOAL | GIANT |
| GUPPY | GENERAL |
| GOAT | GYPSY |

KARAOKE SONG LYRICS (SPELLING RULE):

*G says “g”
BUT not before E, I, or Y
G says “g”
BUT not before E, I, or Y
G says “g”
BUT not before E, I, or Y
You know what I mean?
Like GALLOP, or GREEN!
Mostly G says “g.”*

*G says “j”
When it comes before E, I, or Y
G says “j”
When it comes before E, I, or Y
G says “j”
When it comes before E, I, or Y
That’s what I meant.
Like GYMNAST, or GENT!
Hey, sometimes G says “j.”*

RECYCLER WORDS: *Two ways to make Long A: AME, AIM*

BLAME, CAME, FLAME, GAME, LAME, NAME, SAME, SHAME, TAME
AIM, CLAIM, MAIM

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY).

POP-A-WORD OUTLAW WORDS:

THE GIRLS WILL COME
GIVE THEM SOME CEREAL
DON’T LOSE YOUR CLOTHES

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LESSON 4. J or DGE

The letter J can't end a word, so the "j" sound must be made by a GE. G will say its "j" sound when followed by an E. So in a short word (single syllable) where the vowel says its name and the word ends with "j," you would use GE, as in CAGE. But suppose there is a word with a short vowel, like BADGE. You need to insert a D in order to keep the vowel short. BAD is followed by GE which makes the "j" sound. When they are blended together, they say BADGE.

PATTERN GAME WORDS:

| | |
|--------|--------|
| CAGE | BRIDGE |
| RAGE | RIDGE |
| STAGE | JUDGE |
| PAGE | FUDGE |
| HUGE | DODGE |
| REFUGE | LODGE |

KARAOKE SONG LYRICS (SPELLING RULE):

The letter J can't end a word

No it can't, I said!

The letter J can't end a word

So keep that in your head!

So say a word like JUDGE or BRIDGE

Listen for the "j"

When "j" is the last sound you said

Use D-G-E instead!

Yes, use D-G-E instead, I said

Use D-G-E instead.

RECYCLER WORDS: *Two ways to make Long A: ATE, AIT*

GATE, CRATE, DATE, HATE, LATE, MATE, FATE, SKATE, STATE, RATE

GAIT, TRAIT, WAIT

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

THEY SHOULD COME HERE

HE SAID THEY WOULD

THE JUDGE WAS WRONG

LESSON 5. W or WH

We tell children that WH has a breathy “whhhhh” sound, but in actual fact, in most of the words that start with WH, the WH is pronounced like “w”. So it’s helpful to point out to children that there really aren’t very many words that start with WH, and they can be easily memorized. The easiest to learn are the “question” words: WHO, WHAT, WHERE, WHEN, WHICH and WHY. Five of the other common words that start with WH are used in the Karaoke Song, for easy recall: WHITE WHALES WHIRL WHILE and WHIZ.

PATTERN GAME WORDS:

| | |
|---------|-------|
| WHITE | WATCH |
| WHALE | WOOD |
| WHISTLE | WAGON |
| WHEEL | WIG |
| WHIP | WING |
| WHEAT | WAVE |

KARAOKE SONG LYRICS (SPELLING RULE):

WHO, WHAT, WHERE, WHEN, WHICH and WHY
Do WHITE WHALES WHIRL WHILE WHIZZING by?

RECYCLER: *Two ways to make Long A: ANE, AIN*

PLANE, PANE, MANE, VANE, CRANE, CANE

PLAIN, PAIN, MAIN, VAIN, BRAIN, CHAIN, DRAIN, GRAIN, RAIN, STRAIN

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

WHY DID YOU COME

WHERE HAVE YOU BEEN

THEY WOULD LIKE SOME

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LESSON 6. C or K

The sound “k” can be represented by either C or K. Since C says “s” when followed by E, I or Y, it can’t be used to represent the sound “k” when the “k” is followed by E or I. Therefore you have to use a K to represent the “k” sound in words where the “k” sound is followed by the sounds of E or I. In all other words, you use the C to represent “k.”

PATTERN GAME WORDS:

| | |
|------|--------|
| CAT | KITE |
| CUP | KEY |
| CAPE | KITTEN |
| CONE | KISS |
| CUT | KETTLE |
| CLIP | KING |

KARAOKE SONG LYRICS (SPELLING RULE):

The sound of “k”

Is made by TWO

C or sometimes K

When in doubt, it’s probably C

But here’s a hint, OK?

When a word commences with a “k”

Do just what I say

When the second letter is E or I

Start it with a K!

RECYCLER WORDS: *Two ways to make Long E: EEN, EAN*

GREEN, QUEEN, KEEN, SCREEN, SEEN, TEEN, SHEEN

BEAN, CLEAN, DEAN, LEAN, MEAN

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

ONCE UPON A TIME

DO YOU WANT MORE

FIND THE KNIFE TOO

LESSON 7. CK or K

C does not end single-syllable words in English. (However, it does end two- or three-syllable words like MUSIC or FANTASTIC.) We use a K to end short words where the last sound is “k.” Words with a long vowel sound, like BAKE, end with KE (where the E is silent and makes the vowel say its name). But in short words with a short vowel, the K must be preceded by a consonant. If the word is BARK, the single letter K is enough. If the word is BACK, you must use CK. So the rule is that single syllable words with short vowels must end in CK unless there is already a consonant preceding the K.

PATTERN GAME WORDS:

| | |
|-------|-------|
| BLACK | HAWK |
| DUCK | MASK |
| LOCK | ELK |
| STICK | DESK |
| TRUCK | DRINK |
| SACK | WALK |

KARAOKE SONG LYRICS (SPELLING RULE):

Short word, short vowel

SACK, or SICK

C-K, C-K

LACK or LICK

Short word, short vowel

TRACK or TRICK

C-K, C-K

BLACK or BRICK!

Short word, short vowel

DUCK or DOCK

C-K, C-K

LUCK or LOCK

Short word, short vowel

SUCK or SOCK

C-K, C-K

TRUCK or BLOCK

RECYCLER WORDS: *Two ways to make Long E: EEP, EAP*

CHEEP, CREEP, DEEP, JEEP, KEEP, SHEEP, SLEEP, SWEEP, WEEP

CHEAP, HEAP, LEAP, REAP

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

I LOVE READING BOOKS

MY AUNT DOES TOO

WE READ TWO TOGETHER

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LESSON 8. CKS or X

In the last lesson, we learned that single syllable words with short vowels must end in CK, like STICK. If you want to make those words plural, you add an S—STICKS. That same sound “ks” can be represented by an X, but X will only be used in words that are not plural nouns. So FOX and BOX are singular. Other words that end in X, like FIX and SIX, are not nouns (they cannot be singular or plural). So the rule is that if the word is plural, use CKS.

PATTERN GAME WORDS:

| | |
|--------|-----|
| STICKS | FIX |
| SOCKS | BOX |
| LOCKS | FAX |
| BACKS | FOX |
| CHECKS | WAX |
| SACKS | SIX |

KARAOKE SONG LYRICS (SPELLING RULE):

*A single thing is singular. It means you have just one.
You say the word is plural, when it stands for more than one.*

*One SOCK, two SOCKS, you can have success.
One LOCK, two LOCKS, for plurals add an S.*

For plurals, add an S, I say. For plurals add an S.

*What about a word like FOX? It sounds like more than one.
But it's only singular. There is only one.*

*One FOX, one BOX, it does not perplex,
When a word like this is singular it probably ends with X.*

RECYCLER WORDS: *Two ways to make Long E: EED, EAD*
REED, BLEED, FREED, FEED, NEED, SEED, SPEED, WEED, GREED
READ, BEAD, LEAD, PLEAD

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

THIS SCHOOL IS NEW
THEIR TEACHER IS GREAT
WHY DON'T YOU ANSWER

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LESSON 9. CH or TCH

This rule is about short (one-syllable) words with short vowels that end with the sound “ch.” Use a TCH to end the word (like CATCH) unless the “ch” already has a consonant in front of it. (like RANCH). (There are some words with long vowels that end in CH, like POACH, PEACH or LEECH). There are also four easily memorized exceptions: WHICH, SUCH, MUCH, RICH. These are called “the odd ones” in the KARAOKE song. They are important to learn because they are so common.

PATTERN GAME WORDS:

| | |
|--------|--------|
| BRANCH | CATCH |
| RANCH | PATCH |
| STARCH | NOTCH |
| PORCH | ITCH |
| LUNCH | STITCH |
| TORCH | HATCH |

KARAOKE SONG LYRICS (SPELLING RULE):

Use T-C-H to end a STITCH

MATCH, HATCH, DUTCH, HUTCH, HITCH and DITCH

Use T-C-H to end a STITCH

LATCH, CATCH, CRUTCH, DUTCH, PITCH

Don't forget the odd ones—WHICH

Take C-H—like SUCH, MUCH, RICH

Take C-H—like SUCH, MUCH, RICH

Take C-H—like SUCH, MUCH, RICH

Yeah!

RECYCLER WORDS: *Two ways to make Long E: EER EAR*

DEER, CHEER, JEER, SNEER, STEER

DEAR, CLEAR, FEAR, HEAR, NEAR, SPEAR, YEAR, GEAR

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

ISN'T THERE ANY JUICE

IT'S IN THEIR KITCHEN

I ONLY WANT BREAD

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LESSON 10. LL, SS, FF, ZZ

These four letters are usually doubled at the end of a short word with a short vowel. The four, LL, SS, FF, and ZZ should be memorized. There are some exceptions that should also be memorized. This sentence, in the KARAOKE song, should help children remember these exceptions: "It's a PLUS, IF THIS BUS HAS GAS for US."

PATTERN GAME WORDS:

| | |
|-----|-------|
| SIT | KISS |
| CUP | GLASS |
| JAM | JAZZ |
| PIN | PILL |
| LID | CLIFF |
| BIB | FIZZ |

KARAOKE SONG LYRICS (SPELLING RULE):

TALL, BALL, CLIFF, STIFF, BUZZ and FUSS

Have doubles on the end like MUSS

You've got four letters, more or less.

Learn them! You won't have to guess.

L! F! Z and S! Double them and have success.

L! F! Z and S! Double them and have success.

Some are odd, don't make a fuss

Learn this sentence:

"It's a PLUS

IF THIS BUS HAS GAS for US."

RECYCLER WORDS: *Two ways to make Long E: EET, EAT*

BEET, FEET, MEET, FEET, FLEET, SHEET, STREET

BEAT, FEAT, MEAT, FEAT, CHEAT, SEAT, TREAT, WHEAT, HEAT

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

WHAT IS YOUR NAME

YOU LOOK VERY NICE

WHERE DO YOU LIVE

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LESSON 11. OI or OY

This rule is very easy. When the sound “oi” comes in the middle of a word, it is spelled OI (like BOIL). Words in English do not end in I, except for “HI.” So when “OI” comes at the end of a word, it is spelled OY.

PATTERN GAME WORDS:

| | |
|-------|--------|
| BOIL | BOY |
| VOICE | JOY |
| NOISE | TOY |
| COIN | AHOY |
| JOIN | EMPLOY |
| OIL | ANNOY |

KARAOKE SONG LYRICS (SPELLING RULE):

Use a Y when “oy” comes at the end (OH BOY!)

Use a Y when “oy” comes at the end (OH BOY!)

If this rule you EMPLOY

These words you’ll ENJOY

And your teacher you will not ANNOY, my friend

Your teacher you will not ANNOY!

RECYCLER WORDS: Two ways to make Long E: EECH, EACH

BEECH, LEECH, SCREECH, SPEECH

BEACH, BLEACH, PEACH, PREACH, REACH, TEACH

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

GIVE ME TWO PENCILS

WHAT SHALL I WRITE

I GUESS WE’RE DONE

LESSON 12. VE Words

When a word ends with the sound “v,” you must always have a VE on the end. Words in English do not end with V. This rule seems very peculiar at first, because the E on the end looks like a silent E that should always make the vowel say its name. In a word like SAVE, the E on the end does make the vowel long. But in a word like HAVE, or LOVE, it does not. The vowel is short. There are just a few words that are spelled this way, but they are frequently used words. Five are included in the KARAOKE song. If children can remember these five: LOVE, GIVE, HAVE, MOVE, or LIVE, they will know the most important ones. Words that rhyme will be spelled similarly, like LOVE, DOVE, GLOVE, SHOVE, etc.

PATTERN GAME WORDS:

| | |
|-------|-------|
| SAVE | HAVE |
| CAVE | DOVE |
| STOVE | LOVE |
| FIVE | GIVE |
| WAVE | GLOVE |
| DIVE | OLIVE |

KARAOKE SONG LYRICS (SPELLING RULE):

*The letter V can't end a word
No it can't, I said!
The letter V can't end a word
So keep that in your head!*

*So say a word like LOVE or GIVE
Or HAVE or MOVE or LIVE*

*When “v” is the last sound you said
Use V E instead!
Yes, use V E instead, I said
Use V E instead!*

RECYCLER: *Two ways to make Long E: EEL, EAL
REEL, HEEL, PEEL, STEEL, KNEEL, KEEL, WHEEL
REAL, HEAL, PEAL, STEAL, MEAL, SEAL, SQUEAL, ZEAL, DEAL
(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)*

POP-A-WORD OUTLAW WORDS:

SHE MIGHT BE LOST
HOW DOES HE KNOW
BECAUSE THEY SAID SO

LESSON 13. Open Syllables

An “open” syllable ends with a vowel. A “closed” syllable ends with a consonant. This lesson and the next two will require that children understand what a syllable is, so you may have to review syllables and practice breaking words into syllables. This rule is easy when there is just one syllable in the word. When the syllable is open, the vowel says its name. When the syllable is closed, the vowel is short. There are always a few exceptions to every rule—that silly, but very common little word, TO, doesn’t follow any rules at all!

PATTERN GAME WORDS:

| | |
|------|-----|
| WET | WE |
| HEM | HE |
| GOT | GO |
| NOT | NO |
| HIT | HI |
| SHED | SHE |

KARAOKE SONG LYRICS (SPELLING RULE):

*Syllables are like a door
They’re open or they’re closed
With just a vowel, they’re open
Add-a-consonant, they’re closed*

*Syllables are tricky
So watch them in this game
When syllables are open
The vowel says its name.*

*GO, NO, HI, BY, HE, SHE, WE
GO, NO, HI, BY, HE, SHE, WE
GO, NO, HI, BY, HE, SHE, WE
GO, NO, HI, BY, HE, SHE,
Whee!*

RECYCLER: *Two ways to make Long E: EE, EA*

SEE, PEE, FLEE, BEE, FREE, GLEE, KNEE, SPREE, THREE, TREE, FEE
SEA, PEA, FLEA, PLEA

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

I HAVE BEEN THERE
PLEASE COME NEXT TUESDAY
I’LL ARRIVE MONDAY NIGHT

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LESSON 14. Double Consonants

In the last lesson, the rule stated that when the syllable is open, the vowel says its name. This is also true when the word has two syllables and the first syllable is accented. With a word like LA- DY, the first syllable is stressed and the vowel is long. If you want the vowel in the first syllable to be short, you have to close the syllable. So if you want to write LAD- DER, you have to insert another D in order to close the first syllable. It may take a little extra practice for children to fully understand this rule, but it does make sense, and it applies to many words they will be reading and writing.

PATTERN GAME WORDS:

| | |
|--------|-------|
| DINNER | DINER |
| LADDER | LADY |
| ROBBER | ROBOT |
| PILLOW | PILOT |
| HELLO | HALO |
| MUDDY | MUSIC |

KARAOKE SONG LYRICS (SPELLING RULE):

*DI-NER has two syllables
The first vowel says its name
Because the DI is open
The vowel says its name.*

*But close it if the vowel is short
You know what to do
DI-NER has one consonant
But DIN-NER must have two*

*DI-NER has one consonant
But DIN-NER must have two!*

RECYCLER WORDS: *Two ways to make Long E: EEK, EAK*

WEEK, PEEK, CREEK, CHEEK, MEEK, REEK, SEEK
WEAK, PEAK, CREAK, BEAK, FREAK, SPEAK, SQUEAK, SNEAK

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

WHY DON'T THEY ANSWER
I'M AFRAID THEY'LL LOSE
WHICH ONE IS WRONG

LESSON 15. Doubling Rule

This rule is actually the same as the last one, but applies to words where you are adding a suffix that starts with a vowel, like ER or ING. So when you want to change SAD to SADDER, or HIT to HITTING, you add a consonant to close the first syllable. (If you wrote SADER, the vowel would be long).

PATTERN GAME WORDS:

| | |
|------|---------|
| SAD | SADDER |
| BIG | BIGGER |
| RED | REDDER |
| THIN | THINNER |
| HOT | HOTTER |
| FAT | FATTER |

KARAOKE SONG LYRICS (SPELLING RULE):

*SAD has one D, but this is what's true
SADDER and SADDEST have two.*

*GLAD has one D, but this is what's true
GLADDER and GLADDEST have two.*

*So think about this when you add "ER" or "EST"
Double the consonant, that will be best.*

*DIG has one G, but this is what's true
DIGGER and DIGGING have two.*

*JOG has one G, but this is what's true
JOGGER and JOGGING have two.*

*So think about this when you add "ER" or "ING"
Double the consonant, that's the best thing!*

RECYCLER WORDS: *Two ways to make Long O: ONE, OAN*

LONE, BONE, CLONE, CONE, DRONE, PHONE, SHONE, STONE, THRONE, TONE
LOAN, GROAN, MOAN

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

WHAT DO YOU WANT
THEY'RE BOTH BUSY AGAIN
COME IN FOUR HOURS

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LESSON 16. ER, IR, OR, UR, EAR

There are five different ways to write the sound “er.” These words just have to be memorized. It may help for children to make lists of all the words they can think of in each of the five categories.

PATTERN GAME WORDS:

| | |
|--------|--------|
| FERN | BIRD |
| HERD | SHIRT |
| DINNER | CHURCH |
| EARLY | TURTLE |
| PEARL | WORM |
| LEARN | WORLD |

KARAOKE SONG LYRICS (SPELLING RULE):

When you hear “ER” it’s spelled FIVE ways

Your brain just has to learn them

Your brain must TURN

And you must LEARN

So sing this VERSE

It can’t be WORSE

And all these WORDS

Are for the BIRDS!

“It’s your TURN FIRST to LEARN the WORDS in this VERSE”

RECYCLER WORDS: *Two ways to make Long I: ITE, IGH*

SITE, KITE, QUITE, SPITE, WHITE, BITE

SIGHT, BRIGHT, FIGHT, KNIGHT, LIGHT, FRIGHT, TIGHT

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

BIRDS LIKE EATING WORMS

HER NURSE IS EARLY

LEARN THESE WORDS FIRST

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LESSON 17. I Before E

The “ee” sound can be made by EE, EA, IE or EI. It can be tricky to remember whether to use EI or IE. But the rhyme that everyone learns in school is the easiest way to remember: “*I before E except after C, or when it says ‘ay’ as in NEIGHBOR or WEIGH.*” The Karaoke Song will help students remember this jingle.

PATTERN GAME WORDS:

| | |
|-------|----------|
| THIEF | RECEIVER |
| CHIEF | CEILING |
| GRIEF | RECEIPT |
| PIECE | EIGHT |
| FIELD | WEIGH |
| SIEGE | REINS |

KARAOKE SONG LYRICS (SPELLING RULE):

*I before E except after C,
OR when it says “ay”
As in NEIGHBOR or WEIGH.*

RECYCLER WORDS: *Two ways to make Long O: OLE, OAL*
HOLE, MOLE, POLE, ROLE, STOLE, WHOLE, SOLE
FOAL, GOAL

(Reminder: If they don’t score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

WOULD YOU TALK QUIETLY
WHAT DID MOTHER SAY
THEY HEARD THOSE STORIES

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LESSON 18. Plurals: Add ES

Words that end in SS, or X, or CH would be difficult to pronounce if you just added an S to make them plural. Try pronouncing “GLASSS” (making it sound different from GLASS). Do the same with “BOXS.” It simply makes it easier to pronounce if you add ES. If you listen to the way it sounds when you say it, you will always remember to add ES.

PATTERN GAME WORDS:

| | |
|--------|----------|
| GLASS | GLASSES |
| BOX | BOXES |
| BRANCH | BRANCHES |
| CHURCH | CHURCHES |
| BRUSH | BRUSHES |
| STITCH | STITCHES |

KARAOKE SONG LYRICS (SPELLING RULE):

*LUNCHES and BUNCHES
And HUNCHES and CRUNCHES
All have E-S on the end.*

*CRASHES and STASHES
And BASHES and DASHES
All have E-S on the end.*

*So listen to the way it sounds
And this will get you through it.
If you add E-S on the end
You'll know how to do it!*

*WISHES and DISHES
And MISSES and KISSES
All have E-S on the end.*

*BOXES and FOXES
And MIXES and FIXES
All have E-S on the end.*

*So listen to the way it sounds
And this will get you through it.
If you add E-S on the end
You'll know how to do it!*

RECYCLER WORDS: *Two ways to make Long O: ORE, OAR
BORE, CHORE, MORE, SNORE, SCORE, SHORE,, STORE, TORE, WORE
BOAR, OAR, ROAR, SOAR*

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

THEIR EYES ARE OPEN
DOES SHE KNOW HOW
OF COURSE SHE DOES

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LESSON 19. Plurals: Y to IES

Y says “ee” at the end of a word. Adding an S after the Y would change the sound of the Y. To change a word that ends with a Y from singular to plural, change the Y to I and add ES.

PATTERN GAME WORDS:

| | |
|-------|---------|
| BABY | BABIES |
| PONY | PONIES |
| KITTY | KITTIES |
| PUPPY | PUPPIES |
| FLY | FLIES |
| PENNY | PENNIES |

KARAOKE SONG LYRICS (SPELLING RULE):

*With BABY you can't add an S,
With BABY you can't add an S.*

*When it's BABIES, you tell it
Here's how you spell it:*

*Change Y to an I, add ES,
Change Y to an I, add ES!*

*With BUNNY you can't add an S,
With BUNNY you can't add an S.*

*When it's BUNNIES, you tell it
Here's how you spell it:*

*Change Y to an I, add ES,
Change Y to an I, add ES!*

(Children can sing other verses with words like LADY, PUPPY, etc.)

RECYCLER WORDS: *Two ways to make Long O: OTE, OAT*

NOTE, QUOTE, VOTE, WROTE

BOAT, COAT, FLOAT, GLOAT, GOAT, THROAT

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

WHO TALKS TOO MUCH

SHE WILL PULL THROUGH

WE THOUGHT THEY WOULD

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LESSON 20. Plurals: F to VES

To change a word that ends in F from singular to plural, change the F to V and add ES. This is a simple rule to remember. There aren't very many words that end in F anyway.

The rule does not apply to words that end in FF, like CLIFF. There are, as always, some exceptions, like CHIEF, the plural of which is CHIEFS.

PATTERN GAME WORDS:

| | |
|-------|---------|
| SHELF | SHELVES |
| LEAF | LEAVES |
| KNIFE | KNIVES |
| THIEF | THIEVES |
| LOAF | LOAVES |
| WOLF | WOLVES |

KARAOKE SONG LYRICS (SPELLING RULE):

*With a LEAF you can't add an S,
With a LEAF you can't add an S.*

*When it's LEAVES, you tell it
Here's how you spell it:*

*Change F to a V, add ES,
Change F to a V, add ES!*

*With a THIEF you can't add an S,
With a THIEF you can't add an S.*

*When its THIEVES, you tell it
Here's how you spell it:*

*Change F to a V, add ES,
Change F to a V, add ES!*

(Children can sing other verses with words like LOAF, WOLF, etc.)

RECYCLER WORDS: *Two ways to make Long U—ULE, OOL*

MULE, RULE, YULE

COOL, FOOL, POOL, SCHOOL, SPOOL, STOOL, DROOL

(Reminder: If they don't score higher than 90% on the first try, children should study the two lists, click on words to hear the meaning in a sentence, then REPLAY.)

POP-A-WORD OUTLAW WORDS:

HERE'S THE GOOD NEWS

WE WON THE GAME

THAT'S OUR FIRST ONE