

Phonics Alive!

GRADES
2-12

Spelling
Program

Teaches
Spelling
Rules

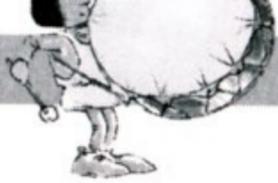
Treats Sight
Words

Records
Results

Speller



MAC/WIN CD-ROM



About the Program

The Phonics Alive! 3 The Speller CD-ROM teaches students (and teachers and parents) to plan how to spell new or unfamiliar words. While enjoying Phonics Alive! 3 The Speller, students will advance their understanding of the grapho-phonetic nature of our language and of the complicated alphabetic mapping system of English. Within this technological interactive environment, spelling rules are taught systematically and sight words are practiced.

The program is set in the cavern of a medieval castle. Esmeralda, our colorful and helpful friend, together with her faithful raven and the gargoyles, offer onscreen help to students. Traditional Spelling Rules are explained and actively taught, followed by practice activities. Sight Words are taught and practice games ensure that learning is fun.

To best suit individual needs, students are able to choose from a variety of sight words (general lists, community signs, science words, mathematics words, secondary words or compound words).

Phonics Alive! 3 The Speller continues the tradition of excellence in offering fun learning through a high quality teaching resource. Students are offered a technology based interactive environment through which they are actively taught.

The Speller is a sequenced package that allows students to work at their own pace.

It consists of 15 modules. Each module will take an average student approximately 15 minutes to complete. It is self paced and highly interactive. Each module contains Introduction, Spelling Rules, Sight Word Exercises and Keyboard Exercises to enable students to develop a fast paced spelling process. The typestyle in the program is consistent to that used throughout most Australian schools. Word lists can be customized and extra words can be downloaded from our web page.

In Phonics Alive! Vs.1.1 young students are introduced to the sounds of letters in the alphabet. These sounds are taught as beginning, medial and ending sounds.

In Phonics Alive! 2 The Sound Blender, students are taught the blending process.

Now Phonics Alive! 3 The Speller is taking the next step!

Who Will Benefit?

The program is suitable for all students who are continuing their development of literacy skills and it is of great benefit to those for whom English is a second language. It will remind us all of the complicated rules of spelling that apply to the English language. The program is easy and enjoyable to use. It is important that all students working with "The Speller" have a reasonable knowledge of phonics contained in Phonics Alive! Vs.1.1 and Phonics Alive! 2 The Sound Blender. Inclusion of Phonics Alive! 3 The Speller within most school based or home based literacy programs should enhance the spelling skills of just about every student.

Computer Voice Direction

The computer voiceover has been designed to guide students through the program. A relaxed style of computer voice encourages students to complete exercises. The voice advises when an incorrect response has been made with a friendly tone that asks the student to try again.

Quick Access to Main Menu at Startup

To skip the introductory graphics and animations at startup, simply click the mouse button.

Skipping Other Animations

The "witch instruction" animation and the beginning of the "A" modules can also be skipped by clicking the mouse button.

Quitting Out of Program

To quit the entire program while you are still in a module using the keyboard:

MAC: use **command**  **Q** WIN: use **control Q**.

This will take the user back to the main menu page. Repeat these keyboard commands to quit out of the entire program.

Return to Main Menu

There will be times when you will wish to return to the main menu while you are still in a module. The user can return to the Main Menu by clicking on the MAIN MENU button which is displayed on the navigation control situated at the bottom left of the screen.

Repeat the Question

Should you or your student require a question to be repeated simply click on the Repeat button which is situated at the bottom left of the screen.

Volume Controls

To change the volume either use the volume buttons located at the bottom left of the screen, or use the following keyboard commands: To increase or decrease the volume,

MAC: press **command**  + (plus sign) or **command**  - (minus sign) respectively.

WIN: press control + or control - respectively.

Administration Page

The entry to this page has been restricted and can only be accessed by a keyboard command:

From the MAIN MENU...

MAC – hold down the Command  key and click on the Admin book.

WIN – hold down the Control key and click on the Admin book.

Troubleshooting

Some troubleshooting hints are included on page 22. A form is also included on page 23 for you to fax back to us if you need any technical help. This form asks you to detail your system configuration.

Read Me File (Win: "ReadMe.txt" Mac: "Read Me")

Please read the information in Read Me file on the CD before installation.

Users should be aware that Phonics Alive! 3 The Speller requires sound cards, video software drivers and hardware that fully support Windows 95 and 98 standards.

Minimum System Requirements

In order to run the program you will need either:

MACINTOSH

▶ A Macintosh Power PC running System 7.5 or higher, with 32MB RAM, 30MB of Hard Drive space for the installation, or 80MB to run the program faster, a 14" monitor displaying thousands of colors and a quad spin CD-ROM player.

WINDOWS Please note: The program is Year 2000 (Y2K) compliant.

▶ A PC P133 or faster running Windows 95/98 with 16bit color, 32MB RAM, 30MB of Hard Drive space available for the installation, or -80MB to run the program faster, 16bit sound card and a quad spin CD-ROM player. The program will run at its **optimum** if the monitor display is set to 640x480.

Installation Instructions – Macintosh

Insert the CD into your CD drive. The CD contents window should automatically pop up. Double click on "Install The Speller!" The installer will give you several options to choose from. If you wish, you can simply keep pressing the "Next" button, and the installer will select a default installation for you. The installer will then create an icon on your desktop called **"Run The Speller!"** which you **must** use to run the program.

Installation Instructions – Windows 95 and Windows 98

Insert the CD into your CD drive. The installer program should automatically run.

The installer will give you several options to choose from. If you wish, you can simply keep pressing the "Next" button, and the installer will select a default installation for you. The installer will create a program group in your "Start" menu – and an icon in this group called "The Speller" which you must use to run the program.

On systems with Autorun disabled you will need to run "setup.exe" from the CD yourself.

- From the Desktop, double click with the left mouse button on the "My Computer" icon.

- Double click with the left mouse button on your CD Drive icon.

- This will display a list of files. Double click with the left mouse button on the file that is called "setup.exe".

WINDOWS SOUND PERFORMANCE: If you have *QuickTime 3* or later, please go to the Administration page and uncheck the "Use Safe Sound Mode" box. This will improve sound performance on Windows operating systems. If after changing this option, you experience missing voiceover prompts and sound effects, please recheck the "Use Safe Sound Mode" box.

To Run the Program after installation

MAC: Insert the CD into your CD drive, double click on **"Run The Speller!"** icon on your desktop.

WINDOWS: Insert the CD into your CD drive. Click the **"Run The Speller!"** button that should appear automatically on your screen. On systems with Autorun disabled, you will need to run the program from the program group in your "Start" menu.

To Uninstall (or reinstall if required)

WINDOWS: Insert the CD into your CD drive. Click the "Run the installer instead" button that should appear automatically on your screen. On systems with Autorun disabled, you will need to run "setup.exe" from the CD yourself. Click on the "Run the Installer" button and select the "Uninstall" option when asked.

MAC: Insert the CD into your CD drive. Double click on "Install The Speller!" from the CD. Click on the "Run the Installer" button and select the "Uninstall" option when asked.



QuickTime™



Run the Speller!



The Speller!

The Main Menu

The numbers on the drawers below the books represent The Speller's 15 modules. After clicking on a drawer, students will be asked if they wish to record their results. If they select **"no"** they will be taken directly to their chosen module. If they select **"yes"** they will be taken to the Name List to select their name or add their name. (See Name List Paragraph below).

The Books

Above the module drawers in the Main Menu are four books:

Admin – This book gives access to the administration page.

Access to this page is restricted to a keyboard command. (command click on admin book)

Help – This book will take you to the help pages containing information about module content, a glossary of terms, instructions for use of the Name List, details of keyboard commands and recommended reading.

About – This book provides information of the contributors to The Speller! and contact details.

Phonics – Here you will find information about the other members of the Phonics Alive! family.

The Name List (run the program)

When students first enter this page a dialog box will ask them to select or create a folder in which their results will be stored. **(See Saving Student's Results page 8).** Students in a home situation will normally access the program through the Name List. Student's will add their name in the Name List page. Once added, students can simply select their name and the program will take them to where they left off after their previous session. They can also select another place to start their new session by clicking on the **"select another task"** button. If students do not wish to record their results and **do not** require the program to remember which tasks they have completed, enter by clicking on a module number on the draws in the Main Menu, or via the Task List book.

To add a new name:

1. Click the "New Name" button at the bottom of the screen. If classes have been defined by a parent in the administration pages, then the appropriate class should be selected before clicking the New Name button. However the class section is normally used by teachers in a classroom environment.
2. Enter the name. Click on "OK".

NB. Names can only be deleted from the Administration page. (see below)

The Administration Page (command/control click on admin book in main menu)

This page has been mainly designed for teachers in a classroom situation. However parents will use this page to:

- ▶ view a student's results
- ▶ delete a name
- ▶ reprint a certificate
- ▶ access the additional word list pages
- ▶ print or export a student's results
- ▶ build custom word lists

To delete a name:

1. Select the name you wish to delete. If the name is not visible you may need to first select the class in which the student's name is located (if you put the name in a class).
2. Click on the "delete name" button. Click on "OK".

To View and/or Print Student's Results

Go to the Administration page (command/control click on Admin book) and select the student's name. If you cannot see the student's name you may have placed the name in a class. If so click on the class name appropriate to that student. Results

can be viewed by module number or as a complete summary by selecting the appropriate heading at the top left of this scroll. From this screen the results can be printed or exported as a text file.

Custom Word Lists

The Custom Word List section is accessed through the Administration page. **For access to this page command/control click on Admin book in main menu. Some important points to remember:**

Word lists are used in the D module Sight Words activities. The Custom Word List jar, giving access to the student, **will only appear** if a custom list has been created and assigned to that module. Each word list can have a maximum of 8 words.

Each list is assigned to one or more modules. It will only be accessible from modules to which it has been assigned.

To create a custom word list:

1. From the Administration screen select "Custom Word Lists".
2. You will be asked where you wish to save your custom word lists. You may create a new folder here, (or select your chosen folder) and click on it.
2. Click the "Create New List" button.
3. Enter a name for the new list and click "OK".
4. Enter a module number (from 1 to 15) to assign the list to. Click "OK".
5. Select a word category from the first column. If no categories are listed use the "Change Source Directory" button to find the extended word lists you wish to use.
6. Select a word from the second column.
7. Click "Add Word" to add the word to your list.
8. Repeat steps 5 through 7 as needed. There is a maximum of 8 words per list.
9. Words can be removed from the new list at any time by selecting the word and clicking the "Remove Word" button.

To edit an existing list

1. Select the word list to be edited by clicking on it's name in the Custom Word List.
2. Click the "edit existing list" button.
3. Add or delete words in the same way as steps 5 to 9 in "To create a new list" above.

Word lists can be copied for use in other modules:

1. Click on the "Assign list to module" button. Select the list you would like to copy.
2. Enter the number of the module where you wish to use the list.

Note: This process actually makes a copy of the original list. Subsequent editing or deleting of individual lists will not affect copies assigned to other modules.

To Remove an existing Custom Word List.

1. Select the word list to be edited by clicking on it's name in the Custom Word List.
2. Click the "delete list" button.
3. Click on "OK".

Creating extra word lists.

To select the existing word lists which are included with the Speller CD, use the "Change Source Directory" button and select the "content" folder (directory) on the CD. Extra words may be added to the program by downloading new words from The Speller web site (www.phonicsalive.com). When you download new words from the web site the new words will be placed in a file on your hard drive. To select these new words and place them into the program please repeat steps 4-8 in the "create a custom word list" paragraph above.

Student's Results

Computer Managed Instruction is a feature of the program. The program will let you choose whether to record the results made by the student. This process records all student responses and stores them to be retrieved at a later stage. Schools can also separate student names into classes. Recording results allows parents and teachers to determine:

- ▶ An individual skill level for each component of a module
- ▶ A student's success rate throughout the program
- ▶ Whether a student is ready to proceed to another module
- ▶ Whether a student requires additional work on a particular skill

The Student's Results file will include the following information:

- ▶ Module Number
- ▶ Student's Name
- ▶ Date of completion
- ▶ Interactions within the section
- ▶ Correct and incorrect responses for individual questions (when viewing "by module")
- ▶ Percentage mark achieved by the student within a module (when viewing as "summary")

The ability of The Speller to act as a diagnostic program allows the information to be taken to be assessed by the parent, as an indication of the student's inability with certain areas of spelling. Professional help from speech pathologists can also be sought by the parent. This diagnosis can save many hours of remedial teaching.

The Certificate

Once a student has completed an entire module including all 6 word lists they will be given the opportunity to print a certificate. The certificate can be printed in B/W or color. If for any reason the certificate can not be printed at that time parents may reprint the certificate from the administration page.

Printing and Exporting Results Files

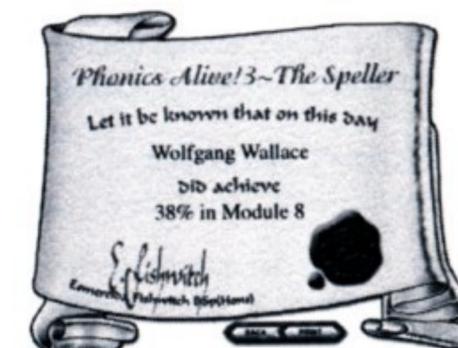
Student results may be printed from within the program and/or exported as text files if required. Do this through the administration page.

(For access: command/control click on "Admin" book in the main menu)

1. Select the student name who's results you wish to print or export.
2. Click the view results button.
3. Select print or export to disk as required.

To View Student's Results

Go to the administration page (command/control click on Admin book) and select the student's name. If you cannot see the student's name you may have placed the name in a class. If so, first click on the class name appropriate to that student. Results can be viewed by module number or as a complete summary by selecting the appropriate heading at the top left of this scroll.



Saving Student's Results

When you first enter the Name List or the Administration Page you will be prompted to select (or create) a directory/folder into which the students results will be saved. Follow the directions for MACINTOSH and WINDOWS as per the following paragraphs.

NB: Results cannot be written to a locked disk, the Phonics Alive! CD or the Desktop on Windows.

FOR MACINTOSH

When first using the program and the dialog box comes up "Please select a folder" click on the OK button. This will bring up a dialog box showing your Desktop. You should now choose where you wish to save the students results. Click on the "new folder" button and name the folder say, "Phonics Results". Click on the "create" button. Then select the new folder from the list and click "select". The results for all students names that you enter, will be stored in this new folder.

FOR WINDOWS

When first using the program and the dialog box comes up "Please select a folder" click on the OK button. This will bring up a dialog box showing your C drive. Select your C drive by clicking on your hard drive folder c:\ Then create a new directory (folder) in which to store the Phonics Results. To do this simply click the new directory button, then name the new directory, say "Speller.Res", and click OK. The results for all students names that you now enter, will be stored in this new folder on your hard disk.

View Results

A student's results are viewed through the Administration page. (Access to the Admin section is restricted, refer to page 3 for keyboard commands.) Select a student's name and then click on the "View Results" button.

Print/Export Results

To print results, select the student's name in the Administration page and then press the "Print Results" button.

A student's results can also be printed, or exported as a text file, by selecting the appropriate button at the bottom of the student's results page. The student's results page is reached by selecting a student's name in the Administration page, and clicking the "View Results" button.



Task Numbers

Each interaction has a "task number" that appears in each page of program modules, (bottom of the screen). It is useful to note this number if you wish to get back to a particular task at a later time.

Module 1 - Spelling words with short vowel sounds.

1A - Single vowel short vowel sounds.

1A01 - "A" making the short vowel sound "a".

1A02 - "E" making the short vowel sound "e".

1A03 - "I" making the short vowel sound "i".

1A04 - "O" making the short vowel sound "o".

1A05 - "U" making the short vowel sound "u".

1B - Building words from root words with single vowel, short vowel sounds.

1B01 - Building words from the root words bat, pet, jig, hot, hum.

1B02 - Building words from the root words hand, rent, risk, bolt, bump.

1B03 - Building words from the root words hand, brag, step, trip, slop, drum.

1C - Sight Words.

1C00 - Basic Sight Words - the, was, into, use, break, they.

1D - Sight Words - word lists.

1D01 - Compound Words - afternoon, aircraft, airliner, airmail, another, backbone, background.

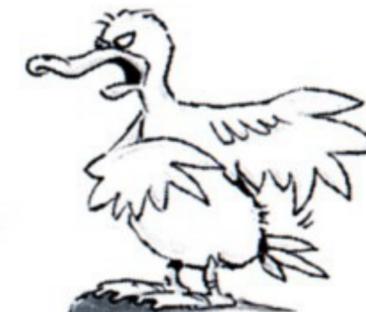
1D02 - General Words - coming, good, men, school, trees, along, day.

1D03 - Secondary Words - action, algebra, audible, average, component, composition, concept.

1D04 - Science Words - laboratory, apparatus, beaker, metre, gram, flask, equipment.

1D05 - Mathematics Words - Mathematics, number, greater, equals, addition, total, plus.

1D06 - Community Signs - gentlemen, ladies, men, women, exit, entrance, tickets.



Module 2 - Spelling words with long vowel sounds.

2A - Vowel letter pairs making a long vowel sound.

2A01 - Long vowel letter pairs making the long vowel sound "A"

2A02 - Long vowel letter pairs making the long vowel sound "E"

2A03 - Long vowel letter pairs making the long vowel sound "I"

2A04 - Long vowel letter pairs making the long vowel sound "O"

2A05 - Long vowel letter pairs making the long vowel sound "U"

2B - Building words from root words with long vowel, vowel letter pairs.

2B01 - Building words from the root words bait & wave.

2B02 - Building words from the root words heat & need.

2B03 - Building words from the root words die & bike.

2B04 - Building words from the root words hope & soap.

2B05 - Building words from the root words suit, duel, accuse.



Module 2 - Continued

2C - Sight Words.

2C00 - Basic Sight Words - would, some, after, thought, almost, doctor, because.

2D - Sight Words - word lists.

2D01 - Compound Words - backwater, bagpipes, ballroom, ballpoint, baseball, bathroom, batman.

2D02 - General Words - dear, has, much, sister, used, around, doll.

2D03 - Secondary Words - emit, conception, constituent, consume, crude, converse, correspond.

2D04 - Science Words - funnel, measure, measurement, experiment, conical, kilograms, planet.

2D05 - Mathematics Words - combine, together, zero, trade, double, calculator, estimate.

2D06 - Community Signs - children, bus stop, out of order, toilet, keep out, engaged, caution.

Module 3 - Spelling words with irregular vowel sounds, including the letter "y".

3A00 - Vowel letters and vowel letter pairs saying a different vowel sound to their usual sound.

3A01 - they, break, eight, said, quay.

3A02 - cyst, built, cymbal, night, friend.

3A03 - was, want, what, some, once.

3B - Building words from root words with long vowel, vowel letter pairs.

3B01 - Building words from the root word say.

3B02 - Building words from the root word eight.

3B03 - Building words from the root word yield.

3B04 - Building words from the root words night.

3B05 - Building words from the root words buy.

3C - Sight Words.

3C00 - Basic Sight Words - more, than, other, such, even, most, also.

3D - Sight Words - word lists.

3D01 - Compound Words - because, become, bedspread, before, befriend, began, begrudge.

3D02 - General Words - here, nice, sometimes, was, bad, ball, eggs.

3D03 - Secondary Words - descendent, effect, diameter, disintegrate, diversity, law, effect.

3D04 - Science Words - orbit, Earth, meteors, comets, telescope, galaxy, Universe.

3D05 - Mathematics Words - algorithm, digit, column, swap, short, long, hundreds.

3D06 - Community Signs - crossing, stop, up, down, vacant, telephone, no smoking.



Module 4 - Spelling words with vowel/r letter combinations.

4A - Spelling words with a vowel letter combining with the letter "r".

4A01 - "A"/"R" combination.

4A02 - "E"/"R" combination.

4A03 - "I"/"R" combination.

4A04 - "O"/"R" combination.

4A05 - "U"/"R" combination.

4A06 - "Y"/"R" combination.

Module 4 - Continued

4B - Building words from root words.

4B01 - Building words from the root word forget.

4B02 - Building words from the root word person.

4B03 - Building words from the root word firm.

4B04 - Building words from the root words burn.

4B05 - Building words from the root words dark.

4C - Sight Words.

4C00 - Basic Sight Words - through, should, each, people, state, world.

4D - Sight Words - word lists.

4D01 - Compound Words - behead, behind, belong, below, beside, betray, beware

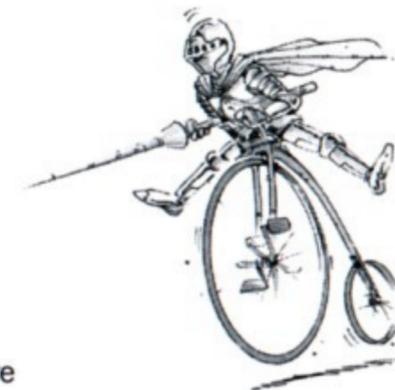
4D02 - General Words - because, enjoyed, hurt, on, summer, where, fine.

4D03 - Secondary Words - factor, grain, incident, omit, incline, initial, invert.

4D04 - Science Words - meteorites, moon, visible, solar, distance, asteroids, gravity.

4D05 - Mathematics Words - thousands, place, value, subtraction, many, empty, none.

4D06 - Community Signs - no trespassers, no admittance, taxi, ambulance, police, station, fire.



Module 5 - Non-phonetic spelling.

5A - Spelling words with non-phonetic letter combinations.

5A01 - Different letter combinations making the "air" sound.

5A02 - Different letter combinations making the "oo" sound.

5A03 - Different letter combinations making the "or" sound.

5A04 - Different letter combinations making the "oy" sound.

5A05 - Different letter combinations making the "ear" sound.

5A06 - The short vowel sound "oo" as in "cook".

5B - Spelling homophones.

5B01 - Spelling the words there, their and they're.

5B02 - Spelling the words your, yore, you're

5B03 - Spelling the words holy, wholly and holey.

5B04 - Spelling the words weather, whether, and wether.

5B05 - Spelling the words new and knew.

5C - Sight Words.

5C00 - Basic Sight Words - still, between, life, being, same, another, while.

5D - Sight Words - word lists.

5D01 - Compound Words - blackberry, blackbird, blackboard, blackguard, blackmail, blackout, blacksmith.

5D02 - General Words - into, over, teacher's, winter, boys, for last.

5D03 - Secondary Words - latitude, sense, negative, partial, percentage, random, perpendicular.

5D04 - Science Words - flowers, surroundings, reproduce, external, producer, energy carbon dioxide.

5D05 - Mathematics Words - enough, difference, compare, change, minus, remainder, bundle.

5D06 - Community Signs - hot, cold, hospital, walk, don't walk, not to be taken, do not touch.



Module 6 - Dropping the silent "E".

6A - Spelling words with vowel letter pairs joined by one consonant & made with the silent "E".

- 6A01 - Words that have dropped the silent "E" before adding a suffix that begins with a vowel letter.
- 6A02 - Words that have kept the silent "E" before adding a suffix that begins with a consonant letter.
- 6A03 - Words that end in "IE".

6B - Building words from root words.

- 6B01 - Building words from the root words pave, complete, hike, suppose, accuse.
- 6B02 - Building words from the root words safe, extreme, side, home, amuse.
- 6B03 - Building words from the root words die, tie, lie, vie, untie.
- 6B04 - Building words from the root words separate, alternate, dictate, quote, fame, compose, fortune.

6C - Sight Words.

- 6C00 - Basic Sight Words - last, might, great, year, since, against, himself.

6D - Sight Words - word lists.

- 6D01 - Compound Words - blindfold, blockhead, bloodhound, bloodshot, blowfly.
- 6D02 - General Words - place, them, writing, call, pretty, thing, yesterday.
- 6D03 - Secondary Words - positive, rate, relate, revise, sense, spontaneous, standard.
- 6D04 - Science Words - respond, absorb, growth, internal, consumer, bacteria, oxygen.
- 6D05 - Mathematics Words - subtract, pattern, exchange, smaller, shorts, longs, flats.
- 6D06 - Community Signs - poison, caution, danger, wet paint, flammable, way out, way in.

Module 7 - Double the final consonant rule.

7A - Words that double the final consonant when adding a suffix.

- 7A01 - Adding a suffix that begins with a vowel
- 7A02 - Syllables within words which have a double consonant.
- 7A03 - Words that do not double the final consonant when adding a suffix.

7B - Building words from root words.

- 7B01 - Building words from the root words drag, forget, skid, flop, drum.
- 7B02 - Building words from the root words act, object, sift, bond, match, jump.
- 7B03 - Building words from the root words official, forget, enroll, useful, dictator, mouth, mild, chemist.

7C - Sight Words.

- 7C00 - Basic Sight Words - few, during, without, place, however, thought.

7D - Sight Words - word lists.

- 7D01 - Compound Words - blowhole, blowpipe, bluebell, bluebottle, blueprint, booklet, bookmaker.
- 7D02 - General Words - children, getting, three, give, right, come, going.
- 7D03 - Secondary Words - stimulate, symmetrical, tank, topic, valid, conglomerate, metamorphic.
- 7D04 - Science Words - animals, plants, classify, decompose, fungi, living.
- 7D05 - Mathematics Words - multiplication, multiply, match, label, rows, altogether, build.
- 7D06 - Community Signs - push, pull, surgery, inquiries, fire escape, emergency.

Module 8 - Adding a suffix to root words with a long vowel letter pair.

8A - Words that do not double the final consonant when adding a suffix.

- 8A01 - Adding a suffix to words with a long vowel letter pair.
- 8A02 - Adding a suffix to words with an irregular long vowel pair.
- 8A03 - Adding a suffix to words with a vowel/R letter combination.
- 8A04 - Adding a suffix to words with a non-phonetic letter combination.

8B - Building words from root words.

- 8B01 - Building words from the root words jail, weed, foam, cruel.
- 8B02 - Building words from the root words pray, slay, field, pry, fry, hook.
- 8B03 - Building words from the root words darn, stern, flirt, sport, surf.
- 8B04 - Building words from the root words widow, pair, employ, avoid, ground, jaunt.

8C - Sight Words.

- 8C00 - Basic Sight Words - part, general, high, united, left, number, course.

8D - Sight Words - word lists.

- 8D01 - Compound Words - bookworm, shoelace, boyhood, ringlet, breakdown, waterworks, bridegroom.
- 8D02 - General Words - why, guard, indignant, content, thousands, fragile, perfect.
- 8D03 - Secondary Words - metamorphosis, volcanic, sedimentary, geology, geography, photosynthesis.
- 8D04 - Science Words - fuel, energy, kinetic, potential, chemical, converted, radiant.
- 8D05 - Mathematics Words - sort, match, bottom, side, pattern, puzzle, construct.
- 8D06 - Community Signs - beware, casualty, open, closed, doctor, go, detour.

Module 9 - The spelling of plurals.

9A - The spelling of plurals.

- 9A01 - Most words.
- 9A02 - Words that end with a sibilant followed by a silent "E".
- 9A03 - Words that end with a consonant followed by the letter "Y".
- 9A04 - Words that end with a long vowel letter pair followed by the letter "Y".
- 9A05 - Words that end with a long vowel sounding letter "O".
- 9A06 - Words that change when making the plural.

9B - Building words from root words.

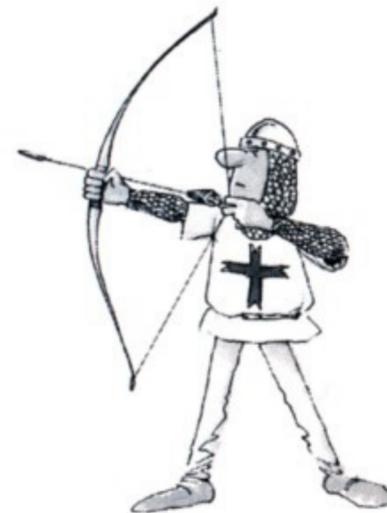
- 9B01 - Building words from the root words snail, seed, mime, cloak, cruise.
- 9B02 - Building words from the root words buzz, plus, lash, march, dress.
- 9B03 - Building words from the root words reply, spy, berry, sorry, bunny.
- 9B04 - Building words from the root words ray, play, chimney, viceroy, guy.
- 9B05 - Building words from the root words go, echo, hero, tomato, potato.
- 9B06 - Building words from the root words poncho, concerto, imbroglia.

9C - Sight Words.

- 9C00 - Basic Sight Words - war, until, something, fact, though, less, public.

9D - Sight Words - word lists.

- 9D01 - Compound Words - broomstick, crossword, downstairs, dragonfly, password, overseas, sawdust.



Module 9 - Continued

- 9D02 - General Words - narrow, beacon, fright, cipher, hundred, trumpet, corral.
- 9D03 - Secondary Words - chemical, chemistry, physics, physical, English, communication, essentially.
- 9D04 - Science Words - gravitation, stretched, compressed, dynamo, invisible, friction, electricity.
- 9D05 - Mathematics Words - design, join, line, row, arrange, curve, straight.
- 9D06 - Community Signs - explosives, fragile, inflammable, important, information, lounge, manager.

Module 10 - Adding a suffix to words that end in "Y".

10A - Adding a suffix to words that end in "Y"

- 10A01 - Adding a suffix to words ending with the letter 'y,' immediately preceded by a consonant.
- 10A02 - Adding the suffix 'ing' to words ending in 'Y'.
- 10A03 - Adding the suffix 'ness' to short words ending in a 'y'.
- 10A04 - The possessive case of nouns ending in the letter 'y'.

10B - Building words from root words.

- 10B01 - Building words from the root word party.
- 10B02 - Building words from the root word carry.
- 10B03 - Building words from the root word funny.
- 10B04 - Building words from the root word pretty.
- 10B05 - Building words from the root word happy.
- 10B06 - Building words from the root word dry.

10C - Sight Words.

- 10C00 - Basic Sight Words - almost, enough, took, yet, government, system, set.

10D - Sight Words - word lists.

- 10D01 - Compound Words - bulldozer, buttercup, friendship, peacock, overflow, rucksack, whirlpool.
- 10D02 - General Words - involve, spaghetti, gnome, champion, contestant, alphabet, abundant.
- 10D03 - Secondary Words - throughout, independent, varieties, decades, particularly, according, medium.
- 10D04 - Science Words - battery, absorption, action, standard, percentage, incident, descendent.
- 10D05 - Mathematics Words - edge, container, lighter, heavier, longer, shorter, taller.
- 10D06 - Community Signs - off, on, keep off, prohibited, private, slow, special.



Module 11 - Spelling words where vowels influence the sound of the preceding consonant.

11A - The special relationship between some consonant letters and the vowels.

- 11A01 - When followed by 'e', 'i' or 'y', the consonant 'g' can change to a softer /j/ sound.
- 11A02 - When followed by the vowels 'e' or 'i', or a vowel-sounding 'y', the consonant 'c' can make a soft /s/ sound.
- 11A03 - When followed by the vowel 'i', the consonants 'c', 't', 's', and 'double s' can change to make a /sh/ sound.
- 11A04 - Adding a suffix to a root word ending in 'ce' or 'ge'.

11B - Building words from root words.

- 11B01 - Building words from the root word advance.
- 11B02 - Building words from the root word notice.
- 11B03 - Building words from the root word courage.

Module 11 - Continued

- 11B04 - Building words from the root word peace.
- 11B05 - Building words from the root word savage.
- 11B06 - Building words from the root word acknowledge.

11C - Sight Words.

- 11C00 - Basic Sight Words - told, nothing, end, didn't, later, knew, me.

11D - Sight Words - word lists.

- 11D01 - Compound Words - bylaw, candid, cannot, capsized, cargo, cartridge, casebook.
- 11D02 - General Words - puzzle, intellect, subject, affect, disguise, delight, surround.
- 11D03 - Secondary Words - resources, requires, grammar, reference, syntax, phrases, aspects.
- 11D04 - Science Words - component, topic, rate, latitude, law, negative, omit.
- 11D05 - Mathematics Words - pointed, balance, compare, order, large, triangle, rectangle.
- 11D06 - Community Signs - toxic, vacancy, visitors, wanted, warning, car park, fire extinguisher.



Module 12 - Spelling words with the vowels "i" and "e".

12A - The special relationships between the vowels "i" and "e"

- 12A01 - Spelling words with the long vowel /i/ sound 'i' before the 'e'
- 12A02 - Spelling words with the long vowel /E/ sound 'i' before the 'e'
- 12A03 - Spelling words with the letters 'e' and 'i' saying the long vowel /A/ sound.
- 12A04 - Spelling words 'i' before 'e' except after 'c'
- 12A05 - Adding suffixes to root words ending in 'y'.

12B - Building words from root words.

- 12B01 - Building words from the root word achieve.
- 12B02 - Building words from the root word believe.
- 12B03 - Building words from the root word policy.
- 12B04 - Building words from the root word deceive.
- 12B05 - Building words from the root word fancy.

12C - Sight Words.

- 12C00 - Basic Sight Words - say, town, all, daddy, hand, days, hard.

12D - Sight Words - word lists.

- 12D01 - Compound Words - causeway, chestnut, dishwater, earring, earthquake, offhand, outback.
- 12D02 - General Words - fearsome, invade, deprived, venison, occurrence, incident, comma.
- 12D03 - Secondary Words - learners, subjective, advises, individual, common, approaches, previous.
- 12D04 - Science Words - converse, stimulate, incline, velocity, acronym, chromosomes, acceleration.
- 12D05 - Mathematics Words - rectangular, oval, surface, corners, vertices, square, pyramid.
- 12D06 - Community Signs - fire exit, first aid, high voltage, detour ahead, supermarket, cinema, hotel.



Module 13 - The consonant clusters "C/K" and "T/C/H".

13A - The special relationship between the vowels and the consonant letters "k", "ck", "ch" and "tch".

- 13A01 - Spelling words with a short vowel followed by the /k/ sound, using the consonant pair "ck".
- 13A02 - Adding a suffix to words with a short vowel sound in words ending in "c".
- 13A03 - Spelling words with a short vowel followed by the sound /ch/, using the consonants "tch".
- 13A04 - Spelling words with a short vowel sound "oo", spelt double o followed by "k".

13B - Building words from root words.

- 13B01 - Building words from the root word duck.
- 13B02 - Building words from the root word mimic.
- 13B03 - Building words from the root word catch.
- 13B04 - Building words from the root word panic.
- 13B05 - Building words from the root word pace.
- 13B06 - Building words from the root word hatch.
- 13B07 - Building words from the root word cook.

13C - Sight Words.

- 13C00 - Basic Sight Words - mother, show, use, arithmetic, dog, her, next.

13D - Sight Words - word lists.

- 13D01 - Compound Words - forearm, evergreen, ordeal, outcast, passport, quicksand, railroad.
- 13D02 - General Words - instinct, justice, footprint, scene, mighty, metallic, sandwich.
- 13D03 - Secondary Words - figure, principles, ability, faculty, expose, competence, performance.
- 13D04 - Science Words - composition, valid, relative, sense, spontaneous, factor, correspond.
- 13D05 - Mathematics Words - cube, prism, circle, oblong, first, next, parallel.
- 13D06 - Community Signs - motel, bar, law courts, slippery when wet, sale, clearance.



Module 14 - Compound words and word clippings.

14A - Rules to help make compound words and word clippings.

- 14A01 - Adding "all", "till", "fill" or "full" to other words or syllables.
- 14A02 - Making compound words.
- 14A03 - Words which have been shortened.

14B - Building words from root words.

- 14B01 - Building words from the root words: powerful, fulcrum, beautiful, careful, fulfill.
- 14B02 - Building words from the root words: jellyfish, airline, brainstorm, toolbox, haystack.
- 14B03 - Building words from the root words: ambush, carpet, behead, forbid, seesaw.
- 14B04 - Building words from the root words: bike, fax, memo, zoo, movie.

14C - Sight Words.

- 14C00 - Basic Sight Words - something, want, back, tack, cat, horses, and.

14D - Sight Words - word lists.

Module 14 - Continued

- 14D01 - Compound Words - outskirts, overnight, fireproof, quicksilver, ringleader, reindeer, flashlight.
- 14D02 - General Words - likeness, lively, seedling, angry, guest, decipher, canyon.
- 14D03 - Secondary Words - exception, constituent, compound, complex, assert, positive, basic.
- 14D04 - Science Words - audible, positive, initial, disintegrate, concept, consume, partial.
- 14D05 - Mathematics Words - trigonometry, quadratic, equation, sine, cosine, tangent, hypotenuse.
- 14D06 - Community Signs - sandwich bar, take away, form one lane, reduce speed, railway crossing, passport photos, no right turn.

Module 15 - Etymological knowledge.

15A - The origin of words.

- 15A01 - Words with an Italian origin.
- 15A02 - Words with a Japanese origin.
- 15A03 - Words with a French origin.
- 15A04 - Words with a Greek origin.
- 15A05 - Words with a combination Latin and Greek origin.

15B - Building words from the root words.

- 15B01 - Spelling the plurals of graffiti, concerto, inferno, tempo and paparazzo.
- 15B02 - Spelling the plurals of anchovy, cargo, plaza, patio and poncho.
- 15B03 - Building words from the root words be, know, sit, stand and write.
- 15B04 - Building words from the root words cool, full, slow, strong and young.

15C - Sight Words.

- 15C00 - Basic Sight Words - how, old, street, when, morning, find, interesting.

15D - Sight Words - word lists.

- 15D01 - Compound Words - firefly, footprint, outline, troublesome, upright, wholesome, wristband.
- 15D02 - General Words - mammal, windmill, stagnant, dolphin, straight, festival, difficult.
- 15D03 - Secondary Words - variation, adverb, countries, between, introduced, foremost, type.
- 15D04 - Science Words - random, parallax, diversity, effect, efficient, resinous, osmosis.
- 15D05 - Mathematics Words - geometry, quantity, obtuse, perpendicular, congruent, binomial, quadrilateral.
- 15D06 - Community Signs - school zone, shops, butcher, baker, library, pharmacy, quiet please.



The Word Lists Screen

Access to this screen is through the administration page. All words in the word lists used throughout the program are in text and are spoken words. The student both sees and hears the word. There are six categories of word lists to choose from. These categories are:

Community Signs, Compound Words, General Words, Science Words, Secondary Words and Maths Words.
The CD Program contains over 1,800 words.

WEB SITE: The Word Lists – Additional Words

All words in the word lists used throughout the program are written and spoken words.

Many more words are available through our Speller Web Site.

The address for this site is:

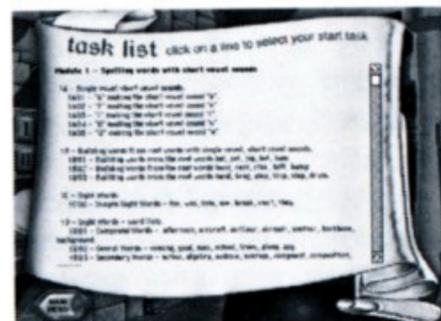
<http://www.eduser.com.au/wordlist>

We are constantly recording new words and placing them in our web site. If you have any requests for additional words please leave a message in our "Wish List" box on our web site.

What some of the screens look like:



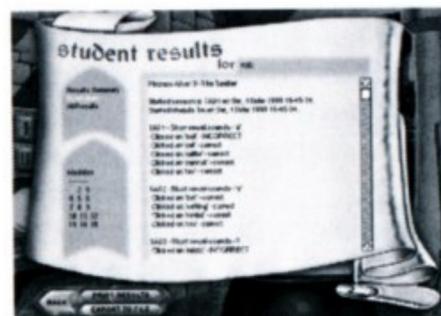
The Main Menu



The Task List



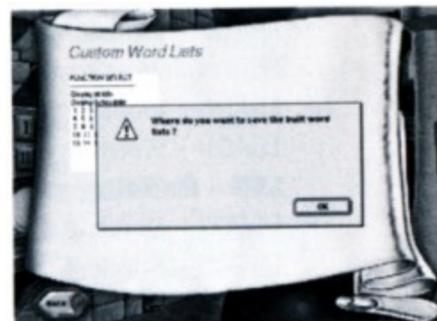
The Name List



Student Results Page



The Administration Page



Custom Word Lists

This Glossary of Terms and suggested background reading is also available on the CD. Enter the Administration Page and click on the Help button.

Accent: are instances of regional or social variations. In English, there are fewer differences for consonants than for vowels. There is a major difference between rhotic and non-rhotic accents.

Accents, Non-rhotic: drop the /r/ when it is followed by a consonant or by a pause, but is retained when followed by a vowel. Non-rhoticity is typical in most of England and Wales, Australia, South Africa and New Zealand and in some parts of the east and south of the United States.

Accent, General American: is not a regional or class accent, but an abstraction from what is typical of English pronunciation in the United States. G.A. contrasts with the vowel sounds of the generally accepted Received Pronunciation typical of educated speakers of British English (though by no means all educated speakers use it).

Cognitive strategies: Cognitive strategies are general plans of action by means of which learners can manage their own behavior, much of which will be overt and observable.

Consonant: typically obstruct the flow of air. To describe them we take account of the articulator (usually the tongue or lips), the place and manner of articulation and whether they are voiced or voiceless.

Consonant blend: consists of two or more consonants sounded together but each still can be heard (green, street).

Digraph: consists of a pair of letters representing a single speech sound (where, chip).

Etymological Knowledge: Part of essential Spelling Knowledge which focuses on the origins and meaning of non-phonetic words. Etymological knowledge is enhanced through knowledge of roots of words, original word meanings and origins, and history of words. (e.g. the silent "k" in knee, knight, knife is due to a particular event in English history; and the words beau, beautiful are related and taken from the French language).

Homographs: words that are spelt the same but are pronounced differently (wind as in the wind that blows or wind as in wind the clock/ lead as in a dog's lead and lead as in a heavy metal).

Homomorphs: words that are related in meaning and are pronounced and spelt the same, but are distinct grammatically, eg. the verb laugh (I laugh) and the noun laugh (have a good laugh) are homomorphs.

Homonyms: words that sound alike and sometimes are spelled alike, but have different meanings (bank as in river bank; bank as in money institution).

Homophones: are words that have the same sound but different meaning and spelling (foul/fowl; toe/tow).

Morpheme: is the minimum meaningful element in a language (pre in "prepack", ly in "worldly").

Morphemic Knowledge: Part of essential Spelling Knowledge which focuses on the meaning of words and how they change to take on different grammatical forms. This also includes knowledge of morphemes and the general understanding of rules for the addition of prefixes and suffixes, and of how compound words are constructed.

Phonological Knowledge: Part of essential Spelling Knowledge. Includes the names of letters and the sounds they represent. Also includes knowledge of rhyme, and the ability to syllabicate words.

Phonology: describes the sounds of speech.

Prefix: is a morpheme that is added to a root word (undo).

Root word: is a word or part of a word from which other words can be made (serve/service).

Schwa: is the reduced vowel commonly used in unstressed syllables. It is spelt by various vowel letters or combinations of letters. (sandal, little, channel, cover, deficit, acre).

Handwriting practice lines consisting of 15 horizontal lines.

Sibilant: Sound made using the teeth to obstruct the sound production, usually acknowledged as giving a hissing sound such as in the words; song, shin, church, squash, hissing.

Spelling Knowledge: Essential knowledge needed to spell correctly. This includes phonological knowledge, visual knowledge, morphemic knowledge and etymological knowledge of words. Access to Spelling Knowledge helps students to better be able to spell unfamiliar words by applying knowledge about how words sound, how words look, how words change form, and, from where the root word came.

Suffix: is a morpheme at the end of a root word (sulking, walked, chips, comfortable).

Syllable: Unit of pronunciation forming part of a word. Greenbaum (1996, p.481) notes that "vowels generally constitute the nucleus of syllables, whereas consonants are generally at the peripheries of syllables".

Synonyms: are words that have the same or nearly the same meaning (stop/halt; happy/cheery; said/told/uttered).

Visual Knowledge: Part of essential Spelling Knowledge. This allows students to focus on how words look, to recall and compare the appearance of words, and to recognize common letter clusters such as prefixes and suffixes.

Vowels: Traditionally the vowels are described according to the positions of the tongue inside the mouth as the vowels are being articulated, but in practice the distinctions between vowels are based on how they sound and the relative positions of the tongue that we infer from what we hear. We also take into account the shape of the lips. The difference between a consonant sound and a vowel sound is the typical obstruction of the flow of air for a consonant sound, and non obstruction for a vowel sound.

Vowels-Diphthong (or triphthongs): involves a glide from one vowel sound to another (e.g. hour, thorough). As per other vowel sounds (see below) there are variations according to accent.

Vowels-Long: a pure or single vowel (monophthong) (e.g. cake, bead, kite, goat). Long vowels may vary according to accent; e.g. Greenbaum (1996) describes Long Vowels for the generally accepted Received Pronunciation as pronounced in: beat, her, hair, too, saw, arm; but as in: beat, bait, too, saw, pot, boat for American English. Because of the absence of contrast between the long and short vowel sounds in Scottish English, the same vowel sound is used for full and fool; cot and caught, can and calm.

Vowel Sets: Greenbaum (1996) describes in detail two main sets of vowels: Received Pronunciation and General American. Other vowel sets mentioned are the very distinctive Scottish English which lacks contrast between short and long vowel sounds; regional accents of Australia, the England Midlands and South East, including Cockney, which have diphthongs that differ from those of R.P and G.A.; Caribbean English which has a tendency to use unreduced non-central vowels; and, African Varieties of English which because of lack of contrast between some vowels gives rise to homophones such as ship/sheep, sin/seen.

Vowels-Short: a pure or single vowel (monophthong) (e.g. bat, bed, kit, got, run, put). Short vowels may vary according to accent; e.g. Greenbaum (1996) describes Short Vowels for the generally accepted Received Pronunciation as pronounced in: bit, bet, bat, ago, put, run, dot; but as in: bit, bet, bat, her, ago, run for American English.

Word Map: The translation of sound into text. A completed word map must be of correct spelling.

Troubleshooting – Macintosh

Problem/Possible Cause	Solution	
Program interrupted by any error message.	Dirty CD	Clean CD. (Use soft cotton cloth or CD cleaner.)
No Sound	Volume set too low	Within the program press command + to raise volume.
	Sound turned off	Use your control panel to turn the computer's sound on.
	Speakers are turned off	Turn speakers on.
Error saving prefs or results files "Disk is locked"	Trying to save to a locked disk (possibly the CD) or to the desktop	From the admin page use the "results location" button to change the location of the results folder.

Troubleshooting – Windows

Problem	Possible Cause	Solution
Program interrupted by any error message	Dirty CD	Clean CD. (Use soft cotton cloth or CD cleaner.)
Onscreen colors are wrong or garbled Program hangs	Incompatible video driver	Set your monitor to 640 x 480 pixels with 256 colors, or contact your reseller for latest video driver.
No Sound	Volume set too low	Use your sound card's control panel to increase the computer's volume. Within the program press control+ to raise the volume.
	Speakers are turned off	Turn speakers on.
	"Mute" enabled in Win 95	Turn "Mute" off in Windows.
	Sound device not installed properly	Consult your sound device manual.
*Unexplained Errors	Video driver conflict	Update video driver.
Error saving prefs or results files	Trying to save to a locked disk (possibly the CD)	From the admin page use the "results location" button to change the location of the results folder.
Sounds do not play	QuickTime 3 not installed	Run QuickTime 302.exe from the CD.

THE SPELLER - Problem Report

Contact details

 Email: _____ Date: _____
 Phone: _____ Contact Name: _____
 Fax: _____

IBM Compatible PC

Model: _____
 Manufacturer: _____
 Processor: 386 486 Pentium
 other: _____
 Speed: _____ MHz
 RAM: _____ Mb
 Sound card:
 Model: _____
 Manufacturer: _____
 Video card:
 Model: _____
 Manufacturer: _____
 Video RAM: _____ Mb
 Operating system (O/S):
 Windows 95 (32 bit O/S)
 Windows 98 (32 bit O/S)
 Other _____

Macintosh

Model: _____
 RAM: _____ Mb
 Video card:
 On Board Other
 Manufacturer: _____
 Video RAM: _____ Mb
 Mac O/S system _____
 Are you running virtual memory?
 If so, how much? _____

Nature of fault

1. Display mode set to 640 x 480 x thousands of colors? If not, change the display mode and try again.
2. Does the fault appear to be random or does it only occur at specific a task? _____
3. Was this problem noticeable from the first day of installation, or has it only appeared recently? _____

Exact description of fault including any system messages/error notices:

Please fill out and fax back to : (847) 516-8210

Phonics Alive! 3 The Speller



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