

**Part One equips all students to spell, write in sentences, and read thousands and thousands of common and uncommon single-syllable and multi-syllable words by applying the twenty-five, most often used, single-letter phonograms!**

Does your older student think he is being asked to do primary “stuff” when you ask him to train his four-member, neurological TEAM? Does he understand why he needs to equip his TEAM with explicit data about sounds, symbols, *syllables* and sentences so he can spell, engage in written composition and read English proficiently?

He might say, “What! You want me to write alphabet letter a?” We say, “No. We want you to describe all eight features of this symbol plus learn its three sounds—its phonogram name—as you write it.” What a non-primary task this is! What a multiple skill requirement this is! What a full-spectrum, whole-TEAM, neurological challenge this is! But his TEAM can and must do it!

When we give our older student enlightenment so he understands why he is doing what he is doing the way he is doing it plus has opportunity to see results, which is the purpose of this activity, he is well served. Our younger students are pleased, too.

Sample words in this activity require knowledge of Part One’s single-letter phonograms. That means our student can speak and spell every one of them plus many, many more not listed!

Look at the attached sample list. Do you see words? They are. But more importantly, **they are syllables**!

By our instruction, the student has been **speaking and spelling *syllables*** beginning in Section 4. He also has been **speaking and spelling frequently used *speaking/spelling patterns***. His neurological TEAM has become proficient, preparing him so he will not have to memorize mindless lists of words and rules. Already he is able to spell expertly! Why? He has learned that **SPEAKING *syllables*** sets him up to apply his phonogram knowledge: **if he SPEAKS a *syllable* correctly, he can SPELL it correctly!** Now he will learn **there is no such thing as a long word; there is only a short *syllable*!**

To accomplish this, we must guide our student to distinctly **SPEAK & DISCERN** each *syllable* in a multi-*syllable* word. Then he will be able to take each *syllable* through the familiar *kinesthetic anchoring*, sound-discerning, phonogram-writing procedure, “treating” each as if it were a one-*syllable* word, like **as, and, last, dog, sum, at, gist, pal, tent**, etc.!

Let’s practice. Take the word, **a nat o my**, through the spelling-a-multi-*syllable*-word process with me.

**Spelling-a-Multi-Syllable-Word**

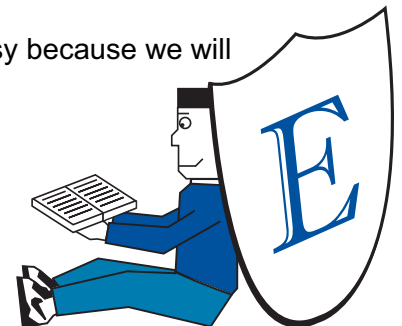
**First**, let’s figure out how to speak each *syllable* for spelling so we can guide our student to do the same. This is easy because we will use our official, for spelling, phonogram knowledge.

*Syllable a* is “**a**(ta ble).”

*Syllable nat* is “**n**(fun) **a**(at) **t**(pet).”

*Syllable o* is “**o**(o pen).”

*Syllable my* is “**m**(gum) **y**(cyst).”



Remember, we already know how we talk. But the how-we-talk system is not reliable (consistent, constant, invariable) for spelling. Our phonogram system is reliable, so we will conform our speaking-for-spelling to it, *syllable-by-syllable*, sound-by-sound.

Look at these four speaking-for-spelling tips:



1. When **a<sup>3</sup>**, **e<sup>2</sup>**, **o<sup>3</sup>** or **u<sup>3</sup>** is a stand-alone syllable or is at the end of a syllable that is not a last *syllable*, speak sound “**a**(table),” “**e**(me),” “**o**(open)” or “**u**(use).” Look at the list and see this frequently used *speaking/spelling pattern*. Circle these *syllables*. ○
2. When **a<sup>3</sup>**, **e<sup>2</sup>**, **o<sup>3</sup>** or **u<sup>3</sup>** is within a syllable, speak sound “**a**(at),” “**e**(ef fort),” “**o**(odd)” or “**u**(up).” When **i<sup>3</sup>** or **y<sup>3</sup>** is within a syllable, speak sound “**i**(it) [y(cyst)].” Look at the list and see this frequently used *speaking/spelling pattern*.
3. When **a<sup>3</sup>** is at the end of a word, **always** speak sound “**a**(ah).” Look at the list and note eight ending *syllables* that use this *speaking/spelling pattern*.
4. When **i<sup>3</sup>** or **y<sup>3</sup>** is a stand-alone syllable or is at the end of any syllable, speak sound “**i**(it) [y(cyst)]” or “**i**(ice) [y(my)].” Choose the sound that conforms to the sound it makes in its Base Word, if there is a Base Word. Otherwise, we use our speaking-for-spelling intuition to apply the phonogram’s official sound limitations. The goal is to spell the *syllable*. Speak each phonogram within its official phonogram limits and our student(s) and we will attain this goal (regardless of how we talk). Look at the list and see these frequently used *speaking/spelling patterns*. Draw a square around these *syllables*. □

**Second** Using *kinesthetic anchoring*, we say each *syllable* as we touch a corresponding fingertip: “**a nat o my**.” Each TEAM will identify four syllables by speech and touch accompanied by hearing and seeing.

**Third** We go back to the first fingertip connection and say, “**a**.”

**Fourth** We discern the sound in *syllable* “**a**” using *kinesthetic anchoring*; “**a**(table).” Then we say the sound again as we write its matching phonogram. **NOTICE** how we used *kinesthetic anchoring* to identify each *syllable*; now we use it to identify sounds in each *syllable*.

**Fifth** We go back to the first fingertip; repeat the word *syllable* by *syllable*, touching appropriate fingertips until we say, “**a nat**.” **STOP**.

**Sixth** We discern the sounds in *syllable* “**nat**” using *kinesthetic anchoring*; “**n**(fun) **a**(at) **t**(pet).” Then we say the sounds again as we write matching phonograms.

**Fifth Again** We go back to the first fingertip; repeat the word *syllable* by *syllable*, touching appropriate fingertips until we say, “**a nat o**.” **STOP**.

**Sixth Again** We discern the sound in *syllable* “**o**” using *kinesthetic anchoring*; “**o**(open).” Then we say the sound again as we write its matching phonogram.

**Fifth Again** We go back to the first fingertip; repeat the word *syllable* by *syllable*, touching appropriate fingertips until we say, “a nat o my.”  
**STOP.**

**Sixth Again** We discern the sounds in *syllable* “my” using *kinesthetic anchoring*; “m(gum) y(cyst).” Then we say the sounds again as we write matching phonograms. See **NOTE** below.

**NOTE:** If a sound in a *syllable* is spelled by the secondary phonogram, not the more commonly used primary phonogram (example,  $s^2$  is the primary [most frequently used] phonogram for spelling sound “s(sit);”  $c^2$  is the secondary [less frequently used] phonogram), just before spelling that *syllable*, tell the student which phonogram to use (do not make any other remark or enter into any other discussion—just give him the directive): “**USE  $c^2$  to SPELL sound ‘c(cent)’.**”

Look at *syllable* **cy** in **en cy clo pe di a**. A directive for sounds “c(cent)” and “y(my)” is required. You would say, just before the student spells this *syllable*: “**USE  $c^2$  to SPELL sound ‘c(cent)’**” and “**USE  $y^2$  to SPELL sound ‘y(my)’.**”

In a *syllable* like “gi” in **gi ant**, the primary phonogram for spelling sound “j(jet)” is  $j^1$ , the secondary phonogram is  $g^2$ . You would say, just before the student spells this *syllable*: “**USE  $g^2$  to SPELL sound ‘g(gym)’.**”

$z^1$  is the primary phonogram to spell sound “z(zip);”  $s^2$  is the secondary phonogram.

Sound “c(cat)” may be spelled by two phonograms,  $c^2$  and  $k^1$ .  $c^2$  is the primary phonogram,  $k^1$  the secondary phonogram. However,  $k^1$  must be used if the next sound is spelled by  $e^2$ ,  $i^3$  or  $y^3$ .

$i^3$  is the primary phonogram for spelling sounds “i(it)” and “i(ice);”  $y^3$  is the secondary phonogram.

$y^3$  is the primary phonogram for spelling sound “y(yes);”  $i^3$  is the secondary phonogram.

**Seventh** We go back to the first fingertip. We repeat the whole word *syllable* by *syllable*, touching appropriate fingertips. Then we say, “That’s it! I’ve spelled a nat o my: **anatomy!** This step is called **closure**; my TEAM is informed. There is nothing else to be said, heard, done, or seen. This word is a done deal!”

Would you like to go through these steps again? Are you comfortable with the process? Take time to feel comfortable; then take your student through the process. Have fun observing what good spellers you both are and explaining why this is true!

## Multi-Syllable Words



We purposely chose many words older students usually do not know or use. We did this for three reasons: they cannot rely on visual memory to spell them, they have to resort to using the TEAM process, and they will increase their vocabulary!

Some words on the list must wait their turn until you learn their required phonograms. But spell every word you can as soon as you can. Also, add other words as you wish. The only stipulation is that you monitor phonogram choices. **We have not studied any multi-letter phonograms**. Select only words that use single-letter phonograms, the phonograms that get used the most in English! Together, let’s say a cheer for Part One and what it teaches!

## TO SPEAK IS TO SPELL!

a nat o my  
a re a  
a re na  
an gi na  
an te di lu vi an  
an ti bi ot ic  
(to xin) an ti tox in  
an te me rid i em  
ap os tol ic

bac te ri a  
ben e fit  
bi cen ten ni al  
bi ol o gist

can yon  
con sult  
con sult ant

dif fi cult  
dif fi cul ty  
(doc u ment)  
doc u men tar y

en cy clo pe di a

fu si bi li ty

gi ant  
gi gan tic

ha bil i ment

in sig ni fi cant  
in tel li gent

Je sus

kil o gram  
kit ten  
kryp ton

li brar i an  
(lim it) lim it ed

(mag net) mag net ic

ni tro bac te ri um  
(no mad) no mad ic  
non de script

om ni po tent  
om ni pres ent  
(he mo glo bin)  
ox y he mo glo bin  
on ion

pec to ris  
pel i can  
pen i tent  
pi an o  
(plen ty) plen ti ful  
po di a trist  
pol ly wog  
pos sum

rab bit  
rasp ber ry (S-f-S)  
(re al) re al is tic

re al is ti cal ly  
re fund  
re lax  
re pos i to ry  
(re spect)  
re spect a bil i ty  
(col lect) re col lect

sa lin i ty  
sa tan  
sac ra ment  
(sat in) sat in y  
sat is fac to ry  
sat is fy  
se cret  
sec ond  
sed i ment  
sig ni fi cant  
snap drag on  
(sol id) so li di fy  
spi ral  
sub ject  
(sym bol) sym bol ic

ta ran tu la  
ter ri to ry  
(ton sil)  
ton sil lec to my  
trans mit  
tri cus pid  
tu lip  
typ i cal

ul ti ma tum

(e ven) un e ven  
(re al) un re al is tic

va can cy  
val id  
ve he ment  
(vel vet) vel vet y  
(vi o lin) vi o lin ist  
vi ta min  
vic to ry  
vis it

wag on  
wal nut  
Wed nes day (S-f-S)  
wet land  
wind bag  
(wind) wind y  
wis dom

xe bec  
xe non  
xy lem

yo kel  
yt tri im  
yuc ca  
yum my

ze bra  
zig gu rat  
zig zag  
zin fan del  
zo ol o gist



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