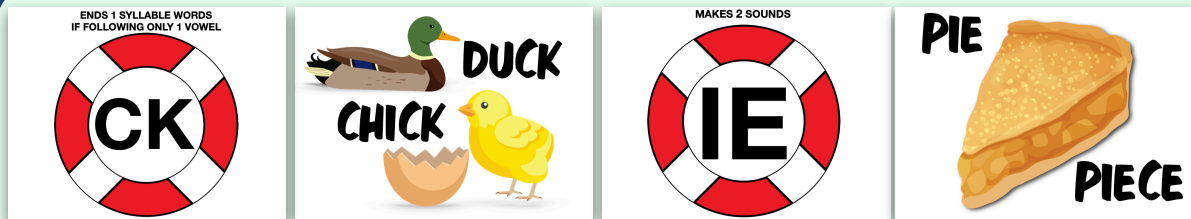


## HOW TO STUDY SUE'S STRATEGIES® FLASHCARDS WITH THE MULTISENSORY RIPPS PROCEDURE



### EXAMPLES OF MULTISENSORY STUDY

- Teach the student to say the name of the letter(s) on the front of the card and to explain any written strategy. These actions involve the visual, motoric, and auditory parts of the brain.
- Teach the student the sound or sounds of that letter by using the two words pictured on the back of the flashcard.

The student should say:

**CK** makes the “K” sound like duck and chick. Use the CK at the end of a 1 syllable word if CK follows only 1 vowel.

**IE** makes 2 sounds: I in 3 letter words like pie; E in bigger words like piece.

- Learning depends upon connecting new information to known facts. Since many children like animals and pie, these connections usually work for CK and IE. As needed, adjust the words to match a student’s interests in order to achieve quicker mastery.

### THE RIPPS METHOD ENGAGES 5 PARTS OF THE BRAIN.

- Seeing the letter and the pictures involves the visual system.
- Speaking the entire sentence activates some motoric parts.
- Hearing the information engages the auditory system.
- Relating new information to well known facts enables the association or connection center of the brain to work.
- Writing the letter(s) or tracing the letter(s) with two fingers of the writing hand on a hard surface engages the kinesthetic system.

### BEST PRACTICES FOR STUDYING FLASHCARDS

Teach 5 or 6 new flashcards each week.

Review all flashcards previously learned.

Shuffle the flashcards before each practice.

The student should study the flashcards 2 or 3 times per day until rapid, automaticity is achieved.

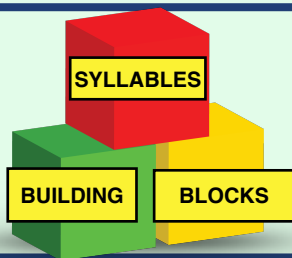
## WHAT IS A SYLLABLE?

**A SYLLABLE REQUIRES 1 AND ONLY 1 HEARD VOWEL SOUND. THE NUMBER OF LETTERS VARIES.**

**VOWELS** are the most important letters in the alphabet.

Sing the vowels in two groups: **A , E, I; O, U, Y.**

The other 20 letters in the alphabet are called **consonants**. Even consonants bunched together cannot produce a word unless they join a spoken vowel sound. Therefore, learn the two sounds for a single vowel as quickly as possible.



### DEFINITION OF A SYLLABLE

No matter how big, no matter how small,  
a syllable makes only one vowel sound.

Size does not matter at all.

### EXAMPLES OF 1 SYLLABLE WORDS:

**I, ME, DOG, STRETCH:** each syllable contains only **1** vowel, and only **1** vowel sound is heard.

**EA = E IN EAT; OW = O IN SNOW; IGH = I IN RIGHT:**  
Sometimes, letters combine to form **1** vowel sound.

**NICE:** This syllable contains **2** vowels, but only **1** vowel sound is heard because ending **E** is silent.

**PIECE:** This syllable contains **3** vowels, but only **1** vowel sound is heard since the vowel team of **IE** makes an **E** sound, and ending **E** is silent.

Place a finger over your lips and say the following words:

**I, Eli; So, solo; We, Happy, birthday.**

Each time your mouth opens and closes = **1** syllable.

Each syllable needs a breath, a puff of air.

**BLENDING SOUNDS INTO SYLLABLES IS THE SECOND INGREDIENT OF LEARNING TO READ.**

Search YouTube for Sue's Strategies® Episode 7: Finding Syllables

## SYLLABICATION STRATEGIES

### SYLLABICATION IS THE FOURTH INGREDIENT OF A SUE'S STRATEGIES® PHONETIC PROGRAM

Dividing a word into syllabic parts and then reading each syllable from left to right has simplified the process of decoding and increased reading accuracy. Reading one letter or a few letters at a time is much easier than reading a large word as a whole. After some practice, the brain automatizes this segmentation procedure, and reading speed increases.

Like Dr. Orton, Sue's Strategies® teaches three syllabication rules to enable the proper segmentation of words. After dividing a word into syllables, students apply their knowledge of syllable type, sound-symbol correspondence, and position to blend the letters of each syllable. Individuals should then read with 90% accuracy. Because Dr. Orton's labeling of these rules can be confusing, Sue's Strategies® changed Dr. Orton's abstract language of VCCV, *vowel consonant*, *consonant vowel*, and VCV, *vowel consonant vowel*, to more concrete, image producing words. The SHARE STRATEGY represents the VCCV; the 3/4 or DONUT STRATEGY, the VCV. Sue renamed the third rule as the MAGNET STRATEGY. These essential, easy to visualize words accelerate learning and retention.

#### SHARE STRATEGY



MUF FIN



DIPH THONG

SHARE THE CONSONANTS  
BETWEEN 2 SPOKEN VOWELS  
AS EQUALLY AS POSSIBLE.

#### 3/4 or DO NUT STRATEGY



WHEN 1 CONSONANT STANDS  
BETWEEN 2 SPOKEN VOWEL  
SOUNDS, STOP AFTER THE VOWEL  
SOUND 3/4 OF THE TIME;  
PUSH THE CONSONANT TO THE  
NEXT SYLLABLE ON THE RIGHT.

SEARCH YOUTUBE SUE'S STRATEGIES® VIDEOS:

EPISODE 9: *SHARE & 3/4 STRATEGIES*;

*EVOLUTION: FROM ORTON GILLINGHAM TO SUE'S STRATEGIES.*

## THE ENDING CONSONANT LE SYLLABLE



### CONSONANT LE = 3 LETTERS

1 CONSONANT THAT CHANGES;  
1 LETTER L  
1 ENDING SILENT E



SINCE THIS SYLLABLE ALONE LACKS  
MEANING, IT MUST JOIN OTHER SYLLABLES.

### CON. LE & VOWEL IS LAST:

CA BLE  
LA DLE  
I DLE  
NO BLE

### CON. LE & INSIDE VOWEL:

AP PLE  
FID DLE  
PUZ ZLE  
BUC KLE

### CON. LE & R CONTROLLED:

HUR DLE  
PUR PLE  
MAR BLE  
ARTI CLE

### CON. LE & A VOWEL TEAM:

BEA GLE  
DOO DLE  
TWEE DLE  
DAW DLE

### CON. LE IN LARGER WORDS:

RE SEM BLE  
EN CIR CLE  
EX AM PLE  
PAR TI CLE

THE CONSONANT LE  
SYLLABLE NEVER JOINS A  
VOWEL CONSONANT E  
SYLLABLE. WHY?

ONLY ONE OF THEM CAN  
END THE WORD.

THE 3 ENDING LETTERS OF CONSONANT LE STICK TOGETHER  
LIKE CEMENTED BRICKS. CONSEQUENTLY, THE SHARE  
SYLLABICATION STRATEGY DOES NOT WORK: BU GLE, EA GLE.  
WATCH SUE'S STRATEGIES® YOUTUBE VIDEO: CONSONANT LE.

## CONSONANT Y SPELLING STRATEGY

WORDS ENDING IN A CONSONANT BEFORE THE Y MUST CHANGE THE Y TO I BEFORE ADDING A SUFFIX.

LET STUDENTS CHOOSE THEIR FAVORITE VERB:

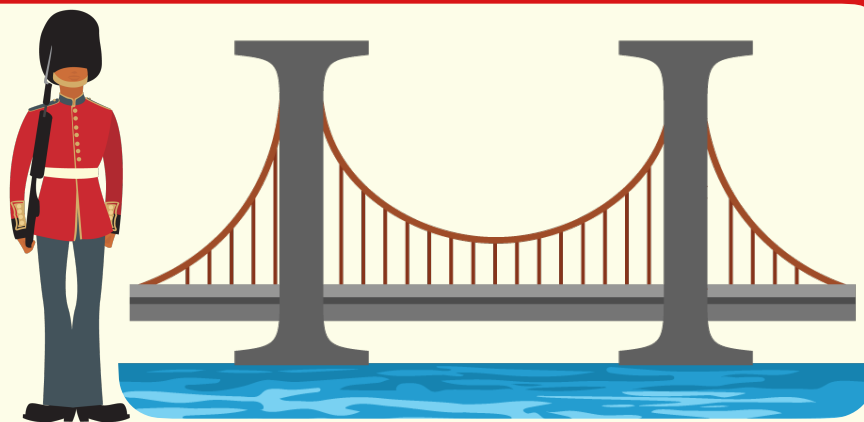
CHANGE, TRADE, SWAP, SWITCH, EXCHANGE.



SLEEPY  
SLEEPILY  
SLEEPIEST  
SLEEPINESS

THIS RELIABLE STRATEGY WORKS  
WITH ROOT WORDS ENDING IN Y  
PLUS 9 SUFFIXES ENDING IN Y:Y,  
LY, CY, FY, TY, ARY, ORY, ITY, OLOGY.

SILLY  
SILLIER  
SILLIEST  
SILLIINESS



**TEACHING STORY:** Some children want to attend a party on the other side of the I bridge so they asked the I guard for permission. He said, "YOU MAY NOT PASS BY WITHOUT CHANGING Y TO I AND GIVING ME A SUFFIX."

**NO CHANGE FOR:**  
ANY SUFFIX BEGINNING WITH I:  
BABYISH, BABYING  
COPYING, COPYIST

**NO CHANGE FOR:**  
ANY VOWEL TEAM:  
PLAYER, PLAYABLE,  
BOYS, BUYER, KEYED

SEARCH OUT YOUTUBE SUE'S STRATEGIES®  
VIDEO: CONSONANT Y STRATEGY