



|  |           |
|--|-----------|
| ■ Introduction   | 9         |
| <b>Philosophy</b>  | <b>9</b>  |
| <b>The Five Developmental Stages of Spelling</b>                         | <b>10</b> |
| <b>Curriculum Sequence and Placement Guidelines</b>                      | <b>13</b> |
| ■ About <i>Jack and Jill</i>   | 15        |
| <b>Getting Started</b>   | <b>15</b> |
| Overview   | 15        |
| Needed Items   | 15        |
| Using Nursery Rhymes   | 15        |
| Daily Worksheet  | 15        |
| Writing Skills   | 16        |
| Tips for Success   | 17        |
| <b>Instructions for <i>Jack and Jill, Part 1</i></b>                     | <b>18</b> |
| Introduction   | 18        |
| Lesson 1: Rhyming, Details in Print, Short <i>a</i>                      | 18        |
| Lesson 2: Rhyming, Details in Print, Short <i>i</i>                      | 19        |
| Lesson 3: Introduce Dictation, Details in Print, Short <i>o</i>          | 19        |
| Lesson 4: Details in Print, Reading the Words Back, Short <i>u</i>       | 20        |
| Lesson 5: Details in Print, Counting the Correct Words, Short <i>e</i>   | 21        |
| Lesson 6: Details in Print, Review of Short <i>a, e, i, o, and u</i>     | 21        |
| Lesson 7: Details in Print, Vowel Review                                 | 21        |
| Lesson 8: Details in Print, Beginning Blends with Short <i>a</i>         | 22        |
| Lesson 9: Details in Print, Chunking, Blends with Short <i>i</i>         | 22        |
| Lesson 10: Details in Print, Blends with Short <i>o</i> , Recording Time | 23        |
| Lesson 11: Vowel Chunks, Beginning Blends with Short <i>u</i>            | 23        |

|  |    |
|--|----|
| Lesson 12: Details in Print, Beginning Blends with Short <i>e</i> .....        | 24 |
| Lesson 13: Tricky <i>y</i> Guy, Digraphs.....                                  | 24 |
| Lesson 14: Tricky <i>y</i> Guy, Bossy <i>r</i> , End Blends, and Digraphs..... | 24 |
| Lesson 15: <i>Ck</i> and Double Consonants.....                                | 25 |
| Lesson 16: Details in Print, Beginning and End Blends .....                    | 25 |
| Lesson 17: Details in Print, Words with Five Letters.....                      | 25 |
| Lesson 18: Details in Print, Words with Five Letters.....                      | 25 |

## **Instructions for *Jack and Jill, Part 2* ..... 26**

|   |    |
|---|----|
| Introduction.....   | 26 |
| Lesson 19: Vowel Chunks, Copywork .....                                     | 26 |
| Lesson 20: Vowel Chunks, Silent Letters.....                                | 27 |
| Lesson 21: Vowel Chunks, Tricky <i>y</i> Guy.....                           | 27 |
| Lesson 22: Bossy <i>r</i> Chunks.....                                       | 28 |
| Lesson 23: Vowel Chunks.....  | 28 |
| Lesson 24: Vowel Chunks, Bossy <i>r</i> Chunks.....                         | 28 |
| Lesson 25: Vowel Chunks, Bossy <i>r</i> Chunks.....                         | 28 |
| Lesson 26: Consonant Chunks.....  | 29 |
| Lesson 27: Consonant Chunks.....  | 29 |
| Lesson 28: Consonant Chunks, Endings.....                                   | 29 |
| Lesson 29: Consonant Chunks, Tricky <i>y</i> Guy.....                       | 29 |
| Lesson 30: Vowel and Consonant Chunks.....                                  | 30 |
| Lesson 31: Consonant Chunks and Silent Letters.....                         | 30 |
| Lesson 32: Consonant Chunks and Silent Letters.....                         | 30 |
| Lesson 33: Consonant Chunks, Silent Letters, and Tricky <i>y</i> Guy.....   | 31 |
| Lesson 34: Vowel Chunks, Tricky <i>y</i> Guy.....                           | 31 |
| Lesson 35: Vowel Chunks, Tricky <i>y</i> Guy, and Endings.....              | 31 |
| Lesson 36: Consonant Chunks, Bossy <i>r</i> Chunks, and Silent Letters..... | 32 |

|                                   |           |
|-----------------------------------|-----------|
| <b>Guide to Chunking</b>          | <b>33</b> |
| <b>No Rule Day</b>                | <b>36</b> |
| <b>Letter Box Dictation</b>       | <b>37</b> |
| <b>Passage Dictation</b>          | <b>38</b> |
| <b>Frequently Asked Questions</b> | <b>39</b> |

■ Resources 43

|                               |           |
|-------------------------------|-----------|
| <b>Passages for Dictation</b> | <b>43</b> |
| <b>Daily Dictation List</b>   | <b>49</b> |
| <b>General Dictation List</b> | <b>52</b> |
| <b>Answer Key</b>             | <b>58</b> |
| <b>Glossary</b>               | <b>69</b> |
| <b>Bibliography</b>           | <b>71</b> |

## Instructions for Jack and Jill, Part 1

### Introduction

A day's lesson consists of two worksheets on facing pages. In *Jack and Jill Student Workbook, Part 1*, the left-hand page presents a nursery rhyme for your student to read and study. The right-hand page has letter boxes the student will use to write words from dictation. Read the directions for Lesson 1 carefully for an explanation of the rationale behind each of the exercises.

Since reading ability varies greatly at this level, you should read the nursery rhyme with your student, carefully following the directions shown on the worksheet. Each activity is purposefully planned to provide maximum benefit. For example, pointing to each word during guided reading focuses the student's attention on the letters within the word, improves eye-hand coordination, maintains left-to-right eye movement, and helps the student practice a return sweep to the next line of print. Clapping in rhythm during guided reading enables students to hear each unit of sound, or syllable, which develops the auditory memory necessary for accurate spelling.

In most cases, the same rhyme is used for all five worksheets in each lesson. This is intentional. As students become more familiar with the passage, non-phonetic and high-frequency sight words will become impressed on the visual memory, enabling the students to spell them more accurately in their independent writing. Guide your student in answering the questions under the passage. Students may be directed to underline specific words or to circle letters or marks of punctuation. Later, colored pencils or highlighters will be used for specific spelling patterns.

The right-hand page of each lesson provides letter boxes in which your student can practice writing words. For the first two lessons, the student will copy the words. Starting in Lesson 3, students will write the words that you dictate. The word lists for dictation begin on page 5 of this *Handbook*.

### Lesson 4: Details in Print, Reading the Words Back, Short *u*

- Some of the directions for the nursery rhyme are a little different this week. On worksheet 4C, your student will be asked to find all of the *-ed* endings and mark them in pink or red using a colored pencil or highlighter. We are beginning to teach a color code for different letter groups that will be used throughout the curriculum. You can find a complete guide to this process,

called “chunking,” on page 33. Other questions in this lesson involve recognizing vocabulary and meaning. Give the student as much help as he needs—this is not a test!

- Insist that your student read each word back after dictation if she is not doing so already. When a student sounds out a word letter-by-letter in order to read it back, she is practicing the skill of decoding. Decoding is a completely different neurological task than encoding, and the brain must be able to do both. When students understand that they have to read the words back at the end of dictation, they think about each word more carefully as they write each letter and say each sound. If we do not ask students to do this, they will not process the words in the same careful way.
- Beginning readers may struggle to read words back. Read the words together until your student feels comfortable reading them alone.

## Daily Dictation List

For *Jack and Jill Student Workbook, Part 1*, we have included a word list for ease of instruction. This list is not intended to be lengthy or exhaustive. The words provided are simply a means to an end: developing strong phonemic awareness, which will equip students with the ability to encode and decode words as they progress in both spelling and reading.

The **Daily Dictation List** is designed to provide a helpful option that will simplify lesson preparation and correspond to the lesson focus. Also available is the **General Dictation List** sorted by vowel sounds, beginning blends, and so on. If students need extra practice with a specific vowel sound, for example, you may want to use words from the general list rather than the daily list. Both options are available so you can adapt the program to fit the needs of your student.

Please note: In the letter boxes we never use words that have a vowel followed by *r* (*car, stir, blur*). The *r* changes the sound of the vowel, which can confuse students who are still trying to understand sound-to-letter correspondence. After all, *er, ir, and ur* all sound the same! This letter pattern will be addressed later in *Jack and Jill*.

### 4A

rub hum pun  
bud nut mug

### 4B

bun gum tub  
cup mug hut

### 4C

fun lug Gus  
bus rut pup

### 4D

bug sun cut  
mud rug hum

### 4E

bus cud mug  
gum sub pup

1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline two pairs of **words that rhyme**.



**Hey Diddle Diddle, the cat and the fiddle,**

**The cow jumped over the moon.**

**The little dog laughed to see such a sight,**

**And the dish ran away with the spoon.**

Copy the words.

Hey Diddle Diddle,

H

the cat and the fiddle,

t

**Section 2: Dictation, Short u**

Trace and write the letters.

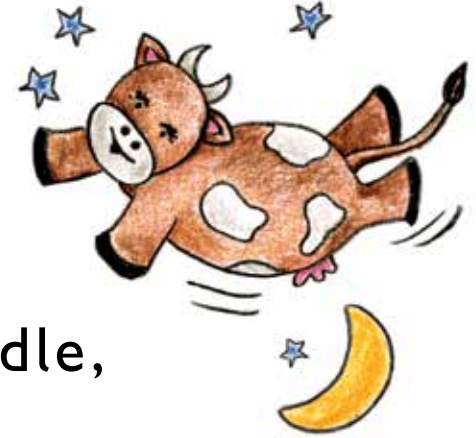
r r      n n      m m      h h

b b      p p      e e      f f

Write the words your teacher says.



1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline the word that is **another name for a violin**.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.**

**The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

The cow jumped

T

over the moon.

O

**Section 2: Dictation, Short u**

Trace and write the letters.

r r n n m m h h

b b p p e e f f

Write the words your teacher says.

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1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for words that have **-ed** as an ending. Mark the endings in pink or red using a colored pencil or highlighter.



**Hey Diddle Diddle, the cat and the fiddle,**

**The cow jumped over the moon.**

**The little dog laughed to see such a sight,**

**And the dish ran away with the spoon.**

Copy the words.

The little dog laughed

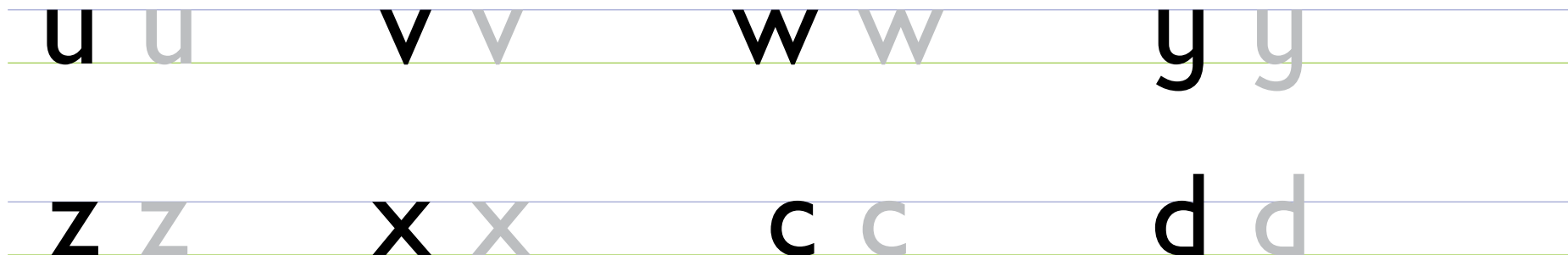
T

to see such a sight,

t

**Section 2: Dictation, Short u**

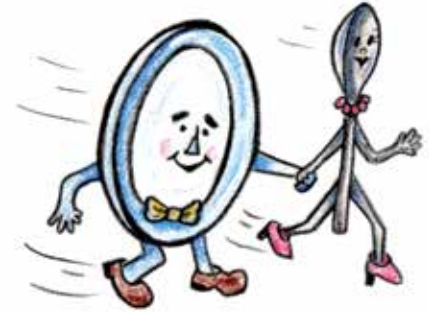
Trace and write the letters.



Write the words your teacher says.

Six empty boxes for dictation, arranged in two rows of three. Each box is divided into three equal-width columns by vertical lines. The middle column of each box is shaded gray, while the left and right columns are white.

1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline all the words that name an **animal**.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

And the dish ran away

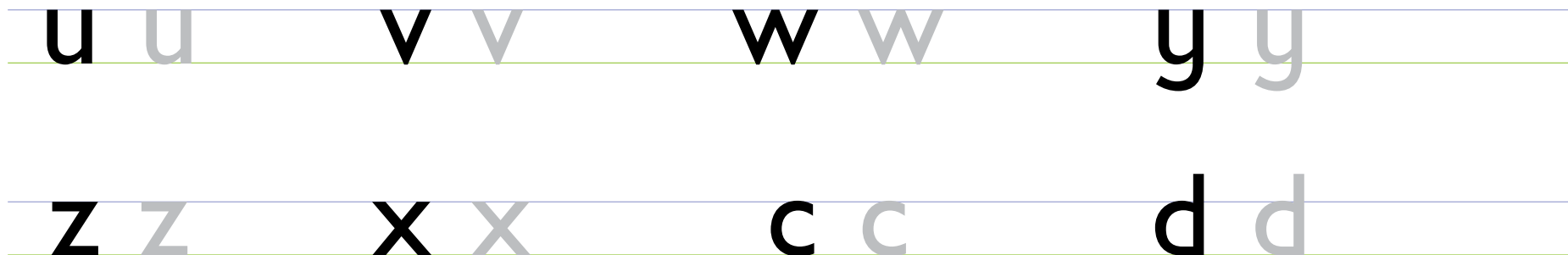
A

with the spoon.

W

**Section 2: Dictation, Short u**

Trace and write the letters.



Write the words your teacher says.

Six empty handwriting boxes for dictation, arranged in two rows of three. Each box is a rectangle divided into three equal-width sections by vertical lines. The middle section of each box is shaded gray, while the left and right sections are white.

1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline the word **the**. Notice that the word sometimes starts with a capital **T**.



**Hey Diddle Diddle, the cat and the fiddle,**

**The cow jumped over the moon.**

**The little dog laughed to see such a sight,**

**And the dish ran away with the spoon.**

Copy the words.

Hey Diddle Diddle

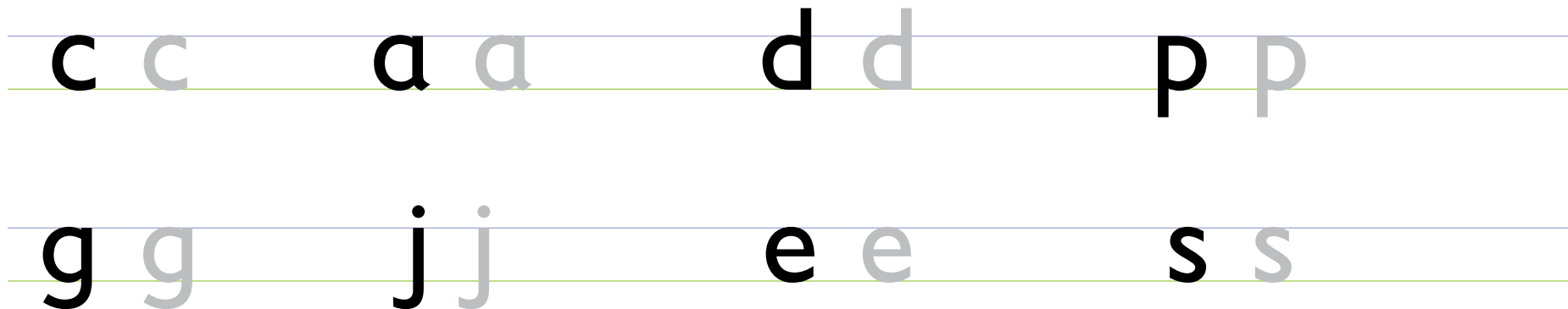
H

The cat and the fiddle,

T

**Section 2: Dictation, Short u**

Trace and write the letters.



Write the words your teacher says.

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## Instructions for Jack and Jill, Part 2

### Introduction

*Jack and Jill Student Workbook, Part 2* continues the nursery rhyme format, and the daily worksheets still consist of two pages. In this book, students will continue to “chunk” a variety of letter combinations. Copywork sections are longer, and the student will begin to write whole sentences from dictation. There will also be opportunities for free writing or drawing in response to the passage. As before, feel free to move to a new lesson each week, even if the previous lesson was not completed. Common words and letter patterns will be repeated many times.

On the fourth day of each lesson, your student has the opportunity for creative self-expression. As he responds to the nursery rhymes, he can explore different forms of communication, including narrating, writing, and illustrating. Students at this age may have limited writing skills but not limited imaginations. “No Rule Day” offers a chance for their imaginations to soar as they write or dictate or illustrate. We encourage parents not to correct or grade these artistic expressions. As a result, your student is more likely to enjoy the writing experience while he becomes comfortable with the process. There are more suggestions for **No Rule Day** on page 36.

On the last day of the week, you will dictate the passage for your student to write. When you start passage dictation, relax the student and tell her not to worry; you will provide all punctuation and capitalization and help her with difficult words. You will do this for just 10 minutes—no more! Read the passage slowly, word by word, until your student struggles with a word. Stop to help, but don’t stop the clock. It is important to address misspellings as they occur without worrying about time. When 10 minutes are up, stop and count the number of words written correctly. You can read more important information about **Passage Dictation** on page 38.

### Lesson 22: Bossy *r* Chunks

- This lesson will focus on Bossy *r* chunks. When a vowel (*a, e, i, o, u*) is followed by an *r*, the vowel sound changes. Look at the directions for Lesson 9 in this *Handbook* to review how *r* changes the sound of a vowel. Mark Bossy *r* chunks in purple.
- When the 10 minutes of dictation are up, the student should count the number of words that are spelled correctly and record that number at the top

of the page. Be positive; always consider the number right, not the number wrong. It may help to be generous as well. It is fine for students to count the words provided at the beginning of the dictation lines.

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



Section 2: Copywork

Copy the passage. Mark the Bossy *r* chunks.

Old Mother Hubbard

Old

Went to her cupboard

Went

To get her poor dog

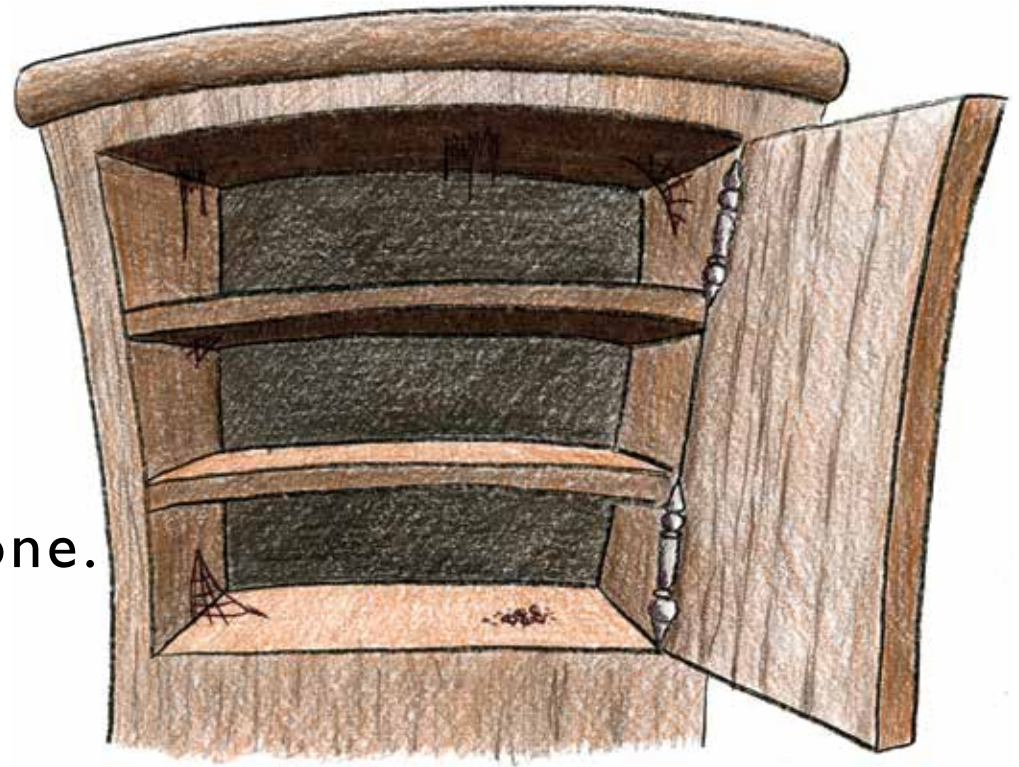
To

a bone.

a

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



**Bossy r Chunks**

ar er ir or ur

Section 2: Copywork

Copy the passage. Mark the Bossy *r* chunks.

But when she got there,

B

Her cupboard was bare,

H

And so the poor dog

A

had none.

h

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks***ar er ir or ur*

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



Section 2: Copywork

Copy the passage. Mark the Bossy *r* chunks.

Old Mother Hubbard

O

Went to her cupboard

W

To get her poor dog

T

a bone.

a

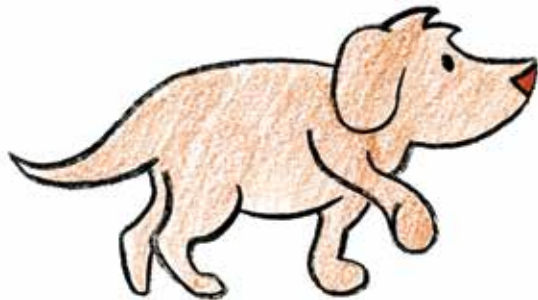


1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



**Section 2: No Rule Day**

Draw a picture of the rhyme or write your own story. Be creative and have fun.

A series of ten horizontal lines for drawing or writing, alternating between blue and green colors. The lines are arranged in five pairs, with a blue line on top and a green line on the bottom of each pair.

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



**Section 2: Dictation**

Write this week's rhyme from dictation. Take your time. Ask for help if you need it.

Old

Went

To

But

Her

And

## Answer Key

- 4A *Diddle, fiddle, moon, and spoon* should be underlined.
- 4B The word *fiddle* should be underlined.
- 4C The *-ed* endings in the words *jumped* and *laughed* should be marked in pink or red.
- 4D The words *cat, cow, and dog* should be underlined.
- 4E The word *The/the* should be underlined (7 times).

Sometimes a word has overlapping chunks. For example, a vowel chunk may overlap with a Bossy *r* chunk (*heard*), or a consonant chunk may overlap with an ending (*really*). In the answer key, we have tried to remain consistent with the focus of each lesson. In lessons with multiple chunks, we marked vowel chunks before Bossy *r* chunks and Bossy *r* chunks before consonant chunks.

If the student chooses a different chunking pattern than the one marked in the answer key, please do not consider it incorrect. Instead, take a moment to talk about the word and the overlap of chunks. You might ask the student which letter pattern he thinks would be most helpful for him to remember and let him mark that one. Remember that the goal is to create a visual memory for non-phonetic words.

22. Old Mother Hubbard  
 Went to her cupboard  
 To get her poor dog a bone.  
 But when she got there,  
 Her cupboard was bare,  
 And so the poor dog had none.
- Bossy *r* Chunks 11**