

Listen and Write

Instructor's Handbook | First Three Lessons



A Demme Learning Publication



SpellingYouSee[™]
Building Confidence 

About Spelling You See

This innovative approach to spelling was developed by Dr. Karen Holinga, a former teacher and college professor with over 30 years of experience working with children. A qualified reading specialist, Dr. Holinga has operated a busy clinic in Ohio since 2000, helping hundreds of children become confident, successful spellers. The design of this program allows students to develop spelling skills naturally, at their own pace, supported by the direction and encouragement of the instructor.

There are no weekly spelling lists or spelling tests and no time-consuming instructor preparation. Instead, brief daily activities help students integrate writing, reading, speaking, and listening. As a result, they develop a long-term visual memory for everyday words. This prepares students for more detailed study of word patterns as they move to the advanced stages of spelling.

Visit spellingyousee.com for more information about Dr. Karen Holinga and Spelling You See.



Philosophy

“Those who set out to remember every letter of every word will never make it. Those who try to spell by sound alone will be defeated. Those who learn how to ‘walk through’ words with sensible expectations, noting sound, pattern, and meaning relationships, will know what to remember, and they will learn to spell English.”

—EDMUND HENDERSON, 1990, p. 70

Teaching spelling can be difficult and frustrating. No matter how hard we work, and regardless of how many rules we learn, we always encounter exceptions. They are inevitable because the English language has evolved from so many different languages. We cannot consistently predict which pattern or rule will apply.

Most spelling programs are based on the premise that if children memorize a certain sequence of letters or words, they will become good spellers. The procedure is to present a word list to the children on Monday, have them study it in various ways all week, take the test on Friday, and expect them to spell each word correctly the next time they write. This approach does not work well because the brain perceives these word lists as item knowledge. Without something meaningful to connect the words to—without linkage—the brain simply reverts to rote memory, storing the words for a few days and then discarding them. The words never make it into long-term memory.

Decades ago a linguist named Charles Read (1971) noticed that preschoolers made consistent and similar assumptions about words when they were trying to figure out how to spell. From that landmark observation, numerous other researchers from the University of Virginia, headed by Edmund Henderson, confirmed and extended Read’s work.

Their various studies suggested that spellers advance through a common progression, starting with sound-to-letter correspondence and moving toward more advanced and complicated spelling structures. Eventually, after years of observations and study, this group of university professors presented a model of developmental spelling based on the consistent, sequential stages through which all students move.

The developmental process of spelling is similar to what children go through when learning to walk. They need to develop the prerequisite skill of crawling before they can move on to walking and then running. In the same way, this program guides your student naturally through the stages in the process of learning to spell.

The Five Developmental Stages of Spelling

All students move through these five stages as they learn to spell:

Stage I: Preliterate

Stage II: Phonetic

Stage III: Skill Development

Stage IV: Word Extension

Stage V: Derivational Constancy

Stage I: Preliterate

Before children can read, write, or spell, they must first acquire some fundamental understandings about language. This process occurs during the preliterate stage. As children experience the printed page, both as a result of watching books being read and of exploring books on their own, they develop concepts of print. For example, they become aware that English words are written from left to right and flow from the top to the bottom of the page. Beginning writing experiences might include “pretend writing” with scribbles or random marks that eventually become more linear. Children then learn to write actual letters, often beginning with their own names, showing words as strings of letters or letter-like symbols. These activities lay the foundation for the language skills that are developed in the next stage.

Stage II: Phonetic

The second developmental stage is auditory. As children are increasingly exposed to language, they develop phonemic awareness—the ability to distinguish the individual sounds that make up spoken words in English. They begin to relate these sounds to print by understanding that letters represent sounds, letters make up words, and each word looks different.

In the phonetic stage, most instruction involves helping children match individual sounds in words to their corresponding letters, usually starting with their own names. They often use all capital letters and spell words incorrectly. For example, they may spell *KAT* for *cat*, *MI* for *my*, *LUV* for *love*, and *U* for *you*. Silent letters in words like *bake* or *lamb* may be omitted. Instructors welcome these spellings as an indication that the student is beginning to understand sound-to-letter correspondence. Children arrive at the end of the phonetic

stage once they have learned the basic rules of phonics and can actively apply them to both reading and spelling.

Stage III: Skill Development

This third developmental stage is the most difficult, the most critical, and the longest for emerging spellers. It usually begins once children have cracked the basic phonetic code and are progressing rapidly in reading. As students learn the phonics rules needed to develop reading skill, they are able to apply these rules to their spelling. Problems often arise, however, when children become aware of words that are not spelled phonetically, such as *house*, *there*, and *said*. Phonics rules need to be de-emphasized at this stage because they are no longer needed to help the student learn to read. In fact, over-teaching phonics at this stage can actually create unnecessary confusion in spelling. The overriding neurological principle is that, because of the numerous inconsistencies in our language, new and different spellings must be connected to context in order for the new information to be linked correctly and permanently to long-term memory. As students encounter new vocabulary over several grade levels, spelling skill increases as they apply consistent strategies to master more complex spelling patterns and a greater number of irregularly-spelled words.

The critical thing to remember is that this is a stage—a developmental link to the stages that follow. Children are often in the skill-development stage through the fifth grade. It may seem repetitious to practice the same skills over and over again, year after year. However, if students do not master these skills, it is very difficult to move ahead in spelling development.

Stage IV: Word Extension

A much more complicated stage—the word-extension stage—focuses on syllables within words, as well as prefixes and suffixes. In the upper elementary or intermediate grades, children often struggle with issues such as doubling consonants when changing the endings (*pot/potting*, but *look/looking*) and dropping the final *e* before adding an ending (*love/loving*, but *excite/excitement*). Other issues arise with words such as *almost*. Why isn't it spelled *allmost*? Often the brightest children become the most confused or exasperated by these inconsistencies, but they eventually learn to master them as they move through this stage of development.

Stage V: Derivational Constancy

This final stage explores related words—those with the same derivation or origin—that usually have a consistent pattern despite changes in pronunciation. These words are often predictable if a student is familiar with word roots. Greek and Latin root study is helpful at this stage as mature spellers gain an understanding of how patterns and meaning are related. Students gain the most benefit from this stage if they begin derivational studies after basic vocabulary has been learned and a strong foundation has been built in the previous stages. They are often ready for this stage around seventh grade.

It is important to note that children must move through these developmental stages sequentially. Each stage builds on the previous one. Because they are developmental in nature, stages in spelling do not necessarily correspond to reading levels. In order to become a good speller in English, one must develop a strong visual memory, and for young children this can be very difficult. Even if a child excels in reading, spelling can lag far behind. It is essential that parents and teachers understand the developmental nature of the spelling process in order to guide the child effectively through the different stages.

Curriculum Sequence and Placement Guidelines

<i>Level</i>	<i>Title</i>
Level A	<i>Listen and Write</i>
Level B	<i>Jack and Jill</i>
Level C	<i>Wild Tales</i>
Level D	<i>Americana</i>
Level E	<i>American Spirit</i>
Level F	<i>Ancient Achievements</i>
Level G	<i>Modern Milestones</i>

- Do not try to match the student’s reading level to an equivalent spelling level. Students must master each developmental stage of spelling before advancing to the next. Research has not established a correlation between reading achievement and spelling ability. No one can “skip” stages in spelling.
- *Listen and Write* is for a beginning reader who is learning letter names and sounds and how to hold a pencil properly when writing.
- *Jack and Jill* is for a student who prints easily with lowercase letters and knows most sounds, including long and short vowels.
- *Wild Tales* is for a student who knows all letter sounds, spells many common words correctly, and is becoming comfortable with reading.
- *Americana* is for a proficient reader with gradually improving spelling skills.
- *American Spirit* is for a student who is able to spell many common words confidently but may not be ready for the more advanced content of the next level.
- *Ancient Achievements* is for a student who is nearing the end of the Skill Development stage. It provides skill review and an introduction to the next two stages of spelling.

- *Modern Milestones* is for a student who is ready for the Word Extension stage of spelling. The student should be able to follow written directions and work independently.
- You can find detailed skill assessments for each level at spellingyousee.com.

About *Listen and Write*

Getting Started

Overview

Listen and Write is designed to move students from the preliterate stage to the phonetic stage of spelling. It is suitable for young students who are just beginning to learn letter-sound correspondence. This level focuses on lowercase letter formation, consonants, and short vowels.

Daily Worksheet

Each of the 36 lessons is divided into five parts, A through E. Each daily worksheet is one page and is designed to be completed in about 10 minutes. The first few worksheets may take a little longer as both teacher and student become familiar with the program. Do as much as you can for the 10 minutes and then stop for the day. Move on to the next worksheet on the next day.

The letter boxes on each worksheet are designed to help the brain learn sound-to-letter correspondence. The ability to make this correspondence is the most important predictor of success in reading. The neurological process of matching sounds to letters is complex, and the use of letter boxes simplifies this task. As students write each letter, they create a complete word from individual sounds. This skill is called *encoding*.

The first 15 lessons feature three-letter words and introduce one short vowel at a time. Later lessons move to words with four letters and eventually to words with five letters. Boxes continue to be provided for each letter. The focus of each lesson is noted on the top of each page for easy reference.

Writing Skills

In the opening lessons, correct pencil grip is stressed. Students should use a tripod grip, holding the pencil between the thumb and the index finger as the pencil rests on the middle finger. The tripod grip establishes muscle memory and facilitates rapid writing, which in turn creates fluency.

It is also critically important that hand dominance be established. When children first begin to write, it is not unusual for them to be able to use each hand equally well. Together with your child, decide which hand will be used for writing and make sure that the same hand is used every day.

A second foundational skill emphasized throughout the first six weeks is correct letter formation. Students should write letters in one stroke (except *f*, *t*, *k*, and *x*). Most letters should be written from the top down. See the **Handwriting Guide** (included with the Student Book) for more details about recommended letter formation. Single-stroke letter formation decreases the likelihood of neurological confusion. Every time a student picks up a pencil, there is an opportunity for confusion. What part of the letter comes next? Where do I start that part? Single-stroke letter formation minimizes these unnecessary confusions which interfere with learning.

A third basic writing skill emphasized in the opening lessons is the consistent, automatic, and efficient use of lowercase letters. Since students generally begin writing in capital letters, it is prudent to avoid or break this habit before it becomes firmly entrenched. Emphasize the use of capitals only to begin sentences and names. This skill will also help students as they begin the reading process. Some proper names are included in the **Daily Dictation List** to provide an opportunity to discuss the correct use of capital letters.

Correct pencil grip and correct letter formation allow for efficiency, fluency, and automaticity. When pencil grip and letter formation become automatic, the brain can handle those tasks effortlessly and concentrate on more important things, such as sound-to-letter correspondence.

Important Concepts for This Level

- There are five vowels: *a*, *e*, *i*, *o*, and *u*.
- Sometimes *y* and *w* act as vowels as well.
- Every word in the English language has at least one vowel sound.
- All the other letters of the alphabet are consonants.
- The consonants are *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, and *z*.

Online Resources

Each level has an online page with links to additional materials and resources to enhance your instructional program. You can access this page by using the password you received with this *Handbook*. If you need help accessing your online resources, please contact a Customer Service Representative.

Lesson by Lesson Instructions for *Listen and Write*

Lessons 1–3: Letter Formation and Consonant Sounds

- Start by having the student practice the letters given at the top of the page. Have him trace each letter and then write it one or two times.
- Have the student trace the three-letter words in the letter boxes and copy each word in the second row of boxes. Insist that the student say the sound of the letter, not the name of the letter, as each one is written. This exercise encourages phonemic awareness, or sound-to-letter correspondence, which is critical to reading and spelling success. Saying the sound also coordinates the visual (seeing the letter), kinesthetic (writing the letter), and auditory (hearing the sound), making a neurological connection between the letter and its sound and maximizing learning.
- Notice that some worksheets include proper names. Remind the student that proper names always begin with a capital letter.
- Have the student stop after 10 minutes. Move on to the next page the next day and continue to limit the time spent to 10 minutes a day.

More about Dictation

Many children start kindergarten with immature articulation. This is especially true for children who have auditory processing delays or who have had a history of ear infections. For these children, the process of learning sound-to-letter correspondence can be especially challenging. However, the more difficult this process is, the more critical it is that they learn it.

The sounds of *g*, *j*, and *h*, as well as *tr*, *dr*, and *ch*, may be especially difficult. During the dictation exercise, students may make substitutions in words with these sounds. You may notice them writing *jrep* for the word *drip*, *gob* for *job*, or *chrap* for *trap*. When this occurs, take the time to demonstrate exactly how to make the sound. Use the same words over and over until they are no longer confused.

Final blends and digraphs (*ch*, *sh*, *th*) can also be difficult and are often written incompletely. A special type of omission occurs with nasal consonants *m* and *n* before another consonant. Students may write *bop* instead of *bump* and *lad* instead of *land*.

If dictation is labor-intensive and the student is struggling, it may be beneficial to use the same words repeatedly to build the student's confidence and speed. This is not cheating. Your student must feel successful. Let him leave the table with a smile on his face and feeling good about what he has just accomplished. Do whatever you need to do to make the dictation exercise fun and easy so he does not shut down. Be patient and stay positive. The most important thing is solid understanding, not how much you accomplish in any given day or how quickly you cover the material.

Frequently Asked Questions

1. **What is the purpose of the focus information on the top of the student page? Why is it important?**

The focus information helps you keep the goal of each lesson or worksheet in mind. It's tempting to try to focus on many different skills at once, but it's much more effective to focus on one or two specific skills in order to reduce the likelihood of neurological confusion.

2. **Are students allowed to ask for help?**

Yes. It is a very positive step when students articulate their questions. Encourage your student to ask if he is confused by something. For example, if he isn't sure whether *cab* starts with *c* or *k*, have him ask rather than write the word incorrectly. If he struggles with *b* and *d*, simply show him how to write the correct letter. You want your student to succeed, so help him. Eliminate opportunities for mistakes. It is better for a student to have the visual image of the correct letter or word rather than an incorrect one.

3. **My child doesn't seem to be making progress. Do you have any suggestions?**

Some students have trouble hearing sounds clearly, possibly because of auditory processing delays or a history of ear infections. No matter what the reason for slow progress, do not be tempted to skip ahead. Especially at the beginning, it may help to use the same few words several times until the student understands the dictation process. Instead of following the **Daily Dictation List**, continue to repeat words from previous days. Using more familiar words increases student confidence and improves speed.

4. **Would it be all right to use words other than those in the provided lists?**

The list of words is limited on purpose. *Listen and Write* is designed to teach phonemic awareness during this first developmental stage of spelling. You are building a foundation for the subsequent developmental stages of spelling as well as for future success in reading and writing. The goal is not for students to memorize a set number of words but to move them from the preliterate stage of spelling to the phonetic stage. If your student needs extra practice with specific sounds, we encourage you to select words from the **General Dictation List**.

- 5. Some programs use nonsense words to make sure students know the sounds that letters make. Can I use nonsense words in the letter boxes?**

The use of nonsense words is not recommended. Meaning drives the brain. In order for students to learn critical encoding and decoding skills, they need experience with actual words that make sense.
- 6. When I dictate a word such as *skip* or *skim*, my daughter isn't sure whether to use *c* or *k*. Should I just tell her which letter to use, or should I explain the appropriate phonics rules?**

For now, just tell her whether she should use *c* or *k*. Until your daughter's visual memory is really secure, you may need to do this often. The phonics rules may not help her with spelling until she is reading fluently.
- 7. My child gets upset when I head for the timer. Is it really necessary to time the dictation exercises?**

Timing is a motivational tool to help students increase their speed. Some students love trying to beat their time. If your child resists, skip the timing. Do keep in mind that students should write words more quickly and confidently over time.
- 8. My child enjoys being timed, but his handwriting deteriorates during the timed exercise. Should I stop timing him?**

Do not stop timing as long as his words are clear enough that he's able to read them back at the end. If he is enjoying the challenge of being timed, take full advantage of it. As he writes more rapidly, he is learning to process sounds more rapidly. Save handwriting practice for another time.
- 9. By the time my child finishes writing words in the letter boxes, she doesn't want to read the words back. Can we just skip that step?**

Reading words back is a critical part of the program. When students write a word, they encode it as they make the sound-to-letter correspondence. When they read the word back, they decode it, which is like reconstructing the word. Students often find decoding more difficult, but they must practice both skills.

- 10. My son is doing fine with the letter boxes. I say the words and enunciate the sounds, and he writes the letters. When he has to repeat the words back to me, though, he can't seem to do it. I don't understand what's going on.**

Two different skills are involved here, and they are usually acquired at different times. When your son writes the letter for the sound he hears, he is encoding. When he reads the words back, he is decoding. It is typical for a child to master one skill before the other. Your son seems to be doing very well with encoding. With time and practice, he should improve in his ability to decode as well.

- 11. There are no spelling tests with this program. How can I tell if my child is making progress?**

Look for increased accuracy and the ability to complete a page in 10 minutes or less. You should also see more accurate spelling when your student writes independently. However, remember that each child will progress through the developmental process at her own pace, so be patient and do not put pressure on your student. If you are required or would like to keep a portfolio of your student's work, pages may be removed from the workbook at regular intervals and kept in a folder.

Glossary

Blend – two or more consonants that appear together but keep their distinct sounds. Words like *flag*, *stop*, and *stream* begin with blends, and the word *fast* ends with a blend.

Consonant – any letter of the alphabet that is not a vowel. The consonants are *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, and *z*.

Decode – use letter-to-sound correspondence to read a word in print. Students practice this skill when they read the words back at the end of a dictation.

Digraph – two consonants that produce a single, unique consonant sound: *ch*, *sh*, and *th*. Words like *rich*, *shut*, and *that* contain digraphs.

Encode – create a word from individual sounds. Students practice this skill during dictation when they write individual letters to match the sounds they hear.

Phonemic awareness – the ability to distinguish the individual sounds that make up spoken words

Phonics – the study of the sounds usually indicated by letters and combinations of letters in a particular language

Vowel – one of the letters *a*, *e*, *i*, *o*, and *u*. Sometimes *y* and *w* also act as vowels. Every word in the English language has at least one vowel sound in it.

Resources

Daily Dictation List

Use this **Daily Dictation List** for the dictation exercises. The words have been chosen to correspond to the focus of each lesson.

If a student needs extra practice with a specific sound, you may want to choose words from the **General Dictation List** that follows the **Daily Dictation List**. The **General Dictation List** is sorted by vowel sound, beginning blends, and so on, instead of by lesson focus.

Please note: Words that have a vowel followed by *r* (*car, stir, blur*) may confuse students in this stage because the *r* changes the sound of the vowel. For that reason, we have not included them in the word lists. In later levels of the curriculum, we refer to these vowel and *r* combinations (*ar, er, ir, or, ur*) as “Bossy *r* Chunks.”

1A

cat dad gas
cat dad gas

1B

cat sad dad
cat sad dad

1C

sat can sad
sat can sad

1D

sag gas sat
sag gas sat

1E

fat can cat
fat can cat

2A

ham ran map
ham ran map

2B

nap bam pan
nap bam pan

2C

rap ban nab
rap ban nab

2D

Pam nap ram
Pam nap ram

2E

sap ham Sam
sap ham Sam

3A

rat tag Max
rat tag Max

3B

lad tax fad
lad tax fad

3C

gas tag fat
gas tag fat

3D

fax lad gas
fax lad gas

3E

rag dad wax
rag dad wax

General Dictation List

Words with Three Letters

Short a:	bad	dab	gas	lag	pal	sag	wag
	bag	dad	had	lap	pan	sap	wax
	bam	dam	ham	mad	pat	sat	yak
	ban	fad	has	man	rag	tab	yam
	bat	fan	hat	mat	ram	tag	yap
	cab	fat	jab	nab	ran	tan	zap
	can	fax	jam	nag	rap	tap	
	cap	gab	lab	nap	rat	tax	
	cat	gap	lad	pad	sad	van	

Bonus Words: Max, Pam, Sam, and, ant, ask, add

Short e:	bed	fed	jet	let	peg	set	wed
	beg	get	keg	men	pen	ten	wet
	bet	hem	led	met	pet	vet	yes
	den	hen	leg	net	red	web	yet

Bonus Words: Jen, Ken, elf, elk, end, egg

Short i:	bib	dim	gig	kid	pig	sin	win
	bid	dip	hid	kit	pin	sip	zip
	big	fib	him	lid	pit	six	
	bin	fig	hip	lip	rib	sit	
	bit	fin	his	lit	rid	tin	
	did	fit	hit	mix	rim	tip	
	dig	fix	jig	nip	rip	wig	

Bonus Words: Jim, Kim, Tim, ill, ink

Short o:	bog	dot	hog	jot	mom	pop	rot
	box	fog	hop	log	mop	pot	sob
	cob	fox	hot	lop	nod	pox	sod
	cot	gob	job	lot	not	rob	top
	dog	got	jog	mob	pod	rod	tot

Bonus Words: Bob, Tom

Short u:	bud	cud	gum	jug	nub	run	tug
	bug	cup	gut	jut	nun	rut	
	bun	cut	hub	lug	nut	sub	
	bus	dud	hug	mud	pup	sum	
	but	dug	hum	mug	rub	sun	
	cub	fun	hut	mum	rug	tub	

Bonus Word: Gus

Words with Four Letters

Beginning Blends

Short a:	blab	clan	drab	flat	scab	slam	span
	brag	clap	drag	flax	scan	slap	stab
	bran	crab	flag	glad	scat	snag	swam
	clam	cram	flap	plan	slab	snap	trap

Short e:	bled	clef	flex	glen	prep	sped	step
	bred	fled	fret	pled	sled	stem	

Bonus Word: Fred

Short i:	brim	flip	grip	skin	slim	spin	trip
	clip	grid	grit	skip	slip	spit	twig
	crib	grim	skid	skit	slit	swim	twin
	drip	grin	skim	slid	snip	trim	

Short o:	blob	clog	flop	plop	prop	snob
	blog	crop	frog	plot	slop	spot
	blot	drop	glob	prod	slot	stop
	clod	flog	plod	prom	smog	trot

Short u:	club	flub	grub	scum	snug	stud
	crux	flux	plug	slug	spud	stun
	drug	glum	plum	slum	spun	
	drum	glut	plus	smug	stub	

» *Digraphs*

ch:	chap	chat	chin	chip	chop	chug	chum
sh:	shed	ship	shot	shut			
	shin	shop	shun	sham			
th:	than	them	thin	thud	thus		
	that	then	this	thug			

End Blends

Short a:	band	cast	fang	lamp	mast	ramp	sank
	bang	cats	fast	land	pant	rang	tank
	bank	damp	gang	last	past	sand	task
	camp	fact	hand	mask	raft	sang	yank
Short e:	beds	desk	hens	lets	pens	sets	vets
	begs	eggs	jest	melt	pent	tend	weld
	belt	felt	jets	mend	pest	tens	welt
	bend	fend	kelp	nest	pets	tent	went
	bent	gets	kept	nets	rent	test	wept
	best	held	left	next	rest	text	west
	bets	helm	legs	pegs	self	vend	wets
	dens	help	lend	pelt	send	vent	yelp
	dent	hems	lent	pend	sent	vest	zest

Bonus Word: Kent

Short i:	ding	hint	link	mint	rink	sink	wing
	film	kilt	lint	mist	risk	tilt	wink
	fist	king	list	ping	sift	tint	
	gift	lift	milk	pink	silk	wilt	
	hilt	limp	mink	ring	sing	wind	

Short o:	bond	fond	gong	lost	pond	rots	tong
	bonk	font	honk	lots	pots	soft	tops
	cost	golf	long	pomp	romp	song	tots

Short u:	bulb	cuts	gulf	hunk	lung	rung	sulk
	bulk	duct	gulp	hunt	musk	runs	sung
	bump	dump	gunk	husk	must	runt	sunk
	bunk	dunk	gust	jump	nuts	rust	tuft
	bust	dusk	hulk	junk	pump	scud	tusk
	cups	dust	hump	just	rugs	slug	
	cusps	fund	hung	lump	rump	suds	

» Digraphs

ch:	inch	rich	much	such
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sh:	dash	rash	dish	wish	gush	lush	rush
	mash	mesh	fish	josh	hush	mush	

th:	bath	math	path	with	moth	Beth
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Double Consonants at End

ff:	buff	cuff	huff	muff	puff	ruff
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ll:	bell dell fell	jell sell tell	well yell bill	dill fill hill	kill pill will	doll dull gull	hull lull mull
ss:	lass mass	pass less	mess kiss	miss boss	loss moss	toss fuss	
tt:	putt	mutt					
zz:	jazz	razz	fizz	buzz	fuzz		
ck:	back jack pack rack	sack tack deck neck	peck kick lick pick	sick tick wick dock	lock rock sock buck	duck luck muck puck	tuck yuck

Five-Letter Words

Short a:	blank blast brand clamp	clang clasp craft cramp	crank draft drank grand	grant grasp plank plant	scalp scamp slang slant	stamp stand tramp
Short e:	blend crept	crest flesh	shelf slept	spend spent	swept trend	
Short i:	blink bring brisk	cling crisp drift	drink fling flint	print sling slink	sting stink swift	swing twist
Short o:	frost	prong	stomp			

Short u:	blunt	crust	grunt	skunk	spunk	stunt
	clump	drunk	plump	slump	stump	trunk
	clung	grump	plunk	slung	stung	trust

Five-Letter Words with Digraphs

Note: the short vowel is not always in the middle position

ch:	bunch	check	chimp	hunch	munch	ranch	
	champ	chest	chunk	lunch	pinch		
	chant	chick	finch	mulch	punch		
sh:	shack	shank	brash	flash	flesh	brush	plush
	shaft	shelf	clash	smash	swish	crush	
	shall	shift	crash	trash	blush	flush	
th:	thank	thing	thump	fifth	width	froth	
	theft	think	depth	filth	broth	sloth	
	thick	throb	tenth	sixth	cloth		
ck:	black	check	cluck	flick	shock	stick	track
	block	click	crock	flock	smock	stock	trick
	brick	clock	fleck	pluck	speck	stuck	truck

Double Consonant Endings

bless	chess	cross	fluff	grill	sniff	stuff
bliss	chill	dress	glass	gruff	spill	truss
bluff	class	drill	gloss	press	stiff	
brass	cliff	floss	grass	skill	still	

Bonus Word: Swiss

Listen and Write

Student Workbook | First Three Lessons



A Demme Learning Publication

To the Instructor

This innovative program is designed to help your student become a confident and successful speller while spending only a few minutes each day on spelling practice. The program is not difficult, but it is different. Your *Instructor's Handbook* is essential in order to teach this program effectively.

Before you begin, take time to read the **Getting Started** section in the *Instructor's Handbook*. You will also find detailed instructions for each lesson and word lists for the dictation exercises.

For a more in-depth understanding of the program, read the sections under **Philosophy** and **The Five Developmental Stages of Spelling**. You may also find the answers to the **Frequently Asked Questions** helpful.

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

c c a a d d

g g s s c c

Listen to your teacher say the word. Trace and write it.

c a t

d a d

g a s

a

a

a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

c c a a d d

o o s s a a

Listen to your teacher say the word. Trace and write it.

c a t

s a d

d a d

 a

 a

 a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

c c a a d d

n n s s d d

Listen to your teacher say the word. Trace and write it.

s a t

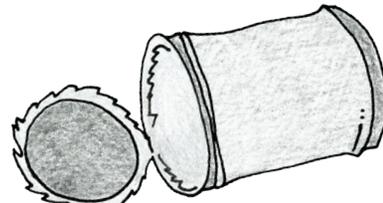
c a n

s a d

 a

 a

 a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

o o a a g g

j j s s t t

Listen to your teacher say the word. Trace and write it.

s a g

g a s

s a t

a

a

a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

c c a a f f

j j o o t t

Listen to your teacher say the word. Trace and write it.

f a t

c a n

c a t

 a

 a

 a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

a a n n m m

h h b b p p

Listen to your teacher say the word. Trace and write it.

h a m

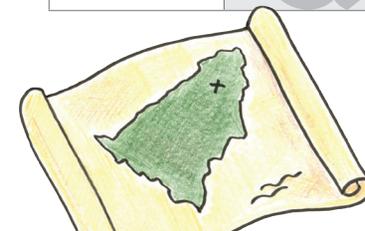
r a n

m a p

a

a

a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

r r n n m m

h h b b p p

Listen to your teacher say the word. Trace and write it.

n a p

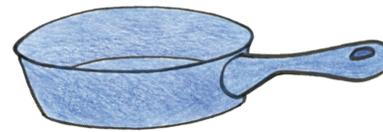
b a m

p a n

a

a

a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

r r n n a a

h h b b p p

Listen to your teacher say the word. Trace and write it.

r a p

b a n

n a b

a

a

a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Start names with a capital letter. Say the sound as you write.

Trace and write the letters.

r r n n m m

a a P P p p

Listen to your teacher say the word. Trace and write it.

P a m

n a p

r a m

a

a

a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Start names with a capital letter. Say the sound as you write.

Trace and write the letters.

S S s s m m

h h a a p p

Listen to your teacher say the word. Trace and write it.

s a p

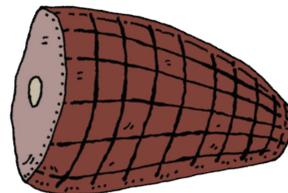
h a m

S a m

a

a

a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Start names with a capital letter. Say the sound as you write.

Trace and write the letters.

l l i i t t

f f k k x x

Listen to your teacher say the word. Trace and write it.

r a t

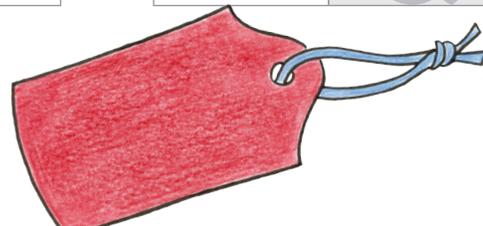
t a g

M a x

 a

 a

 a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

l l t t f f

k k x x a a

Listen to your teacher say the word. Trace and write it.

l a d

t a x

f a d

a

a

a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

i i t t f f

k k d d g g

Listen to your teacher say the word. Trace and write it.

g a s

t a g

f a t

a

a

a

Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

l l i i t t

f f x x a a

Listen to your teacher say the word. Trace and write it.

f a x

l a d

g a s

a

a

a



Checklist: Use the correct pencil grip. Follow the Handwriting Guide. Use lowercase letters. Say the sound as you write.

Trace and write the letters.

l l i i t t

k k x x c c

Listen to your teacher say the word. Trace and write it.

r a g

d a d

w a x

a

a

a