

# Jack and Jill

Instructor's Handbook | First Three Lessons



A Demme Learning Publication





## 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](http://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 then relate these sounds to print by understanding that letters represent sounds, that letters make up words, and that 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](https://spellingyousee.com).

## About *Jack and Jill*

### Getting Started

#### Overview

*Jack and Jill* uses a nursery rhyme theme to introduce words in an engaging yet meaningful format. This level begins with the phonetic stage of spelling and moves on to the skill-development stage. Thirty-six lessons are divided into two books for ease of use.

#### Needed Items

To complete the daily lessons, your student will need a regular pencil and colored pencils or highlighters (blue, green, yellow, pink or red, purple, and orange).

#### Using Nursery Rhymes

Nursery rhymes are part of our cultural heritage and are an ideal literary choice for this level. Their natural poetic rhythm appeals to children, and since the rhymes are usually familiar, they are perfect for readers and non-readers alike. Nursery rhymes tell a story, helping students develop an understanding of simple narrative sequences. Even when they are nonsensical, the rhymes convey powerful meaning to young children. Who can forget the cow that jumped over the moon?

Nursery rhymes provide expanded opportunities for vocabulary development because they do not have the tightly-controlled vocabulary often used at this level. Nursery rhymes introduce words and ideas that students might not otherwise hear and help students distinguish sounds that are similar, but not exactly the same. Easy to say and easy to learn, nursery rhymes add an indispensable auditory component during the phonetic and skill-development stages of spelling.

#### Daily Worksheet

Each of the 36 lessons is divided into five parts, A through E. One daily lesson consists of two facing pages. In the *Jack and Jill Student Workbook, Part 1*, a new nursery rhyme is read together each week. This guided reading approach helps readers of all ability levels quickly become familiar with the passage. Each day students find different details within the rhyme. Students also learn to follow directions and search for common patterns within the words, paying special attention to punctuation and capitalization.

Each day the student copies a short phrase or sentence and then fills in a set of letter boxes, focusing on short vowel sounds. The letter boxes used in *Jack and Jill, Part 1* 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 and spelling. 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.

*Jack and Jill Student Workbook, Part 2* continues the nursery rhyme theme, but now the instructor guides the student to find vowel and consonant patterns in each passage. Students also begin more extended copywork. Each day they copy a portion of the passage, stopping after 10 minutes. Then they find and mark the patterns in their own work and compare it to the passage that was marked with the instructor's help. Once a week, the student has an opportunity for creative fun with what is called "No Rule Day." The student may freely choose to write, dictate, or illustrate a response to the weekly nursery rhyme.

If all five parts of a lesson have not been completed by the end of a week, feel free to begin a new lesson the following week. Common words and letter patterns will be repeated many times throughout the course. It is more important that a student feel that he is successfully making progress than to ensure that every page is completed.

## Writing Skills

In the opening lessons, correct pencil grip should be 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 few weeks is correct letter formation. Students should write letters in one stroke (except *f*, *t*, *k*, *x*). Most letters should be written from the top down. See the **Handwriting Guide** (included with the student books) 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 lower-case 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 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.

At this level, students should not complete copywork in cursive. Spelling skill is the result of developing a strong visual memory. Since almost everything a student sees is in print (i. e., manuscript), it is important to maintain consistency between visual memory and writing. Most students at this level are just learning cursive, so neurological confusion is likely to result if you try to develop skills in both spelling and handwriting in the same activity. Although you want to encourage good handwriting and eventually want your student to learn cursive, do not be sidetracked by penmanship. As long as you can read what your student writes and there is appropriate space between words, focus solely on spelling, saving handwriting for its own instructional time.

## Tips for Success

Use the instructions below to help you teach the skills that are the focus of each worksheet. Keep the lessons short and upbeat, offering your student as much help as needed for her to be successful. Answer keys for each lesson begin on page 58.

## 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.

## 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 **Daily Dictation List** begins on page 43 of this *Handbook*.

### Lesson 1: Rhyming, Details in Print, Short *a*

- Read the passage on the left-hand page together, following the directions carefully. For the first six lessons in the workbook, each word in the passage begins with a letter in bold type. This will help your student identify individual word units as she reads.

- Have the student copy the given words on the lines provided at the bottom of the first page.
- The right-hand page focuses on letter formation and the short *a* sound. Start by having the student practice writing the letters given at the top of each page. Then have him 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. Saying the sound coordinates the visual (seeing the letter), kinesthetic (writing the letter), and auditory (hearing the sound), and makes a neurological connection between the letter and its sound.

## Lesson 2: Rhyming, Details in Print, Short *i*

- Carefully follow the directions on the left-hand page for reading the rhyme together. Answer the questions.
- Even though the words on the right-hand page are given for the student to trace, read each word to the student and have the student say the sound of each letter. Then have the student read each word back to you, giving as much help as is needed.
- Feel free to move to a new lesson each week, even if you have not finished all the pages in your current lesson. Words and sounds will be repeated.

## Lesson 3: Introduce Dictation, Details in Print, Short *o*

- This is the first lesson with dictation. Before introducing dictation, take a moment to relax the student. Be positive and encouraging! You want to build confidence and promote success.
- Explain to the student that instead of tracing or copying words in the letter boxes, she will begin writing the words you say. Be sure to tell the student what vowel or vowels she will be working on each day.
- Using the **Daily Dictation List** that begins on page 43, slowly and clearly read each word. Students should say the sound as they write each letter. Do not overlook this critical step.
- Don't be afraid to help your student. Anticipate where a problem might occur and guide the student through the difficult parts. If he struggles with the

difference between *b* and *d*, for example, show him how to write the correct letter. Encourage him to ask if he is not sure whether *cut* starts with *c* or *k*. On the other hand, try to give only as much help as needed. Students should feel a sense of accomplishment in being able to work independently.

- Limit the time spent on dictation to no more than 10 minutes a day. Do not pressure a child to write more than he or she can accomplish comfortably in that amount of time.
- You may want to read more about **Letter Box Dictation** on page 17 to prepare for these lessons.
- Worksheet 3C asks you and your student to find words with three syllables. (Example: *happily*.) A syllable is a word or part of a word pronounced as a single unit. It consists of one vowel sound and often the consonant sounds that cluster around it. When you clap the words together, each syllable should be represented by one clap.



## Letter Box Dictation

Many young children demonstrate 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 you 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 the dictation in *Jack and Jill Student Workbook, Part 1* 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 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. 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.



## Resources

### 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*.

#### 1A

cat gas dad  
cat gas dad

#### 1B

jam sad dad  
jam sad dad

#### 1C

can sag had  
can sag had

#### 1D

jab lag ram  
jab lag ram

#### 1E

wax tag nap  
wax tag nap

#### 2A

nip bin fix  
nip bin fix

#### 2B

bid lip him  
bid lip him

#### 2C

fig sit rib  
fig sit rib

#### 2D

fin rip him  
fin rip him

#### 2E

nip fib win  
nip fib win

#### 3A

box not mop  
sob dog rot

#### 3B

got fox pod  
mob Bob hog

#### 3C

lot mom cob  
nod top dog

#### 3D

lop cot sob  
fog hop pox

#### 3E

job hog dot  
mom rod Bob

## General Dictation List

Words with Three Letters

---

<b>Short a:</b>	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*

<b>Short e:</b>	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*

<b>Short i:</b>	bib	dim	gig	kid	pig	sin	win
	bid	dip	hid	kit	pin	sip	zip
	big	fib	him	lid	pit	sit	
	bin	fig	hip	lip	rib	six	
	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*

<b>Short o:</b>	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*

<b>Short u:</b>	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*

## Answer Key

**1A:** *Jill* and *hill* should be underlined.

**1B:** *Jack* and *Jill* should be underlined (2 times).

**1C:** Two periods and one comma should be circled.

**1D:** *Jack* and *Jill* should be underlined (2 times).

**1E:** The word *crown* (or *his crown*) should be underlined.

**2A:** The first letter of each line (*T, R, T, A*) should be circled.

**2B:** The word *round* should be underlined (8 times).

**2C:** The word *swish* should be underlined (12 times).

**2D:** The word *horn* should be underlined (2 times). The word *honk* should be underlined (12 times).

**2E:** The word *The/the* should be underlined (5 times). The words *through* and *town* should each be underlined.

**3A:** The first letter of each line (*R, G, M, L*) should be circled.

**3B:** Six commas and two periods should be circled.

**3C:** The word *merrily* should be underlined (4 times).

**3D:** The words *stream* and *dream* should be underlined.

**3E:** The word *down* should be underlined.

# Jack and Jill

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 *Handbook* and the detailed directions for the first few lessons. As you move through the various activities, you will also want to read more details about each one in the **Instructions for Jack and Jill**. In the back of the *Handbook*, an answer key shows exactly how each passage in the student book should be marked.

For a more in-depth understanding of the program, read the sections about the philosophy and the developmental stages of spelling. You may also find the answers to **Frequently Asked Questions** helpful.



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. Look for words that rhyme. Help your student underline the words **Jill** and **hill**.

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.



Copy the words. Don't forget the capital letters.

Jack and Jill

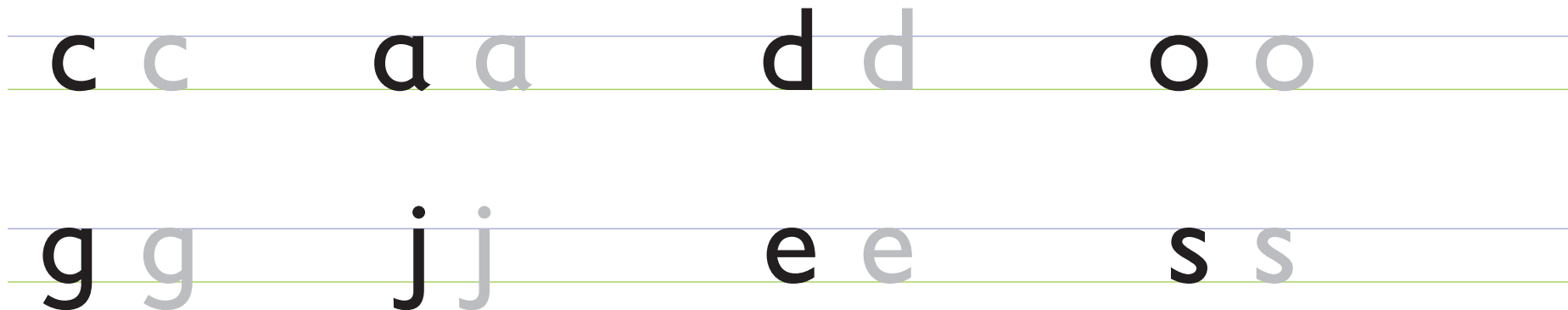
J

went up the hill

w

**Section 2: Short a**

Trace and write the letters.

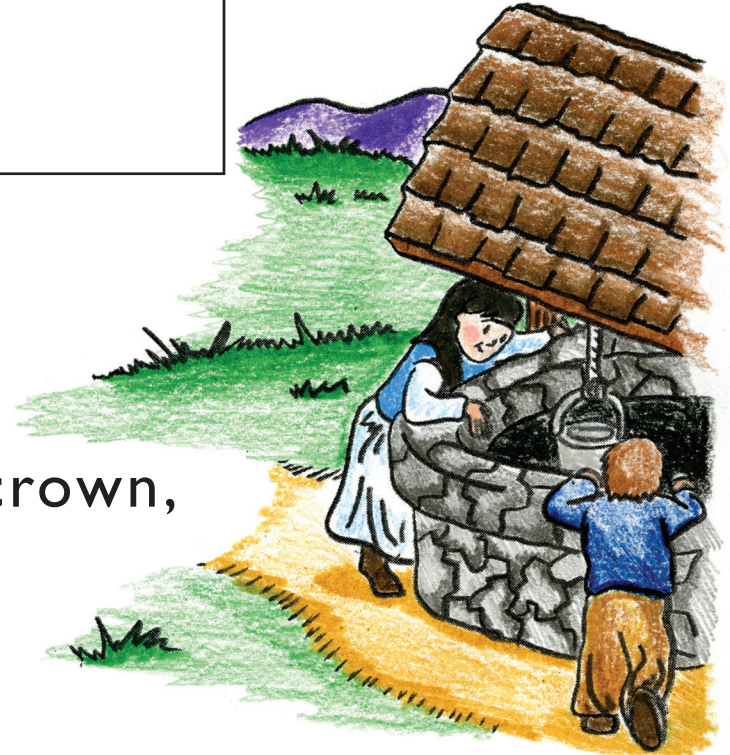


Listen to the words your teacher says. Then trace and write each one.



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 words that begin with **capital J**.

**Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.**



Copy the words.

To fetch a pail

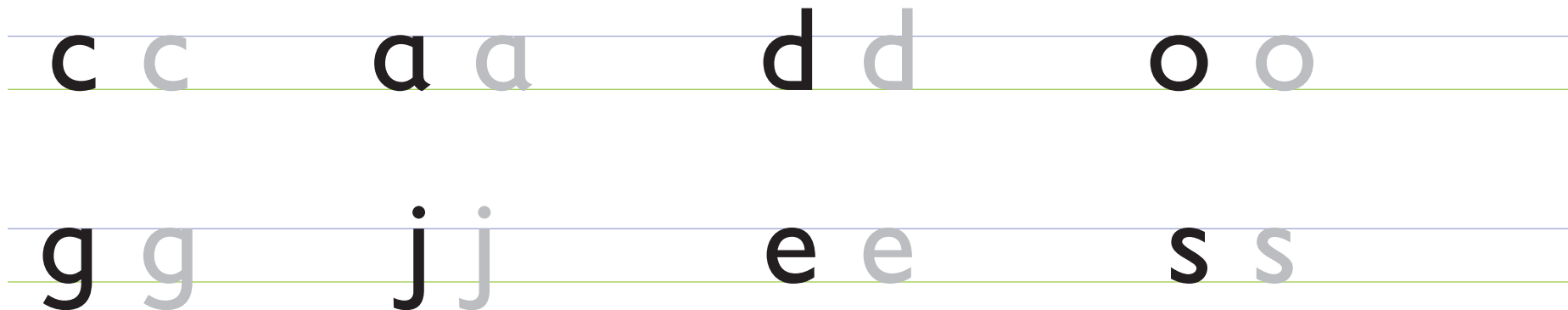
T

of water.

O

**Section 2: Short a**

Trace and write the letters.

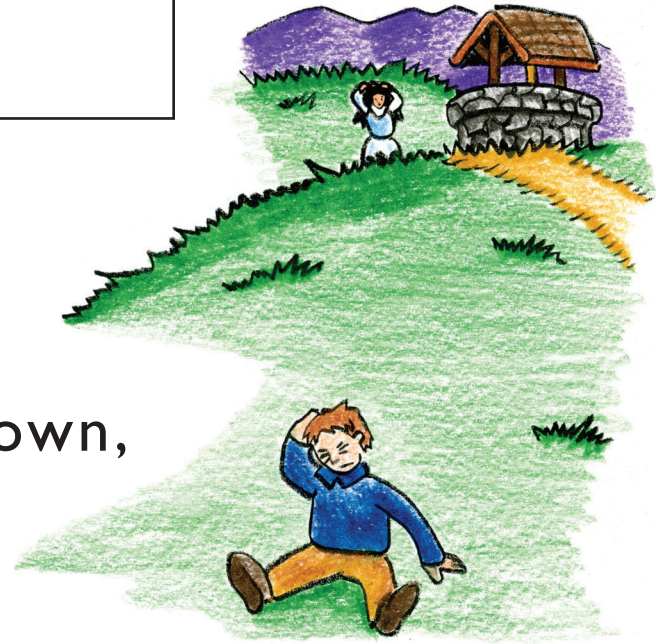


Listen to the words your teacher says. Then trace and write each one.



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. Look for punctuation. Help your student circle the **periods** and the **comma**.

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.



Copy the words. Don't forget the comma.

Jack fell down

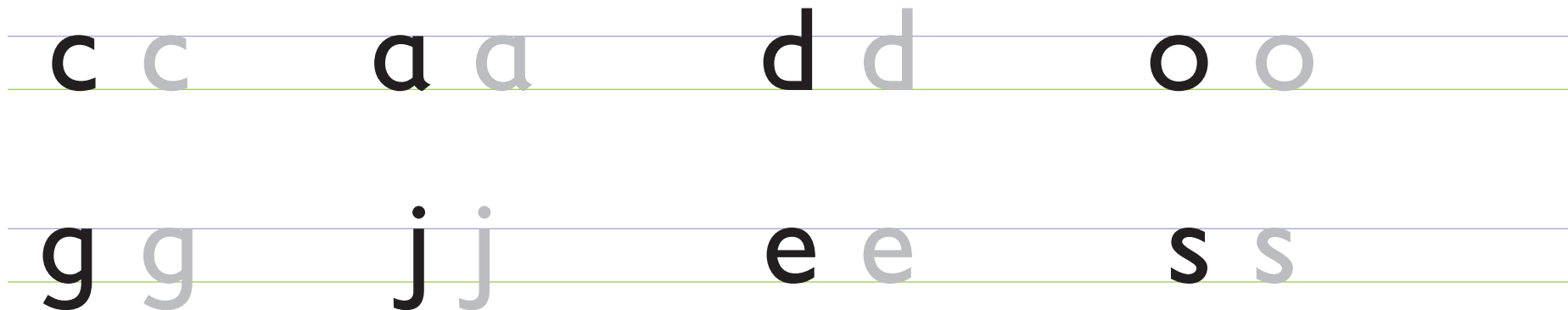
J

and broke his crown,

a

**Section 2: Short a**

Trace and write the letters.



Listen to the words your teacher says. Then trace and write each one.

c a n

s a g

h a d

a

a

a

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. Names always start with a capital letter. Help your student find and underline all the **names** in the rhyme.

**Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.**



Copy the words.

And Jill came

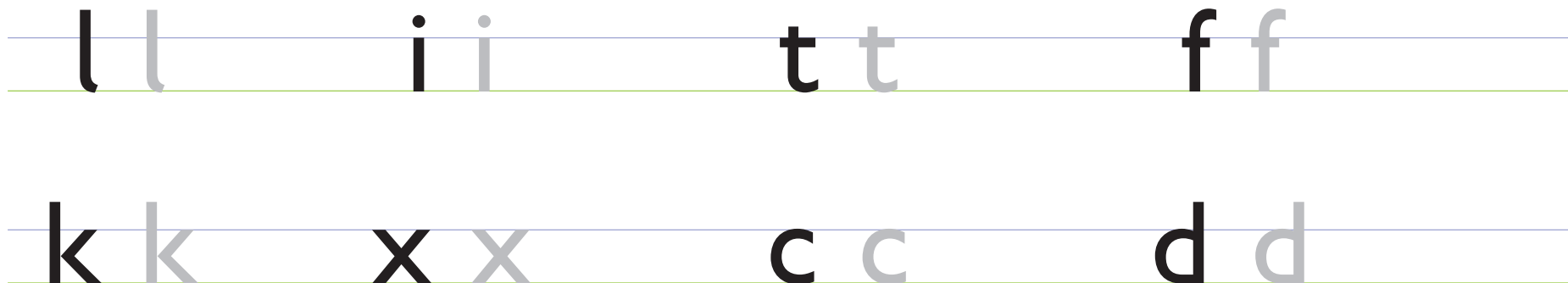
A

tumbling after.

t

**Section 2: Short a**

Trace and write the letters.



Listen to the words your teacher says. Then trace and write each one.





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 tells **what Jack broke**.

Jack and Jill went up the hill  
To fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.



Copy the words. Don't forget the capital letters.

Jack and Jill

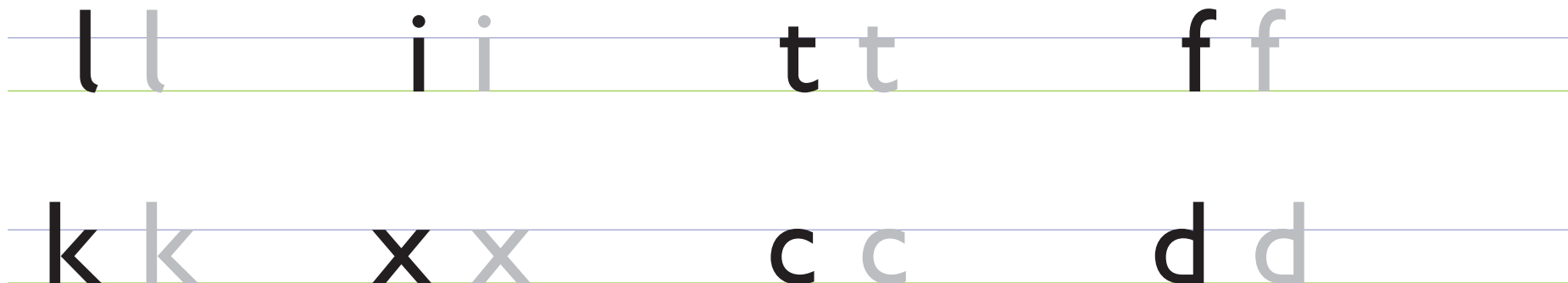
J

went up the hill

w

**Section 2: Short a**

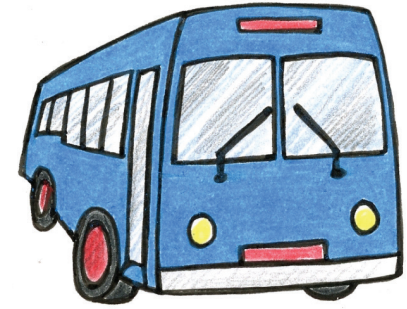
Trace and write the letters.



Listen to the words your teacher says. Then trace and write each one.



1. Read the first verse of 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. Notice the capital letters at the beginning of each line. Help your student circle or mark the **capital letters**.



**The wheels on the bus go round and round,  
Round and round, round and round,  
The wheels on the bus go round and round,  
All through the town.**

Copy the words. Don't forget the capital letter.

The wheels on the bus

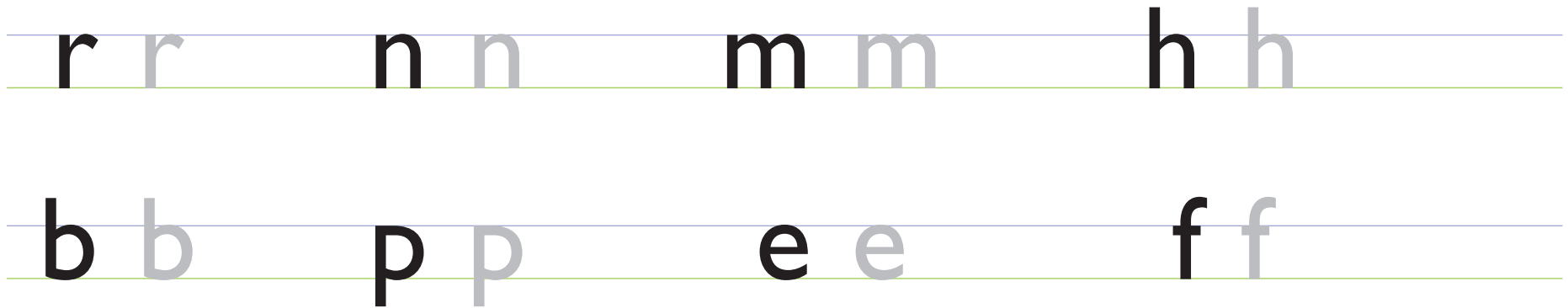
T

go round and round,

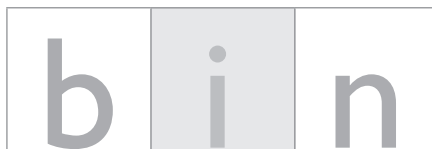
g

**Section 2: Short i**

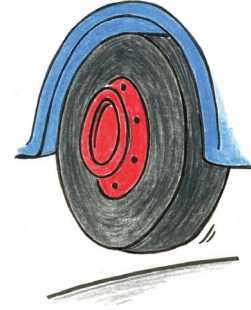
Trace and write the letters.



Listen to the words your teacher says. Then trace and write each one.



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 words that begin with the **letter r**.



**The wheels on the bus go round and round,  
Round and round, round and round,  
The wheels on the bus go round and round,  
All through the town.**

Copy the words.

go round and round,

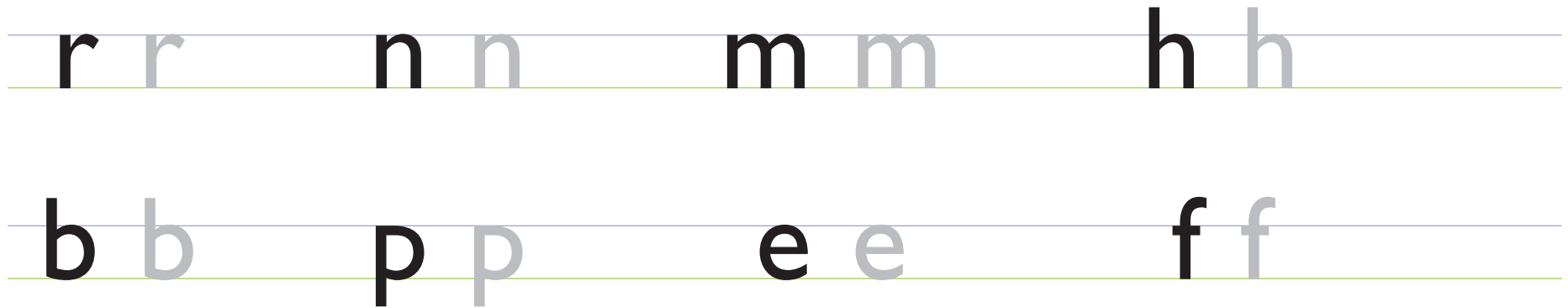
g

All through the town.

A

**Section 2: Short i**

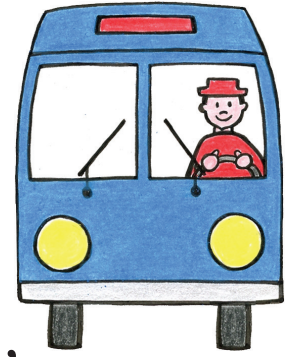
Trace and write the letters.



Listen to the words your teacher says. Then trace and write each one.



1. Read the second verse of 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 words that begin with the **letter s**.



**The wipers on the bus go swish, swish, swish,**

**Swish, swish, swish,**

**Swish, swish, swish,**

**The wipers on the bus go swish, swish, swish,**

**All through the town.**

Copy the words.

The wipers on the bus

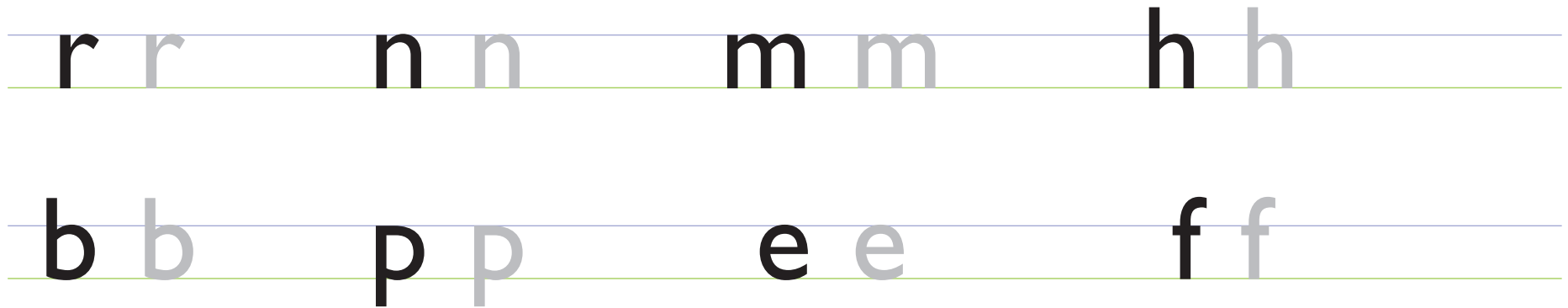
T

go swish, swish, swish,

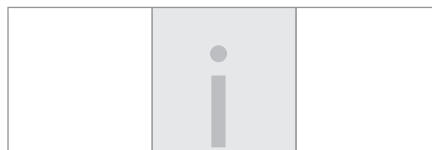
g

**Section 2: Short i**

Trace and write the letters.

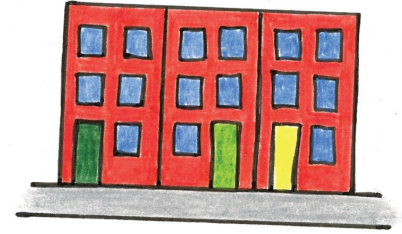


Listen to the words your teacher says. Then trace and write each one.





1. Read the third verse of 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 words that begin with **letter h**.



**The horn on the bus goes honk, honk, honk,**

**Honk, honk, honk,**

**Honk, honk, honk,**

**The horn on the bus goes honk, honk, honk,**

**All through the town.**

Copy the words.

The horn on the bus

T

goes honk, honk, honk,

g

**Section 2: Short i**

Trace and write the letters.



Listen to the words your teacher says. Then trace and write each one.

f i n

r i p

h i m

1. Read the fourth verse of 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 words that begin with **capital** or **lowercase t**.

**The people on the bus go up and down,  
Up and down, up and down,  
The people on the bus go up and down,  
All through the town.**



Copy the words.

The people on the bus

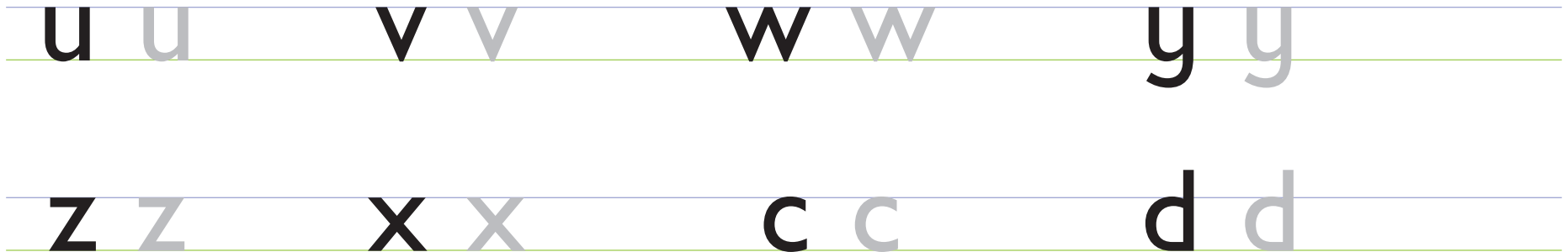
T

go up and down,

g

**Section 2: Short i**

Trace and write the letters.

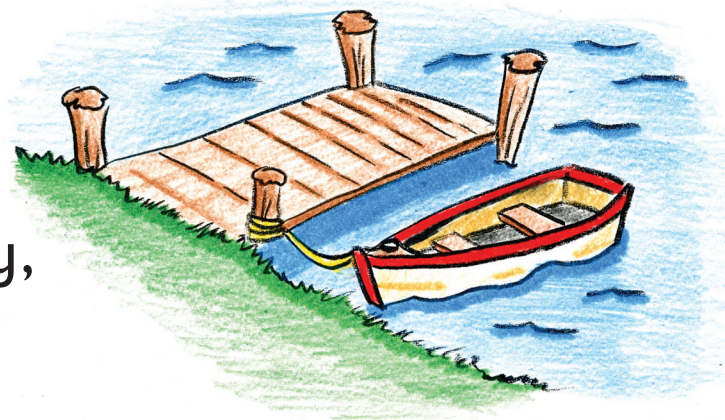


Listen to the words your teacher says. Then trace and write each one.



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. Notice the capital letters at the beginning of each line. Help your student circle the **capital letters**.

**R**ow, row, row **y**our **b**oat  
**G**ently **d**own **t**he **s**tream.  
**M**errily, **m**errily, **m**errily, **m**errily,  
**L**ife **i**s **b**ut **a** **d**ream.



Copy the words. Don't forget the capital letters.

Row, row, row your boat

R

Gently down the stream.

G

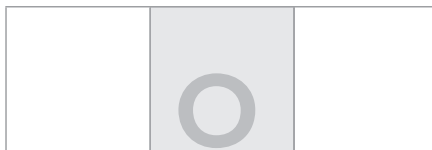
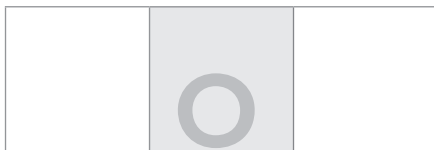
**Checklist:** ☐ Use the correct pencil grip. ☐ Use lowercase letters. ☐ Say the sound as you write. ☐ Read the words back.

## Section 2: Dictation, Short o

Trace and write the letters.



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. Look for punctuation. Help your student circle the **commas** and **periods**.

**Row, row, row your boat**  
**Gently down the stream.**  
**Merrily, merrily, merrily, merrily,**  
**Life is but a dream.**



Copy the words.

Merrily, merrily, merrily,

M

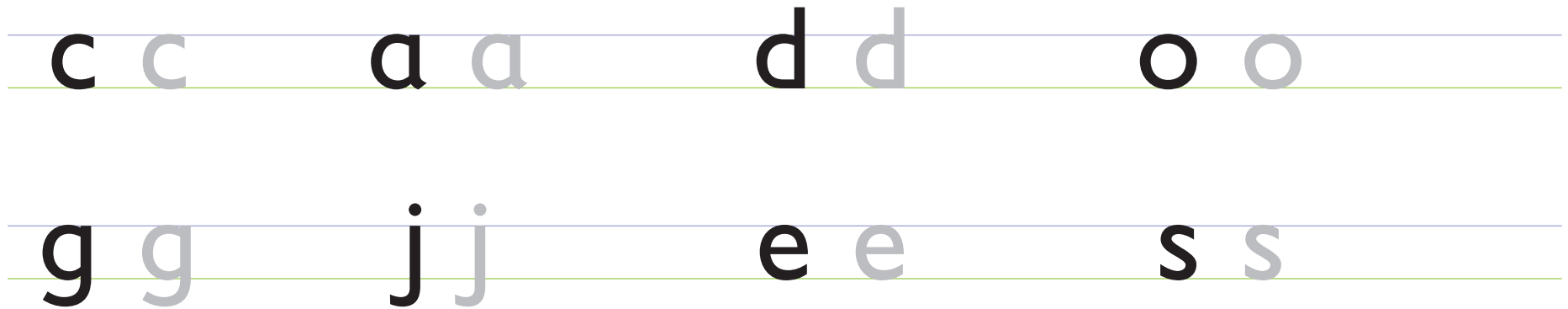
Life is but a dream.

L

**Checklist:** ☐ Use the correct pencil grip. ☐ Start names with capital letters. ☐ Say the sound as you write. ☐ Read the words back.

**Section 2: Dictation, Short o**

Trace and write the letters.



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 words that have **three syllables**. A syllable is a word or part of a word pronounced as a single unit. (See the *Handbook* for more information.)

**Row, row, row your boat**

**Gently down the stream.**

**Merrily, merrily, merrily, merrily,**

**Life is but a dream.**



Copy the words.

Row, row, row your boat

R

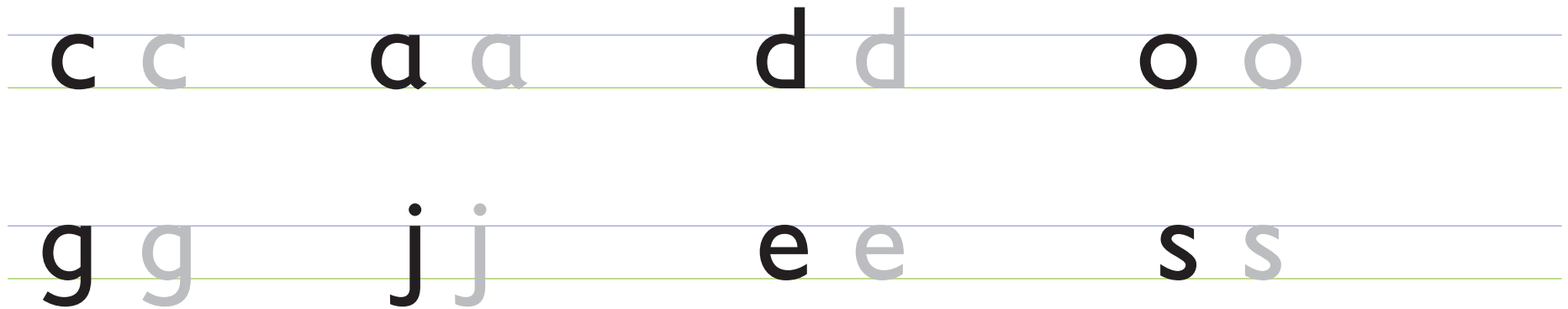
Gently down the stream.

G

**Checklist:** ☐ Use the correct pencil grip. ☐ Use lowercase letters. ☐ Say the sound as you write. ☐ Read the words back.

**Section 2: Dictation, Short o**

Trace and write the letters.



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. Look at the ends of the lines. Help your student find and underline two **words that rhyme**.

**Row, row, row your boat**  
**Gently down the stream.**  
**Merrily, merrily, merrily, merrily,**  
**Life is but a dream.**



Copy the words.

Merrily, merrily, merrily,

M

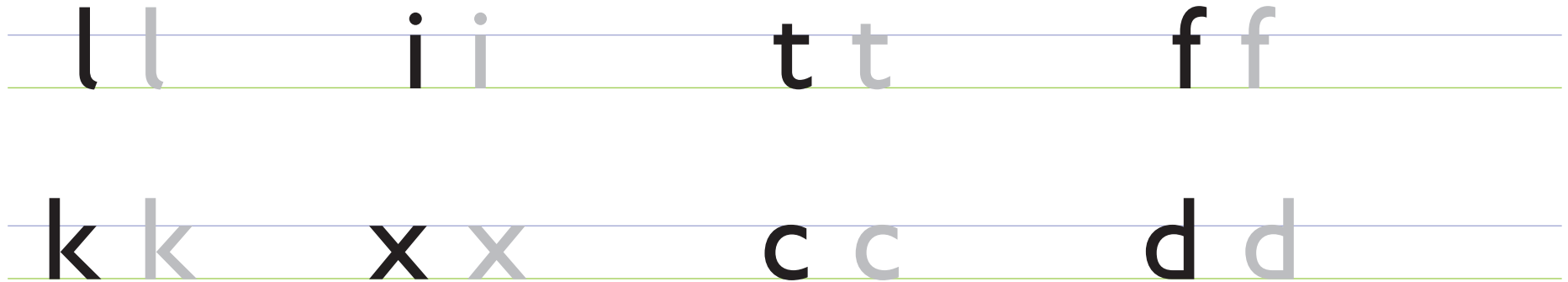
Life is but a dream.

L

**Checklist:** ☐ Use the correct pencil grip. ☐ Start names with capital letters. ☐ Say the sound as you write. ☐ Read the words back.

**Section 2: Dictation, Short o**

Trace and write the letters.



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 the **opposite of up**.

**Row, row, row your boat**  
**Gently down the stream.**  
**Merrily, merrily, merrily, merrily,**  
**Life is but a dream.**



Copy the words.

Row, row, row your boat

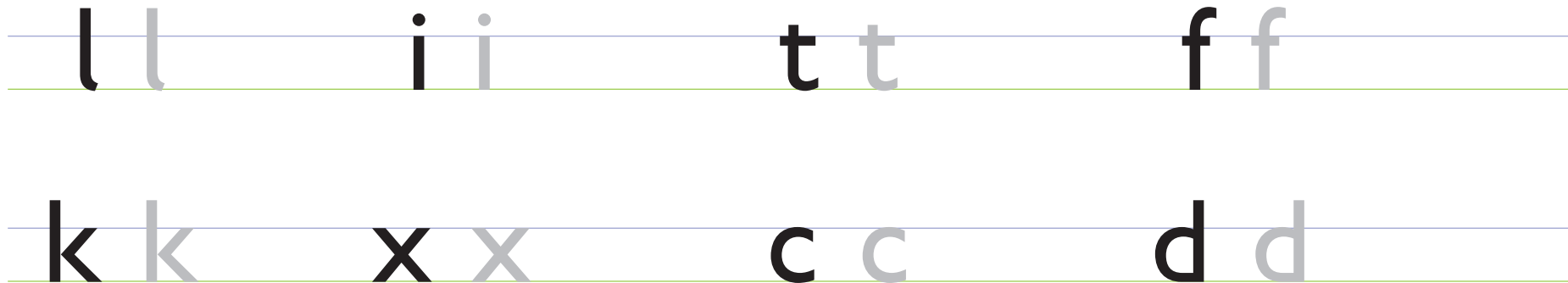
R

Gently down the stream.

G

**Section 2: Dictation, Short o**

Trace and write the letters.



Write the words your teacher says.

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--