

Americana

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 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, 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 for them 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>

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- 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 Americana

Getting Started

Overview

In *Americana*, students will read nonfiction stories about American history and culture. The reading level gradually increases, providing opportunities for vocabulary development and allowing students to learn how to spell words in an interesting context.

Needed Items

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

The Core Activities

This spelling program includes three core student activities—chunking, copywork, and dictation. These activities are not randomly selected to fill time and pages; each is important in helping the brain learn spelling patterns.

Chunking each passage provides hands-on experience with the many irregular letter patterns in English. Copywork and dictation require the brain to pay attention to details in print within a meaningful context. Together, these three activities move words into the long-term memory and produce students who are competent spellers.

Daily Worksheets

Each of the 36 weekly lessons is divided into five parts, A through E. In the student workbook, a day's activity consists of two facing pages. Each day, the instructor reads the passage together with the student. This guided reading approach helps readers of all ability levels quickly become familiar with the passage. Then the instructor helps the student find and mark various letter patterns in the passage in a process called “chunking.” Students will also have an opportunity each day for copywork or writing from dictation.

Tips for Success

This *Handbook* gives detailed instructions for the first few lessons of *Americana*, followed by a general summary of a week's activities. Read the sections beginning on page 15 that explain chunking, copywork, and dictation in detail. Each worksheet has specific directions for that day's activity. Keep the lessons short and upbeat, offering your student as much help as is needed to ensure success. Feel free to start a new lesson each week,

even if the previous lesson was not completed. Common words and letter patterns will be repeated many times throughout the course. The **Answer Key** begins on page 21.

Online Resources

Each level has an online page with links to additional materials and resources to enhance your instructional program. You can access the online 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 Americana Lessons 1–3

Lessons 1 and 2: Vowel Chunks

- Read the passage on the left-hand page together, following the directions carefully. Be prepared to spend a little more time in the beginning until you and your student become familiar with the core activities.
- Lesson 1 introduces vowel chunks. The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *y* and *w*. A vowel chunk is a combination of vowels that usually make one sound in a word. Examples are *ea*, *oo*, and *ou*. Focusing on letter patterns in the context of a story helps a student learn the irregular sounds of the English language. A complete list of vowel chunks can be found on page 15.
- Have the student use a yellow pencil or highlighter to mark or circle the vowel chunks. As you move through *Americana*, different letter patterns will be assigned different colors. Using these colors consistently will help your student visually learn the spelling patterns. Use the color-coded **Answer Key** in this *Handbook* to make sure the chunking is complete on each page.
- Even though the same passage is repeated throughout the lesson, the student should mark the vowel chunks each day in order to reinforce the spelling patterns. On the first three days, after the student has marked the vowel chunks in the passage, have her copy the passage on the lines provided, stopping after 10 minutes. Then help her mark the vowel chunks on her written copy, using the left-hand page for a guide as needed.
- On Day 4, you will dictate the passage for your student to write. Cover the left-hand page in the workbook with a piece of paper and read the story from the **Resources** section in this *Handbook*. Tell the student to relax and not worry; you will provide all punctuation and capitalization and help him with difficult words. You will do this activity for just 10 minutes—no more! Read the passage word by word and have your student continue writing until he 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. After 10 minutes, stop and count the number of words written correctly. You can read more important information about dictation on page 18.
- On Day 5, the student will have a second opportunity to write the passage from dictation. This dictation is a little different, as you will not tell the student how to spell any words. Instead, challenge him to try difficult words

until they look right. The time spent on dictation should still be limited to 10 minutes. You may provide correct punctuation and capitalization. If the first dictation was completed easily, you may want to skip this second dictation.

Lessons 3: Consonant Chunks

- Lesson 3 introduces consonant chunks. The consonants consist of all the letters that are not vowels. A consonant chunk is made up of two consonants that usually make one sound in a word, such as *th* or *kn*. Learning these letter patterns in the context of a story is critically important in helping a student learn the irregular sounds of the English language. A complete list of consonant chunks can be found on page 16. They should be marked in blue.
- Point out to your student that, while some of the consonant chunks make the sounds that you might expect, others are silent, and some change their sounds completely when they appear in a chunk. Do not spend a lot of time discussing or emphasizing rules, however; your student will learn the correct spelling patterns by practicing with the chunks.
- Blends are not included with the consonant chunks. In a blend, each letter can be heard making its expected sound. The *st* in *stop* is an example of a blend.
- Take the time needed to become familiar with the new letter patterns.

Weekly Activity Guide

Guided Reading

A student using *Americana* should be an established reader, but it is still important to read the passage together each day as directed on the student pages. As students become more familiar with the passage, they develop a visual memory for the irregular words that do not follow the usual rules of phonics. The same passage is used all week to encourage numerous readings.

Chunking

Chunking is the process of locating and marking specific letter patterns within the words of the passage. At first the chunking process is fairly simple. Students search for one particular kind of letter pattern, or chunk, such as vowel chunks or consonant chunks. Gradually, students are challenged to find and mark multiple spelling patterns in each passage. Students should use colored pencils or highlighters to chunk the passages. The use of color is fun and simplifies the process of counting different types of chunks. The letter groups are listed below, along with the color that should be used to mark each group.

Vowel Chunks (yellow)

aa ae ai ao au aw ay
 ea ee ei eo eu ew ey eau
 ia ie ii io iu
 oa oe oi oo ou ow oy
 ua ue ui uo uu uy

- Notice that the three-letter combination *eau* is included in this list.
- Because the letters *w* and *y* can act like vowels, they are also included in some of the vowel chunks.
- Even if each vowel sound is articulated in a vowel pair, as in *radio* or *area*, the pair should be marked as a vowel chunk.

Consonant Chunks (blue)

ch gh ph sh th wh

wr gn kn dg qu ck tch

bb cc dd ff gg hh kk ll

mm nn pp rr ss tt ww vv zz

- Notice that the three-letter combination *tch* is included in this list.
- The chunk *qu* is a consonant-vowel combination that we have chosen to include with the consonant chunks.
- In a blend, each letter can be heard making its expected sound. The letter pairs *tw* (*two*) and *sc* (*science*) are treated as blends rather than consonant chunks because the letters are usually sounded individually (*twig*, *scope*).
- The combination *mb* is not considered a consonant chunk because each letter is part of a different syllable in many English words (*combine*, *steamboat*).

Frequently Asked Questions

1. Are students allowed to ask for help?

Yes. It is a 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. You want your student to succeed, so help him by eliminating 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.

2. In lessons where chunks overlap, which one should my student mark?

Some words will have overlapping chunks or letter patterns. In general, we suggest marking vowel chunks before Bossy *r* chunks, but Bossy *r* chunks before consonant chunks. We also suggest marking endings before silent letters. However, since the purpose of chunking is to encourage students to notice spelling patterns and to develop a visual memory, do not consider different choices wrong. Instead, discuss the other options that the student may have chosen. You may ask the student which letter pattern she thinks would be most helpful for her to remember and let her mark that one. Look under **Chunking** on page 15 for more information.

3. My daughter wants to do her copywork in cursive. Is this okay?

No. Copywork should be printed in order to develop visual memory. When students read, everything they see is in print, so they should use printing while learning to spell.

4. Should my student erase during copywork or passage dictation?

Students should erase during copywork if necessary so that they copy the words correctly. When students are completing dictation, however, it is important not to erase. Give your student the chance to write the word multiple times, if needed, in order to see which one looks right. Simply have him draw a line through the incorrect words.

5. Should I keep a list of words that my student misses?

No, this is not necessary. Commonly misspelled words will come up again in future lessons. This program encourages visual memory, not rote memory.

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

Please do not treat the dictation exercises as tests. Instead, look for increased accuracy and the ability to complete a dictation page with increasing speed and accuracy. You should also see more accurate spelling in other daily work. However, remember that each child will progress through the developmental process at his 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 workbooks at regular intervals and kept in a folder.

7. My daughter does fine in her spelling book and when she's copying word for word, but if she writes something on her own, her spelling is horrible. Why?

Copying and creating are two very different activities for the brain. Copywork and dictation help the student develop a visual memory, as the brain is focusing on the way the words actually look in print. When she is creating a story, her brain is operating differently. It takes a long time for spelling to become implanted and automatic. Until that happens, you will continue to see spelling errors in her free writing. That is why consistent copying of the same passage multiple times is so critical.

Resources

Passages for Dictation

- 1** What is red, white, and blue? The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.
- 2** The Pilgrims had a hard journey to America. It took two months to cross the sea in their small, crowded ship. They reached land farther north than they wanted. When they landed, it was winter. They worked hard to build houses. It was freezing. They had little food. By spring, half of the people had died.
- 3** Colonists were tired of British rule. They wanted their rights to be respected. Some men formed a congress. They wrote a letter to the king and asked him to make things better. The king did not change. Then they wrote the Declaration of Independence. All the men signed their names. The president of the congress, John Hancock, wrote his name in big, fancy letters.

Answer Key

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, but 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.

1 A–E Vowel Chunks

What is red, white, and blue? The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.

Vowel Chunks: 12

2 A–E Vowel Chunks

The Pilgrims had a hard journey to America. It took two months to cross the sea in their small, crowded ship. They reached land farther north than they wanted. When they landed, it was winter. They worked hard to build houses. It was freezing. They had little food. By spring, half of the people had died.

Vowel Chunks: 18

3 A–E Consonant Chunks

Colonists were tired of British rule. They wanted their rights to be respected. Some men formed a congress. They wrote a letter to the king and asked him to make things better. The king did not change. Then they wrote the Declaration of Independence. All the men signed their names. The president of the congress, John Hancock, wrote his name in big, fancy letters.

Consonant Chunks: 26

Americana

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 **Getting Started** in the *Handbook*, as well as 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 **Weekly Activity Guide**. There is an answer key in the back of the *Handbook* that 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 will also find the answers to **Frequently Asked Questions** helpful.

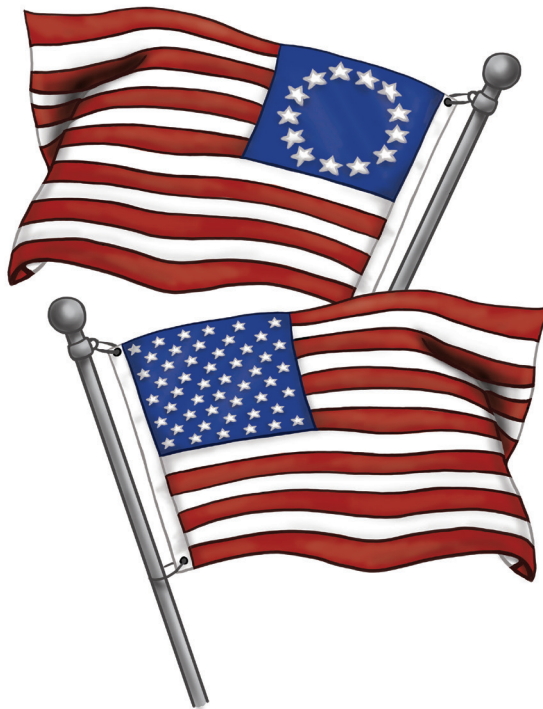
1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Vowel chunks are a combination of vowels that usually make one sound. Help your student find and mark all the vowel chunks in yellow.

What is red, white, and blue?

The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.

Vowel Chunks

aa	ae	ai	ao	au	aw	ay
ea	ee	ei	eo	ew	ey	eau
ia	ie	ii	io	iu		
oa	oe	oi	oo	ou	ow	oy
ua	ue	ui	uo	uy		



Section 2: Copywork

Copy the story and mark the vowel chunks. You may look at the opposite page if you need help.

What is red, white, and blue?

W

The American flag! It has 13

T

red and white stripes. They

r

stand for the first 13 colonies.

S

It has 50 white stars in a blue

I

rectangle. Did you know that

r

the stars stand for our states?

t

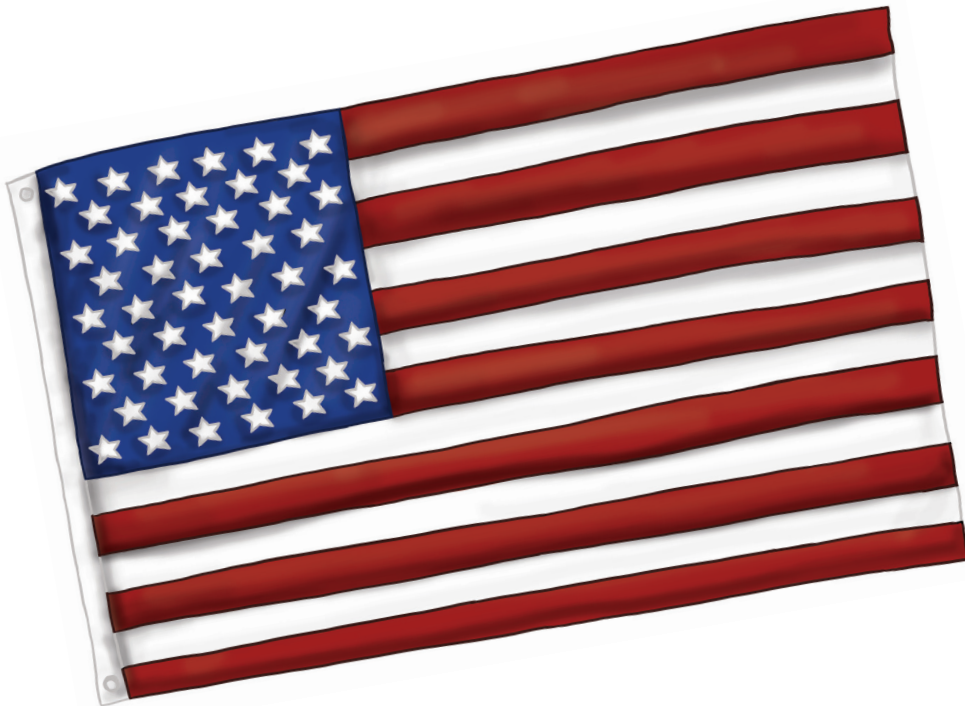
1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Work with your student to find all the vowel chunks and mark them in yellow.

What is red, white, and blue?

The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.

Vowel Chunks

aa ae ai ao au aw ay
ea ee ei eo ew ey eau
ia ie ii io iu
oa oe oi oo ou ow oy
ua ue ui uo uy



Section 2: Copywork

Copy and “chunk” the story by marking the vowel chunks. You may look at the opposite page if you need help.

It has 50 white stars in a

I

blue rectangle. Did you know

b

that the stars stand for our

t

states? The flag did not always

s

have 50 stars. The number

h

changed each time our country

c

added a new state.

a

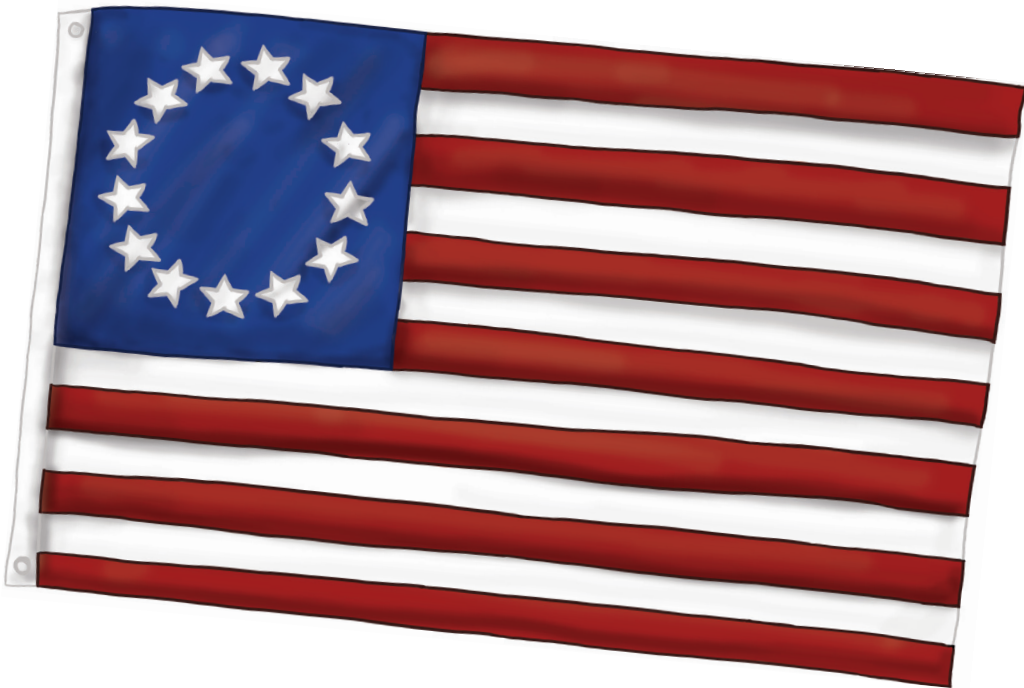
1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

What is red, white, and blue?

The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.

Vowel Chunks

aa ae ai ao au aw ay
ea ee ei eo ew ey eau
ia ie ii io iu
oa oe oi oo ou ow oy
ua ue ui uo uy



Section 2: Copywork

Copy and chunk the story by marking the vowel chunks. You may look at the opposite page if you need help.

What is red, white, and blue?

W

The American flag! It has 13

T

red and white stripes. They

r

stand for the first 13 colonies.

S

It has 50 white stars in a blue

I

rectangle. Did you know that

r

the stars stand for our states?

t

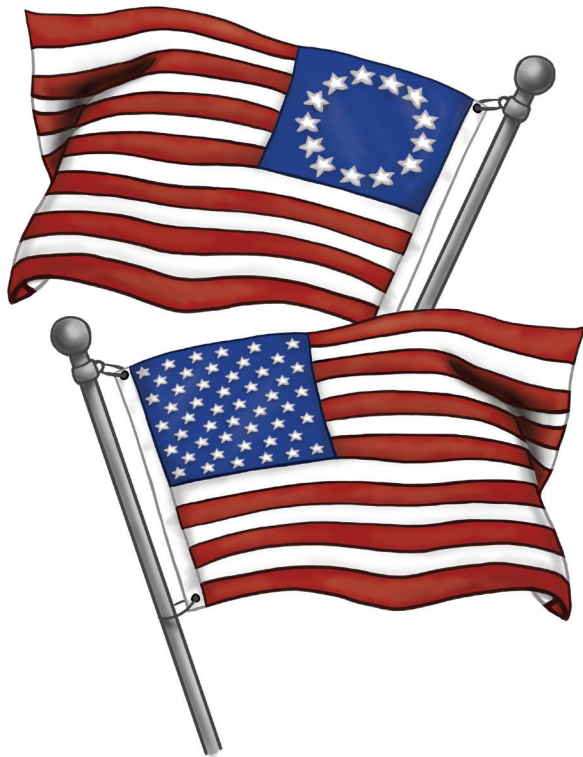
1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, find all the vowel chunks in the passage and mark them in yellow.
4. All the passages in this workbook are also in the *Instructor's Handbook* under **Resources**. When dictating the passage, you may want to cover this page with a piece of paper and read the story from the *Handbook*.

What is red, white, and blue?

The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.

Vowel Chunks

aa ae ai ao au aw ay
 ea ee ei eo ew ey eau
 ia ie ii io iu
 oa oe oi oo ou ow oy
 ua ue ui uo uy



Section 2: First Dictation

Write this week's story from dictation. Ask for help if you need it.

What

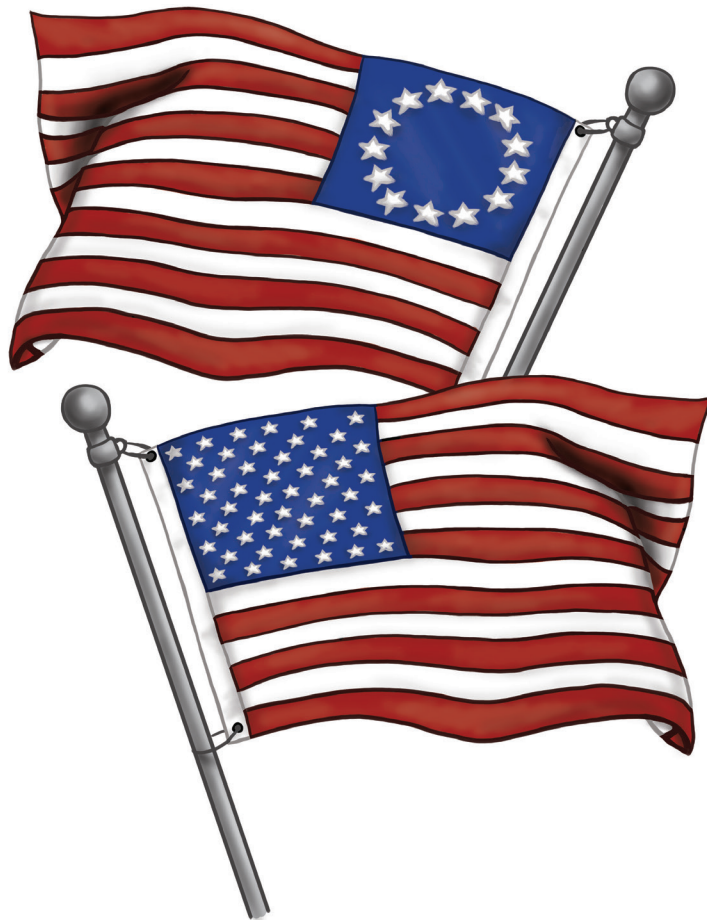
1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

What is red, white, and blue?

The American flag! It has 13 red and white stripes. They stand for the first 13 colonies. It has 50 white stars in a blue rectangle. Did you know that the stars stand for our states? The flag did not always have 50 stars. The number changed each time our country added a new state.

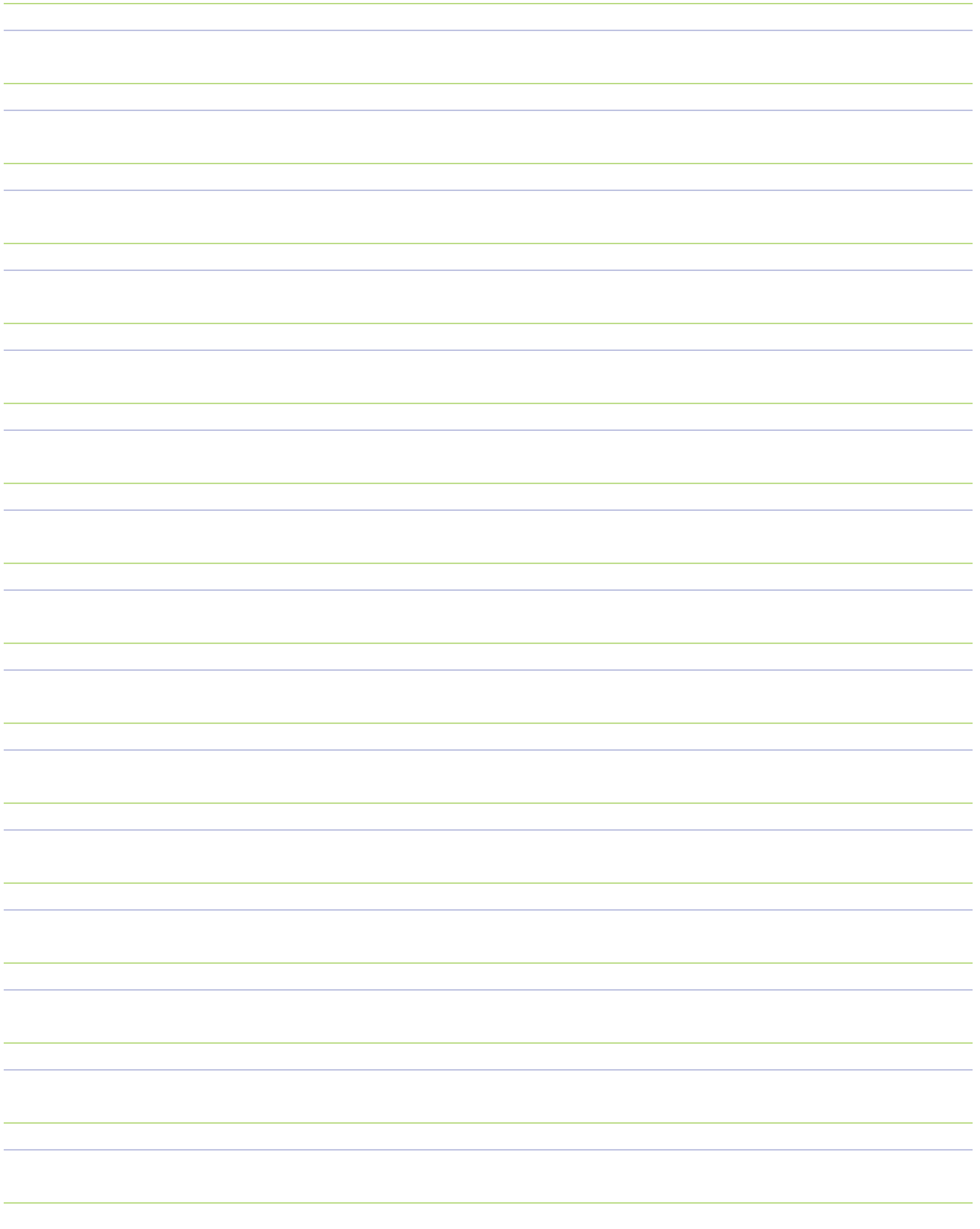
Vowel Chunks

aa ae ai ao au aw ay
 ea ee ei eo ew ey eau
 ia ie ii io iu
 oa oe oi oo ou ow oy
 ua ue ui uo uy



Section 2: Second Dictation

See if you can write this week's story from dictation without asking for help.



1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

The Pilgrims had a hard journey to America. It took two months to cross the sea in their small, crowded ship. They reached land farther north than they wanted. When they landed, it was winter. They worked hard to build houses. It was freezing. They had little food. By spring, half of the people had died.

Vowel Chunks

aa ae ai ao au aw ay
ea ee ei eo ew ey eau
ia ie ii io iu
oa oe oi oo ou ow oy
ua ue ui uo uy



Section 2: Copywork

Copy and chunk the story by marking the vowel chunks. Look at the opposite page if you need help.

The Pilgrims had a hard

T

journey to America. It took two

j

months to cross the sea in

m

their small, crowded ship. They

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reached land farther north than

r

they wanted. When they landed,

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it was winter. They worked

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hard to build houses.

h

1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

The Pilgrims had a hard journey to America. It took two months to cross the sea in their small, crowded ship. They reached land farther north than they wanted. When they landed, it was winter. They worked hard to build houses. It was freezing. They had little food. By spring, half of the people had died.

Vowel Chunks

aa ae ai ao au aw ay
ea ee ei eo ew ey eau
ia ie ii io iu
oa oe oi oo ou ow oy
ua ue ui uo uy



Section 2: Copywork

Copy and chunk the story by marking the vowel chunks. Look at the opposite page if you need help.

They reached land farther

T

north than they wanted.

n

When they landed, it was

W

winter. They worked hard to

w

build houses. It was freezing.

b

They had little food. By spring,

T

half of the people had died.

h

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Section 2: First Dictation

Write this week's story from dictation. Ask for help if you need it.

The

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ea ee ei eo ew ey eau
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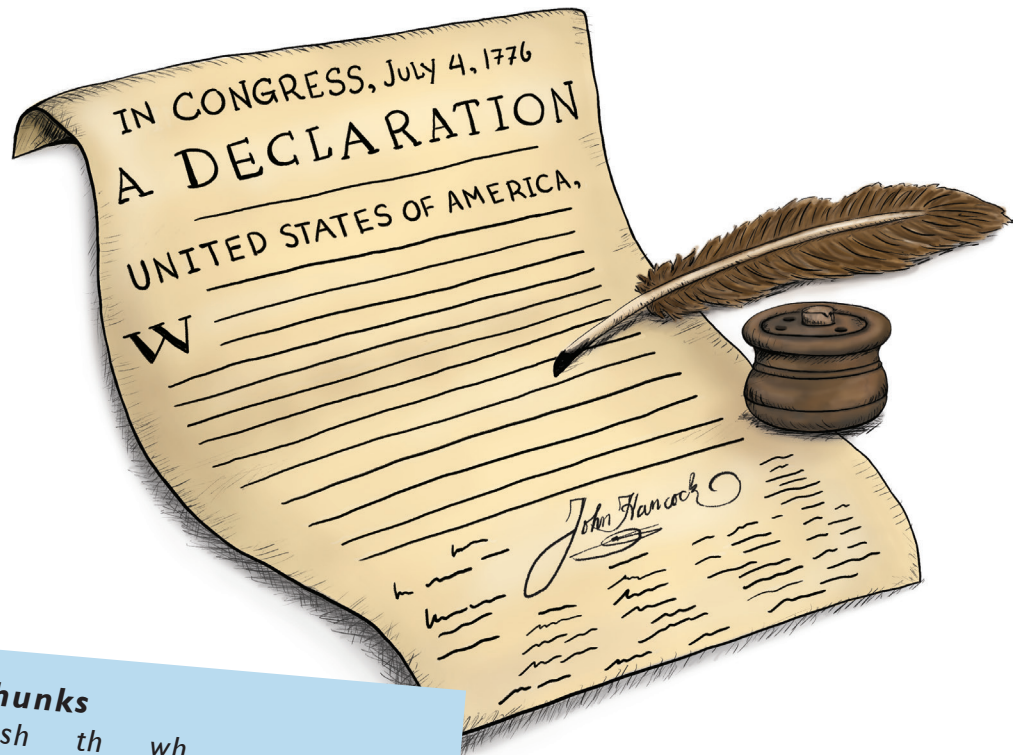
Section 2: Second Dictation

See if you can write this week's story from dictation without asking for help.

A series of 20 horizontal lines for writing, alternating between light green and light blue colors. The lines are arranged in pairs, with a green line on top and a blue line on the bottom of each pair.

1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student look for and mark all the consonant chunks in blue. Notice that some consonant chunks may be silent. An example is *gh* in the word *rights*.

Colonists were tired of British rule. They wanted their rights to be respected. Some men formed a congress. They wrote a letter to the king and asked him to make things better. The king did not change. Then they wrote the Declaration of Independence. All the men signed their names. The president of the congress, John Hancock, wrote his name in big, fancy letters.



Consonant Chunks											
ch	gh	ph	sh	th	wh						
gn	kn	qu	wr	dg	ck	tch					
bb	cc	dd	ff	gg	hh	kk	ll	mm			
nn	pp	rr	ss	tt	ww	vv	zz				

Section 2: Copywork

Copy and chunk the story by marking the consonant chunks. You may look at the opposite page if you need help.

Colonists were tired of British

C

rule. They wanted their rights

r

to be respected. Some men

t

formed a congress. They wrote

f

a letter to the king and asked

a

him to make things better.

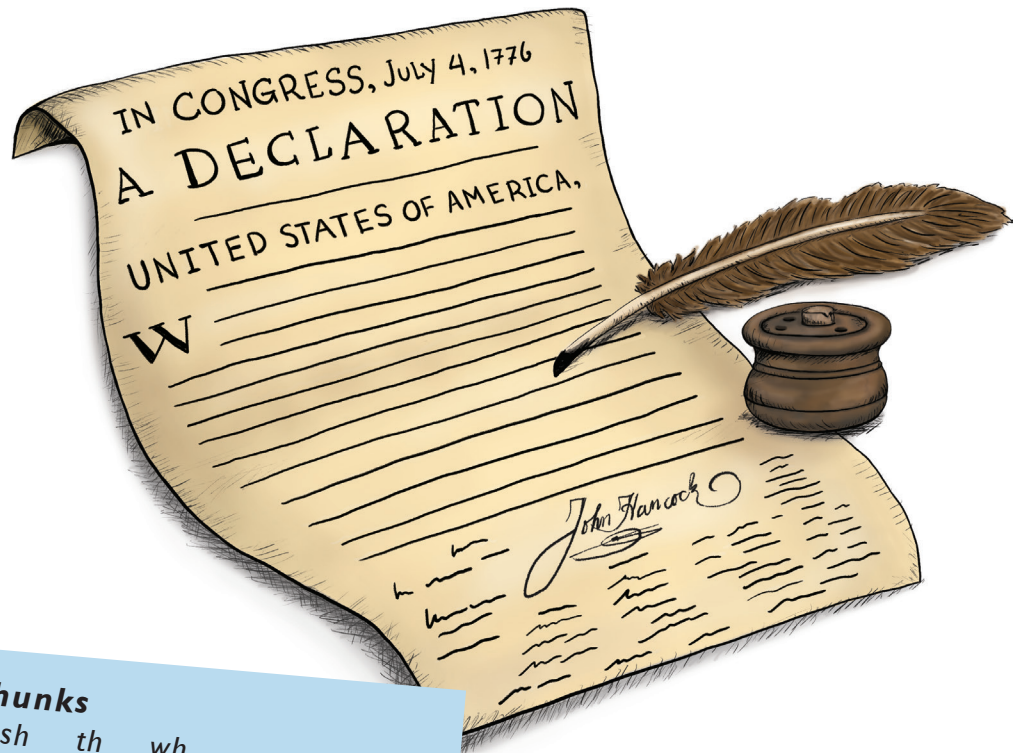
h

The king did not change.

T

1. Read the story to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student look for and mark all the consonant chunks in blue. Consonant chunks may change the sounds of some of the letters.

Colonists were tired of British rule. They wanted their rights to be respected. Some men formed a congress. They wrote a letter to the king and asked him to make things better. The king did not change. Then they wrote the Declaration of Independence. All the men signed their names. The president of the congress, John Hancock, wrote his name in big, fancy letters.

**Consonant Chunks**

ch gh ph sh th wh
gn kn qu wr dg ck tch
bb cc dd ff gg hh kk ll mm
nn pp rr ss tt ww vv zz

Section 2: Copywork

Copy and chunk the story by marking the consonant chunks. You may look at the opposite page if you need help.

The king did not change.

T

Then they wrote the

T

Declaration of Independence.

D

All the men signed their names.

A

The president of the congress,

T

John Hancock, wrote his name

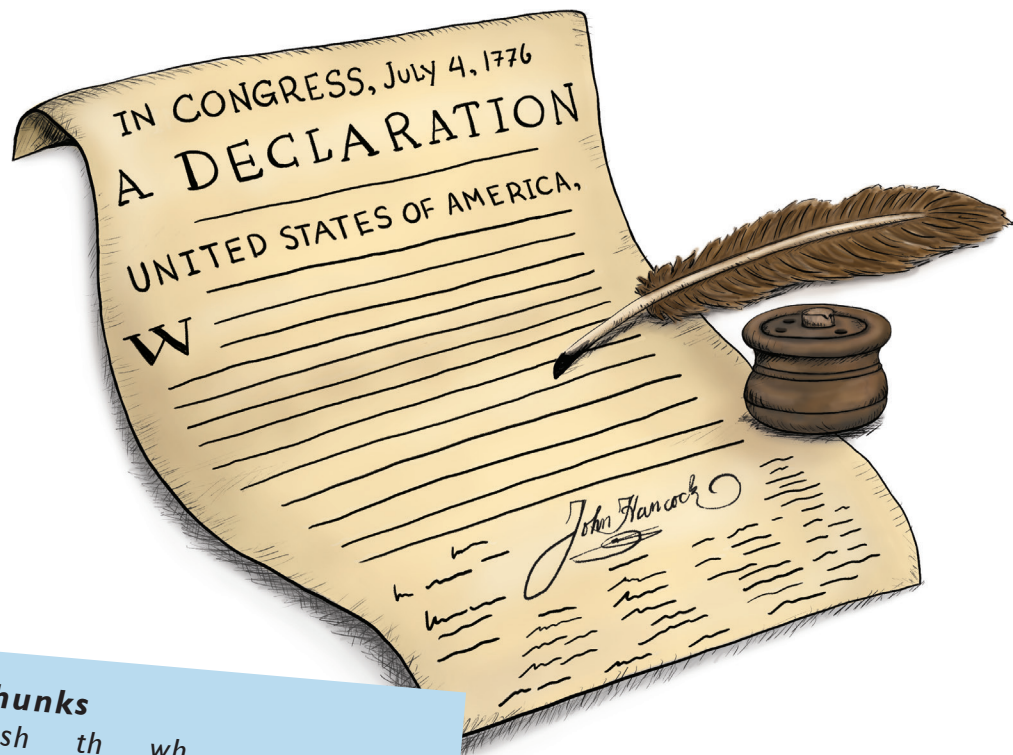
J

in big, fancy letters.

i

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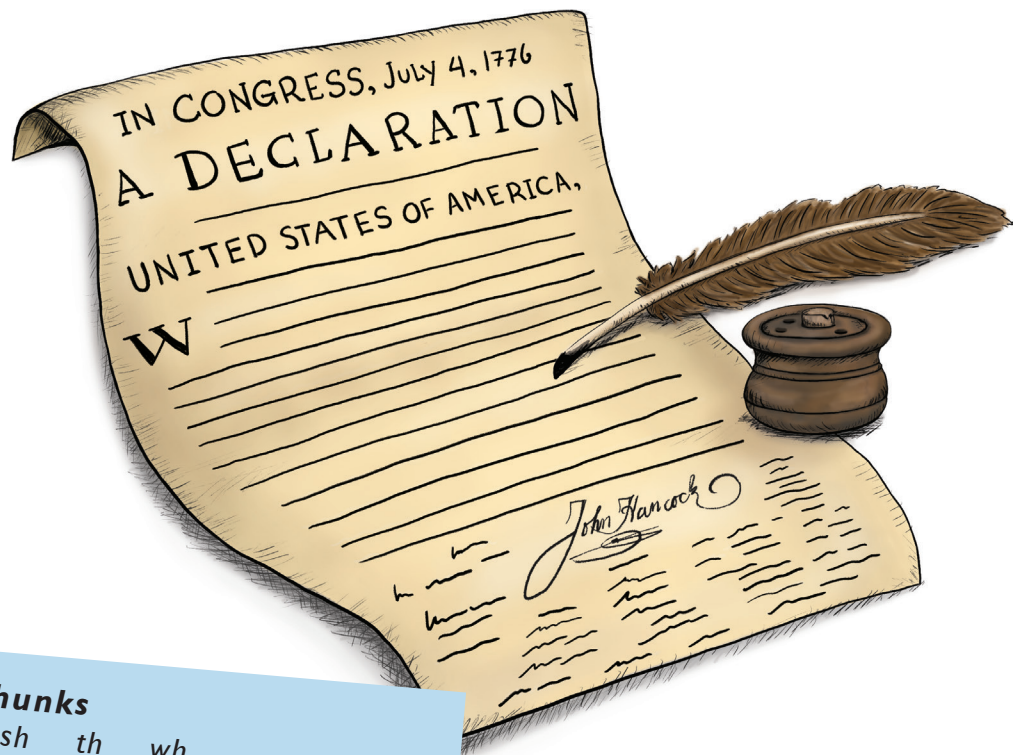
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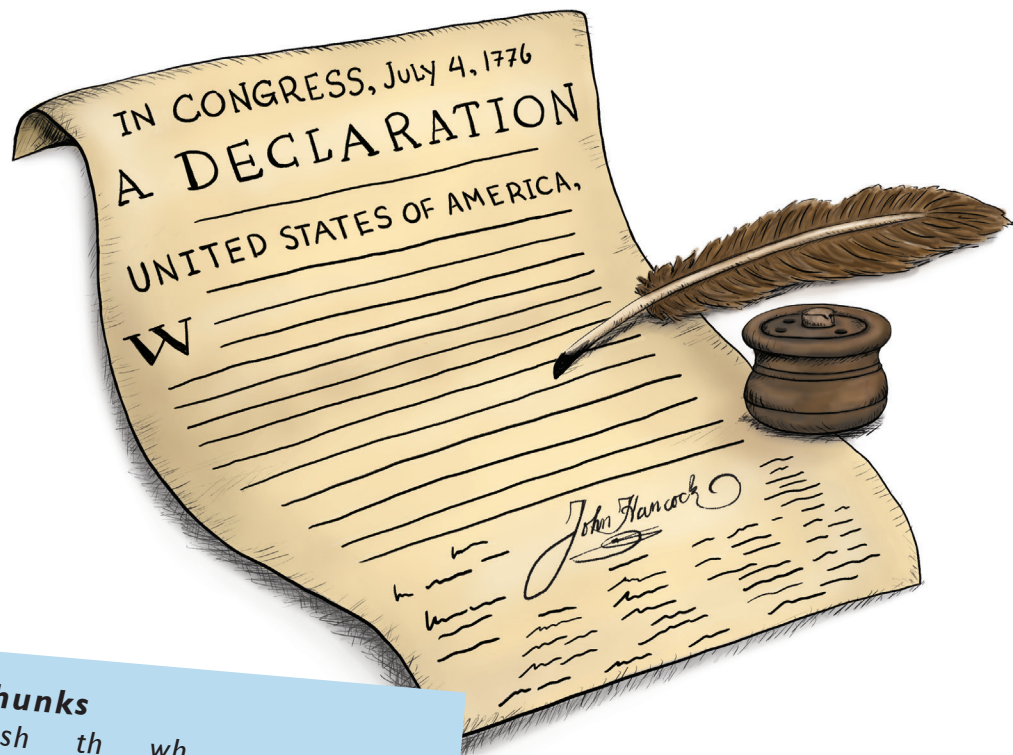
Section 2: First Dictation

Write this week's story from dictation. Ask for help if you need it.

Colonists

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Consonant Chunks

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 gn kn qu wr dg ck tch
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Section 2: Second Dictation

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