

# Ancient Achievements

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, 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 or later. 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.

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](https://spellingyousee.com).

# About Ancient Achievements

## Getting Started

### Overview

*Ancient Achievements* features stories from faraway times and places. Topics include ancient writing systems, the production of silk, mountainside terraces in the Philippines, the English longbow, Viking ships, and Incan counting systems. Students will read and study a different passage each week.

### Stepping Up

A student using *Ancient Achievements* should be comfortable spelling many everyday words. However, his growing vocabulary will add to the number of words that he needs to be able to spell confidently. For this reason, students using *Ancient Achievements* are still primarily in the Skill Development stage of spelling. At the same time, students are becoming increasingly aware of patterns within words and relationships between words. In addition to the familiar core activities of chunking, copywork, and dictation, each lesson in *Ancient Achievements* includes a Spotlight which provides interesting facts about words and the relationships between them. The goal is to stimulate curiosity about words and to prepare students for Word Extension, the stage of spelling that will be addressed in *Modern Milestones*.

### 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).

### The Core Activities

This spelling program includes three core student activities that will be familiar to students who have previously used Spelling You See: 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 the 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 student reads the passage aloud to the instructor, with the instructor helping with the pronunciation of any unfamiliar words. The next step is for the student to find and mark various letter patterns in the passage in a process called *chunking*. Students will also have opportunities throughout the week for copywork and writing from dictation.

## Spotlights

Each lesson in *Ancient Achievements* features a Spotlight that calls attention to one or more of the words in the passage. The purpose is to stimulate curiosity about words and to prepare students for future skill levels of spelling. The instructions in the *Handbook* offer ideas for further activities involving the spotlighted words. Let your student's interest determine how much time is spent on these optional activities.

## Tips for Success

This *Handbook* gives lesson-by-lesson instructions for *Ancient Achievements*. Answers for questions asked in the Spotlights are included in the instructions for each lesson. The lesson instructions may also include more information about the passage or suggestions for optional activities. There is detailed information about chunking, copywork, and dictation beginning on page 17. Use the **Glossary** that begins on page 64 to clarify the meaning of any unfamiliar terms.

Keep the lessons short and upbeat. Although students using this level may be able to work fairly independently, do not hesitate to offer as much help as is needed to ensure success.

The **Answer Key** begins on page 23 of this *Instructor's Handbook*.

## Online Resources for This Level

Each level has an online page with links to additional materials and resources to enhance your instructional program. If you need help accessing your online resources, please contact a Customer Service Representative.



## Lesson-by-Lesson Instructions

### Lesson 1: Cave of Lascaux (Vowel Chunks)

- 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 makes one sound, such as *ea*, *oo*, and *ou*. Focusing on letter patterns in a meaningful context helps a student learn the irregular sounds of the English language.
- On Day 1, have the student read the passage aloud, offering help with pronunciation if needed. (The word *Lascaux* is pronounced *la-SKO*.) Then have her use a yellow pencil or highlighter to mark the vowel chunks. As you move through *Ancient Achievements*, each letter pattern will be assigned its own color. Using the colors consistently will help your student visually learn the spelling patterns. Use the color-coded **Answer Key** in the back of this *Handbook* to make sure the chunking is complete on each page. If necessary, point out any vowel chunks that were overlooked and have your student mark them. This chunking activity will be repeated on each day of the lesson.
- Have the student copy as much of the passage on the right-hand page as he can complete in 10 minutes. Have him mark the vowel chunks on his written copy, using the left-hand page for a guide as needed.
- On Days 2 and 3, repeat the reading, chunking, and copywork as you did on Day 1 of the lesson.
- On Day 3, the Spotlight encourages students to look for rhyming words. It can be helpful to associate words that have similar letter patterns. Marking the patterns repeatedly throughout this course will help your student make these associations; however, be sure your student understands that not all words that rhyme have the same letter pattern.
- Some other words that rhyme with *paint* and have the *ai* vowel chunk are *saint*, *complaint*, and *quaint*. If you wish, have your student write each of these words and discuss their meanings. You and your student may want to make up sentences using each word.
- On Day 4, you will dictate the passage for your student to write. In the **Resources** section in the back of this *Handbook*, you will find a copy of the passage that you can use for dictation. When you are ready to begin, place a sheet of paper over the passage on the left-hand page in the student book

and read the passage from the *Handbook*. Encourage the student to relax and let her know that you will offer as much help as is needed. Remember that the dictation exercise is not a test. Go as slowly as is needed for the student to write without confusion or frustration. Offer help as soon as a word is misspelled. After 10 minutes, stop the dictation and count the number of words written correctly. Record that number at the bottom of the student page. You can read more important information about dictation on page 32.

- 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 help the student spell any words. Instead, challenge him to try difficult words until they look right. You may cover the printed passage with a sheet of paper and use the passage from the back of this book for dictation. Continue to limit the time spent on dictation to 10 minutes. You may provide correct punctuation and capitalization. Count and record the number of words spelled correctly, but remember that this is not a test. If the first dictation was completed easily, you may want to skip this second dictation.

## Lesson 2: Goseck Circle (Vowel Chunks)

- In Lesson 2, your student will continue to focus on vowel chunks. Have your student mark the chunks in the passage and in the copywork each day.
- When completing copywork, your student should feel free to erase mistakes and rewrite the word. It is important that he practice writing words correctly rather than incorrectly.
- Note that many sources prefer the spelling *archaeology* to *archeology*, but both are considered correct.
- Challenge your student to identify other words that end in *-ology*. Some examples are *technology*, *psychology*, *mythology*, and *theology*.

## Lesson 3: Cuneiform (Consonant Chunks)

- Lesson 3 introduces consonant chunks. The consonants are all the letters that are not vowels. A consonant chunk is comprised of two consonants that usually make one sound in a word, such as *th* or *kn*. Double consonants that make one sound are also considered consonant chunks. A complete list of consonant chunks can be found on page 34. They should be marked in blue.

- Point out to your student that, while some of the letters in the consonant chunks make the sounds that you might expect, others are silent, and some letters change their sounds completely when they appear in a chunk.
- 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.
- The Spotlight for this lesson introduces another context where the word *cuneiform* is used. Point out that the English language was developed from several other languages. This has resulted in a very rich language with many interesting words, but it has also resulted in many seemingly-inconsistent spellings. Many of these spellings are actually clues about the history of words.
- When your student is writing from dictation, she should not stop to erase a word that she thinks is incorrect. Instead, she should simply cross out the incorrect word and write it again. Be sure to offer as much help as is needed for the first dictation exercise of each week.
- 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.



## Weekly Activity Guide

### Guided Reading

A student using *Ancient Achievements* should be an established reader, but it is still important to have the student read the passage aloud each day. As students become more familiar with the passage, they are developing a visual memory for new vocabulary and for irregular spellings. 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 passage. At first, 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 simplifies the process of counting different chunks and adds an element of fun.

The various 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 sh ph 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 they usually are 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. The purpose is to help the student learn to spell. If your student writes a word incorrectly during the first weekly dictation exercise, help him right away before moving on. Don't stop the clock. Each time a word is written correctly, it is more likely to be remembered. On the second weekly dictation page, encourage your student to work more independently.

### 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, Bossy *r* chunks before consonant chunks, and 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 want to ask the student which letter pattern she thinks would be most helpful for her to remember and let her mark that one. Look at **Chunking** on page 17 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 I be concerned about careful handwriting?

The focus of this course is on spelling, not handwriting. Allow the student to write quickly and efficiently. Words should be legible, but intensive handwriting practice should be saved for another time.

### 5. 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.

**6. How important is it for my student to complete the activities connected with the weekly Spotlights?**

The Spotlights are designed to stimulate curiosity about words and to introduce students to concepts that they will encounter in the next two stages of spelling. We encourage you to read and discuss the Spotlights with your student. However, let the student's interest level determine how much time you spend on the Spotlight activities in the *Student Workbook* or the *Handbook*.

**7. 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.

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

Look for increased accuracy and speed in completing a dictation page. 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. Dictation exercises should not be treated as tests. Regardless of how a student performs on the final dictation of the week, always move forward to a new passage on the next week. 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 to demonstrate progress.

**9. We didn't have time to do spelling every day this week. Is it important to finish every worksheet?**

While it is important to work on spelling consistently, it should not be a burden to you or your student. Feel free to start a new lesson each week, even if the previous lesson was not completed. The common words and letter patterns will be repeated many times throughout the course.



10. **My daughter does fine in her spelling book and when she's copying word for word. If she writes something on her own, though, 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** The Cave of Lascaux is one of the most famous caves in the world. One day four French teenagers were exploring. When the boys eased into a hidden cave, they were shocked! It was painted! Bison, deer, horses, cows, and bulls seemed to leap across the cave walls and ceilings. Some pictures showed people hunting animals. Thousands of years before, ancient people had painted these pictures. They had used minerals to make paints. They left behind a visual treasure.
- 2** An airplane was flying over the German countryside near Goseck. The pilot saw a large circle in the wheat fields below. People had noticed similar circles before. Their purpose was a mystery. A group of young archeologists studied the Goseck Circle. They found four circles inside each other. One was a mound, and one was a ditch. Two of them were once marked with wooden fences. The gates in the fences lined up with the sun on certain days of the year. The circles may have helped people keep track of the seasons.
- 3** Thousands of years ago, the Sumerians created a system of writing. It is called cuneiform. That's an odd name, but it actually makes sense. The name comes from the Latin word *cuneus*. It means *wedge*. The Sumerians used a wedge-shaped writing tool. They pressed this tool into damp clay tablets. Then the tablets were baked in the scorching sun. Writing was not the quick and easy process it is today. Some tablets lasted a long time. As a result, we know more about how people lived long ago.

## 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:

The Cave of Lascaux is one of the most famous caves in the world. One day four French teenagers were exploring. When the boys eased into a hidden cave, they were shocked! It was painted! Bison, deer, horses, cows, and bulls seemed to leap across the cave walls and ceilings. Some pictures showed people hunting animals. Thousands of years before, ancient people had painted these pictures. They had used minerals to make paints. They left behind a visual treasure.

**Word Count: 79** **Vowel Chunks: 26**

2:

An airplane was flying over the German countryside near Goseck. The pilot saw a large circle in the wheat fields below. People had noticed similar circles before. Their purpose was a mystery. A group of young archeologists studied the Goseck Circle. They found four circles inside each other. One was a mound, and one was a ditch. Two of them were once marked with wooden fences. The gates in the fences lined up with the sun on certain days of the year. The circles may have helped people keep track of the seasons.

**Word Count: 93** **Vowel Chunks: 26**

**3:**

Thousands of years ago, the Sumerians created a system of writing. It is called cuneiform. That's an odd name, but it actually makes sense. The name comes from the Latin word *cuneus*. It means wedge. The Sumerians used a wedge-shaped writing tool. They pressed this tool into damp clay tablets. Then the tablets were baked in the scorching sun. Writing was not the quick and easy process it is today. Some tablets lasted a long time. As a result, we know more about how people lived long ago.

**Word Count: 88    Consonant Chunks: 27**

# Ancient Achievements

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. 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* and the directions for the first lesson. This level of Spelling You See has a new feature called a Spotlight. The Spotlights are designed to introduce the student to Word Extension, the stage of spelling that follows Skill Development. The *Handbook* provides suggestions for optional activities designed to extend the ideas in the Spotlights. 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 may also find the answers to **Frequently Asked Questions** helpful.

1. Read the passage aloud to your instructor. The word Lascaux is pronounced la-SKO.
2. Vowel chunks are a combination of vowels that usually make one sound. Find the **vowel chunks** in the passage and mark them using a yellow colored pencil or highlighter. Not all of the vowel chunks on the list will be in the passage.

### Vowel Chunks

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

The Cave of Lascaux is one of the most famous caves in the world. One day, four French teenagers were exploring. When the boys eased into a hidden cave, they were shocked! It was painted! Bison, deer, horses, cows, and bulls seemed to leap across the cave walls and ceilings. Some pictures showed people hunting animals. Thousands of years before, ancient people had painted these pictures. They had used minerals to make paints. They left behind a visual treasure.



## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

The Cave of Lascaux is one of the most  
The

famous caves in the world. One day,

four French teenagers were exploring.

When the boys eased into a hidden cave,

they were shocked! It was painted!

Bison, deer, horses, cows, and bulls

seemed to leap across the cave walls

and ceilings. Some pictures showed

people hunting animals.



1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.

**Vowel Chunks**

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

The Cave of Lascaux is one of the most famous caves in the world. One day, four French teenagers were exploring. When the boys eased into a hidden cave, they were shocked! It was painted! Bison, deer, horses, cows, and bulls seemed to leap across the cave walls and ceilings. Some pictures showed people hunting animals. Thousands of years before, ancient people had painted these pictures. They had used minerals to make paints. They left behind a visual treasure.



## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

When the boys eased into a hidden cave,

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Bison, deer, horses, cows, and bulls

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before, ancient people had painted these

pictures. They had used minerals to make

paints. They left behind a visual treasure.

1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.
3. Read and think about the Spotlight on this page.

**Vowel Chunks**

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

The Cave of Lascaux is one of the most famous caves in the world. One day, four French teenagers were exploring. When the boys eased into a hidden cave, they were shocked! It was painted! Bison, deer, horses, cows, and bulls seemed to leap across the cave walls and ceilings. Some pictures showed people hunting animals. Thousands of years before, ancient people had painted these pictures. They had used minerals to make paints. They left behind a visual treasure.

**SPOTLIGHT**

Looking for rhyming words with the same letter patterns as the words in the passage can help you become a better speller. For example, the word *faint* has the same vowel chunk and ending consonant as the word *paint* in this passage. Perhaps some people felt *faint* with surprise when they saw the *paint* on the cave walls. Be careful—not all rhyming words have matching letter patterns. That is why it is so important to look at words carefully as you work your way through *Ancient Achievements*.

## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

The Cave of Lascaux is one of the most  
The

famous caves in the world. One day,

four French teenagers were exploring.

When the boys eased into a hidden cave,

they were shocked! It was painted!

Bison, deer, horses, cows, and bulls

seemed to leap across the cave walls

and ceilings. Some pictures showed

people hunting animals.



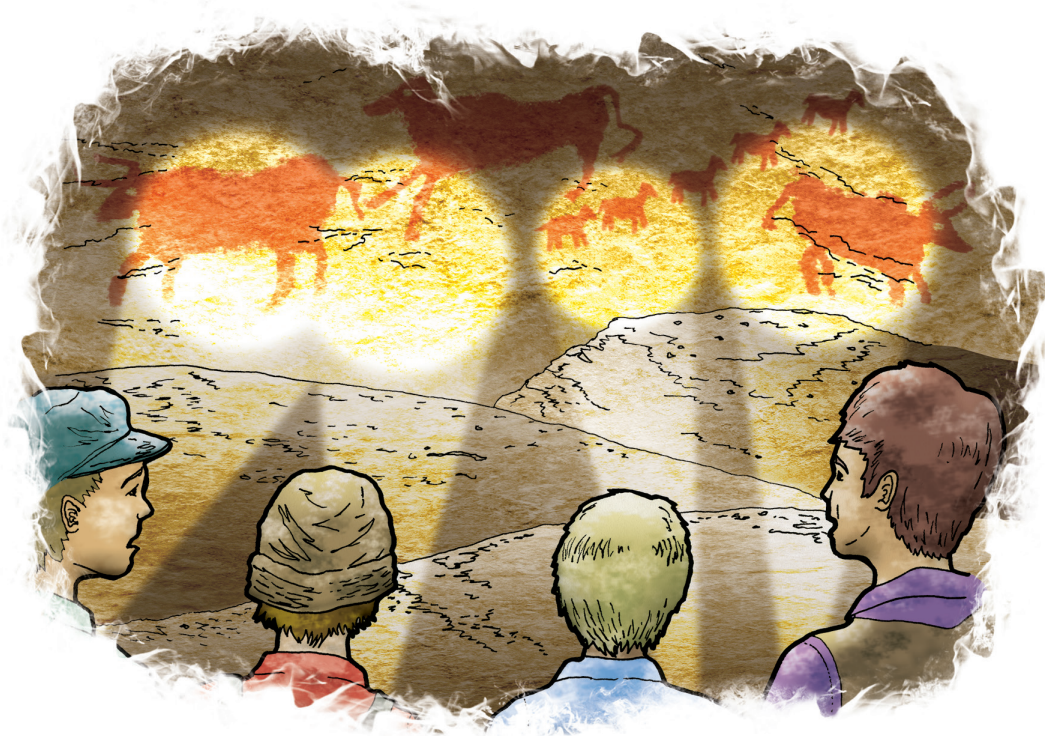
1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.

All of the passages in this workbook are also in the **Resources** section in the *Instructor's Handbook*. For dictation, you may want to cover this page with a piece of paper while your instructor reads the passage from the *Handbook*.

### Vowel Chunks

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

The Cave of Lascaux is one of the most famous caves in the world. One day, four French teenagers were exploring. When the boys eased into a hidden cave, they were shocked! It was painted! Bison, deer, horses, cows, and bulls seemed to leap across the cave walls and ceilings. Some pictures showed people hunting animals. Thousands of years before, ancient people had painted these pictures. They had used minerals to make paints. They left behind a visual treasure.



## Section 2: First Dictation

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

The

1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.

**Vowel Chunks**

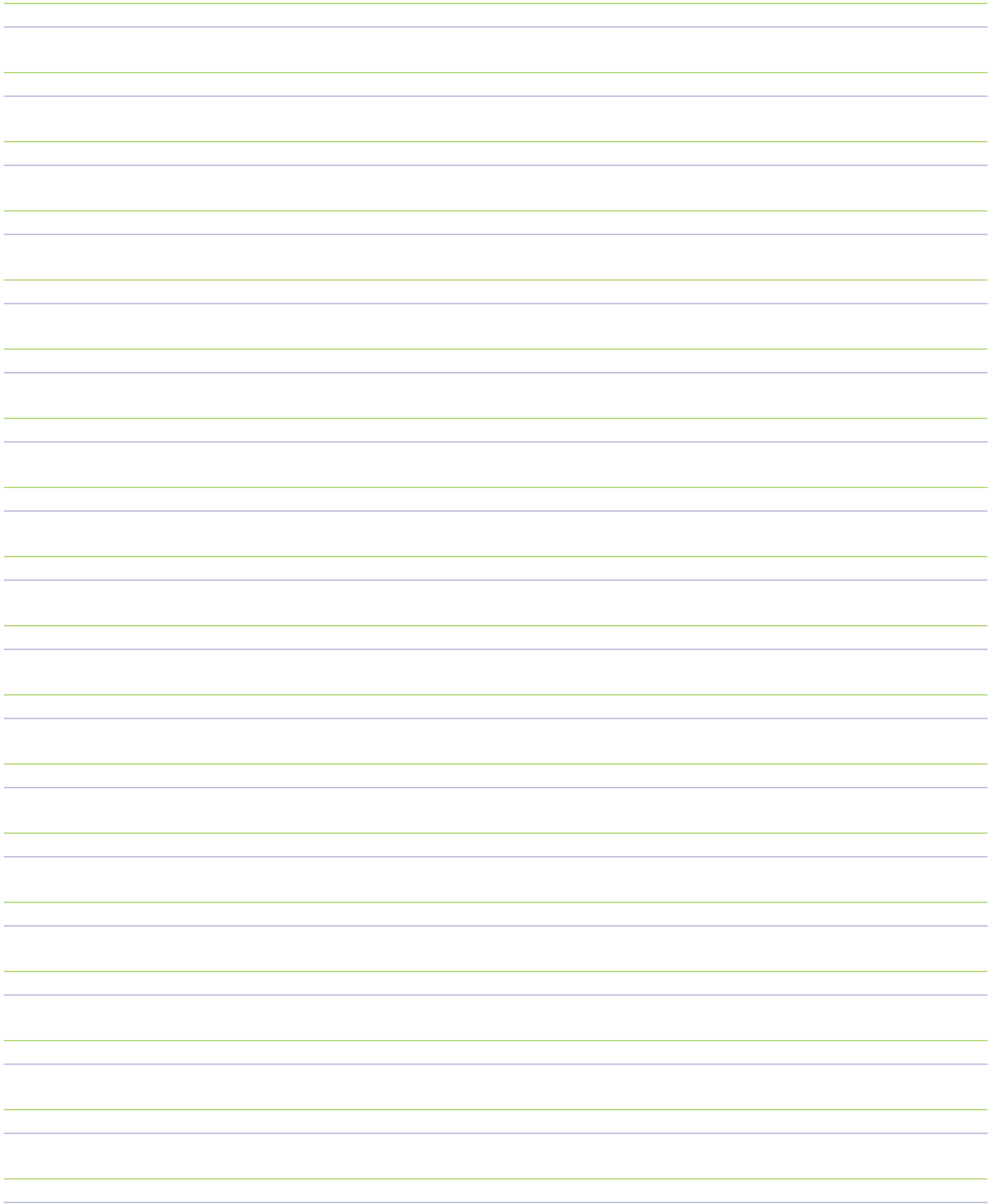
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## Section 2: Second Dictation

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





1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.

**Vowel Chunks**

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

An airplane was flying over the German countryside near Goseck. The pilot saw a large circle in the wheat fields below. People had noticed similar circles before. Their purpose was a mystery. A group of young archeologists studied the Goseck Circle. They found four circles inside each other. One was a mound, and one was a ditch. Two of them were once marked with wooden fences. The gates in the fences lined up with the sun on certain days of the year. The circles may have helped people keep track of the seasons.



## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

An airplane was flying over the German

An

countryside near Goseck. The pilot saw

a large circle in the wheat fields below.

People had noticed similar circles before.

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of young archeologists studied the

Goseck Circle. They found four circles

inside each other. One was a mound,

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The circles may have helped people keep  
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1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.
3. Read the Spotlight. The *Instructor's Handbook* has more information about the topics in the Spotlights.

### Vowel Chunks

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### SPOTLIGHT



Many English words have roots that come from other languages. The word *archeology* comes from Greek words that mean “the study of ancient things.” An *archeologist* studies ancient people by looking at old buildings, tools, and other items they have left behind. Watch for the *-ology* pattern in other words. For example, *biology* means “the study of life”, and *geology* means “the study of the earth.”

## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

An airplane was flying over the German

An

countryside near Goseck. The pilot saw

a large circle in the wheat fields below.

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## Section 2: First Dictation

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

An



1. Read the passage aloud to your instructor.
2. Find the vowel chunks in the passage and mark them in yellow.

**Vowel Chunks**

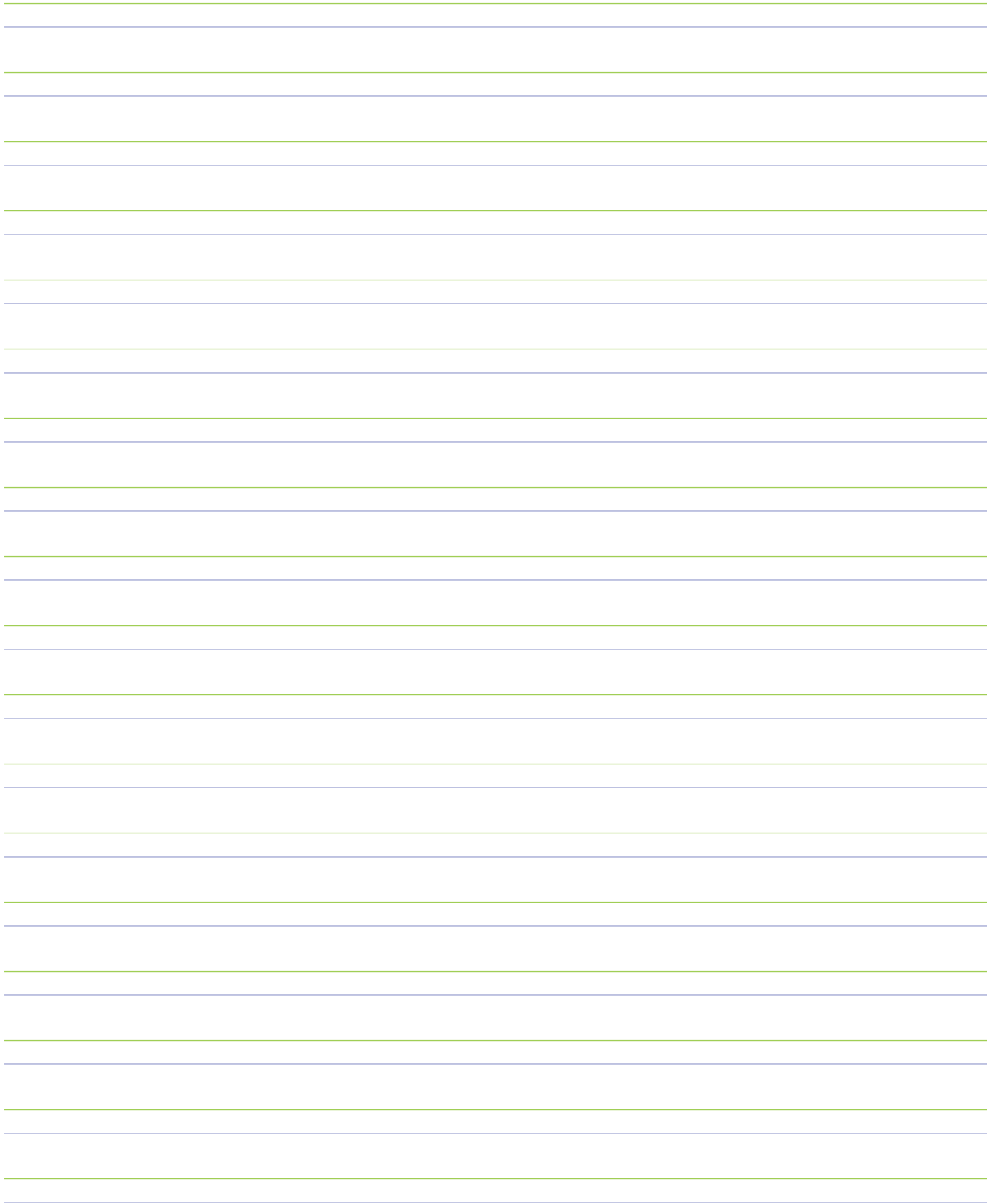
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ea ee ei eo eu ew ey eau	ua ue ui uo uu uy
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## Section 2: Second Dictation

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



1. Read the passage aloud to your instructor.
2. Find the **consonant chunks** in the passage and mark them in blue. Notice that a consonant chunk may have a different sound than the individual letters do.

**Consonant Chunks**

ch gh sh ph 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

Thousands of years ago, the Sumerians created a system of writing. It is called cuneiform. That's an odd name, but it actually makes sense. The name comes from the Latin word *cuneus*. It means *wedge*. The Sumerians used a wedge-shaped writing tool. They pressed this tool into damp clay tablets. Then the tablets were baked in the scorching sun. Writing was not the quick and easy process it is today. Some tablets lasted a long time. As a result, we know more about how people lived long ago.



## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

Thousands of years ago, the Sumerians

Thousands

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1. Read the passage aloud to your instructor.
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## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

It means wedge. The Sumerians used a  
It  
wedge-shaped writing tool. They pressed  
this tool into damp clay tablets. Then the  
tablets were baked in the scorching sun.  
Writing was not the quick and easy  
process it is today. Some tablets lasted a  
long time. As a result, we know more  
about how people lived long ago.

1. Read the passage aloud to your instructor.
2. Find the consonant chunks in the passage and mark them in blue.
3. Read the Spotlight.

**Consonant Chunks**

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**SPOTLIGHT**

Some English words have roots that come from Latin words. Often words that come from Latin or Greek are used when talking about science, medicine, and other technical subjects. *Cuneiform* writing is wedge-shaped writing. There are three bones in the human foot called *cuneiform* bones. How do you think they are shaped?

## Section 2: Copywork

Copy and chunk the passage. Look at the opposite page if you need help.

Thousands of years ago, the Sumerians  
Thousands  
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## Section 2: First Dictation

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

Thousands

1. Read the passage aloud to your instructor.
2. Find the consonant chunks in the passage and mark them in blue.

**Consonant Chunks**

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## Section 2: Second Dictation

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

A series of horizontal lines for handwriting practice, consisting of 20 sets of three lines each (top green, middle blue, bottom green).