

American Spirit

Instructor's Handbook | First Three Lessons



A Demme Learning Publication



SpellingYouSee[™]
Building Confidence 

About Spelling You See

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

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

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



Philosophy

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

—EDMUND HENDERSON, 1990, p. 70

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

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

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

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

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

The Five Developmental Stages of Spelling

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

Stage I: Preliterate

Stage II: Phonetic

Stage III: Skill Development

Stage IV: Word Extension

Stage V: Derivational Constancy

Stage I: Preliterate

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

Stage II: Phonetic

The second developmental stage is auditory. As children are increasingly exposed to language, they develop phonemic awareness—the ability to distinguish the individual sounds that make up spoken words in English. They 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 American Spirit

Getting Started

Overview

In *American Spirit*, students will read about various people and events from American history. The reading level continues to increase gradually. At the same time, the emphasis on the mastery of everyday words continues, building a strong foundation for the next stage of spelling.

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—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 book, a day's work consists of two facing pages. Each day, the instructor reads the passage together with the student. Even though your student may be a strong reader, it is important for her to hear the passage read aloud while looking at the words. Then the instructor helps the student 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.

Tips for Success

This *Handbook* gives detailed instructions for the first few lessons of *American Spirit*, followed by a general summary of a week's activities. Be sure to 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 20.

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.

Lesson-by-Lesson Instructions for *American Spirit*

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 at first 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 comprised of 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 the student page.
- Have the student use a yellow pencil or highlighter to mark or circle the vowel chunks. As you move through *American Spirit*, 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 the back of this handbook to make sure the chunking is complete on the left-hand page of the lesson. Keep in mind that the purpose of chunking is to help your student focus on letter patterns and remember them. It is not a skill to be tested. Simply point out any vowel chunks that were overlooked and help your student mark them.
- 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 (Parts A–C), after the student has marked the vowel chunks in the passage, have him copy as much of the passage on the right-hand page as he can complete in 10 minutes. Help him mark the vowel chunks on his written copy, using the left-hand page for a guide as needed.
- On Day 4 (Part D), 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 the back of this *Handbook*. Tell the student to relax and not worry; you will provide all punctuation and capitalization and help her 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 she 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 21.

- On Day 5 (Part E), your student will have another 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. Count and record the number of words spelled correctly, but remember that this is not a test. If the first dictation was completed easily and accurately, you may skip this second dictation.

Lesson 3: Consonant Chunks

- Lesson 3 introduces consonant chunks. The consonants are all the letters that are not vowels. A consonant chunk is comprised of two or more consonants that usually make one sound in a word, such as *th* or *kn*. Some consonant chunks are double consonants that make a single sound. 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.
- 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 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.
- Notice that a consonant chunk is different than a blend. Each consonant in a blend makes its own sound, while the letters in a consonant chunk may change their sounds or become silent. Take your time as you help your student become familiar with these new letter patterns.
- 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 *American Spirit* 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 are developing 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 simplifies the process of counting different types of chunks and adds an element of fun to the search.

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 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 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, we do encourage students 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 15 for more information.

3. How should we handle high-frequency sight words that don't follow any particular pattern?

Some common short words have letters that are not part of any chunking patterns and that do not make their expected sounds. Examples are the *o* in *one*, *some*, and *do*, the *w* in *two*, and the *a* in *was*. It may be helpful to underline these letters occasionally. Do not put too much emphasis on this, as these words occur often. They will eventually make their way into the long-term memory.

4. 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.

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. 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.

7. 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 does 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.

8. 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.

9. My daughter does fine in her spelling book and when she's copying word for word. 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** Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.
- 2** A frail little slave girl was sold to the Wheatley family. They named her Phillis after the slave ship that had brought her to Boston. Slaves were not allowed to go to school. The Wheatleys taught Phillis to read and write. She learned very quickly. As a teenager, Phillis Wheatley began writing poems. She was the first African American poet to have her poems printed.
- 3** Benjamin Franklin loved swimming. He wanted to swim even faster. He shaped two pieces of thin wood into ovals. He cut a hole in each for his thumb. He may have gotten the idea from amphibians like frogs that have webbed feet. Ben swam much faster with these wooden fins, but he stopped using them. They made his wrists tired. Franklin had many other great ideas!

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

Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.

Vowel Chunks: 28

2 A–E: Vowel Chunks

A frail little slave girl was sold to the Wheatley family. They named her Phillis after the slave ship that had brought her to Boston. Slaves were not allowed to go to school. The Wheatleys taught Phillis to read and write. She learned very quickly. As a teenager, Phillis Wheatley began writing poems. She was the first African American poet to have her poems printed.

Vowel Chunks: 19

3 A–E: Consonant Chunks

Benjamin Franklin loved swimming. He wanted to swim even faster. He shaped two pieces of thin wood into ovals. He cut a hole in each for his thumb. He may have gotten the idea from amphibians like frogs that have webbed feet. Ben swam much faster with these wooden fins, but he stopped using them. They made his wrists tired. Franklin had many other great ideas!

Consonant Chunks: 18

American Spirit

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.

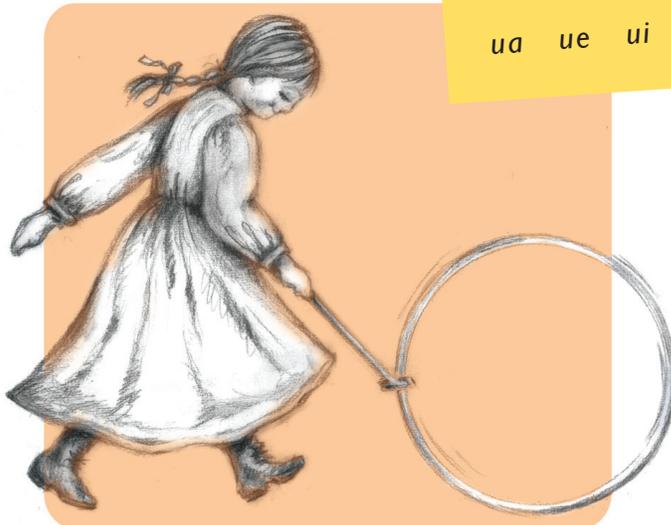
For a more in-depth understanding of the program, read the sections about the philosophy and the developmental stages of spelling. You will also find the answers to **Frequently Asked Questions** helpful.

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
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.

Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.

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 that you marked in Section 1.

Colonial children liked having fun

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as much as you do. Of course,

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they didn't have video games or

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movies. They found many other

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ways to have a good time. They

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played tag, hopscotch, and hide

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and seek. They rolled hoops, shot

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marbles, and beat drums. They

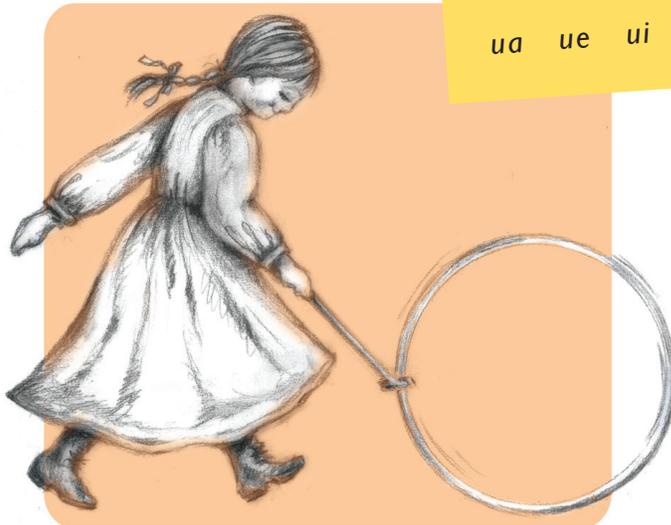
m

played with dolls and tea sets.

p

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
3. Work with your student to find all the vowel chunks and mark them in yellow.

Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.



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. Look at the opposite page if you need help.

They played tag, hopscotch, and

T

hide and seek. They rolled hoops,

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shot marbles, and beat drums.

s

They played with dolls and tea

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sets. A group could play rounders,

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a game something like baseball.

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Colonial children worked hard.

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They also found many ways

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to play.

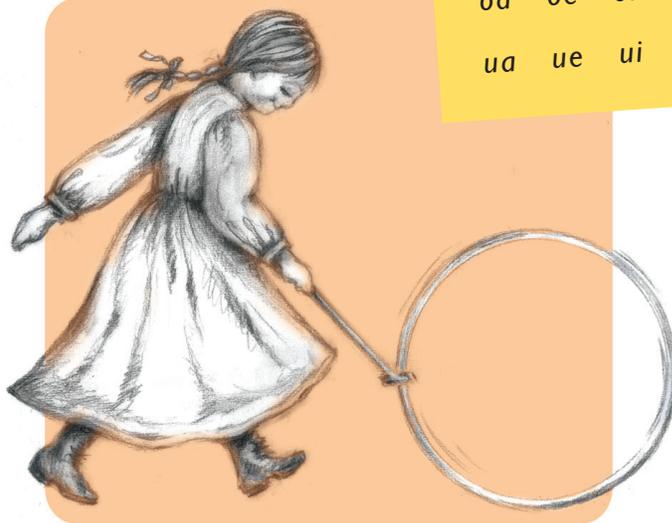
t

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.

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. Look at the opposite page if you need help.

Colonial children liked having fun

C

as much as you do. Of course,

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they didn't have video games or

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played tag, hopscotch, and hide

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played with dolls and tea sets.

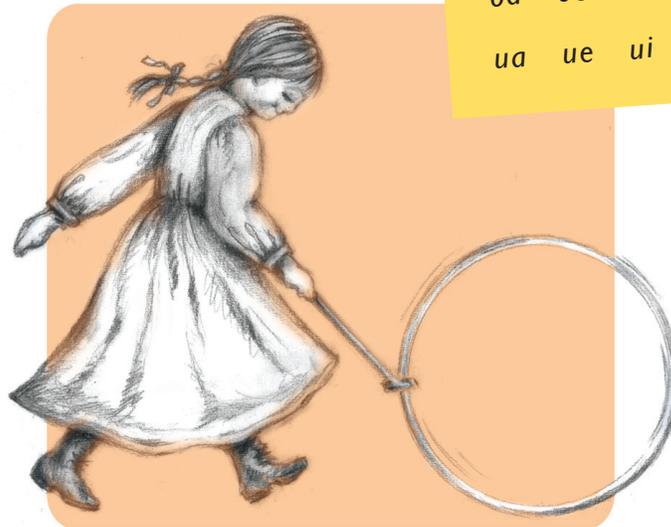
p

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
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*.

Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.

Vowel Chunks

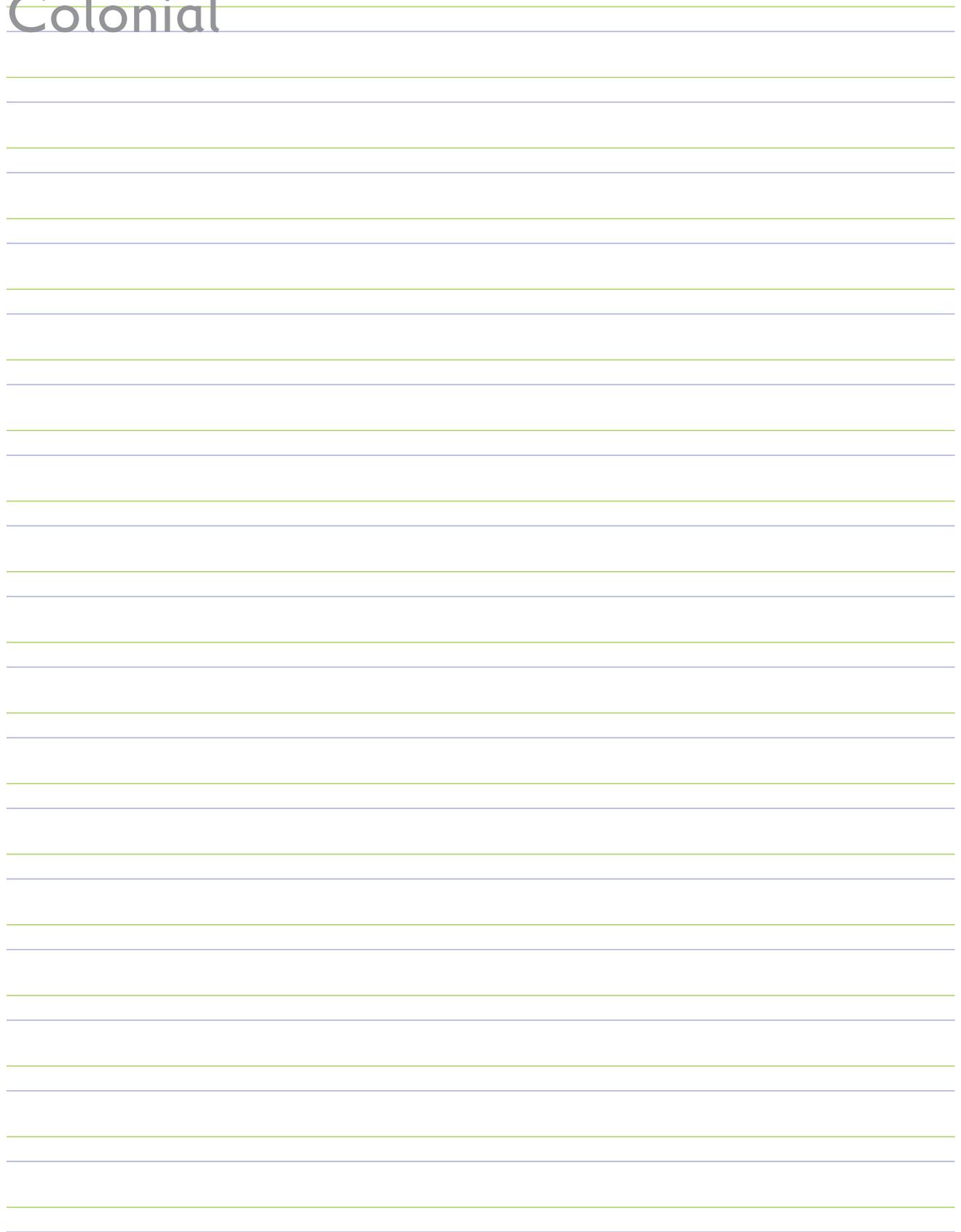
aa ae ai ao au aw ay
 ea ee ei eo ew ey eau
 ia ie ii io iu
 oa oe oi oo ou ow oy
 ua ue ui uo uy



Section 2: First Dictation

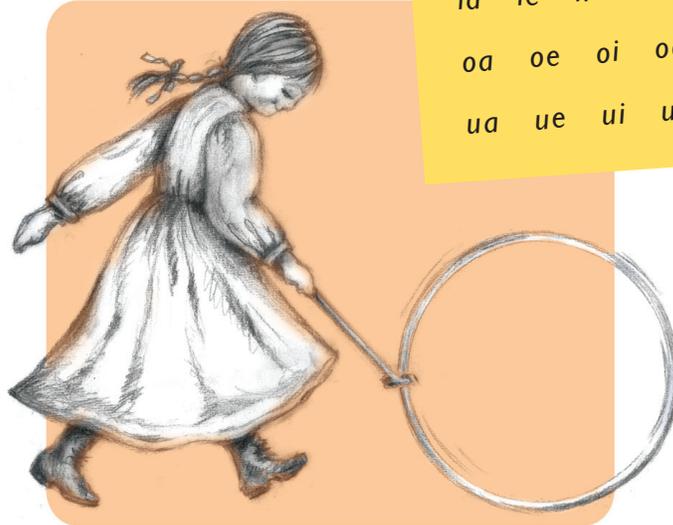
Write this week's story from dictation. Take your time and ask for help if you need it.

Colonial

The page contains 20 sets of horizontal handwriting lines. Each set consists of three lines: a top blue line, a middle green line, and a bottom blue line. The word "Colonial" is written in a large, grey font at the beginning of the first set of lines.

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

Colonial children liked having fun as much as you do. Of course, they didn't have video games or movies. They found many other ways to have a good time. They played tag, hopscotch, and hide and seek. They rolled hoops, shot marbles, and beat drums. They played with dolls and tea sets. A group could play rounders, a game something like baseball. Colonial children worked hard. They also found many ways to play.



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.

A series of horizontal lines for writing, alternating between light green and light blue colors. The lines are arranged in pairs, with a light green line on top and a light blue line on the bottom of each pair. There are 15 such pairs of lines, providing a guide for letter height and placement.

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

A frail little slave girl was sold to the Wheatley family. They named her Phillis after the slave ship that had brought her to Boston. Slaves were not allowed to go to school. The Wheatleys taught Phillis to read and write. She learned very quickly. As a teenager, Phillis Wheatley began writing poems. She was the first African American poet to have her poems printed.



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. Look at the opposite page if you need help.

A frail little slave girl was sold

A

to the Wheatley family. They

t

named her Phillis after the slave

n

ship that had brought her to

s

Boston. Slaves were not allowed

B

to go to school. The Wheatleys

t

taught Phillis to read and write.

t

She learned very quickly.

S

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3. Together, find all the vowel chunks in the passage and mark them in yellow.

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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

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taught Phillis to read and write.

t

She learned very quickly. As a

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teenager, Phillis Wheatley began

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writing poems. She was the first

w

African American poet to have

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her poems printed.

h

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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. Take your time and ask for help if you need it.

A

A series of horizontal lines for writing, alternating between light green and light blue colors. The lines are spaced evenly down the page, providing a guide for letter height and placement.

1. Read the story to your student.
2. Read it together slowly. Encourage your student to look carefully at each word.
3. Together, find all the vowel chunks in the passage and mark them in yellow.

A frail little slave girl was sold to the Wheatley family. They named her Phillis after the slave ship that had brought her to Boston. Slaves were not allowed to go to school. The Wheatleys taught Phillis to read and write. She learned very quickly. As a teenager, Phillis Wheatley began writing poems. She was the first African American poet to have her poems printed.



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.

A series of horizontal lines for writing, alternating between light green and light blue colors. The lines are spaced evenly down the page, providing a guide for handwriting practice.

1. Read the story to your student.
2. Read it together slowly. Have the student look carefully at each word as you read.
3. Help your student look for and mark all the consonant chunks in blue.

Benjamin Franklin loved swimming. He wanted to swim even faster. He shaped two pieces of thin wood into ovals. He cut a hole in each for his thumb. He may have gotten the idea from amphibians like frogs that have webbed feet. Ben swam much faster with these wooden fins, but he stopped using them. They made his wrists tired. Franklin had many other great ideas!



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. Look at the opposite page if you need help.

Benjamin Franklin loved swimming.

B

He wanted to swim even faster.

H

He shaped two pieces of thin

H

wood into ovals. He cut a hole in

w

each for his thumb. He may have

e

gotten the idea from amphibians

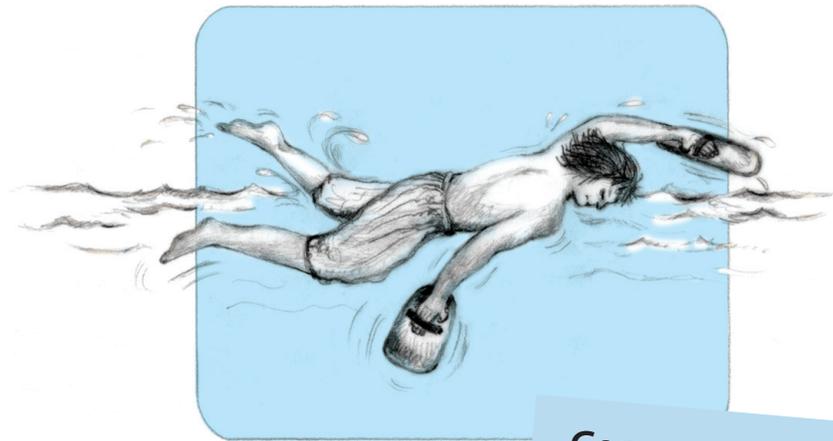
g

like frogs that have webbed feet.

l

1. Read the story to your student.
2. Read it together slowly. Have the student look carefully at each word as you read.
3. Help your student look for and mark all the **consonant chunks** in blue. Notice that a consonant chunk may have a different sound than the individual letters do.

Benjamin Franklin loved swimming. He wanted to swim even faster. He shaped two pieces of thin wood into ovals. He cut a hole in each for his thumb. He may have gotten the idea from amphibians like frogs that have webbed feet. Ben swam much faster with these wooden fins, but he stopped using them. They made his wrists tired. Franklin had many other great ideas!



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. Look at the opposite page if you need help.

He cut a hole in each for his

H

thumb. He may have gotten the

t

idea from amphibians like frogs

i

that have webbed feet. Ben swam

t

much faster with these wooden

m

fins, but he stopped using them.

f

They made his wrists tired.

T

Franklin had many other great

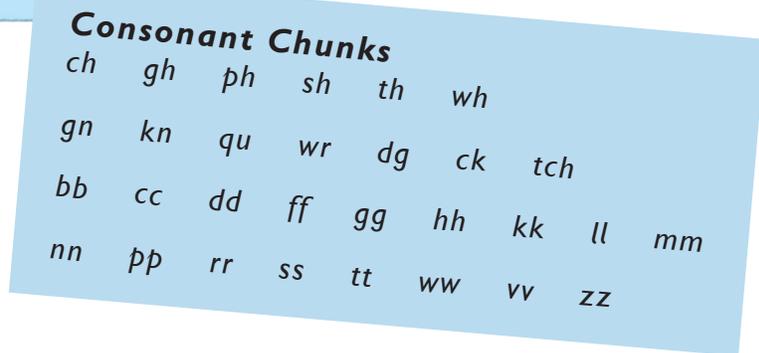
F

ideas!

i

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

Benjamin Franklin loved swimming.

B

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H

He shaped two pieces of thin

H

wood into ovals. He cut a hole in

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gotten the idea from amphibians

g

like frogs that have webbed feet.

t

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3. Together, find all the consonant chunks in the passage and mark them in blue.

Benjamin Franklin loved swimming. He wanted to swim even faster. He shaped two pieces of thin wood into ovals. He cut a hole in each for his thumb. He may have gotten the idea from amphibians like frogs that have webbed feet. Ben swam much faster with these wooden fins, but he stopped using them. They made his wrists tired. Franklin had many other great ideas!



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: First Dictation

Write this week's story from dictation. Take your time and ask for help if you need it.

Benjamin

1. Read the story to your student.
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3. Together, find all the consonant chunks in the passage and mark them in blue.

Benjamin Franklin loved swimming. He wanted to swim even faster. He shaped two pieces of thin wood into ovals. He cut a hole in each for his thumb. He may have gotten the idea from amphibians like frogs that have webbed feet. Ben swam much faster with these wooden fins, but he stopped using them. They made his wrists tired. Franklin had many other great ideas!



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: Second Dictation

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

A series of horizontal lines for writing, alternating between light green and light blue colors. The lines are arranged in pairs, with a light green line on top and a light blue line on the bottom of each pair. There are 15 such pairs of lines on the page.