



***A Kiss for Little Bear***

**By Else Holmelund Minarik**

***Danny and the Dinosaur***

**By Syd Hoff**

**Copywork Passages**



# Introduction



## About this month's authors

Elsie Holmelund Minarik created the Little Bear stories for her young daughter, when she didn't have enough books to read. Minarik had worked as a first grade teacher during WWII and discovered, at that time, that there were simply not enough books for young readers. The Little Bear series became the first "I Can Read" books published by Harper and Row. Minarik was born in Denmark in 1920 and immigrated to the United States when she was four years old.

Maurice Sendak, the illustrator of the Little Bear stories, was also born in the 1920's and also lived in New York City. He began his career as an illustrator for children's books, and became famous when he wrote his own book, *Where the Wild Things Are*.

Syd Hoff was born in 1912, also lived in New York City and started his career as an illustrator and cartoonist. When he was young, he copied cartoons from the newspaper for practice. He loved to read to his own children, and they claimed that his made-up stories were better than the books he read. One day, he drew a cartoon for his daughter of his older brother Danny with a dinosaur. His daughter called it, "Danny and the Dinosaur!" That cartoon inspired his most famous book, which ultimately made him a popular children's author. Hoff claimed that he named his story after his brother because Danny was his "great protector from bullies" and he once saved Hoff from drowning! Danny convinced Hoff's parents to allow him to attend art school.

## Preparation for this month's Wand

Both of the authors this month began their careers by telling stories to their own children. You can do the same for your kids: create your own stories and illustrations, as well as enjoy those by children's authors. You'll find that these practices will launch your children's passion for literature!

This month, your children will be exposed to books with dialog (and dialog punctuation)! Learning to read with expression is easier for strong readers than for weak or very young readers. Therefore, re-reading books in whole or in part can give your children an opportunity to work on phrasing, pausing and verbal expression. Once your child has worked through decoding the text, multiple readings allows him/her the opportunity to work on the higher level skills of phrasing and expression.



## Week One

"I will be glad to," said Hen.

*(A Kiss for Little Bear)*



## Passage

"I will be glad to," said Hen.

## Why this passage

This simple passage will allow you to focus on the specific reading and writing goals for this week:

- ★ The doubling of the <ll> gives your children an opportunity to revisit the concept of letter teams.
- ★ The word *glad* allows your children to practice consonant blends.
- ★ Simple dialog punctuation represented in this passage allows your children to practice reading and writing dialog, including the very important Red Word **said**.

One of the most difficult aspects of reading and spelling the English language is learning the difference between the sound heard (phoneme), and the various spelling options (graphemes) used to represent that sound. This is especially true for vowel phonemes and vowel graphemes! This week, your children will begin to investigate some of the ways to spell short vowel sounds, and will be adding additional spellings to their vowel charts.

## What to note

The joy in the story of *A Kiss for Little Bear* is the abundant exchange of kisses between all the animals as Grandma's kiss travels throughout the neighborhood. More humor occurs when the skunks engage in "too much kissing!" Young readers may have difficulty decoding words and following the story's content. The kiss is often referred to with the pronoun "it," while Little Bear is often referred to with the pronoun "him." Young readers may suffer from pronoun confusion, so it is important to help them sort out who is saying what and to whom! Stop periodically for discussion throughout the story, in order to recap who has the kiss.

Each of the animal names is capitalized because these are proper nouns. When a common noun is used as the name of a specific "grandmother" or a specific "little bear," we capitalize the name: *Grandmother, Little Bear, Hen, and Little Skunk*.

## Phonics

This month's issue will continue to concentrate on spelling with short vowel sounds and in practicing reading and writing consonant blends. Study the phonics words from the text:

- |        |        |
|--------|--------|
| ★ Hen  | ★ pond |
| ★ with | ★ swim |
| ★ glad |        |

Reinforce underlining each sound of the word, and help your child to notice that sometimes words have more letters than sounds, as in the word <will>. This is because two consonant letters can make one sound; remember that we call these “Letter Teams,” although they are officially known as consonant digraphs.

You will continue to teach the more complex phonics code this month, which will include the following concepts:

- ★ **Two consonant letters can make one sound, known as a Letter Team (consonant digraph).** Remember your children learned this concept in Issue One with the digraph <ck>, which represents the /k/ phoneme.
- ★ **Spelling rule:** if the sounds of /s/, /l/, /f/ and /z/ follow a short vowel sound, the letters are doubled.  
The phrase “Sammy Loves Fried Zebras” is used by some phonics programs, and is very appealing to young children. It is an acronym for the letters S-L-F-Z, which are doubled when following short vowel sounds.
- ★ **Here is another idea:** call this doubling rule the “Smack Dab Rule.” Smack the table and say, “Smack dab after a short vowel sound, double the <s>, <l>, <f> or <z>.”
- ★ **Better still:** “Smack dab after a short vowel sound; remember ‘Sammy Loves Fried Zebra!’” You will be teaching your children the “Smack Dab Rule” in the following lesson.

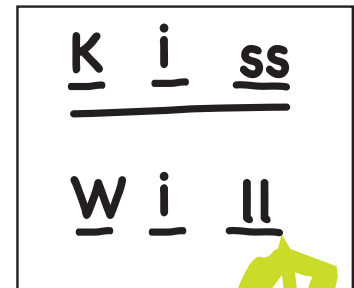


## Teaching the lesson

1. **Concept:** The letters S-L-F-Z are doubled after short vowel sounds and only come at the end of words or syllables. Create consonant Post-its (yellow colored) with the following digraphs: <ss> representing the /s/ phoneme, <ll> representing the /l/ phoneme, <ff> representing the /f/ phoneme, and <zz> representing the /z/ phoneme.
2. **Say to your child:** “Today we are going to learn an important spelling rule called the ‘Smack Dab’ rule” (smack the table whenever you say *smack!*). “We are going to find some words that follow this rule.” (Lay the Post-its on the marker board as you name the letters.) “These double consonants are called letter teams, because the two letters work together as a team to make one sound. Let’s say the sounds that these teams represent.”

Point to each digraph and say the corresponding sound:

- ★ say /s/ while pointing to <ss>
  - ★ say /l/ while pointing to <ll>
  - ★ say /f/ while pointing to <ff>
  - ★ say /z/ while pointing to <zz>.
3. “Let’s look for words in our story that end in the double letters S-L-F-Z.” Your child should be able to find <kiss> and <will>. “Let’s write one of these words on our marker board.” Help your child to write the word <kiss> on the marker board, then underline and say each sound represented k i ss.
  4. “Let’s write another word on our marker board.” Help your child to write the word <will> on the marker board, then underline and say each sound represented w i ll.



Analyzing double letter consonant teams

5. "Let's talk about some other words that end with these consonant teams." Generate an additional list in conversation with your children. Examples include: *kiss, will, off, buzz, still, puff, miss*.
6. Write the additional words on a marker board with your children. Have them underline and say the sounds for each word, as demonstrated above.
7. Help your children notice the two key rules about double letters. You can cue them with these questions:
  - ★ "Where does the doubling occur?" Help your children notice that the doubling occurs at the end of each word.
  - ★ "What letters always come before the double letter consonant teams?" Help your children to notice that only short vowel sounds come before doubling.

**8. Teach the rule:**

Smack Dab after a short vowel sound, double the <s>, <l>, <f> or <z>.

9. "Now let's look at some other words that end in the letters S-L-F-Z." Write a list including these words:
  - ★ wolf
  - ★ klutz
  - ★ leaf
  - ★ real
  - ★ girl
  - ★ grows
10. "Notice that these do not double the final S-L-F-Z sound. Do these words have short vowel sounds?" Help your child to sort all the words with short vowel sounds.
11. "The word *klutz* has a short vowel sound, but the <z> is not doubled! That's because the Smack Dab Rule is very precise: *Smack dab after a short vowel sound, you double the letters S-L-F-Z*. The word *klutz* has a short vowel sound, but the /z/ is not *smack dab* after the short vowel. It has a <t> after the short vowel sound, and then a <z>."

Be sure to slap the table every time you say *smack*!



**Additional practice lesson**

- Using the Post-it notes, practice with your children that when they hear an /s/, /l/, /f/ or /z/ *smack dab* after a short vowel sound. They will double the letters. Here are some more practice words:  
 mess miss pass class moss fuss  
 pill shell fill fell well  
 puff stuff off buzz fuzz
- Your child will inevitably generate some words that do not double, such as <if>. Set those words aside and address them in the word study portion of this week's lesson.
- You will want to keep the Post-its with the double letters, <ss>, <ll>, <ff> and <zz> for hands-on spelling practice. The use of the Post-it notes is most important for children who resist handwriting or for children who have considerable spelling and reading difficulties.

Last month your child learned that the <ck> spelling also follows short vowel sounds. Therefore, remind your child that the <ck> letter team also follows the *smack dab* rule:

When you hear a /k/ sound *smack dab* after a short vowel sound, then write <ck>.

List the heading: "*Smack dab after a short vowel sound . . .*" on the outside of the vowel chart, near the spellings for /k/. Next, list the Smack-Dab spellings learned to date: <ss>, <ll>, <ff>, <zz> and <ck>.

Smack Dab Rules

## Grammar and word study

A lesson on the Red Word **said**.

It is important to remind children that English is spoken in many different countries throughout the world. Often words that are *not* pronounced as they are spelled in America, *may be* pronounced as they are spelled in Britain or Australia. For instance, the word *again* is pronounced with the long /a/ sound in England, but with the short /e/ sound in America. In some countries, the word *said* is pronounced with a vowel sound approaching the long-a spelling, sounding more like the past tense of *say*. In America, the word *said* is pronounced /sɛd/, with the short /e/ sound.

This week on your child's vowel chart, you will help your child record alternate spellings for the short vowel sounds. Be sure that all of the phonemes are written in black marker, but the alternate spellings are listed in pen. For example, under the /e/ sound (previously written in black marker), write the letters <ai> as a possible spelling, in ink.

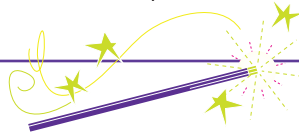
Although children like to write on their own vowel chart, it is best to keep all the letters neat and legible. Therefore, it is advisable to have the parent write on any vowel chart that is the child's master copy. Children are always welcome to create duplicate vowel charts throughout the year, in their own handwriting—it is a great way to encourage additional practice!

### Short vowel sounds

a e i o u  
ai

Additional spelling for /e/

## Teaching the lesson



1. "We are going to practice two new Red Words."  
say said
2. "What does the word **say** mean? What does the word **said** mean?" Children will have difficulty expressing exact meaning, but they should convey the idea that "to say" is "to speak/talk." Also this is a mini-lesson about past tense words. To help your children to understand this concept, you can say: "When someone has already spoken, we use the word **said** to show that the talking already happened."
3. "Let's think of some sentences using the words **say** and **said** while we talk about the *Little Bear* story." Help your child to create verbal sentences with the words **say** and **said**. For example:
  - ★ Will the Hen say "Yes" to Little Bear?
  - ★ Will Little Bear say "Thank you" to the Hen?
  - ★ The Hen said, "No!"
4. Help your child to notice how difficult it is to use the word **say** versus **said** when telling stories. Count up the number of times s/he finds the word **say** in *Little Bear* versus the number of times s/he finds the word **said**.
5. If your children are comfortable writing, you can copy the sentences in number 3, and they can re-write the sentences, underlining the red words: **say** and **said**.

## Spelling

Create a list of “Smack Dab” words for spelling this week:

- ★ kiss
- ★ will
- ★ pass
- ★ fell
- ★ off



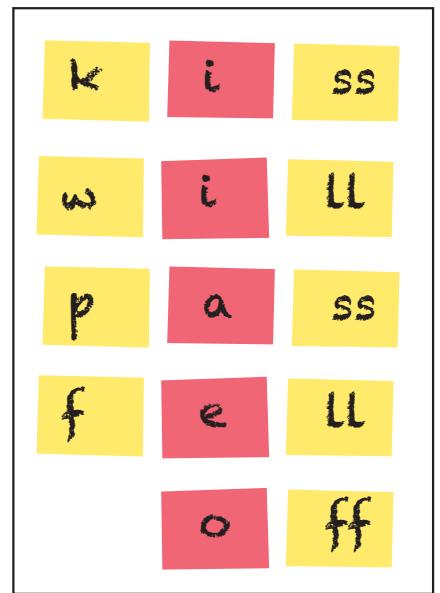
### Teaching the lesson

Spelling words should be practiced throughout the week, using either the marker board or the Post-it notes.

Try this for an easier spelling test:

1. Help your child practice spelling all of the spelling words with Post-it notes, creating duplicate Post-its as needed to generate a complete Post-it note list of five words.
2. Let your child pick two color Post-it notes: one for vowels and one for consonants. (Last month, you used pink for vowels and yellow for consonants, but your child can choose any color as long as s/he is consistent.)
3. Say the first spelling word, for example, /kiss/. Help your child to say *each sound* while creating Post-it notes of <k> <i> <ss>. Help your child to identify the /i/ sound as a vowel, therefore writing on a vowel-colored Post-it note.
4. Repeat step three for the remaining spelling words. If you used the list above, you will have a table full of these words on Post-its:

- |        |        |
|--------|--------|
| ★ kiss | ★ fell |
| ★ will | ★ off  |
| ★ pass |        |



Spelling practice with Post-it Notes

5. Mix up all the Post-it notes. You may want to sort the vowels on the right side and the consonants on the left side of the table.
6. Say each word for your child, starting with the easiest to spell, and progressing to the hardest word to spell.
7. As you say each word, your child will sort through the Post-it notes to build each spelling word. If your child makes an error, help him/her to say each sound and find the correct Post-it notes. Don't let errors remain; rather help the your child to be successful each time s/he spells a word.
8. By the time the child spells the final, most difficult word, the correct Post-it notes will be remaining for guaranteed success!

**Spelling rule:**

Every syllable has to have a vowel.

**9.** New Red Words to practice this week:

- |       |        |
|-------|--------|
| ★ to  | ★ said |
| ★ be  | ★ as   |
| ★ say |        |

Red Words are difficult to spell, and should only be practiced with a visual model. Therefore, you may want to put the Red Words on index cards, so your child will have a large visual model to place on the table while writing.

Have your child look at each word card, then say each word while writing it one-three times on paper or on the marker board. Encourage your child to say *each letter* as s/he writes. (Because Red Words are not phonetic, you can encourage your child to say each letter, rather than each sound, as s/he writes.)

When <s> represents the /z/ sound, as in the words *is, as, his*, the <s> is not doubled.

**Pre-teaching: copywork**

**Marking up the text**

Before having your children practice copywork, it is important to help them to notice the many details they will need to track while writing. Pre-teaching the details helps to set up a child up for success. Good habits are learned through successes, not failures!

Help your child notice capitalization and punctuation, marking the text to ensure attention to the details while writing. You will also point out tricky spelling words and Red Words.

You will need yellow and orange highlighters and a red pencil for the lesson that follows.

1. Hand your child the copy of this week's passage, provided in *The Wand*. Read the copywork passage together.
2. "Notice the unusual spelling of this word: /bear/." Point to the word <bear>.
3. "Notice our new Red Word /said/." Point to the <said>. Underline the Red Words **said**, **to** and **be** in red pencil to help your children remember their "red alert" words this week.

"I will **be** glad **to**," **said** Hen.

4. **Punctuation:** Help your child to identify what the Hen said: "I will be glad to." The entire sentence the Hen said is put in "talking quotes." However, because the reader still needs to know who is talking, the writer doesn't end the sentence. Have your child highlight all of the punctuation marks in this passage. We pause and write: said Hen.

You will be teaching your child two important concepts:

Pauses are often marked with commas.  
The period marks the end of the sentence.

Now have your child highlight in yellow all of the punctuation marks in the passage.

"I will be glad to," said Hen.

5. **Capitalization:** Encourage your child to notice that all new sentences start with a capital letter. Remind your child that Hen is capitalized because it is the name of the animal.

You will be teaching your child two important concepts:

Every sentence begins with a capital letter.  
Every proper noun begins with a capital letter.

Now have your child highlight in orange all of the capitalization marks in the passage.

"I will be glad to," said Hen.

**Remember:**

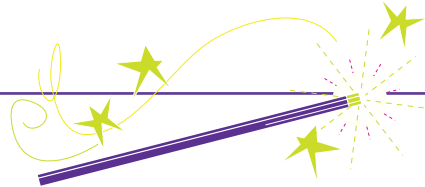
Always pre-teach right before copywork! Review the markings on the passage (red underlining and highlighting). Remind your child to capitalize and include all of the punctuation marks that are highlighted.

**Pre-teaching and review help children to be successful while engaging in copywork.**

## Copywork

Copywork is the act of reproducing, in one's own handwriting, the passage selected for the week. The goal is to help the young writer learn to coordinate all of the practiced skills of reading, phonics, grammar, spelling, capitalization, punctuation and handwriting with accuracy and success. A tall order for small hands writing a small sentence!

It is critical that the child has learned the week's lessons, then practiced applying the lessons in writing. Do not skip copywork! It is better to spread the lesson out over a few weeks than to skip this important step. Remember to use the "marked-up" text to help your child track the details.



## Teaching the lesson

1. Take out a clean sheet of writing paper or your child's copywork notebook and your child's favorite pencil.
2. Show your child the passage s/he marked-up during Pre-teaching.
3. "We are going to celebrate all we learned this week by imitating the author's wonderful writing! Can you remember some of the things we learned this past week/ these past two weeks?"
4. Review a few key concepts. They can be found in the shaded bubbles throughout the lesson. For example:

Smack Dab after a short vowel sound, double an <s>, <l>, <f> and <z>.

5. "We underlined the Red Words in red. Can you read those words for me?" Help your child to read the Red Words.
6. "Let's read the passage together."
7. "I want you to write and say each word in the passage. Remember to say the word slowly while you write." Demonstrate writing while saying the sounds slowly to match the written letters, like this: /w-i-ll/.
8. "Notice all the markings, so you will remember all we practiced."
9. Some children will be able to say and write the passage in one sitting. If handwriting is a problem, encourage your child to write 1-3 words in one sitting. S/he can finish the passage over time, writing 1-3 words per day.
10. Praise your children for their efforts! Date and label the passage as "copywork" at the top of the page.



## Week Two

"Take one back to her," said Little Bear.

*(A Kiss for Little Bear)*



## Passage

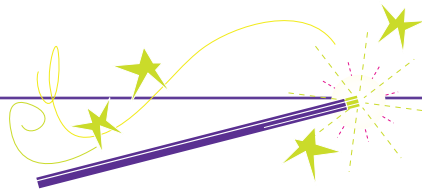
“Take one back to her,” said Little Bear.

## Why this passage:

The passage for this lesson is brief and will include further study of the /k/ sound. The dialog punctuation and capitalization studied last week will continue to be practiced.

## Phonics

- ★ This week you will help your child to sort words that begin with the /k/ sound, deciding when to spell the /k/ sound with a <c> or a <k>.
- ★ The letter <c> is always followed by the vowels <a>, <o>, <u> or a consonant. The letter <k> is always followed by an <e> or an <i>.



## Teaching the lesson

1. Use the word list below to create word cards. Print the words on the blank sides of index cards, running in the verticle direction (3" across and 5" down). Then cut the cards into word strips, each approximately 3"x1" in size. There should be approximately 5 word strips per card.

### Word list for /k/ words:

cake	cat	car	kite	kick
cake	crash	cloud	Kent	crop
crib	curb	cot	Kentucky	cop
key	keep	clock	cup	camp
crab	take	joke	snake	cog
kid	Kim	kettle	kit	Ken
carrot	kilt	scrub	kin	cob
corn	candy	clap	cut	can

2. Put a Post-it on each of two bowls. Mark one of the Post-its with a <c> and the other one with a <k>.
3. Say to your child, "Here are some words that start with the /k/ sound. They are spelled with either a <c> or a <k> letter. You are going to read the words with me and put them in either the <c> bowl or the <k> bowl." Engage in partnership reading with your children, helping them by reading any difficult words. It doesn't matter if children can read all of the words on their own; they will be looking for the <c> and <k> spellings.
4. Help your child to sort all of the words into the proper bowls, such as <cat> in the <c> bowl and <kiss> in the <k> bowl.
5. Some children may want to extend this lesson by finding more words in the dictionary. This is a great idea, and strong writers may want to copy and create their own word cards. Be careful to only include words that follow the rule outlined below:

The letter <c> is always followed by the vowels <a>, <o>, <u> or a consonant. The letter <k> is always followed by an <e> or an <i>.

Set aside any words that do not follow the rule, and explain to your child that you will look at those words at the end of the lesson.

6. "Now we are going to look at the <k> words. Let's see what we notice about the letters that come after the <k> letter. Let's sort them by the letter that follows the letter <k>." Help your child to notice that one pile of words has an <e> after the <k> and another pile of words has an <i> after the <k>.
7. "What spelling rule can we make for the letter <k>?" Help your child to notice that the <k> is always followed by either an <e> or an <i> vowel letter. Help your child to verbalize the new rule.
8. "Now we are going to look at the <c> words. Let's see what we notice about the letters that come after the <c> letter. Let's sort them by the letter that follows the letter <c>."
9. "What spelling rule can we make for the letter <c>?" Help your child to notice that the <c> is always followed by an <a>, an <o>, a <u>, or a consonant letter.

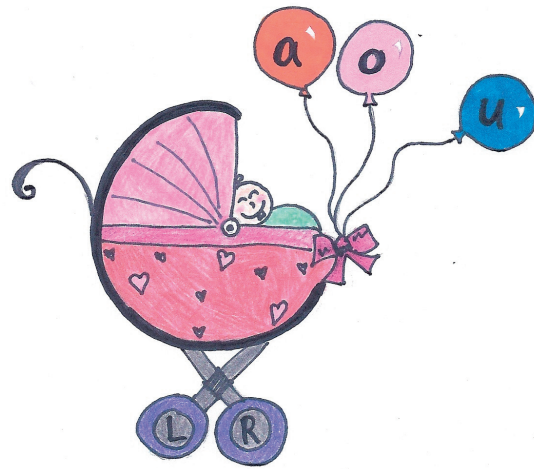
## Activity

Create cartoons to remember the <c> rule. It is best to use a word that begins with the letter, such as a cat. One program uses a cat head created from the letter <C>. The eyes are made out of <a>s, the nose is made out of an <o>, and the mouth is made out of a <u>. The ears contain the letters <l> and <r> because <cl> and <cr> are common blends for the letter <c>.

The letter <C> can be turned into a cartoon of a car with headlights and a grill showing the vowel letters. Somewhere the word "consonants" or the common blend letters of <l> and <r> need to be added to the cartoon.

Create cartoons to remember the <k> rule. There can be two kites: one with an <e> and the other with an <i>, or two keys on a key chain.

Hang your children's cartoons on the wall. Create a small duplicate of their cartoons on the outside of the vowel chart, under the spellings of /k/.



# Carriage

Cartoon for spelling with <c>



# Kiss

Cartoon for spelling with <k>

**Smack Dab**  
after a short vowel sound ...

- ss
- ll
- ff
- zz
- ck

**Vowel Chart**

<c> and <k> cartoon on the vowel chart

## Word origins

Your children may have noticed the word *skunk* and a few other words that do not follow the <c> and <k> spelling rules. Don't despair! Learning English is a lesson in history and geography! When children are frustrated over what appear to be inconsistent spelling rules, let them know that English is an extremely diverse and inclusive language! The English language collects words from all over the world.

English speakers cannot expect other languages to follow the same spelling rules as our own. For instance, American English borrows words from Native Americans, especially for landmarks. The state of Kansas is a good example. We have words for new ideas and activities, such as *karate*, borrowed from the Japanese. What about *skunk*? It was originally an Algonquian word translated to mean a urinating fox!

Investigate word origins.

- ★ *Word Origins* (John Ayto)
- ★ *Word Works Kingston* (Pete Bowers) at <http://www.wordworkskingston.com/>
- ★ *Online Etymology Dictionary* at <http://www.etymonline.com/index.php>.

Rather than grumbling about spelling, use word study as an opportunity to see where words originated, and why they may be spelled as they are. Being investigative is another way to generate a passion for words, vocabulary and . . . believe it or not, spelling!

## Grammar and word study

Your children will spend a bit more time practicing when to double the letters S-L-F-Z and the Smack Dab Rule.

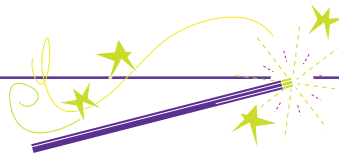
There are some words that end with either the S-L-F-Z and do not double, even though the letters are "smack dab after a short vowel sound!" Pete Bowers of [Wordworkskingston.com](http://www.wordworkskingston.com) teaches this important spelling rule:

*Function words are always shorter in length than content words.*

Function words include words such as:

is	on	at	a
as	in	an	I

Therefore, words that end in S-L-F-Z that are function words are spelled with fewer letters than content words; the S-L-F-Z is not doubled. For example, the function word <if> is a two-letter word and the content word <off> is a three-letter word. Double letters help to give content words "weightiness."



## Teaching the lesson

1. "There are two kinds of words: words that hold meaning, called *content* words; and words that help the sentence, called *function* words. We are going to think of words that sound alike, and see if we think they help the sentence, or give meaning/ideas to the sentence." Create a list of homophones, such as: *to, too, two; do, due; in, inn; we, wee*.
2. "On the marker board, we are going to make two lists: *function* words that help our sentences, and *content* words that tell us ideas."
3. Help your children to sort the words into 'function words' versus 'content words:'

### Function words:

- ★ to
- ★ do
- ★ in
- ★ we
- ★ or

### Content words:

- ★ too, two
- ★ due
- ★ inn
- ★ wee
- ★ ore

Notice that *function* words have two or few letters than their *content* homophones. Go to Pete's website to find more examples of *function* versus *content* words.

*Content* words never have only two letters, unless the spelling has changed over time, such as the acceptable dropping of the final <e> in the words *ax/axe* and *ox/oxe*.

4. "This rule is also true of word pairs that are not homophones, but share similar spelling. Let's sort these words: *of/off* and *on/one*. Can you guess which words are the function words?"

### Function words:

- ★ of
- ★ on

### Content words:

- ★ off
- ★ one

5. "The word *one* has a really tricky spelling! What does *one* mean?" Help your child to understand that the word represents the numeral 1.
6. "*One* shares meaning with other words that represent a single entity, such as *only* and *once*. The word spelled <one> is related to many other words that represent 'the numeral 1,' such as the French word *un* or the Italian and Spanish word *uno*." Write the words on a marker board for your child to see:

- ★ one
- ★ un
- ★ uno

According to Ayto, words related in origin to *one* are as follows: alone, atone, eleven, inch, lonely, none, once, only, ounce, union, unit. It can help children to spell the word *one* when it is practiced as a group, including the underlined words above.

7. Have you ever heard the old song, "One is the loneliest number..."? Well, *one* has a lot of friends, so don't practice it alone, or it is too difficult to remember how to spell! Line up the following words so your children can see the related meaning influencing the related spelling.

"Let's look at some of the English words that mean "one" also, and write them together on the marker board:"

one  
once  
only  
lone  
none  
alone

8. "Ok, when you practice this Red Word you are going to say the letter names while you write, to help you remember the tricky spelling. Let's practice writing the word *one* three times on the marker board."

*One* is a tricky spelling word that needs to be practiced and spelled aloud at every opportunity this year. Your children may wish to play the card game "Uno" in celebration of learning how to spell *one*!

## Word origins

A word about the spelling of *bear*: as we learned with the word *skunk*, the study of word origins can give insight and understanding to a word's spelling. The book *Word Origins* by John Ayto is a useful resource for word study. According to Ayto, the word *bear* comes from Old English *bera* which means "brown animal." Notice the <e> and the <a> in the spelling has been preserved over time, and is also found in the word *beaver*, which also means "brown animal."

Young children will be interested in the relationship between words and their spellings, even if the words are difficult to remember. You can share that both *bear* and *beaver* mean "brown animal" and come from the same original base word. You can help your child to notice the similar spelling of <ea>, while discussing the two different sounds of the vowel.

Very young children do not need a complete history of the English language, but they can understand that English is influenced by many languages, over thousands of years. In the case of *bear*, the Old English was influenced by the Germanic and Dutch languages.

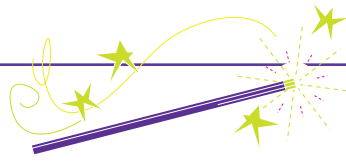
You and your children can continue to discuss current English words influenced by other languages, such as *taco*, *kangaroo* and *pizza*. Your children may be interested to know that English has more words than any other language in the world!

## Spelling

Select six simple spelling words from your <c> and <k> sorting. Have your child apply his/her rules when spelling. Examples may include:

★ kid	★ clock
★ clap	★ take
★ kit	★ camp

You may wish to include a <ck> word from the text, such as <back>



## Teaching the lesson

Spelling words should be practiced throughout the week, using either the marker board or the Post-it notes.

Try this for an easier spelling test:

1. Help your child practice spelling all of the spelling words with Post-it notes, creating duplicate Post-its as needed to generate a complete Post-it note list of five words.
2. Let your child pick two color Post-it notes: one for vowels and one for consonants. (Last month, you used pink for vowels and yellow for consonants, but your child can choose any color as long as s/he is consistent.)
3. Say the first spelling word, for example, /kid/. Help your child to say *each sound* while creating Post-it notes of <k> <i> <d>. Help your child to identify the /i/ sound as a vowel, therefore writing on a vowel-colored Post-it note.
4. Repeat step three for the remaining spelling words. If you used the list above, you will have a table full of these words on Post-its!
5. Mix up all the Post-it notes. You may want to sort the vowels on the right side and the consonants on the left side of the table.
6. Say each word for your child, starting with the easiest to spell, and progressing to the hardest word to spell.
7. As you say each word, your child will sort through the Post-it notes to build each spelling word. If your child makes an error, help him/her to say each sound and find the correct Post-it notes. Don't let errors remain; rather help your child to be successful each time s/he spells a word.
8. By the time the child spells the final, most difficult word, the correct Post-it notes will be remaining for guaranteed success!

Remember this important spelling rule:

Every syllable has to have a vowel.

9. Your child's Red Word this week is difficult, so keep it simple:

one

You may wish to include one or two previously learned Red Words:

say

said

Red words are difficult to spell, and should only be practiced with a visual model. Therefore, you may want to put the Red Words on index cards, so your child will have a large visual model to place on the table while writing.

Have your child look at each word card, then say each word while writing it one-three times on paper or on the marker board. Encourage your child to say *each letter* as s/he writes. (Because Red Words are not phonetic, you can encourage your child to say each letter, rather than each sound, as s/he writes.)

## Pre-teaching: copywork

### Marking up the text

Before having your children practice copywork, it is important to help them to notice the many details they will need to track while writing. Pre-teaching the details helps to set up a child up for success. Good habits are learned through successes, not failures!

Help your child notice capitalization and punctuation, marking the text to ensure attention to the details while writing. You will also point out tricky spelling words and Red Words.

You will need yellow and orange highlighters and a red pencil for the lesson that follows.

1. Hand your child the copy of this week's passage, provided in *The Wand*. Read the copywork passage together.
2. "Notice the unusual spelling of this word: /bear/." Point to the word <bear>.
3. "Notice our new Red Word /one/." Point to the <one>. Underline the Red Words *one*, *to* and *said* in red pencil to help your children remember their "red alert" words this week.

"Take one back to her," said Little Bear.

4. **Punctuation:** Have your child highlight all of the punctuation marks in the passage.

"Take one back to her," said Little Bear.

Help your child to identify what Little Bear said: "Take one back to her." The entire sentence Little Bear said is put in "talking quotes."

However, because the reader still needs to know who is talking, the writer doesn't end the sentence. Instead, we pause and write: *said Little Bear*.

You will be re-teaching your children two important concepts:

Pauses are often marked with commas.  
The period marks the end of the sentence.

5. **Capitalization:** Have your child highlight all of the capitalizations in the passage with a different colored highlighter.

"Take one back to her," said **L**ittle **B**ear.

Encourage your child to notice that all new sentences start with a capital letter. Remind your child that Little Bear is capitalized because it is the name of the animal.

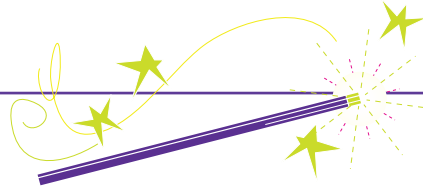
You will be re-teaching your child this important concept:

Every sentence begins with a capital letter.

## Copywork

Copywork is the act of reproducing, in one's own handwriting, the passage selected for the week. The goal is to help the young writer learn to coordinate all of the practiced skills of reading, phonics, grammar, spelling, capitalization, punctuation and handwriting with accuracy and success. A tall order for small hands writing a small sentence!

It is critical that the child has learned the week's lessons, then practiced applying the lessons in writing. Do not skip copywork! It is better to spread the lesson out over a few weeks than to skip this important step. Remember to use the "marked-up" text to help your child track the details.



## Teaching the lesson

1. Take out a clean sheet of writing paper or your child's copywork notebook and your child's favorite pencil.
2. Show your child the passage s/he marked-up during Pre-teaching.
3. "We are going to celebrate all we learned this week by imitating the author's wonderful writing! Can you remember some of the things we learned this past week/ these past two weeks?"
4. Review a few key concepts. They can be found in the shaded bubbles throughout the lesson. For example:

Pauses are often marked with commas.

5. "We underlined the Red Words in red. Can you read those words for me?" Help your child to read the Red Words.
6. "Let's read the passage together."
7. "I want you to write and say each word in the passage. Remember to say the word slowly while you write."
8. "Notice all the markings, so you will remember all we practiced."
9. Some children will be able to say and write the passage in one sitting. If handwriting is a problem, encourage your child to write 1-3 words in one sitting. S/he can finish the passage over time, writing 1-3 words per day.
10. Praise your children for their efforts! Date and label the passage as "copywork" at the top of the page.

### Remember:

Always pre-teach right before copywork! Review the markings on the passage (red underlining and highlighting). Remind your child to capitalize and include all of the punctuation marks that are highlighted.

**Pre-teaching and review help children to be successful while engaging in copywork.**



## Week Three

One day Danny went to the museum. He wanted to see what was inside.

*(Danny and the Dinosaur)*



# Week three



## Passage

One day Danny went to the museum. He wanted to see what was inside.

## Why this passage

Every Natural History museum curator knows that a favorite childhood memory includes going to the museum and seeing giant dinosaur bones! Children find the idea that a dinosaur could come alive, and be both friendly and talkative, simply irresistible.

This week you will continue to investigate various ways to spell short vowel sounds, and you will be adding additional spellings to your children's vowel charts, especially for the short /u/ sound. The word *one*, studied last week, will be practiced in copywork. The words *want*, *was*, and *what* will be studied using Post-it notes, then added to the Red Word list.

## Phonics

Your children will use the vowel chart to sort graphemes by phonemes, as research has shown that strong readers organize by what they *hear* (the auditory phoneme) and weak readers organize by what they *see* (the visual grapheme). Clearly the phoneme-to-grapheme link must always be practiced, but memory storage and retrieval is best accessed (most efficiently used in reading and writing) when sorted by sound.

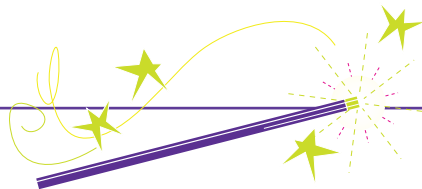
Weak readers and spellers should review their vowel chart every day, often referred to as a Phoneme-Grapheme Review in some reading programs. Each week, the weak reader and speller should also be given a sound, such as /ě/, and asked to write all the symbols s/he recalls for that sound. Your child should always start with the conventional vowel picture, listed in black marker on the chart.

### The Vowel Chart:

One reason children become confused in reading and writing is because English only has a small number of sounds (phonemes), but those sounds are represented by a large number of letters (graphemes) and letter teams (digraphs and trigraphs). This is especially true of vowel sounds, in which some vowels can be represented by 6-8 different grapheme symbols! The vowel chart helps your children to sort their sounds for improved memory and spelling.

## Phoneme-grapheme review

1. Have your child point to the five short vowel sounds on the vowel chart and say each sound as s/he points to the letter: /a/, /e/, /i/, /o/ and /u/. Remember the short vowel sounds are:
  - ★ /a/ as in /apple/
  - ★ /e/ as in /Ed/
  - ★ /i/ as in /itchy/
  - ★ /o/ as in /octopus/
  - ★ /u/ as in /up/
2. Give your child the Post-it notes created last month with all of the consonant graphemes and the short vowel sound graphemes. For the purpose of *The Wand*, the vowels were written on pink Post-its and the consonant symbols were written on yellow Post-its. Of course your child can choose different colors as long as s/he is consistent.
3. "Let's look at our short vowel sounds. You can point to each of these vowel Post-its on your folder, and tell me each sound." Let your child point to each vowel square and say the corresponding short vowel sound.
4. If your child says the wrong sound, or a long vowel sound, remind him/her we are practicing the short vowel sounds only.
6. "Now let's practice all of our consonant sounds." Let your child point to each consonant square and say the corresponding consonant sound.
7. Remember to correct any errors and practice all sounds daily until your child knows them, without any errors, over a two week period.



## Teaching the lesson

1. Review with your children that this month they learned that the word <said> can be pronounced differently all over the world, but that in America, it is pronounced with the /e/ sound. Have your child create a new pink Post-it with the vowel team <ai>. Help your child to spell the word <said> using the <s> <ai> <d> Post-it notes.
2. When you re-sort the Post-its, be sure to put the <ai> under the <e> Post-it, so that it is stored as an optional way to spell the short /e/ phoneme.

One sound can be spelled different ways.

3. "We are going to mark-up our passage for our new Red Words today because our Red Words are going to help us learn a new way to spell the /u/ sound."
4. Pull out your child's copywork passage for the week. Have your child underline all of the previously practiced Red Words in red:

one to the was

**One** day Danny went **to the** museum. He wanted **to** see what **was** inside.

5. Have your child underline the new Red Words in red:

want what

**One** day Danny went **to the** museum. He **wanted to** see **what was** inside.

6. "Now let's look at three of our Red Words from this week's passage: *want*, *what*, *was*. First of all, the base word for the word *wanted* is *want*." On the marker board, show your child the word sum for the word *wanted*:

want + ed → wanted

7. "Let's talk about the three base words: *want*, *what*, *was*." Write the three words on the marker board. "What vowel sound do you hear in *want*? In *what*? In *was*?" Help your child to identify that s/he hears the short /u/ sound.
8. "How do we show the /u/ sound on our vowel chart?" Help your child to identify the letter <u> on the vowel chart.
9. "Now we are going to find out how to show the /u/ sound in our three Red Words. Let's build this word with our Post-its: *want*."

<w> <a> <n> <t>

Have your child create a new pink Post-it with the grapheme <a>. Don't let your child use the short /a/ Post-it, because this Post-it is going to represent the /u/ sound! When you re-sort the Post-its, be sure to put the <a> under the <u> Post-it, so that it is stored as an optional way to spell the /u/ phoneme.

10. "Let's build this word with our Post-its: *was*."

<w> <a> <s>

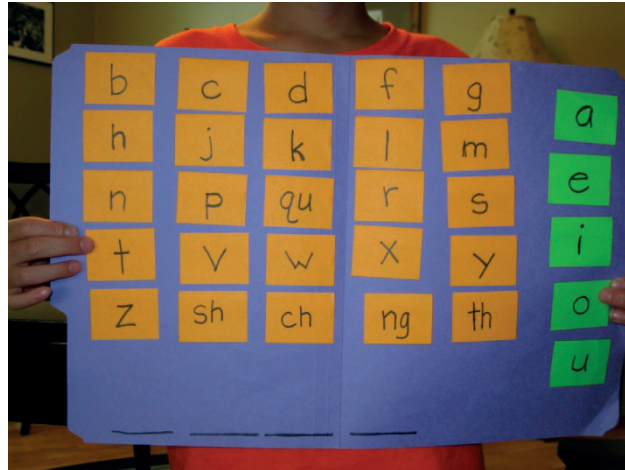
11. "What sound do you hear at the end of the word?" Help your child to notice that the final sound is a /z/ sound. "What letter represents the /z/ sound?" Help your child to identify the grapheme <s> as another way to how the /z/ sound. Have your child create a new yellow Post-it with the grapheme <s>.
12. When you re-sort the Post-its, be sure to put the <s> under the <z> Post-it, so that it is stored as an optional way to spell the /z/ phoneme.
13. "Let's build this word with our Post-its: *what*. What sound do you hear at the beginning of the word?" Help your child to notice that the initial sound is a /w/ sound. "What letter represents the /w/ sound? Help your child to identify the grapheme <wh> as another way to how the /w/ sound."

<wh> <a> <t>

Have your child create a new yellow Post-it with the grapheme <wh>. When you re-sort the Post-its, be sure to put the <wh> under the <w> Post-it, so that it is stored as an optional way to spell the /w/ phoneme.

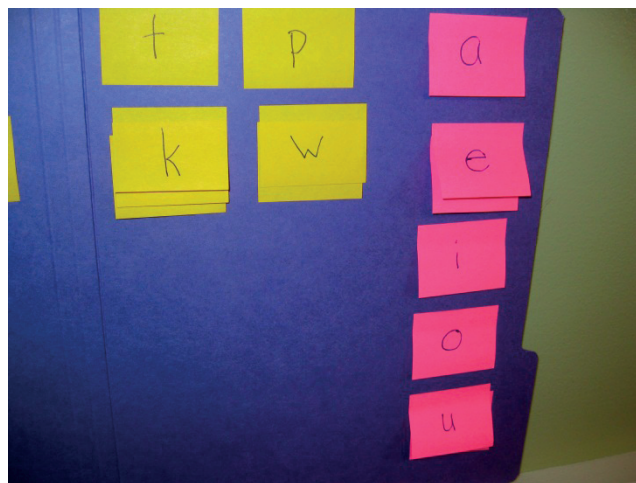
14. It is best to store all of the consonant and vowel Post-it notes on a file folder. Once the file is closed, the Post-it notes stay clean and organized.

Remember, allowing children to pick their own colors for the files and the Post-its can make practice more fun!



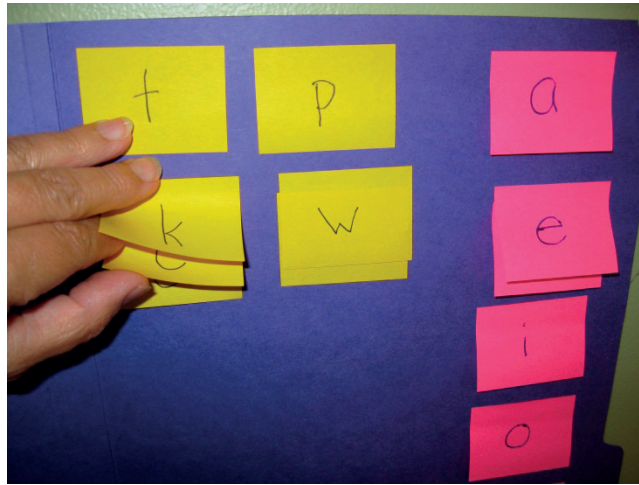
Creating colorful phonics practice

15. Use the Post-it notes is another method for helping your children to practice spelling words. Sorting Post-its by sound serves to remind children that there can be many different spellings for any given vowel sound, and for some consonant sounds.



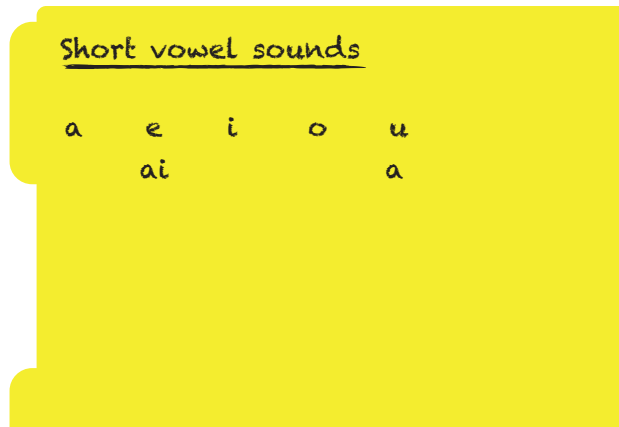
Sorting multiple spellings for sound

16. Use the Post-its to review your three spellings for the /k/ sound: <c>, <k> and <ck>. When you re-sort the Post-its, be sure to put the <c> and the <ck> Post-its under the <k> Post-it, so that they are stored as optional ways to spell the /k/ phoneme.



Finding multiple spellings for sounds

17. Now pull out your child's vowel chart. Review the alternate spelling for the /u/ sound: <a>. Write it in pen under the /u/ sound.

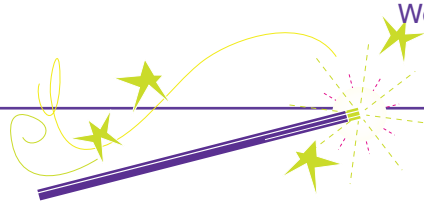


Additional spelling for u

## Spelling

Create a list of six simple spelling words from the book, *Danny and the Dinosaur*. Examples may be:

- ★ went
- ★ help
- ★ wish
- ★ think
- ★ tall
- ★ long

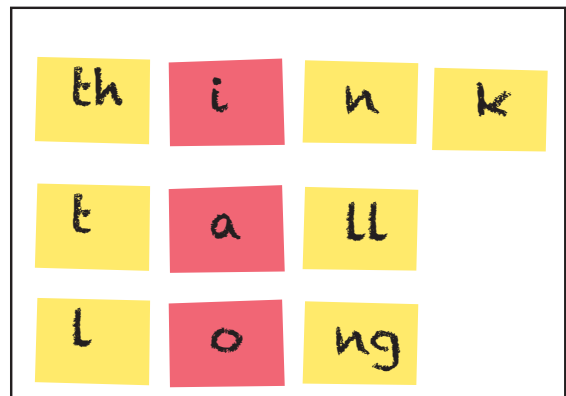


## Teaching the lesson

Spelling words should be practiced throughout the week, using either the marker board or the Post-it notes.

Try this for an easier spelling test:

1. Help your child practice spelling all of the spelling words with Post-it notes, creating duplicate Post-its as needed to generate a complete Post-it note list of five words.
2. Let your child pick two color Post-it notes: one for vowels and one for consonants. (Last month, you used pink for vowels and yellow for consonants, but your child can choose any color as long as s/he is consistent.)
3. Say a spelling word, for example, /wish/. Help your child to say *each sound* while creating Post-it notes of <w> <i> <sh>. Help your child to identify the /i/ sound as a vowel, therefore writing on a vowel-colored Post-it note. Be sure to keep consonant letter teams (digraphs) on one Post-it: <sh>, <th>, <ng> and <ll>
4. Note: For now you can simply help your child to create the <ng> Post-it because this sound will be further practiced in another lesson. Feel free to skip this word if it is confusing for your child.
5. Repeat step 3 for the remaining spelling words. If you used the list above, you will have a table full of these words on Post-its:



6. Mix up all the Post-it notes. You may want to sort the vowels on the right side and the consonants on the left side of the table.
7. Say each word for your child, starting with the easiest to spell, and progressing to the hardest word to spell.
8. As you say each word, your child will sort through the Post-it notes to build each spelling word. If your child makes an error, help him/her to say each sound and find the correct Post-it notes. Don't let errors remain; rather help your child to be successful each time s/he spells a word.
9. By the time the child spells the final, most difficult word, the correct Post-it notes will be remaining for guaranteed success!

**Spelling rule:**

One sound can be spelled with two letters, called a letter team.

One sound can be spelled different ways.

- ★ The /e/ sound can be shown as <e> or <ai>
- ★ The /u/ sound can be shown as <u> and <a>
- ★ The /z/ sound can be shown as <z> or <s>

10. Your **Red Words** this week are difficult, so keep it simple:

- ★ was
- ★ what
- ★ want

Red words are difficult to spell, and should only be practiced with a visual model. Therefore, you may want to put the Red Words on index cards, so your child will have a large visual model to place on the table while writing.

Have your child look at each word card, then say each word while writing it one-three times on paper or on the marker board. Encourage your child to say *each letter* as s/he writes. (Because Red Words are not phonetic, you can encourage your child to say each letter, rather than each sound, as s/he writes.)

## Pre-teaching: copywork

### Marking up the text

Before having your children practice copywork, it is important to help them to notice the many details they will need to track while writing. Pre-teaching the details helps to set up a child up for success. Good habits are learned through successes, not failures!

Help your child notice capitalization and punctuation, marking the text to ensure attention to the details while writing. You will also point out tricky spelling words and Red Words.

You will need yellow and orange highlighters and a red pencil for the lesson that follows.

1. Hand your child the copy of this week's marked-up passage. Read the copywork passage together.
2. "You have already underlined all of the previously practiced Red Words in red." Say the red words and have your child find them in the text: **one**, **two**, **the**, and **was**.
3. "You have already underlined the new Red Words in red." Say the red words and have your child find them in the text: **want**, **what**.
4. "You already learned the base word for the word *wanted*. Do you remember the base word?" On the marker board, help your child to recreate the word sum for the word *wanted*.

want + ed → wanted

"Right, the base word is want."

5. **Punctuation:** "Look at your highlights of all the punctuation marks in this passage."

Remind your child of the important punctuation rule:

The period marks the end of the sentence.

6. **Capitalization:** "Highlight all of the capitalizations in the passage with a different colored highlighter."

Remind your child of the important capitalization rules:

Every sentence begins with a capital letter.  
Names are always capitalized.

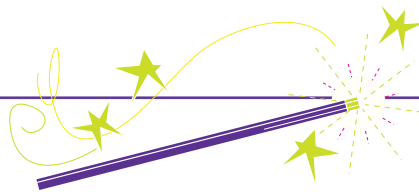
## Copywork

Copywork is the act of reproducing, in one's own handwriting, the passage selected for the week. The goal is to help the young writer learn to coordinate all of the practiced skills of reading, phonics, grammar, spelling, capitalization, punctuation and handwriting with accuracy and success. A tall order for small hands writing a small sentence!

It is critical that the child has learned the week's lessons, then practiced applying the lessons in writing. Do not skip copywork! It is better to spread the lesson out over a few weeks than to skip this important step. Remember to use the "marked-up" text to help your child track the details.

### Suggestion:

If your child can write easily, s/he may be ready for the challenge of writing two sentences in copywork. If not, reduce the copywork to only one sentence.



## Teaching the lesson

1. Take out a clean sheet of writing paper or your child's copywork notebook and your child's favorite pencil.
2. Show your child the passage s/he marked-up during Pre-teaching.
3. "We are going to celebrate all we learned this week by imitating the author's wonderful writing! Can you remember some of the things we learned this past week/ these past two weeks?"
4. Review a few key concepts. They can be found in the shaded bubbles throughout the lesson. For example:

One sound can be spelled different ways.

5. "We underlined the Red Words in red. Can you read those words for me?" Help your child to read the Red Words.
6. "Let's read the passage together."
7. "I want you to write and say each word in the passage. Remember to say the word slowly while you write."
8. "Notice all the markings, so you will remember all we practiced."
9. Some children will be able to say and write the passage in one sitting. If handwriting is a problem, encourage your child to write 1-3 words in one sitting. S/he can finish the passage over time, writing 1-3 words per day.
10. Praise your children for their efforts! Date and label the passage as "copywork" at the top of the page.



## Week Four

"Where can he be? Where, oh, where is that dinosaur?"

*(Danny and the Dinosaur)*



## Passage

“Where can he be? Where, oh, where is that dinosaur?”

## Why this passage

There is a great deal of dialog in *Danny and the Dinosaur*, which is why children love the story—what could be better than a giant, talking dinosaur? Also, there is ironic humor in the idea that the dinosaur wants to play hide and seek. It is ironic that something so big wants to try to hide from “some-bodies” who are relatively small. While children may be too young to understand the term “irony,” they are developing a sense of humor. Engage your child in a discussion of whether they find it humorous that Danny wants to play hide and seek, and if so, why? They might also discuss why it is humorous for a dinosaur to go see animals at the zoo. Talking about unexpected twists in a story helps to prepare children for the future analysis of the literary element known as “irony.”

## Grammar and word study

Word study can help us to understand spelling. This lesson, you will continue to teach your children important spelling rules using word study. Here are the rules:

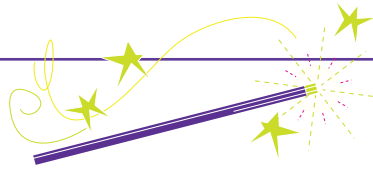
Shared meaning often is represented by shared spelling!  
Words that share the same function also tend to be spelled alike.

Question words share a similar function, so they share similar spelling. Almost all question words begin with the <wh> letter team for the /w/ phoneme. (The word *how* is the exception, and look at its letter combination!)

It is not surprising, therefore, that many of the question words share the same original base. According to John Ayto, the words *who*, *what*, *whether*, *which*, *where*, *why*, and *when* all share the same Germanic base, *khwa-*. It is easy to see how the <khw> spelling pattern morphed into the <wh> spelling pattern. You may be interested to know that <wh> is one of the Anglo-Saxon digraphs found in English.

When we group words into like spelling patterns, it becomes easier for children to sort the /w/ sound by its letter representations:

- ★ <wh> letter team
- ★ <w> grapheme



## Teaching the lesson

1. "Today we are going to talk about all the words we use when we ask questions. Can you think of any words you say when you ask questions?"
2. Help your child create a list of all of the question words that begin with <wh>. Write the list on the marker board, underlining all of the <wh> digraphs (called letter teams):

★	<u>wh</u> o	★	<u>wh</u> en
★	<u>wh</u> at	★	<u>wh</u> y
★	<u>wh</u> ere	★	<u>wh</u> ich

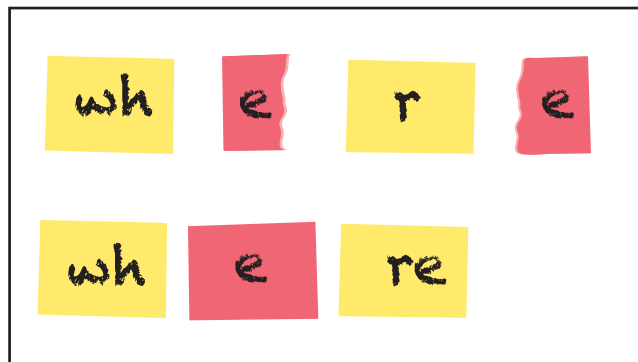
3. This is an interesting rule to remember:

Words that share the same function also tend to be spelled alike.  
 These words all do the same thing: they all ask questions!

4. "Let's put all of our question words on Post-it notes. How will we write the /w/ sound in these words?" Help your child to identify the <wh> letter team for the /w/ sound. "You found a letter team for /w/ that is spelled <wh>. We will need to create a lot of Post-it notes with the <wh> letter team for our question words." Remember to use the yellow colored Post-its for the consonant letter team <wh>.
5. Help your child to say the question words and create them together using the Post-it notes. Be sure to also create a yellow Post-it note for the <ch> letter team, if you haven't already, as you will need it when building the word *which*.
6. It is difficult to create Post-its to represent the sounds presented in the word *where*, which is a very tricky word that needs a great deal of practice. (That is why it was chosen for this week's copywork passage!) Some programs suggest that the vowel should be represented as <e-e> and the Post-it should be torn in half, so the silent <e> can be moved to the end of the word, like this:

**<wh> <e-> <r> <-e>**

Other programs suggest that the silent <e> is attached to the final /r/ sound, like this: <wh> <e> <re>. Continue the word study below to help you see why the first sound sorting technique may be preferable.



Sound study of Where

7. "Look at the word *where*. The word *where* represents a 'place.' There are other 'place' words that are spelled with the:"

<e-> <r> <-e>

"Here are two, and of course, they are spelled the same because they share meaning:"

- ★ *here*
- ★ *there*

Shared meaning is often represented by shared spelling!

8. "Now this rule makes spelling rather intriguing!" Carefully line up all of the "place" words to show your children the relationship between shared meaning and shared spelling:

where  
there  
here

By creating two word groupings, **question words** and **place words**, you will help your children begin to sort out spelling by meaning.

Because the word *here* follows the long vowel /e-e/ pattern, in which the silent <e> follows the consonant, it is best to practice sound sorting of *here* as <h> <e-> <r> <-e> (tearing the e-e Post-it in half to represent the vowel team that creates one sound, as shown in the illustration below).

9. "I am going to show you how I can sort sounds for the place words." Demonstrate for your children the sound sorting of *where* as

<wh> <e-> <r> <-e>

and the sound sorting of *there* as

<th> <e-> <r> <-e>

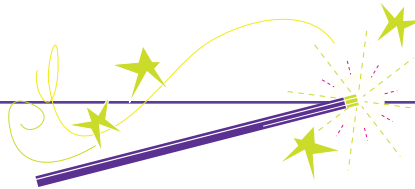
Create a yellow Post-it note for the letter team <th> if you haven't already done so.



Sound study Here Where There

## Spelling

Select six spelling words for review of all the spelling words practiced throughout this issue. Have your child apply his/her rules when spelling.



### Teaching the lesson

Spelling words should be practiced throughout the week, using either the marker board or the Post-it notes.

Try this for an easier spelling test:

1. Help your child practice spelling all of the spelling words with Post-it notes, creating duplicate Post-its as needed to generate a complete Post-it note list of five words.
2. Let your child pick two color Post-it notes: one for vowels and one for consonants. (Last month, you used pink for vowels and yellow for consonants, but your child can choose any color as long as s/he is consistent.)
3. Say the first spelling word, for example, /kid/. Help your child to say each sound while creating Post-it notes of <k> <i> <d>. Help your child to identify the /i/ sound as a vowel, therefore writing on a vowel-colored Post-it note.
4. Repeat step three for the remaining spelling words. If you used the list above, you will have a table full of these words on Post-its!
5. Mix up all the Post-it notes. You may want to sort the vowels on the right side and the consonants on the left side of the table.
6. Say each word for your child, starting with the easiest to spell, and progressing to the hardest word to spell.
7. As you say each word, your child will sort through the Post-it notes to build each spelling word. If your child makes an error, help him/her to say each sound and find the correct Post-it notes. Don't let errors remain; rather help your child to be successful each time s/he spells a word.
8. By the time the child spells the final, most difficult word, the correct Post-it notes will be remaining for guaranteed success!

One sound can be spelled different ways.

9. Separate your **Red Words** into two groups for spelling practice:  
New readers and struggling readers/spellers can tackle only the “ place” words:
  - ★ where
  - ★ there
  - ★ here

Advanced students can tackle “question” words, as well:

- ★ who
- ★ what
- ★ where
- ★ when
- ★ why
- ★ which

Red words are difficult to spell, and should only be practiced with a visual model. Therefore, you may want to put the Red Words on index cards, so your child will have a large visual model to place on the table while writing.

Have your child look at each word card, then say each word while writing it one-three times on paper or on the marker board. Encourage your child to say *each letter* as s/he writes. (Because Red Words are not phonetic, you can encourage your child to say each letter, rather than each sound, as s/he writes.)

## Pre-teaching: Copywork

### Marking up the text

Before having your children practice copywork, it is important to help them to notice the many details they will need to track while writing. Pre-teaching the details helps to set up a child up for success. Good habits are learned through successes, not failures!

Help your child notice capitalization and punctuation, marking the text to ensure attention to the details while writing. You will also point out tricky spelling words and Red Words.

You will need yellow and orange highlighters and a red pencil for the lesson that follows.

1. Hand your child the copy of this week's passage, provided in *The Wand*. Read the copywork passage together.
2. “This week you will continue to practice dialog or ‘talking punctuation,’ question marks and capitalization. First I want you to highlight all of the punctuation marks in the passage. I want you to notice that every time a sentence is a question, it ends with a question mark. Let’s count how many question marks you see.”

**“Where can he be? Where, oh, where is that dinosaur?”**

Questions end in question marks.

3. “Do you remember our rules about capitalization? ‘Every sentence starts with...’ Encourage your child to complete the rule: “a capital letter.”
4. “Let’s use a different color to mark our capital letters.”

**“Where can he be? Where, oh, where is that dinosaur?”**

5. You will also be practicing your study of <wh> words by tackling the spelling of the question word *where*. “Do you see any question words in the passage? Count how many times you see a question word. What is the word? Take your pencil and underline all of the times you see the <wh> letter team.”

“Where can he be? Where, oh, where is that dinosaur?”

6. “How many **Red Words** can you find? Underline all of the Red Words in red.” Be sure your child notices the Red Words *he*, *be*, *is*. Have your child underline the new Red Word: *where*.

“Where can he be? Where, oh, where is that dinosaur?”

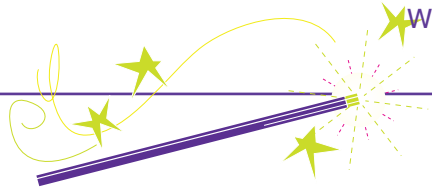
## Copywork

Copywork is the act of reproducing, in one's own handwriting, the passage selected for the week. The goal is to help the young writer learn to coordinate all of the practiced skills of reading, phonics, grammar, spelling, capitalization, punctuation and handwriting with accuracy and success. A tall order for small hands writing a small sentence!

It is critical that the child has learned the week's lessons, then practiced applying the lessons in writing. Do not skip copywork! It is better to spread the lesson out over a few weeks than to skip this important step. Remember to use the “marked-up” text to help your child track the details.

### Suggestion:

If your child can write easily, s/he may be ready for the challenge of writing two sentences in copywork. If not, reduce the copywork to the second sentence, for double practice of the word *where*.



## Teaching the lesson

1. Take out a clean sheet of writing paper or your child's copywork notebook and your child's favorite pencil.
2. Show your child the passage s/he marked-up during Pre-teaching.
3. "We are going to celebrate all we learned this week by imitating the author's wonderful writing! Can you remember some of the things we learned this past week/ these past two weeks?"
4. Review a few key concepts. They can be found in the shaded bubbles throughout the lesson. For example:

Questions end in question marks.

One sound can be spelled different ways: the /w/ sound can be spelled with a <w> or a <wh> letter team.

5. "We underlined the Red Words in red. Can you read those words for me?" Help your child to read the Red Words.
6. "Let's read the passage together."
7. "I want you to write and say each word in the passage. Remember to say the word slowly while you write."
8. "Notice all the markings, so you will remember all we practiced."
9. Some children will be able to say and write the passage in one sitting. If handwriting is a problem, encourage your child to write 1-3 words in one sitting. S/he can finish the passage over time, writing 1-3 words per day.
10. Praise your children for their efforts! Date and label the passage as "copywork" at the top of the page.



# Idea of the month



## Creating a word wall

Create posters around your house to represent some of the word relationships you and your children studied throughout the month. Be sure to line up the words to emphasize the shared spelling. You can refer to the posters when your children are practicing their reading, spelling or engaging in copywork. You might include:

### "One" words:

one  
once  
only  
none  
lone  
alone

### Question words:

who  
what  
where  
when  
why  
which

### Place words:

where  
there  
here

### Smack Dab after a short vowel sound . . .

Sammy	<ss>
Loves	<ll>
Fried	<ff>
Zebras	<zz>
and	<ck>

Post your children's cartoons for the <c>, <k> and <ck> spelling rules:

When you hear a /k/ sound, it is spelled with:

- ★ <c> if followed by <a>, <o> <u> or a consonant.
- ★ <k> if followed by <i> or <e>.
- ★ <ck> if it is "smack dab after a short vowel sound (and only at the end of a syllable)."