

Teacher's Edition

a Can Spell

b c

with Alice Nine

x

y

z

TEACHER'S EDITION Student Book 1-A for Alice Nine's *Johnny Can Spell* Lesson Planner Book 1:1

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Product Information to Order
Catalog No: SN-1
Item Name: Student Notebook 1-A Class Set

Contact

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Online Store
www.nine-enterprises.com/store/

Professional Development
professionaldevelopment.alicenine.net

Virtual Lessons
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Practice
www.phonogrampage.com
www.spelldrill.com

x

y

z

KEY FEATURES of Notebook

Spiral bound at top for ease of writing for both left-handed and right handed students

Ruled **blue lines** are a fraction wider than wide-ruled notebook paper supports easy transition to regular notebook paper

Broken mid-line supports letter proportions

About margins / lines: *JCSpell Teacher's Guide* pp 32-37

+__ is a spot to celebrate number of phonograms practiced with dictation

Clock face in margin to support letter formation

About clock face: *JCSpell Teacher's Guide* pp 37-42

Track letters with green and red start/stop points, gradually fade until student is writing letter without visual support

Blank lines to practice letter formation "without support"

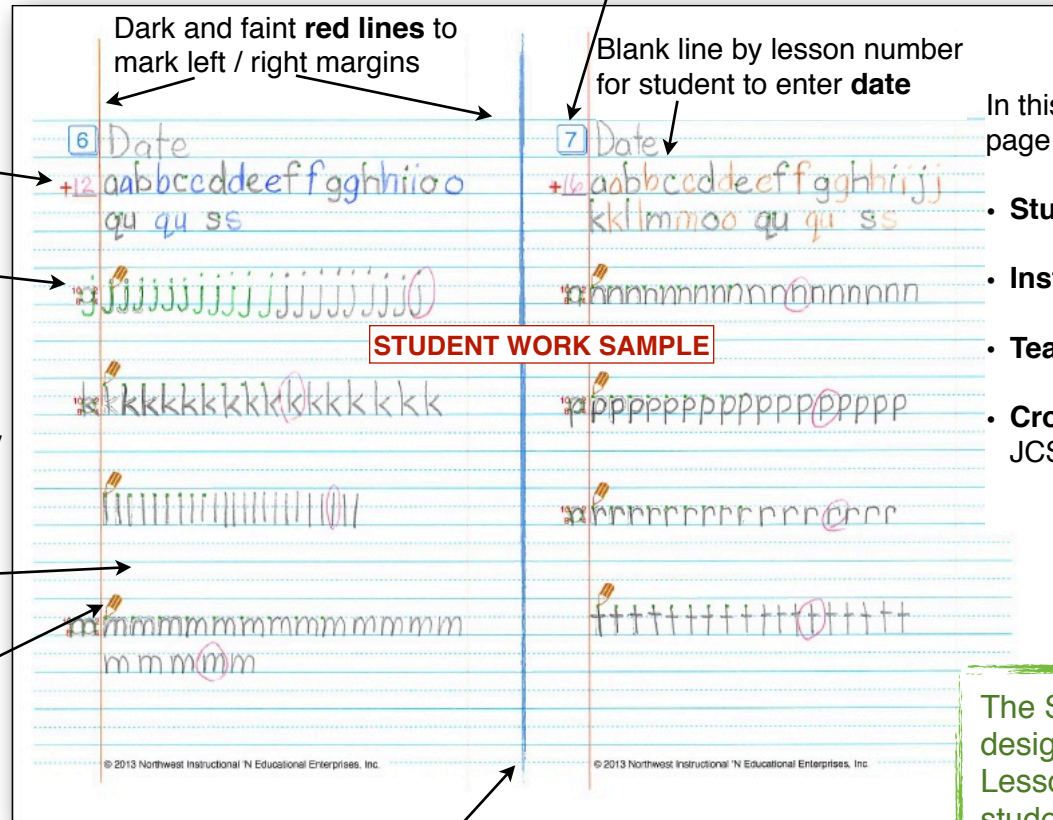
Pencil directs students to starting point for practice with each new phonogram

Lesson number: Number in the cube corresponds to lesson in *JCS-W Lesson Planner Book 1:1*

Blank line by lesson number for student to enter **date**

In this *Teacher Edition*, each page will have --

- **Student work sample**
- **Instructional activities**
- **Teaching notes**
- **Cross references** to other JCSpell resources



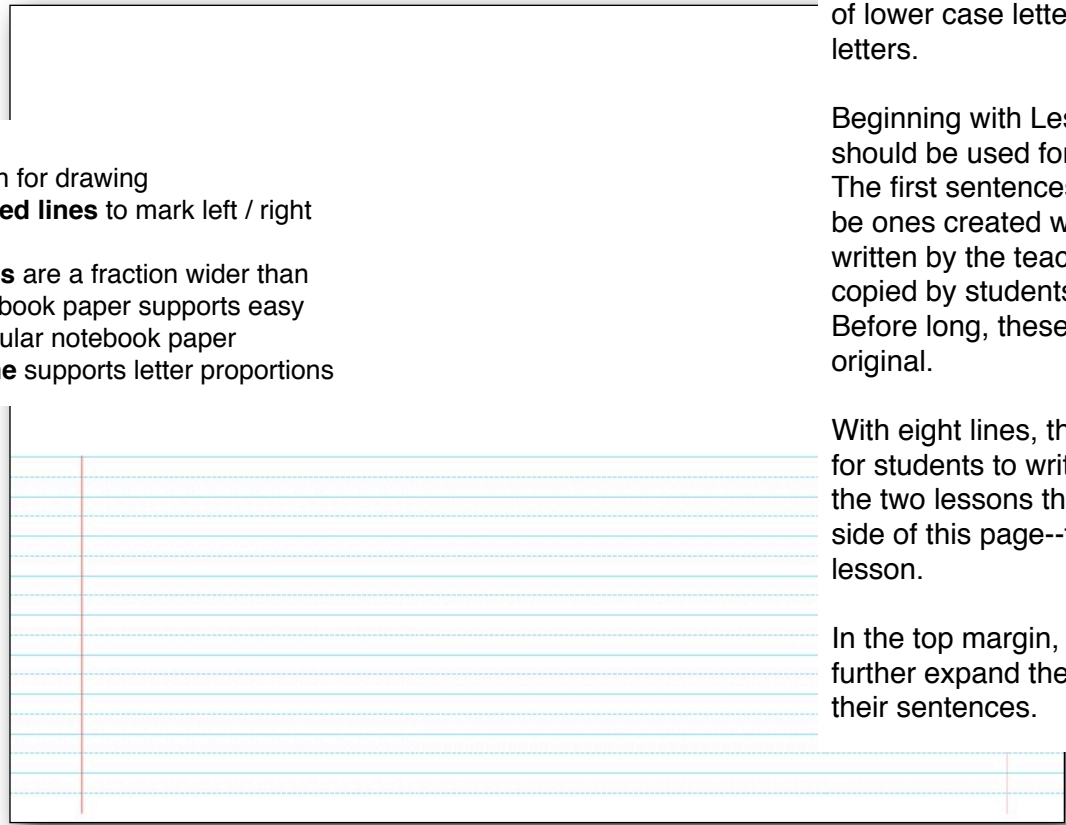
Blue line marks center of book, separating lessons

The Student Notebook is designed to be used with Lessons 1-41. Transition students to a wide ruled composition notebook starting in Lesson 42. The last page of this Teacher's Edition shows layout of their work in the composition notebook.

Back side of all pages

Features:

- Wide top margin for drawing
- Dark and faint **red lines** to mark left / right margins
- Ruled **blue lines** are a fraction wider than wide-ruled notebook paper supports easy transition to regular notebook paper
- **Broken mid-line** supports letter proportions



The back side of each page is designed as a journal page with an area for drawing and an area for writing.

In the first 18 lessons the lines can be used for additional handwriting practice of lower case letters and/or capital letters.

Beginning with Lesson 19, the lines should be used for sentence writing. The first sentences students write might be ones created with the whole group, written by the teacher on the board, and copied by students into their notebook. Before long, these sentences should be original.

With eight lines, there is enough room for students to write the sentences for the two lessons that are on the other side of this page--three sentences per lesson.


In the top margin, students can draw to further expand the ideas expressed in their sentences.


8

+ a b c d e f g h i j
k l m n o p q r s t

10 2
8 4  u u u u u u u u


10 2
8 4  v v v v v v v v

10 2
8 4  w w w w w w w w

10 2
8 4  x x x x x x x x

9

+ a b c d e f g h i j
k l m n o p q r s t u v w x

10 2
8 4  y y y y y y y y

10 2
8 4  z z z z z z z z

ACTUAL PAGE SAMPLE

Lessons 1-3

Review (introduce) purpose of margins and lines. *JCSpell Teacher's Guide* pp. 32-37

Review (introduce) clock face. *JCSpell Teacher's Guide* pp. 37-41

Review (introduce) letter strokes. *JCSpell Teacher's Guide* pp. 46-49

Remember, there are videos for letter formation on www.phonogrampage.com

Use clock face in margin to support formation of circle stroke.

circle stroke

tall stroke

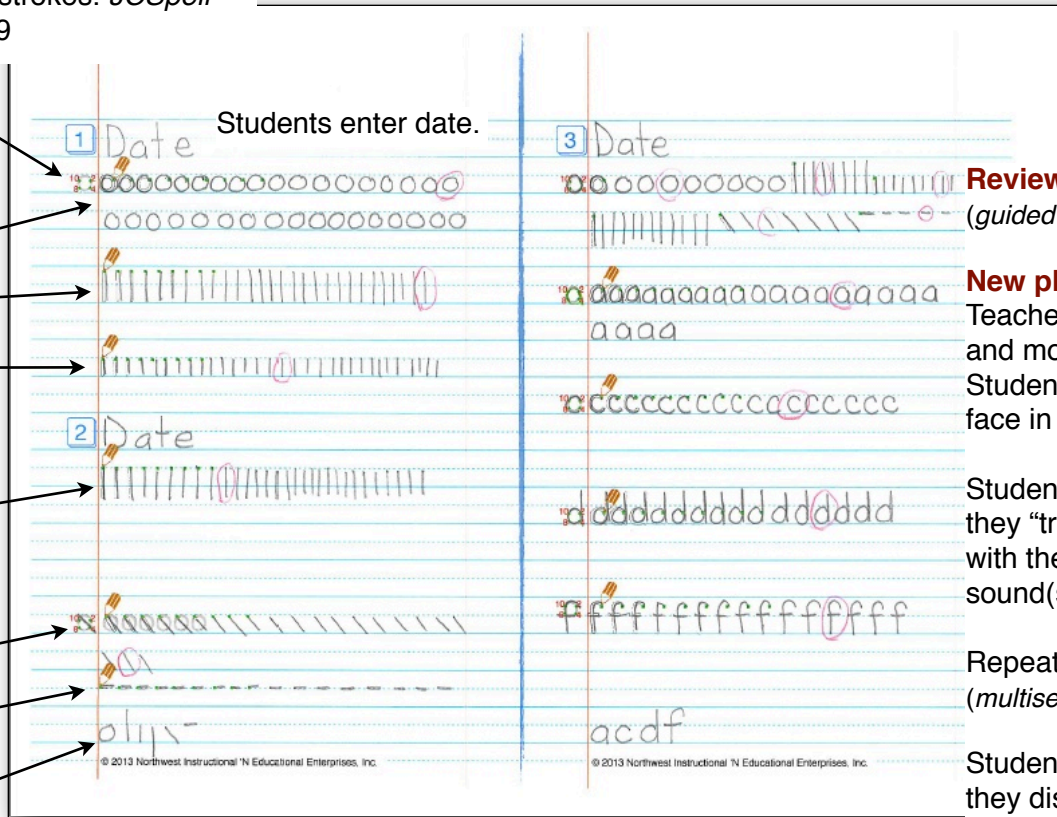
short stroke

descending stroke

slanted stroke

cross stroke

A quick review at end of practice/lesson



Students enter date.

Review formation of letter strokes (guided practice)

New phonograms

Teacher introduces phonogram and models it on a clock face. Students make it on the clock face in margin blabbing formation.

Students first blab formation as they "track" the letter to form it with their pencil, then they say sound(s).

Repeat as many times as needed. (multisensory)

Students choose their best one as they discuss criteria and circle it in color. (evaluation, celebration)

Remember to circle the best one!

JCSpell Teacher's Guide pp 63-65

Lessons 4-5

Remember to circle
the best one!

Phonogram Flash Cards JCSpell Teacher's Guide p 73

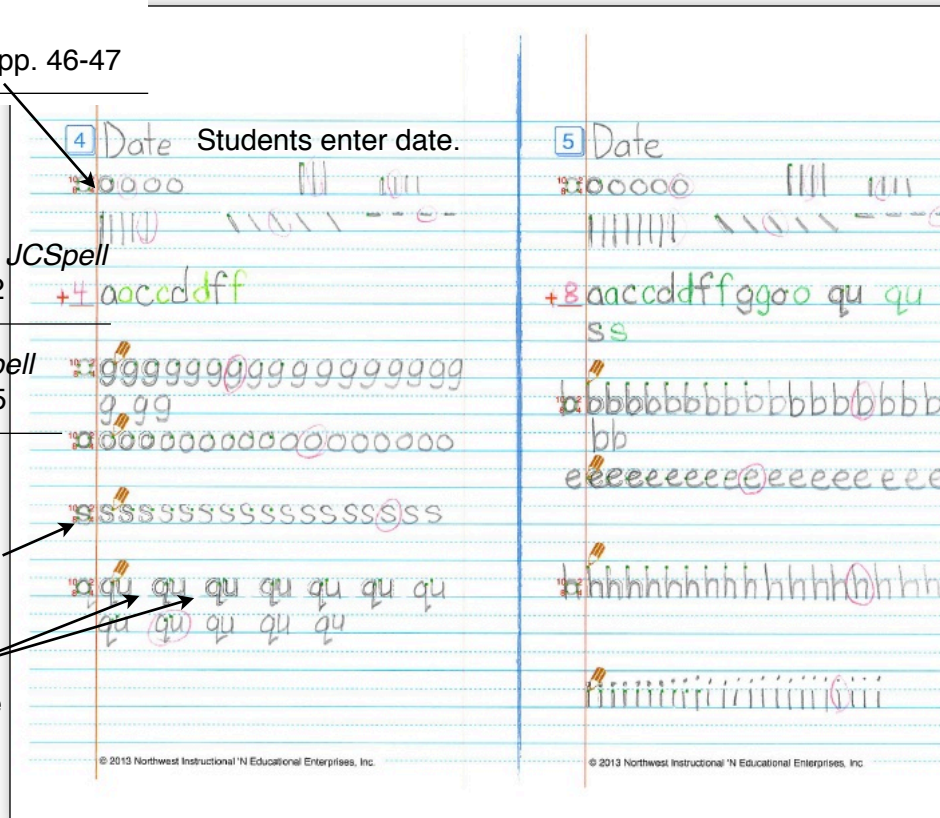
Practice letter strokes
JCSpell Teacher's Guide pp. 46-47

Dictation: phonograms JCSpell
Teacher's Guide pp 65-72

New phonograms JCSpell
Teacher's Guide pp 63-65

Use clock faces in margin to support formation of letters.

In Student Notebook you will notice faint *circle spacers* to help students leave the circle space before and after multi-letter phonograms. This is a precursor to spacing between words.



Modified Phonogram Dictation

This modification is for Lessons 4-10.

T: Randomly says a phonogram, and says, "Find it."

Ss: Point to phonogram in notebook.

T: Shows phonogram and together everyone says sound(s).

T: Says, "Track it."

Ss: Track--writing inside the letter lines as they blab the pathway

T & Ss: Together say sound(s)

T: Directs students to make a copy of the phonogram in empty space beside the one they just tracked.

Copy work can be in colored pencil or regular pencil.

This modification strengthens guided practice in the first lessons by strongly supporting correct letter formation and using sound-letter matching.

JCSpell Teacher's Guide pp 65-72

Lessons 6-7

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Remember, there are videos for letter formation on www.phonogrampage.com

Dictation: phonograms

Teacher's Guide pp 65-72

Circle spacers with qu in dictation

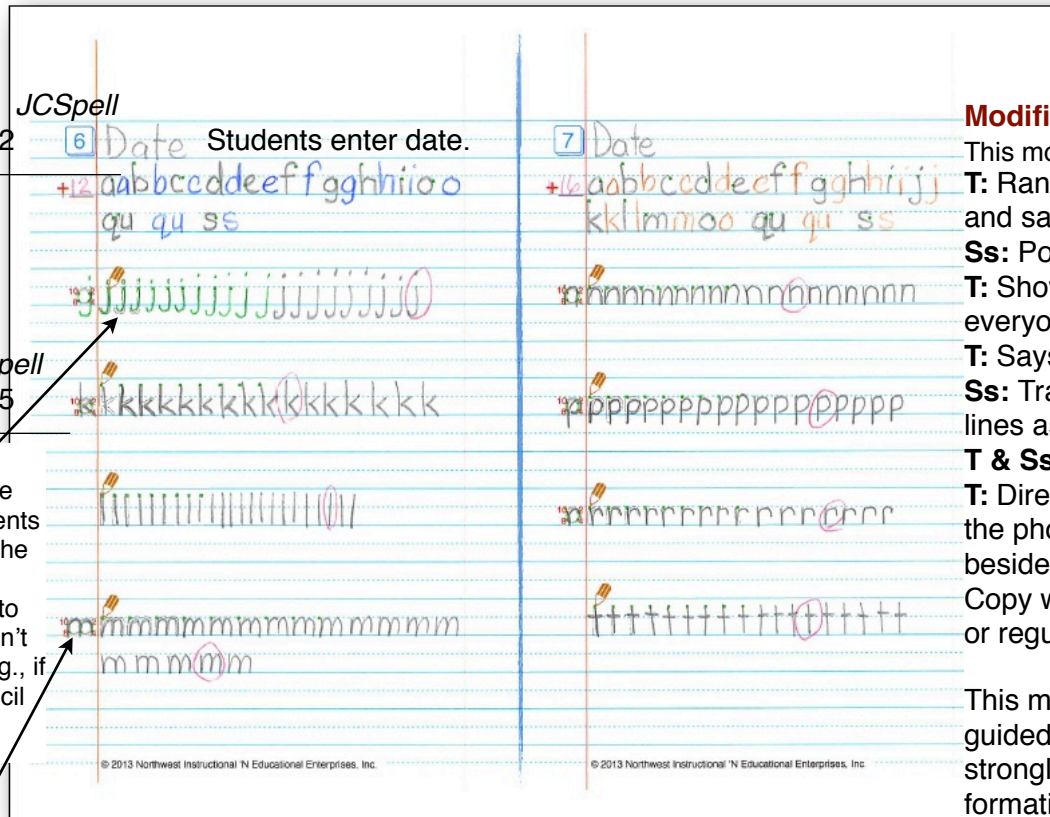
New phonograms

JCSpell Teacher's Guide pp 63-65

Using color

Notice that some of the j's are written in green. I allow students to select colors to practice. The color they choose is not significant. It adds a sparkle to drill work. It is a privilege. Don't let it detract from practice, e.g., if a point breaks, a regular pencil is then used.

Use overlapping clock faces in margin to support formation of letter m.



Modified Phonogram Dictation

This modification is for Lessons 4-10.

T: Randomly says a phonogram, and says, "Find it."

Ss: Point to phonogram in notebook.

T: Shows phonogram and together everyone says sound(s).

T: Says, "Track it."

Ss: Track--writing inside the letter lines as they blab the pathway

T & Ss: Together say sound(s)

T: Directs students to make a copy of the phonogram in empty space beside the one they just tracked.

Copy work can be in colored pencil or regular pencil.

This modification strengthens this guided practice in the first lessons by strongly supporting correct letter formation and using sound-letter matching.

JCSpell Teacher's Guide pp 65-72

Lessons 8-9

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Begin Anchor Lesson for Chart 1:

Consonants and Vowels

JCSpell Teacher's Guide pp 80-82, 179-81

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms

JCSpell

Teacher's Guide pp 65-72

Notice we are up to 20 phonograms in dictation. Don't cut back yet!

New phonograms

JCSpell

Teacher's Guide pp 63-65

Use overlapping clock faces in margin to support formation of letter w.

In Lesson 9, we complete the introduction of the "alphabet phonograms."

After this lesson, instruction on letter formation should decrease. Incorporate brief reminders about letters that some students still need supported.

Lessons 10-11

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Conclude Anchor Lesson for Chart 1: Consonants and Vowels

JCSpell Teacher's Guide pp 80-82, 179-81

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell* *Teacher's Guide* pp 65-72

This is the last lesson with the *Modified* Phonogram Dictation.

New phonograms *JCSpell* *Teacher's Guide* pp 89-90

Notice a **green star** marks the beginning of our work on new phonograms.

Notice the pencil graphic is no longer used indicating a shift on focus, reviewing formation of letters as needed. Blab sounds while writing the letters of a phonogram.

Only 2 phonograms are presented: er and ir

The **blue star** marks a review of phonograms from the previous lesson. Use the procedures we used in *Modified* Phonogram Dictation, details were in Lesson 4.

A **green star** indicates new phonograms.

Only 2 phonograms are presented: ur and wor

Capital letters

Forming capitals should be a review from kindergarten. Notice that the lower case is first since that is what we have been working with. Now we will connect the capital form. (*connecting to what we have taught/what we know*). If needed, make a large clock face and form capital on it. The large clock face was presented and used in practice in kindergarten.

Lessons 12-13

Write /er/ sentence on sentence strip to post.

This is the beginning of Chart 2.

JCSpell Teacher's Guide pp 85-88, 195

www.alicenine.net Course: JCSpell Charts, Grade 1

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Dictation: phonograms JCSpell

Teacher's Guide pp 65-72

It is cumulative.
It is random.
Separate single-letter
from multi-letter to help
with spacing.

The image shows two pages of student work. Page 12 (left) is titled 'Date' and contains a random sequence of letters 'xbyahtpofdzmcjvw' and 'resigkntlu qu er ir'. Below this are several rows of phonogram tracing: 'er er ir ir ur ur wor wor', 'ear ear ear ear ear ear ear ear ear ear', and 'Her first nurse works early.' with the phonogram 'ear' underlined in red. At the bottom are rows of letter tracing: 'lL LLLLLLlOll', 'mM MMMMMmM', 'nN NNNNNNNN', 'oO OOOOOOOO', and 'pP PPPPPPPPP'. Page 13 (right) is also titled 'Date' and contains a random sequence of letters 'wjmdothyxbapfzc' and 'vsgneri qu er ir ur wor'. Below this are rows of phonogram tracing: 'er er ir ir ur ur wor wor ear ear', 'sh sh sh sh sh sh sh sh', 'ee ee ee ee ee ee ee ee', and 'th th th th th th th th'. At the bottom are rows of letter tracing: 'qQ QQQQQQQQ', 'rR RRRRRRRRRR', 'sS SSSSSSSSSS', 'tT TTTTTTTTTT', and 'uU UUUUUUUUUU'. Both pages have a copyright notice at the bottom: '© 2013 Northwest Instructional 'N Educational Enterprises, Inc.'

A **blue star** marks a review of phonograms from the previous lesson. Use the procedures we used in *Modified Phonogram Dictation*, details were in Lesson 4.

A **green star** indicates new phonograms.

Only 3 phonograms are presented in this lesson: sh, ee, th.

New phonograms JCSpell

Teacher's Guide pp 89-90
Read the /er/ sentence (it is already entered in student notebooks). Students underline the phonogram in each word in red as teacher marks them on the sentence strip (Chart 2).

Only 1 phonogram is presented in this lesson: ear.

Remember to circle the best one!

Lessons 14-15

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Begin Chart 7

Each lesson as a review, add the phonograms presented in the previous lesson.

JCSpell Teacher's Guide pp 91-92, 195-99

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms JCSpell

Teacher's Guide pp 65-72

It is cumulative.

Single-letter phonograms are randomly given.

Separate single-letter from multi-letter to help with spacing.

You will notice that the single letter phonograms are random, but the multi-letter phonograms in order-- as learned and as on Chart 7.

I found that at this point, it seems to help boost confidence for some students, and those that don't need it aren't hurt by it.

A **blue star** marks a review of phonograms from the previous lesson. Use the procedures we used in *Modified* Phonogram Dictation, details were in Lesson 4..

A **green star** indicates new phonograms.

We have begun the pairs of phonograms.

New phonograms JCSpell

Teacher's Guide pp 89-90

Be sure to have students practice the rules with the sounds as they write their new phonograms. Don't neglect the rules because they seem long. It pays off when you work with words!!!

Remember to circle the best one!

Lessons 16-17

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Continue adding to Chart 7

Dictation: phonograms JCSpell

Teacher's Guide pp 65-72

It is cumulative.
Single-letter phonograms
are randomly given.
Separate single-letter
from multi-letter to help
with spacing.

New phonograms JCSpell

Teacher's Guide pp 89-90

It is fun to let students use
color to practice their new
phonograms. Be sure
they are blabbing sounds
and rules as they write!

Review letter formation as
needed.

16 Date
+12 p k e j c a n v s u p w r m d
g b x z l h t y f i a u e r i r
u r w o r e a r t h s h e e
a y a i o w o u
★ aw aw au au ew ew ui
ui
★ oy oy oy oy oy oy oy
oy oy oy oy
oi oi oi oi oi oi oi oi
oi oi oi oi
oo oo oo oo oo oo
oo oo oo oo oo oo
ch ch ch ch ch ch ch
ch ch ch ch

17 Date
+12 d r p s n c e k o j a v u w m
i t y f h z l x g b a u e r i r
u r w o r e a r e e s h t h
a i a y o u o w a w a u e w
u i
★ oy oy oi oi oo oo ch
ch
★ ng ng ng ng ng ng ng
ng ng
ea ea ea ea ea ea ea
ea ea
ar ar ar ar ar ar ar
ar
ck ck ck ck ck ck ck
ck ck ck

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You will notice that the
single letter phonograms
are random, but the multi-
letter phonograms are in
order--as learned and as
on Chart 7. Doing this
helps boost confidence for
some students.

Remember to circle
the best one!

Lessons 18-19

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Dictation: phonograms JCSpell Teacher's Guide pp 65-72

In Lesson 18, it is still cumulative. Single-letter are still random; multi-letter can continue to be given in order.

18 Date
 +46 kencpsrdoajumvity
 whfzlgbx qu er ir ur
 wor ear th aw au sh
 ay ai ee aw au ch oy
 oi oo ew ui
 ☆ ng ng ea ea ar ar ck
 ck
 ☆ ed ed ed ed ed ed ed
 ed
 or or or or or or or
 or or or
 wh wh wh wh wh wh wh
 wh wh
 oa oa oa oa oa oa oa
 oa

19 Date
 +37 yt mu od pc wz lx qu
 ir wor th ow ay ai
 ch oy oi ou sh ee
 er oo ew iii aw ay
 ea ar ck ng ur ear
 ☆ ed ed or or wh wh oa
 oa
 ☆ me me and
 do do do
 and and me

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New phonograms JCSpell Teacher's Guide pp 89-90

In Lesson 18, phonogram 54 is presented. We will take a break from new phonograms for a time and focus on word application as we begin Think to Spell®.

In Lesson 19, Dictation of phonograms begins to change--

- Decrease the number dictated
- Dictate all randomly

Think to Spell® JCSpell Teacher's Guide pp 95-98

First column has track letters for students to use when they Think to Spell® (green star)

I-Work JCSpell Teacher's Guide pp 109-110

Students re-copy words making a middle column. Model this for a week or more as needed.

Students alphabetize new words (red star). Do this with whole group as you write on the board; see JCSpell-Write Lesson Planner 1:1, p 32. Then students can copy it into their notebooks. Eventually students will alphabetize their new words each day on their own.

Lessons 20-21

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Add c and g rules to Chart 1

JCSpell Teacher's Guide pp 182-83

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell*

Teacher's Guide pp 65-72

Cut phonograms to 15 per dictation; rotate so all 54 presented so far are covered @ week.

Dictation: words *JCSpell*

Teacher's Guide p 108

These words are from previous lesson(s).

Think to Spell® *JCSpell*

Teacher's Guide pp 95-98

First column has track letters for students to use when they Think to Spell® (green star).

I-Work *JCSpell Teacher's*

Guide pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (red star).

Page 20: Date []
 +15 ne k hg v ed ck ow ou
 ee ng or oy oo

Page 21: Date []
 +15 cp rd so er th ai oi ar
 oa ou ch wor

Page 20: +3 do me and

Page 21: +6 go and

Page 20: Track letters: go, at, on. Words: bat, cat, fat, hat, mat, pat, rat, sat, chat, that, flat.

Page 21: Track letters: a, is, -it. Words: bit, fit, hit, kit, lit, mit, pit, nit, sit, wit, flit.

Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In these 2 lessons, it is onset/rime work using a rime from the new words.

Track letters indicate the onset. Students use the track to write the letter(s) and give the sound. Then on the blank line, students write the rime sounding it out. They conclude by reading (blending sound) the word.

Single letter phonograms, multi-letter phonograms (ch, th), and blends (fl) are used as onsets.

Students partner read the words.

Lessons 22-23

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Dictation: phonograms *JCSpell*
Teacher's Guide pp 65-72

Dictation: words *JCSpell*
Teacher's Guide p 108

These words are from previous 3 / 4 lesson(s).

Think to Spell® *JCSpell*
Teacher's Guide pp 95-98

First column has track letters for students to use when they Think to Spell® (**green star**).

I-Work *JCSpell Teacher's Guide* pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

Lesson 22

22 Date

+15 ajm utw ir sh ew ui
ea ed oo ng ck

+9 do is
go and
it a
on at
me see

she she can
can can see
see see she

-an
ban fan man pan
ran tan van than

Lesson 23

23

+15 yfz l bxi ur ear ch wh
ay aw au qu

+12 is at she
can it and
do on
me go
a see

run run in
the the run
in in the

-in
bin din fin pin
tin win grin

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Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In these 2 lessons it is onset/rime work using a rime from the new words.

Track letters indicate the onset. Students use the track to write the letter(s) and give the sound. Then on the blank line, students write the rime sounding it out. They conclude by reading (blending sound) the word.

Single letter phonograms, multi-letter phonograms (th), and blends (gr) are used as onsets.

Students partner read the words.

Lessons 24-25

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Dictation: phonograms JCSpell
Teacher's Guide pp 65-72

Dictation: words JCSpell
Teacher's Guide p 108

These words are from
previous 4 lesson(s).

Think to Spell® JCSpell
Teacher's Guide pp 95-98

First column has track
letters for students to use
when they Think to
Spell® (**green star**).

I-Work JCSpell Teacher's
Guide pp 109-110

Students re-copy words
making a middle column.
Students alphabetize new
words (**red star**).

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Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In Lesson 24, students practice the two sounds of **ow** with onset/rime work, doing the work as in the previous four lessons. The blends used are fl, gr, gl, thr.

In Lesson 25, students work with the cvc (consonant-vowel-consonant) syllable pattern. Take note of the patterning of words that is used. Students can read a row and the medial sound remains the same. Students can read a column and the medial sound changes. A good vowel discrimination practice. I like having students use a different color for the vowels to emphasize the pattern visually.

Students partner read the words.

Lessons 26-27

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Begin Anchor Lesson for Silent Final e's

JCSpell Teacher's Guide pp 184-87

www.aliceline.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell*

Teacher's Guide pp 65-72

Dictation: words *JCSpell*

Teacher's Guide p 108

These words are from previous 4 lesson(s).

Think to Spell® *JCSpell*

Teacher's Guide pp 95-98

Track letters are no longer used in Think to Spell® (**green star**).

I-Work *JCSpell Teacher's Guide* pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

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Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In these 2 lessons it is onset/rime work using a rime from the new words.

Track letters indicate the onset. Students use the track to write the letter(s) and give the sound. Then on the blank line, students write the rime sounding it out. They conclude by reading (blending sound) the word. Blends used are fl, dr, st.

In Lesson 26 a few onsets are written with a capital letter. As students track the capital letter, ask why they think it is a capital. Ask them what kind of special word it must be. Reinforce capitalization of names. Also show that we sound out names much the way we do any other word.

Students can add more words on the blank lines. See *JCSpell-Write Lesson Planner Book 1?1*, p 53 for more words.

Students partner read the words.

Lessons 28-29

Continue Anchor Lesson for Silent Final e's

JCSpell Teacher's Guide pp 184-87

www.alicenine.net Course: JCSpell Charts, Grade 1

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Dictation: phonograms JCSpell

Teacher's Guide pp 65-72

Dictation: words JCSpell

Teacher's Guide p 108

These words are from previous 4 lesson(s).

Think to Spell® JCSpell

Teacher's Guide pp 95-98

I-Work JCSpell Teacher's Guide pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

28 Date
+15 v k n g h e oo or ow
oy ou ed ck ng ee

+12 so no now
tan ten tin
bed man
ton top
you he
will will an
we we we
an an will

☆ -ill
bill dill fill hill
kill mill pill chill

29 Date
+15 o p c r s d wor ar oi
th ai er oa ou ch

+12 man fan ten
tin bed an
he top
ton you
will we
my my last
up up my
last last up

☆ -ast
cast fast past
vast blast

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Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In these 2 lessons it is onset/rime work using a rime from the new words.

Students can add more words on the blank line. See *JCSpell-Write Lesson Planner Book 1:1*, p 53 for more words.

Students partner read the words.

Lessons 30-31

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Complete Anchor Lesson for Silent Final e's

JCSpell Teacher's Guide pp 184-87

Begin adding Words with Vowels on Chart 1

JCSpell Teacher's Guide pp 188-89

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell Teacher's Guide* pp 65-72

Dictation: words *JCSpell Teacher's Guide* p 108

These words are from previous 4 lesson(s).

Think to Spell® *JCSpell Teacher's Guide* pp 95-98

I-Work *JCSpell Teacher's Guide* pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In Lesson 30, it is onset/rime work using a rime from the new words. Students can add more words on blank line: shot, blot, spot, knot, snot, slot, trot, clot, plot.

In Lesson 31, students practice two sounds of oo as the medial sound.

Students partner read the words.

Lessons 32-33

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Continue adding Words with Vowels on Chart 1

JCSpell Teacher's Guide pp 188-89

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell*

Teacher's Guide pp 65-72

Dictation: words *JCSpell*

Teacher's Guide p 108

These words are from previous 4 lesson(s).

Think to Spell® *JCSpell*

Teacher's Guide pp 95-98

I-Work *JCSpell Teacher's*

Guide pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

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Word Talk

_____ that can be introduced during Word Talk.

In Lesson 32, it is onset/rime work using a rime from the new words. With each word review and apply the rule: "i and o may say i and o when followed by two consonants." Talk about rhyming patterns that are spelled differently; see *JCSpell-Write Lesson Planner Book 1:1*, p 63 for some that match *-old*.

In Lesson 33, students practice the first and third sound of u and the unusual doubling of t in two words. Remember, it is usual to double l, f, s after a single vowel at the end of a one-syllable word. On rare occasions we see other consonants doubled.

Students partner read the words.

Lessons 34-35

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Complete Words with Vowels on Chart 1

JCSpell Teacher's Guide pp 188-89

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell Teacher's Guide* pp 65-72

Dictation: words *JCSpell Teacher's Guide* p 108

These words are from previous 4 lesson(s).

Think to Spell® *JCSpell Teacher's Guide* pp 95-98

I-Work *JCSpell Teacher's Guide* pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

34 Date
 +15 zg xk rm ow au oo
 oa ir ea ay or th
 +12 not red little
 old of ago
 bad be
 good but
 us am
 ☆ this this all
 all all this
 your your your
 ☆ -all
 ball call fall hall
 mall fall wall
 stall

35 Date
 +15 ob id hl u oy ai ou
 or qu wh sh aw
 +12 good bad old
 little ago red
 of be
 all your
 this but
 ☆ out out may
 time time out
 may may time
 ☆ -vce
 make came late
 bike lime quite
 poke home note
 puke fume cute

Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In Lesson 34, it is onset/rime work using a rime from the new words. Students can add more words; see *JCSpell Lesson Planner Book 1:1*, p 63 for a list of these words.

In Lesson 35, students practice Job 1 of Silent Final e. Notice the pattern of words: Same vowel sound across the rows, different vowel sounds in columns but final consonant sound is the same.

Students partner read the words.

Lessons 36-37

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Begin Chart 1: A Single Vowel Says Its Name

JCSpell Teacher's Guide pp 191-93

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell Teacher's Guide* pp 65-72

Dictation: words *JCSpell Teacher's Guide* p 108

These words are from previous 4 lesson(s).

Think to Spell® *JCSpell Teacher's Guide* pp 95-98

I-Work *JCSpell Teacher's Guide* pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

<p>36 Date</p> <p>+15 cpsord oo ow oy ck ed ou ng or ee</p> <p>12 ago old red be of but this your all out time may</p> <p>in^o into him him him into to^o day today today</p> <p>☆ -oy</p> <p>hay ray say way clay play gray pray tray stay stray</p>	<p>37 Date</p> <p>+15 vkhneg th oi ar oa er ai wor ch ou</p> <p>12 of be but into today time him may your out all this</p> <p>look look did like like like did did look</p> <p>☆ -yce</p> <p>brave flake brake glide drive strike drove broke stroke flute fluke brute</p>
---	--

Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In Lesson 36, it is onset/rime work using a rime from the new words. Students can add more words; see *JCSpell-Write Lesson Planner Book 1:1*, p 103 for a list with the word *day*.

In Lesson 37, students practice Job 1 of Silent Final e. Notice the pattern of words: Same vowel sound across the rows, different vowel sounds in columns.

Students partner read the words.

Lessons 38-39

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Begin Chart 1: A Single Vowel Says Its Name

JCSpell Teacher's Guide pp 191-93

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms JCSpell

Teacher's Guide pp 65-72

Dictation: words JCSpell

Teacher's Guide p 108

These words are from previous 4 lesson(s).

Think to Spell® JCSpell

Teacher's Guide pp 95-98

I-Work JCSpell Teacher's Guide pp 109-110

Students re-copy words making a middle column.
Students alphabetize new words (**red star**).

38 Date
+15 iw buzj ur qu aw
wh ay ch ear sh ed

+12 this all your
today into may
look like
did time
out him
six six book
boy boy boy
book book six

☆ six boy book
mix toy look
fix soy took
nix Troy croak

39 Date
+15 am tyfli ir ck au
ew oo ng ui ea

+12 out time may
into him look
today like
six did
boy book
by by had
have have have
had had by

☆ -ve₂
give live move
prove mauve
dove

Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In Lesson 38, it is onset/rime and medial vowel work based on the three new words. Notice the proper noun.

In Lesson 39, students practice Job 2 of Silent Final e: English words do not end with the letter v. Here are more words that are strictly Job 2 words: love, have, curve, carve, nerve, serve, valve, above. (Sometimes the e does two jobs: 1 and 2, e.g., gave, hive, strove. Remember, when it does, we mark/code it by the first job it does.)

Students partner read the words.

Lessons 40-41

Phonogram Flash Cards

JCSpell Teacher's Guide p 73

Prepare **Chart 2** for adding words(*over*); make it five columns

JCSpell Teacher's Guide pp 195

www.alicenine.net Course: JCSpell Charts, Grade 1

Dictation: phonograms *JCSpell*

Teacher's Guide pp 65-72

Dictation: words *JCSpell*

Teacher's Guide p 108

These words are from previous 4 lesson(s).

Think to Spell® *JCSpell*

Teacher's Guide pp 95-98

I-Work *JCSpell Teacher's Guide* pp 109-110

Students re-copy words making a middle column. Students alphabetize new words (**red star**).

Word Talk

The **brown star** is an activity that can be introduced during Word Talk.

In Lesson 40, the phonogram ar is used in final and medial positions. Noticing these words can help students remember to use ar for the sound /r/, not just the letter r. Can you think of more words: jar, bar, star, scar, arm, ark, part, yard, yarn, dart, harp, hard, barn, card, lark.

In Lesson 41, students practice Job 1 of Silent Final e. And they see how the letter e affects the sound of c, but not the sound of letter k.

This rule should already be on Chart 1 (Lesson *JCSpell Teacher's Guide*, p 182-82). Bracket the pairs. Read these words in pairs, Use color to attention to the c and k.

Students partner read the words.

Lessons 42+ in a composition notebook

1. Phonogram Flash Cards (oral)

Tested Words

This is optional in second half of first grade, and it is done on a separate piece of paper.

2. Dictation

Phonograms:
Continue with at least 15 each day; students self-check work

Words:
From previous 5 lessons, work is teacher-checked

A sentence:
An activity to address grammar, editing, and revision. Hence, I call it **Tactical Sentence Instruction**.

MODEL of Grade 1 student work for Lesson 42

	Day, Month xx, 20xx	
+14	ez cor ow sh wh er ow ou <u>ew</u> aw ck ear ai	street street say say come ₅ come
+13	boy did must look make like school by six are have mace mace had over book book	book book book mace mace mace come say street
	This space is used for Sentence Dictation which begins in Lesson 50, see <i>JCSpell-Write Lesson Planner Book 1:1</i> , pp 90, 95.	1. I can cross the street. 2. Can you say my name? 3. Will you come to my house?

3. Think to Spell®

Analyze the three new words, applying rules and using phonogram/ rule markings/code.

4. Word Talk (oral)

Discuss words--their meanings, connections to other words, classification as parts of speech--and use them in oral sentences.

5. I-Work

1. Recopy words in second column
2. Practice any words misspelled in word dictation
3. Alphabetize new words
4. Create/write sentences using new words. This is an important bridge activity that takes each word that we isolated for spelling practice back into context with attention to the meaning and usage. Students practice writing skills and apply knowledge of grammar.

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