

Teacher's Edition

Can Spell

with Alice Nine

a

b

c

x

y

z

# Student Book K-A for Alice Nine's *Johnny Can Spell* Lesson Planner Book K

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

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x

y

z

## KEY FEATURES of Notebook

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

**Blue lines** are spaced without a blank area (descender space) to support easy transition to regular notebook paper

**Broken mid-line** supports letter proportions

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

**Clock face** in margin to support letter formation  
About clock face: *JCSpell Teacher's Guide*  
pp 37-42

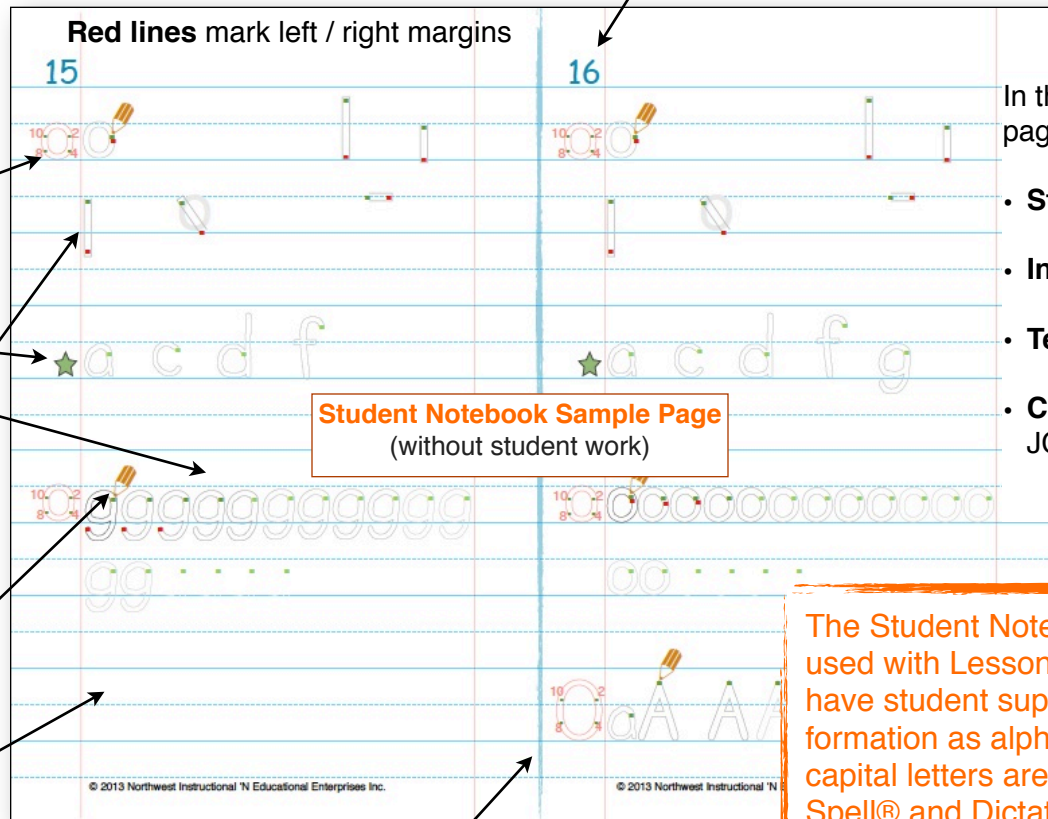
**Colored stars** mark places for various work activity.

**Track letter strokes / letters** with green and red start/stop points, gradually fade until student (S) is writing the letter without visual support.

**Pencil** directs students (Ss) to starting point for practice with each new phonogram

**Blank lines** to practice letter formation "without helps"

**Lesson number:** Blue number corresponds to lesson in *JCS-W Lesson Planner Book K*



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 1-60. Lessons 1-41 have student support for correct letter formation as alphabet phonograms and capital letters are introduced. Think to Spell® and Dictation of Words are also begun with special support. With Lesson 42, **flip the notebook** and use the "journal pages" as shown in this Teacher's Edition for Lessons 42 & 61.

## Back side of notebook pages

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

### Features:

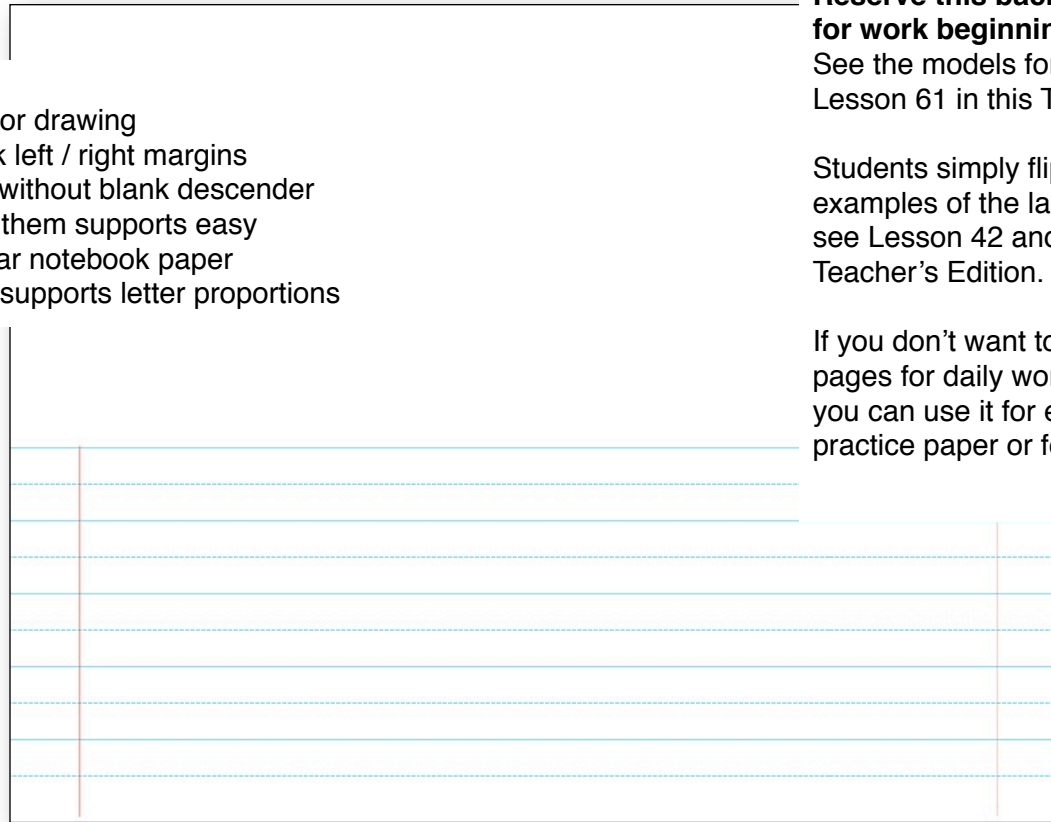
- Wide top margin for drawing
- **Red lines** to mark left / right margins
- Ruled **blue lines** without blank descender space separating them supports easy transition to regular notebook paper
- **Broken mid-line** supports letter proportions

**Reserve this back side of each page for work beginning with Lesson 42.**

See the models for Lesson 42 and Lesson 61 in this Teacher's Edition.

Students simply flip the notebook. For examples of the layout of student work, see Lesson 42 and Lesson 56 in this Teacher's Edition.

If you don't want to use the journal pages for daily work for Lessons 42-60, you can use it for extra handwriting practice paper or for journal entries.



## Lessons 1-2

**Introduce** names and purpose of margins, red margin lines, and blue writing lines.

Students (Ss) track the lines with their fingers as teacher (T) names them and explains them.

Read *JCSpell Teacher's Guide* pp 32-37; includes an instructional dialogue.

Use the word **Hello** to illustrate the jobs of the various lines and how the letters are positioned on them.

Remember to circle the best one!

**Lesson number**

1

2

Hello!

10 10 10 10 10 10  
8 8 8 8 8 8

10 10 10 10 10 10  
8 8 8 8 8 8

10 10 10  
8 8 8

10 10 10  
8 8 8

10 10 10  
8 8 8

10 10 10  
8 8 8

10 10 10  
8 8 8

10 10 10  
8 8 8

10 10 10  
8 8 8

**Review** everything about the writing lines--names, purpose

**Introduce** clock face

For additional information, see *JCSpell Teacher's Guide* pp 37-41; *JCSpell-Write Lesson Planner Book K* p 110

The **clock face** will be used as a backdrop for many of the letters.

See margin notes in Lesson 3 (next page) for script for making circle stroke using clock face.

## Lessons 3-4

**Review** names and purposes of margins and lines, *JCSpell Teacher's Guide* pp 32-37

**Review** clock face, *JCSpell Teacher's Guide* pp 37-41

**Introduce** letter strokes, *JCSpell Teacher's Guide* pp 46-49

*a lesson ≠ a day*

All of this is not accomplished in one sitting.

### circle stroke

"Start at 2 on the clock, curve touching mid-line to 10 on the clock, curve to 8, curve touching baseline to 4, curve to 2. Pick up the pencil."

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

### tall stroke

"Start tall, just below the top line. Pull a straight line to the base line. Pick up the pencil."

### short stroke

"Start at the mid-line. Pull a straight line to the base line. Pick up the pencil."

### descending stroke

"Start at the mid-line. Pull a straight line through the base line. Stop above the next mid-line. Pick up the pencil."

**Remember to circle the best one!**

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### Teaching the letter strokes

**T:** Models formation telling the pathway.

**Ss:** Blab formation while writing.  
**Ss:** Make the stroke in the "track" using the green/red start/stop points, blabbing formation. Repeat as many times as needed. (*multisensory*)

Notice that Ss track it; Ss trace it; Ss make it with only the start/stop points; Ss make it with just the green start point, and finally Ss make it without any "helps." (*developing motor memory*)

**Ss:** Choose their best one as they discuss criteria and circle it in color. (*evaluation, celebration*)

**Use gross motor introduce and practice** (e.g., air writing, wall writing, walking out the letters) prior to the fine motor with pencil & paper in this notebook. See *JCSpell-Write Lesson Planner Book K* pp 111-16.

## Lessons 5-6

**Review** names and purposes of margins and lines, *JCSpell Teacher's Guide* pp 32-37

**Review** clock face, *JCSpell Teacher's Guide* pp 37-41

**Review** letter strokes, *JCSpell Teacher's Guide* pp 46-49

When students can form the six letter strokes, forming the actual letters becomes much easier.

circle stroke

tall stroke

short stroke

descending stroke

**Introduce** more strokes

slanted stroke  
"Start at mid line above 10 on the clock, pull a slanted line to the baseline beneath 4 on the clock."

cross stroke  
"On the mid-line, make a short line in the direction we read and write."

5

6

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**Review & practice** formation of letter strokes. (*guided practice*)

As Ss make each letter stroke, they should be blab formation with T. See *JCSpell Teacher's Guide*, "Blab Aloud" p 31.

"Blab" means everyone responding aloud together, a relaxed mixture of popcorn response and choral response.

Tracks and green/red dots help Ss pattern their initial strokes correctly.

Repeat as many times as needed. (*multisensory*)

Ss 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 45-49

## Lessons 7-10

**Review** names and purposes of margins and lines, *JCSpell Teacher's Guide* pp 32-37

**Review** clock face, *JCSpell Teacher's Guide* pp 37-41

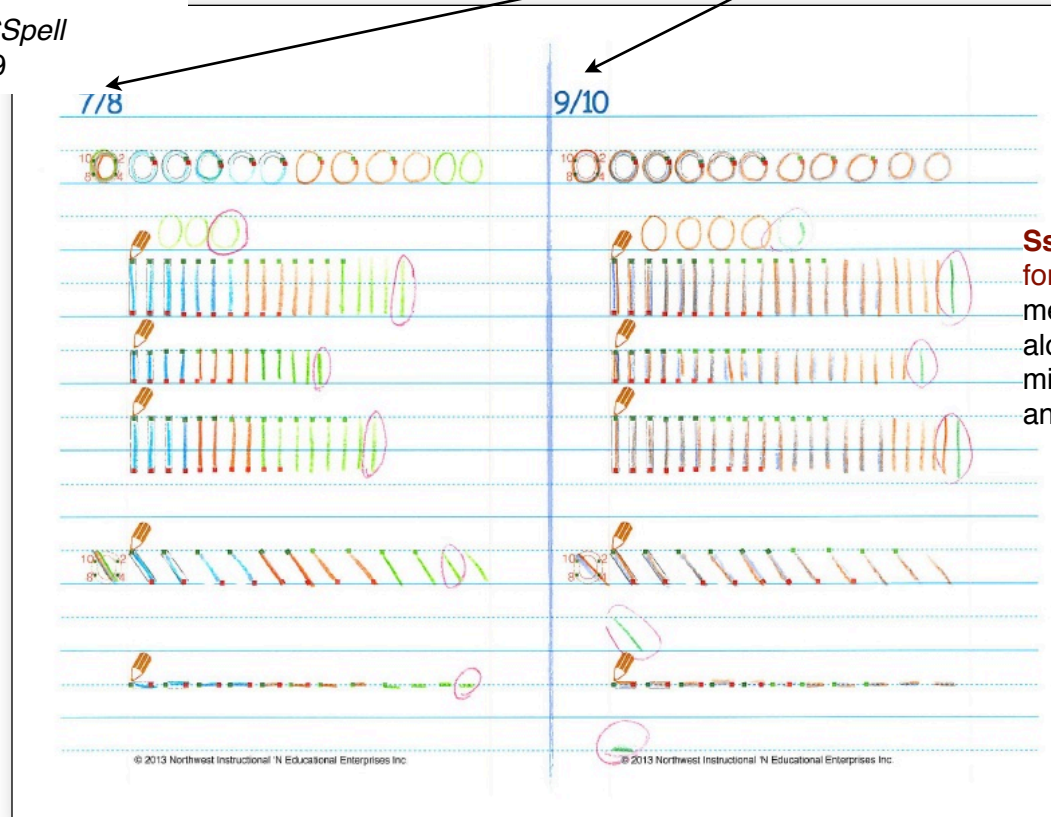
**Review** letter strokes, *JCSpell Teacher's Guide* pp 46-49

Practice should be **very guided**, as if it were synchronized with **choral blabbing** as strokes are formed. This same process will be used to practice letter formation.

Using **color** adds a bit of spark to routine of drill and the finished product of repetitious work.

In this example, student changed color each practice session. Color can be student choice or teacher directed.  
(*practice color recognition*)

**Think and require quality vs. quantity in practice work.** These pages will be used for multiple lessons.



**Ss** blab formation as they form letter strokes. "Blab" means everyone responding aloud together, a relaxed mixture of popcorn response and choral response.

**Remember to circle the best one!**



## Lessons 11-12

**Review and practice** formation of letter strokes (*guided practice*), *JCSpell Teacher's Guide* pp 46-47

Remember, there are videos for letter formation on [www.phonogrampage.com](http://www.phonogrampage.com)

**New phonogram** *JCSpell Teacher's Guide*, pp 63-65

Use clock face in margin to support formation of letter.

**T:** Introduces phonogram and models it on a clock face.

**Ss:** Form it on the clock face in margin.

**Ss:** Blab formation as they "track" the letter to form it with their pencil, then they say sound(s). (*multisensory*)

Repeat as many times as needed using the "fading helps." (*guided practice*)

**Ss:** Choose their best one as they discuss criteria and circle it in color. (*evaluation, celebration*)

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### Phonogram Flash Cards

*JCSpell Teacher's Guide* p 73

### Modified Phonogram Dictation

a **green star** marks this work

Even though there is only one phonogram in Lesson 12, teach procedures.

HOW-TO

**T:** Says phonogram sound(s) and says, "Find it."

**Ss:** Point to phonogram in notebook.

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

**T:** Says, "Track it." (monitor and support Ss blabbing formation).

**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. This can be in colored pencil or regular pencil (*don't let pencil switching take up instructional time*).

This modified dictation strengthens the guided practice by strongly supporting correct letter formation and sound-letter matching.

Remember to circle the best one!

*JCSpell Teacher's Guide* pp 65-72

## Lessons 13-14

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

**Review and practice** formation of letter strokes (*guided practice*), JCSpell Teacher's Guide pp 46-47

Remember, there are videos for letter formation on [www.phonogrampage.com](http://www.phonogrampage.com)

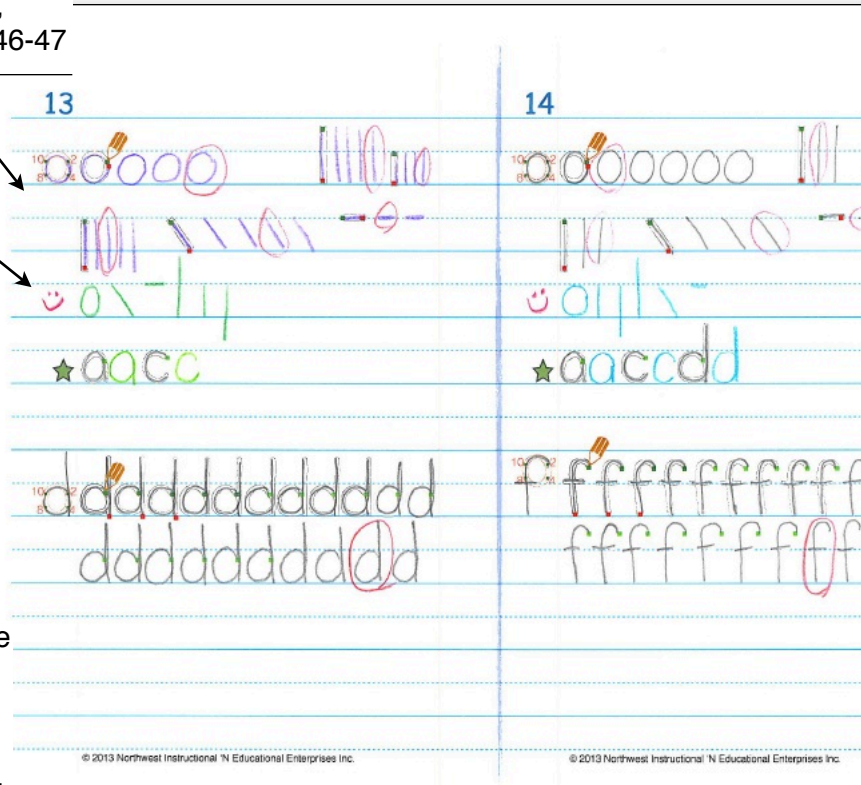
**Smiley face** is made by teacher beside "dictated" letter strokes

**Dictation: phonograms**

**Modified.** A **green star** marks this work.

**New phonogram** JCSpell Teacher's Guide pp 63-65

**Using color** Notice that some of the work is written in color. 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.



### Modified Phonogram Dictation

a **green star** marks this work "HOW-TO"

- T:** Randomly says phonogram(s), 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. This can be in colored pencil or regular pencil (*don't let pencil switching take up instructional time*).

This modified dictation strengthens the guided practice by strongly supporting correct letter formation and sound-letter matching.

JCSpell Teacher's Guide pp 65-72

## Lessons 15-16

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

**Review and practice** formation of letter strokes (*guided practice*), JCSpell Teacher's Guide pp 46-47

Remember, there are videos for letter formation on [www.phonogrampage.com](http://www.phonogrampage.com)

**Smiley face** is made by teacher beside "dictated" letter strokes

### Dictation: phonograms

**Modified.** A green star marks this work. For how-to details, see Lessons 13-14.

**New phonogram** JCSpell Teacher's Guide pp 63-65

15

16

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### Capital letters

A large clock face in the margin serves as backdrop to introduce formation of capital letter.

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*).

After forming the capital in the margin on the clock face, review/make the lower case.

**Blab means** everyone is responding aloud together, a relaxed mixture of popcorn response and choral response.

**Remember to circle the best one!**

At the brown pencil point, form A. Be sure to blab the pathway. Discuss differences/similarities, especially space on lines that each letter occupies.

## Lessons 17-18

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

**Review and practice** formation of letter strokes (*guided practice*), JCSpell Teacher's Guide pp 46-47

Remember, there are videos for letter formation on [www.phonogrampage.com](http://www.phonogrampage.com)

Lines for letter stroke practice ends in Lesson 18.

**Smiley face** is made by teacher beside dictated letter strokes

**Dictation: phonograms**

**Modified.** A **green star** marks this work. For how-to details, see Lessons 13-14.

Notice that the rewrite of "o" occurs on the next line, not beside the track letter.

**New phonogram** JCSpell Teacher's Guide pp 63-65

The handwriting practice sheet is divided into two columns, Lesson 17 and Lesson 18. Each column has four rows of practice. Row 1: Letter formation practice with stroke order numbers and arrows. Lesson 17 shows 'a', 'o', 'c', 'd', 'f', 'g', 'o'. Lesson 18 shows 's', 's', 'q', 'u', 'q', 'u'. Row 2: A smiley face drawn next to the letters. Row 3: A green star next to the phonogram 'aac', 'cdf', 'fgo' in Lesson 17, and 'ss', 'qu', 'qu', 'qu' in Lesson 18. Row 4: A second row of the phonogram practice, with some letters circled in Lesson 18.

**Phonogram dictation** is the practice of phonics, handwriting, letter recognition, and alphabetical order. **Do it well!**

**Clock face spacers** are "holding" the space before and after multi-letter phonograms. This is the spacing that Ss will use between words when they write. (The spacers don't show up on this miniaturized sample page; check in a Student Notebook.)

**Capital letters**

Continue working with capital letter formation. See the margin in Lessons 15-16 for more information.

**Remember to circle the best one!**

## Lessons 19-20

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

### Dictation: phonograms

**Modified.** A green star marks this work.

For how-to details, see Lessons 13-14.

Remember to dictate the phonograms in random order. The phonograms are presented here in alphabetical order to facilitate finding them and support Ss learning the alphabetical order.

**New phonogram** JCSpell Teacher's Guide pp 63-65

Return to these pages as needed for additional letter practice.

If more practice is needed for the capital formation, practice on the lines above.

## Begin Phonogram Wall for the alphabet phonograms

Anchor Lesson: Consonants and Vowels

JCSpell-Write Lesson Planner Book K pp 22, 27, 37;

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

[www.alicenine.net](http://www.alicenine.net) Course: JCSpell Charts, Kindergarten

**Clock face spacers** are "holding" the space before and after qu, a multi-letter phonogram.

Letter e starts at 8 on the clock in this model. It is easier to use the four clock points that Ss know. This form is as acceptable as the one made from "9 to 3" on the clock face.

### Capital letters

**Color** helps contrast the lower case and the capitals.

See the margin in Lessons 15-16 for more information about capital letter practice.

**Remember to circle the best one!**

## Lessons 21-22

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

### Continue Phonogram Wall for the alphabet phonograms

Anchor Lesson: Consonants and Vowels

JCSpell-Write Lesson Planner Book K pp 22, 27, 37;

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

[www.alicenine.net](http://www.alicenine.net) Course: JCSpell Charts, Kindergarten

### Dictation: phonograms

**Modified.** A green star marks this work. For how-to details, see Lessons 13-14.

Remember to dictate the phonograms in random order. The phonograms are presented here in alphabetical order to facilitate finding them and support Ss learning the alphabetical order.

**New phonogram** JCSpell Teacher's Guide pp 63-65

21

★ aabbccoddeeff

ggoo qu qu

ss

22

★ aabbccoddeeff

ggghoo qu qu

ss

Return to these pages for additional letter practice as needed.

**Capital letters**

If more practice is needed for the capital formation, practice on the lines above.

Remember to circle the best one!

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### Lessons 23-24

**Phonogram Flash Cards**  
*JCSpell Teacher's Guide p 73*

### Dictation: phonograms

**Modified.** A **green star** marks this work. For how-to details, see Lessons 13-14. Remember to dictate the phonograms in random order. The phonograms are presented here in alphabetical order to facilitate finding them and support Ss learning the alphabetical order.

**New phonogram** *JCSpell Teacher's Guide pp 63-65*

**Continue Phonogram Wall  
for the alphabet phonograms**  
Anchor Lesson: Consonants and Vowels  
*JCSpell-Write Lesson Planner Book K pp 22, 27, 37;*  
*JCSpell Teacher's Guide pp 80-82, 179-81*  
[www.alicenine.net](http://www.alicenine.net) Course: JCSpell Charts, Kindergarten

### Capital letters

If more practice is needed for the capital formation, practice on the lines above.

**Remember to circle  
the best one!**

## Lessons 25-26

Remember to circle the best one!

Phonogram Flash Cards  
JCSpell Teacher's Guide p 73

Continue Phonogram Wall  
for the alphabet phonograms  
Anchor Lesson: Consonants  
and Vowels

Dictation: phonograms

Modified. A green star marks this work. For how-to details, see Lessons 13-14.

New phonogram JCSpell  
Teacher's Guide pp 63-65

Two clock faces overlap for the formation of the letter m.

Capital letters

If more practice is needed for the capital formation, practice on the lines above.

Remember, there are videos for letter formation on [www.phonogrampage.com](http://www.phonogrampage.com)



## Lessons 27-28

### Phonogram Flash Cards

*JCSpell Teacher's Guide* p 73

#### Dictation: phonograms

**Modified.** A green star marks this work. For how-to details, see Lessons 13-14.

**New phonogram** *JCSpell Teacher's Guide* pp 63-65

27

★ aabbcdddeeff  
gghhiijjkkllmm  
oo qu qu ss  
DIL LLLLLLO

28

★ aabbcdddeeff  
gghhiijjkkllmm  
nnoo qu qu s  
Mm MMMM

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**Continue Phonogram Wall** for the alphabet phonograms  
Anchor Lesson: Consonants and Vowels

Notice that the rewrite of the letter s is on the next line.

#### Capital letters

If more practice is needed for the capital formation, practice on the lines.

**Remember to circle the best one!**

## Lessons 29-30

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

**Continue Phonogram Wall**  
for the alphabet phonograms  
Anchor Lesson: Consonants  
and Vowels

### Dictation: phonograms

**Modified.** A green star marks this work.  
For how-to details, see  
Lessons 13-14.

**New phonogram** JCSpell  
Teacher's Guide pp 63-65

The image shows two pages of handwriting practice, labeled 29 and 30. Each page has four rows of handwriting lines. Row 1: A green star is next to the phonogram 'aabbccddeeff'. Row 2: 'gghhiijjkkllmm'. Row 3: 'nnoopp qu qu'. Row 4: 'ss'. Row 5: A series of 'r' phonograms, with a pencil icon above the first one and a red circle around the last one. Row 6: A series of 't' phonograms, with a pencil icon above the first one and a blue circle around the last one. Row 7: A series of 'N' phonograms, with a pencil icon above the first one and a red circle around the last one. Row 8: A series of 'O' phonograms, with a pencil icon above the first one and a blue circle around the last one. At the bottom of each page, there is a small copyright notice: '© 2013 Northwest Instructional 'N' Educational Enterprises Inc.'

**Capital letters**

**Remember to circle  
the best one!**

**Lessons 31-32**

**Phonogram Flash Cards**

*JCSpell Teacher's Guide p 73*

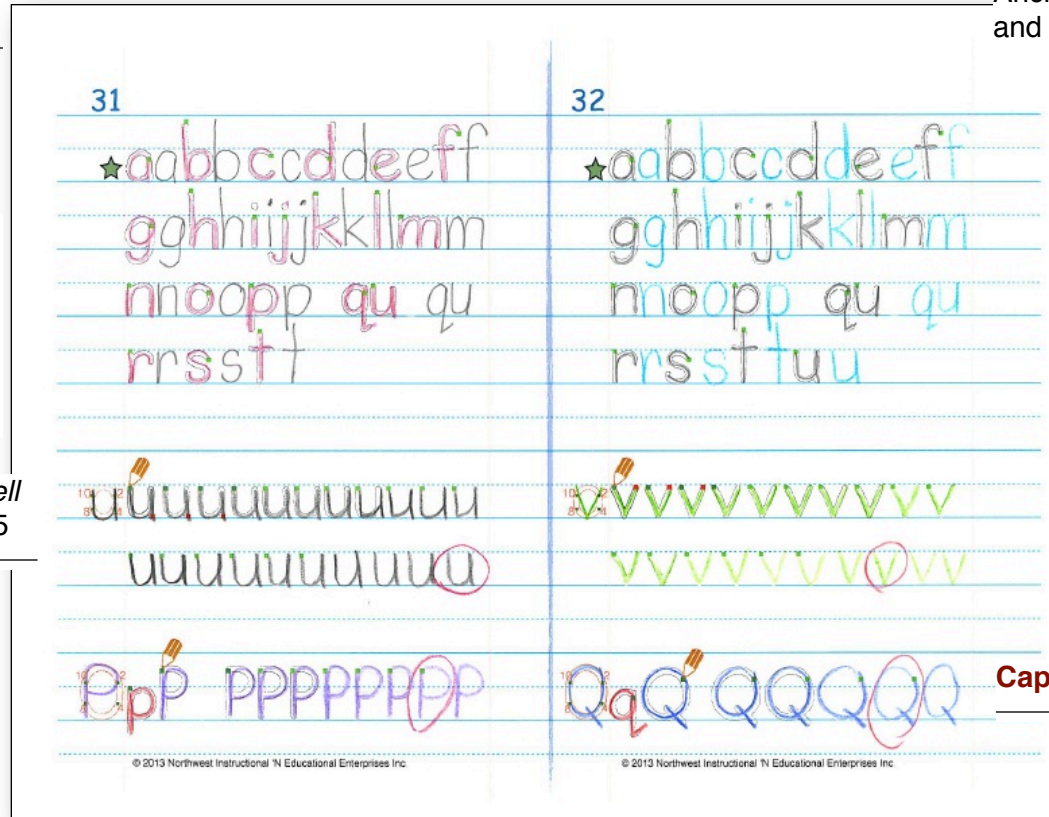
**Dictation: phonograms**

**Modified.** A **green star** marks this work. For how-to details, see Lessons 13-14.

**Phonogram dictation** is the practice of phonics, handwriting, letter recognition, and alphabetical order. **Do it well!**

**New phonogram** *JCSpell Teacher's Guide pp 63-65*

**Continue Phonogram Wall** for the alphabet phonograms  
Anchor Lesson: Consonants and Vowels



**Capital letters**

**Remember to circle the best one!**

## Lessons 33-34

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

**Continue Phonogram Wall**  
for the alphabet phonograms  
Anchor Lesson: Consonants  
and Vowels

#### Dictation: phonograms

**Modified.** A green star marks this work.  
For how-to details, see  
Lessons 13-14.

**New phonogram** JCSpell  
Teacher's Guide pp 63-65

Notice two overlapping clock  
faces for the formation of w.

33

★ aabbccddeeff  
gghhiijjkkllmm  
nnoopp qu qu  
rrssttuuvv

34

★ aabbccddeeff  
gghhiijjkkllmm  
nnoopp qu qu  
rrssttuuvvw

W

W

R

S

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The recopy of the  
letter w is made on  
the next line.

**Capital letters**

**Remember to circle  
the best one!**

## Lessons 35-36

### Phonogram Flash Cards

*JCSpell Teacher's Guide* p 73

### Dictation: phonograms

*JCSpell Teacher's Guide* pp 65-72

### Dictation: phonograms

**Modified.** A green star marks this work. For how-to details, see Lessons 13-14.

**New phonogram** *JCSpell Teacher's Guide* pp 63-65

35

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

36

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

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Capital letters

**Remember to circle the best one!**

## Lessons 37-38

### Phonogram Flash Cards

*JCSpell Teacher's Guide* p 73

### Dictation: phonograms

*JCSpell Teacher's Guide* pp 65-72

#### Changes in Lesson 38.

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

**Think to Spell®** *JCSpell Teacher's Guide* pp 95-98; *JCSpell-Write Lesson Planner Book K* p 167

Use track letters in first column for Think to Spell® (**red star**). As needed, mark phonograms in word. Rewrite word in second column: "the way we see it in a book, the way we write it in a sentence."

### Capital letters

**Remember to circle the best one!**

### Dictation: phonograms

*JCSpell Teacher's Guide* pp 65-72

#### HOW-TO

**T:** Says phonogram. **Ss:** Echo.

**Ss:** Write phonogram.

(If S does not remember it, S makes an underline)

**T:** Writes phonogram.

**Ss:** Make corrections --

• *Reversed?* Write correctly in color in same place

• *Wrong one?* Write correct one in same place

• *Made underline?* Write it on underline

**Dictation: words** *JCSpell Teacher's Guide* p 108; *JCSpell-Write Lesson Planner Book K* p 180

**Yellow star** marks location of this work. These words are from previous lesson(s).

A **smiley face** means it has been checked by teacher.

#### HOW-TO

**T:** Says word, uses it in a sentence

**Ss** w/T help: Sound out word.

**Ss:** Write word.

### Correction (proofing)

Two possibilities--

1. **T:** Checks student work

2. **T:** Writes word as **Ss + T** sound it again

**Ss:** Correct misspelling by striking through word and copying it correctly.

## Lessons 39-40

### Phonogram Flash Cards

JCSpell Teacher's Guide p 73

### Dictation: phonograms

JCSpell Teacher's Guide pp 65-72

(green star)  
It is cumulative.  
It is random.

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

**Yellow star** marks location  
of this work. These words  
are from previous lesson(s) ,

If misspelled, strike through  
it and rewrite in color beside  
the wrong one.  
Smiley face in margin is  
teacher's mark to indicate it  
was checked by teacher

**Think to Spell®** JCSpell  
Teacher's Guide pp 95-98;  
JCSpell-Write Lesson  
Planner Book K p 167

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

39

40

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

Ss re-copy word making a second  
column. Model this for several  
lessons as needed.

### Word Talk

The **blue star** is an activity that  
can be part of Word Talk. Then Ss  
can add to their notebooks as part  
of **I-Work**.

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

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.

Students partner read the words.

## Lesson 41

### 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

**Think to Spell®** JCSpell  
Teacher's Guide pp 95-98;  
JCSpell-Write Lesson  
Planner Book K p 167

**Word Talk**

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

41

★ spw c g f b z a l  
y e n k v h m q u

★ me do  
and go

★ at at

★ bat fat pat  
hat mat rat

sat

zzz zzzzzz

Practicing letter formation.

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

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

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**Flip the *Can Spell Student Notebook* to use the “journal pages” for Lessons 42-60. After Lesson 60, use a plain composition notebook or journal book.**

## Lesson 42

**Blue is the color of the day**, so Ss use blue to write, make corrections, practice of reversed letter, and highlight new word.

**Phonogram Flash Cards** (oral work)

### Dictation: phonograms

Procedures: Pencil & Paper #2; *JCSpell Lesson Planner Book K* p 177

### Dictation: words

Procedures: *JCSpell Lesson Planner Book K* p 180

Both dictations can be modified to give immediate feedback. After Ss write, T + Ss sound phonogram/ word again as T writes on board. Ss correct by striking error and rewriting correctly (g/j; an/and). Ss write words across line, not columns.

### New Phonogram Practice

### Think to Spell®

### Word Talk

 (oral work)

- Practice use of preposition *on* vs. *in*
- Work on oral sentences: complete thought/idea, declarative vs. interrogative

on the table / in the drawer  
on the sidewalk / in the street  
on the roof / in the house  
on the box / in the box

Ss date the page with a date stamp.

S strikes out error in color and writes correction as item is self-checked before next one is dictated.

Student draws a picture illustrating the p

S catches error and corrects it before correct one is shown; done in regular pencil.

Student draws a picture illustrating the phrase.

T initials or make smiley face to indicate T has monitored S's work.

### I-Work

- Follow-up to discussion of *on* vs. *in*. Ss divide drawing area, write each phrase, and illustrate.
- Practice handwriting of reverse letter: T writes copy in red, S practices in “color of the day”
- Ss copy sentence created with whole class. *OR* Write a modified version of the sentence. *OR* Create and write an original sentence.
- Underline the spelling word in color of the day.

### Scoring

- +8 means 10 phonograms dictated - 2 phonograms corrected in color = 8 phonograms without help
- +4 means 5 words dictated - 1 word corrected in color = 4 words without help

## Lesson 56

Purple is the *color of the day*, so Ss use purple to write, make corrections, practice of reversed letter, and highlight new word.

**Phonogram Flash Cards** (oral work)

### Dictation: phonograms

Procedures: Pencil & Paper #2; *JCSpell Lesson Planner Book K* p 177

### Dictation: words

Procedures: *JCSpell Lesson Planner Book K* p 180

Both dictations can be modified to give immediate feedback. After Ss write, T + Ss sound phonogram/word again as T writes on board. Ss correct by striking error and rewriting correctly. Ss write words across line, not columns.

### New Phonogram Practice

### Think to Spell®

### Word Talk

 (oral work)


- Discuss of meaning of tan & ton, context for use
- Work on oral sentences: complete thought/idea, declarative vs. interrogative

**Flip the *Can Spell Student Notebook*** to use the “journal pages” for Lessons 42-60. After Lesson 60, use a plain composition notebook or journal book for daily work.


Ss date the page with a date stamp.

Month xx, 20xx

Student draws something that could be the color tan (e.g., wooden object) and colors it accordingly.



Student draws something that would be measured by the unit ton (e.g., truck, elephant, airplane).



tan

ton


+10 ehnbkgj spv ew ew ew ew ew

+5 man now in no so

tan Tan is light brown.

ton A truck weighs a ton.

T initials or makes smiley face to indicate T has monitored S's



### I-Work

- Follow-up to discussion of *on* vs. *in*. Ss divide drawing area, write each word, and illustrate as directed.
- Ss copy sentences created with whole class. *OR* Write a modified version of the sentences. *OR* Create and write an original sentences.
- Underline spelling words in color of the day.

### Scoring

+10 means 10 phonograms dictated with no errors  
 +5 means 5 words dictated with no errors

# Northwest Instructional 'N Educational Enterprises, Inc.

(N.I.N.E. Enterprises, Inc.)

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