

Teacher's Edition

x
Handwriting with
b Phonograms y

a c Alice Nine z

LESSON 1

Ss write long form of date: *Day, Month xx, 20xx*

circle stroke: Start at 2 on the clock, curve to 10 touching dotted mid-line, curve to 8, curve to 4 touching baseline, curve to 2

tall stroke: Start just below the top line, pull a straight line down through the dotted mid-line to the base line

short stroke: Start at the dotted mid-line, pull a straight line down to the base line

descending stroke: Start at the dotted mid-line, pull a straight line down through the base line and stop just above the next dotted mid-line

slanted stroke: Start at the dotted mid-line just above 10 on the clock, pull a slanted line down toward the baseline directly under 4 on the clock

cross stroke: Along the dotted mid-line, make a short straight line the direction we read and write

When Ss finish practicing a stroke or letter, have them choose their best one and circle it.

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Key Features in Teacher Edition

Lesson number in upper left corner

These lessons align with lessons in *Lesson Planner* Book 2:1 and Book 3:1 and Review Lessons in *Word Analyses* Book 4 and Book 5

Notice the lesson numbers are in blue cubes in student edition

Image of student page in miniature

General teaching notes are in boxes with background color

Information specific to content in lesson is in white boxes, e.g. letter formation, phonics info, word lists;

Arrows connect these boxes to appropriate text on image of student page.

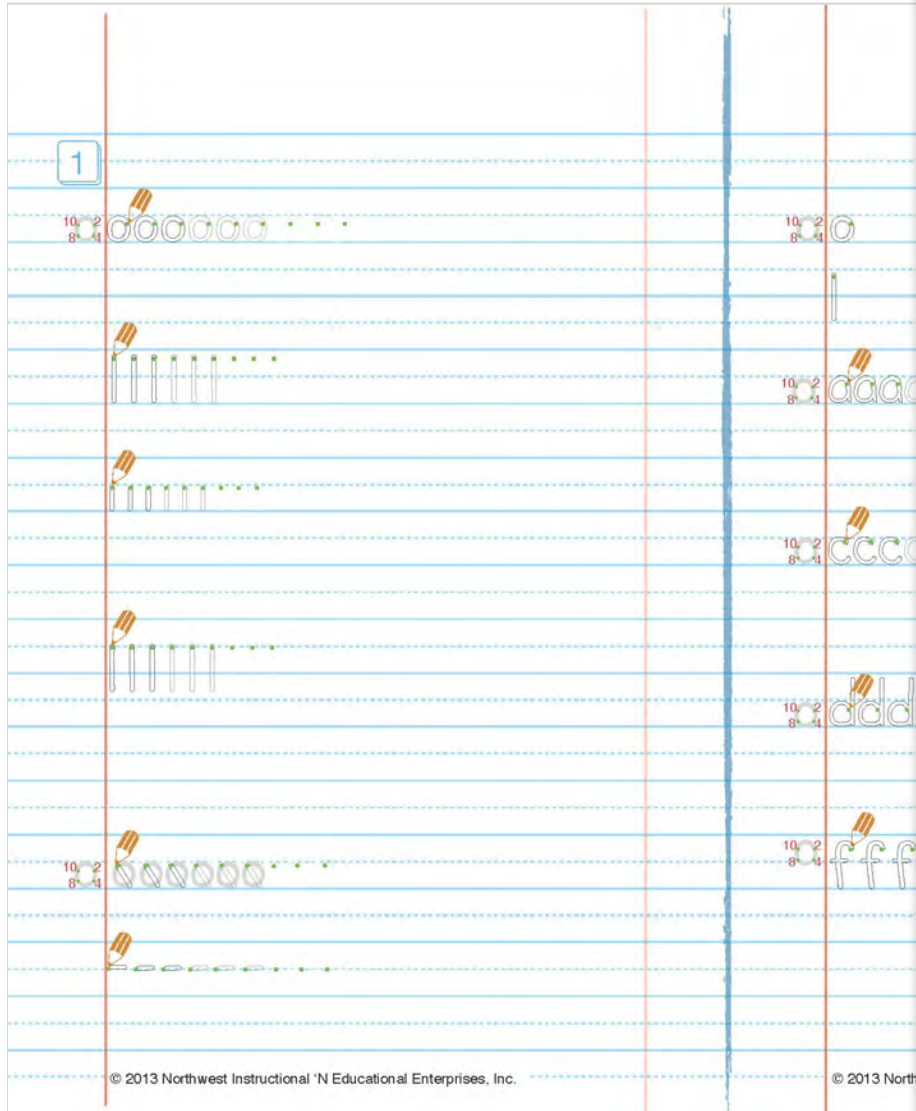
A few teacher notes cross reference *Johnny Can Spell (JCSpell) Teacher's Guide* by Alice Nine

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

Review (introduce) clock face. Use the clock face as a backdrop to support correct letter formation *JCSpell Teacher's Guide* pp. 37-41

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

Go to www.phonograpage.com for videos of letter formation and listen to sounds



KEY FEATURES In Student Edition

Blue wide-ruled lines with a broken mid-line

Red side margin lines

Lesson number in blue cube

Blank line by lesson number for the date

Top portion of page is a review of letter strokes or letters from previous lessons

Clock faces in margin serve as backdrops for letter formation.

Green start dots support correct starting points

Track letters serve as models; they fade gradually, leaving just green starting point which then disappears

Several lines for extended practice under each letter / phonogram.

Student Notebook has three types of pages.

Pages for the practice of letter formation with phonogram practice. These are identified by Lesson # in upper left corner. Lessons 1-25.

After the Lessons, there are twelve pages for handwriting practice through copy work using mentor sentences. These are numbered at the lower right corner as Practice Page #. Practice Pages #1 - 12

Practice Pages #13-20 are simply lined paper to be used at teacher discretion.

LESSONS 6-7

Go to www.phonogrampage.com for videos of letter formation and listen to sounds

Ss write long form of date: *Day, Month xx, 20xx*

6

7

Practice letters from previous lesson(s)

Practice letters from previous lesson(s)

u: Start at the mid-line, pull down to 8, curve to 4 touching the baseline, push up to dotted mid-line, pull back down to baseline

y: Start at the mid-line, pull down to 8, curve to 4 touching baseline push up to dotted mid-line, pull back down through the baseline to 4 on the lower clock face, curve to 8 on lower clock face

v: Start at dotted mid-line above 10, pull a slanted line to 6 on the baseline, push a slanted line back up to mid-line above 2

w: (use two overlapping clock faces) Start at dotted mid-line, pull a slanted line to 6 touching the baseline, push a slanted line back up to mid-line above 2 — which is now above 10 on the second clock face, pull a slanted line to 6 on second clock touching the baseline, push a slanted line back up to mid-line above 2

z: Start at the dotted mid-line above 10, make a straight line along the mid-line until above 2, make a slanted line back to the baseline beneath 8, make a straight line along the baseline until beneath 4

x: Start at dotted mid-line above 10, pull a slanted line to the baseline below 4; pick up pencil, begin another slanted line on dotted mid-line above 2, pull a slanted line back beneath 8 stopping on the baseline

Remember to have Ss blab the starting point, pathway, and ending point as they write a letter.

When Ss finish practicing a stroke or letter, have them choose their best one and circle it.

LESSON 13

The vowel team oy is an English vowel sound. It is used at the end of a **root**; within the root it is usually spelled oi.

oy: boy, toy, joy, enjoy, annoy, destroy, loyal, voyage, oyster, employ

oi: noise, point, join, spoil, broil, boil, toil, oil, voice, avoid, choice, coin, joint, poise, joint

The vowel team oo is an English vowel sound. It has the long sound as in *moon*, and a short sound as in *book*.

There is no way for the eye to tell which sound should be used.

In a couple words it has the long o sound: *door, floor, brooch*.

And in two words is sound like a short u: *blood, flood*.

Continue capital letter practice.
Use the large clock face as a backdrop. Think through the direction the same as we did for the lower case. About half of the letters will be formed like their lower case counterparts, just larger.

The lower case letters are given here so Ss can compare the two cases and observe the space they each occupy on the lines.

The consonant team ch has 3 sounds.

The first, as in *chicken* and *each*, is Anglo-Saxon in origin: *child, chair, church, march, lunch, torch, churn, launch, chisel, urchin, check, chapter, change, archery, chase, Charles*

The second sound, /k/, as in *school* is Greek: *chorus, ache, chaos, orchid, schedule, architect, scholar, stomach, character, echo, anchor*

Words with the third sound, /sh/ as in *chef*, are borrowed from French: *chic, chute, crochet, chaperon, Chevy, machine, chauffeur, cliché, parachute, chivalry, Chicago, Michigan, Charlotte, pistachio*

When Ss finish practicing a letter or phonogram, have them choose their best one and circle it.

Practice Page # 1

[Lower case letters in alphabetical order]
Do as I say, not as I do.
Actions speak louder than words.
"A person's a person, no matter how small."
-Dr. Seuss, Horton Hears a Who!

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Practice pages can be used at any time; they are not connected with any lessons.

There are 4 lines to track and copy.

The track letters are intentionally faint so Ss will pay close attention to the pattern of the letters as they complete the model. Then they copy the model as they write the text on the lines below.

Each item is marked with a different colored star for easy identification. The work may be assigned for one day or for several days—a different star each day.

Each page has four lines of text.

The first line will either be the lower case alphabet, the upper case alphabet, or a sentence that uses all the letters of the alphabet.

The next three lines will be well-known sayings or quotes from literature.

These sentences can be mentor sentences for applied learning during writing.

Discussions about

- Meaning and application of the sayings and quotes
- Multiple meaning words
- Figurative language

Discussions about how to craft sentences through

- Word order
- Word choice
- Kinds of sentences

Attention should be paid to

- Choice and use of punctuation marks, e.g., comma, quotation mark, semicolon, apostrophes in contractions and possessive forms
- Underline or quotation marks for titles—book, story, play, etc.
- Capitalization of proper nouns (names)
- Capitalization and punctuation of initials in names
- Capitalization and punctuation of titles with names

Practice Pages # 13 - # 20

Practice pages 13 - 20 are eight blank for your personalized use.

One idea is to continue the copy work with the model being a printed text that Ss copy directly into their notebook.

A large rectangular area containing 20 sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are light blue. A vertical red margin line is on the left, and a vertical red margin line is on the right.