

Johnny Can Spell & Write aligns with scientifically based research

Northwest Instructional 'N Educational Enterprises Inc.

Put Reading First, a Guide for the Reading Teacher

Teachers must have the answers to three questions:

1. What do I teach? -content
2. How do I teach? -methodology
3. When do I teach? -scheduling

Educational Research

Based on research, educational standards give guidelines and establish benchmarks that enable teachers to clearly identify the *what* and the *when* of instruction in accordance with the expectations of local districts and states. However, these standards do not usually address the *how* of instruction.

Two very important documents recently published are equipping teachers with the *how* of reading instruction: *Teaching Children to Read* and *Put Reading First*.

Teaching Children to Read

The first of these two documents is the 2000 report of the National Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction—Reports of the Subgroups*. Under a congressional charge, a national panel was convened to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The Panel reviewed approximately 100,000 research studies on reading published since 1966

and about 15,000 that pre-date that time. The topics selected by the Panel for intensive study included alphabets, fluency, and comprehension. Alphabets was subdivided into phonemic awareness instruction and phonics instruction. Comprehension was subdivided into vocabulary instruction and text comprehension. Throughout the report, the Panel presented summaries and implications for reading instruction.

Put Reading First

In September 2001, *Put Reading First: The Research Building Blocks for Teaching Children To Read*, developed by the Center for the Improvement of Early Reading Achievement and funded by the National Institute for Literacy, was published. The findings and conclusions in this document were drawn from the 2000 report of the National Reading Panel, *Teaching Children to Read*.

A Reading Teacher's Guide

Whereas the Panel's 459-page document is prohibitive for the average teacher, *Put Reading First* is an easy-to-read, easy-to-apply publication, presenting information in the format of a guide. In the Introduction of *Put Reading First*, Susan B. Neuman, Assistant Secretary for

Elementary and Secondary Education, US Department of Education, writes, "This guide, designed by teachers for teachers, summarizes what researchers have discovered about how to successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Each section defines the skill, reviews the evidence from research, suggests implications for classroom instruction, describes proven strategies for teaching reading skills, and addresses frequently raised questions."

Copies of this guide, *Put Reading First*, may be obtained by calling the National Institute for Literacy, 800-228-8813, or by downloading the document under publications on the National Institute for Literacy website at www.nifl.gov



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Put Reading First is a must for every teacher of reading.

Download your copy at www.nifl.gov

Put Reading First provides a map.

Johnny Can Spell & Write will provide a means to help you and your students travel the pathway to success in reading and writing instruction.

What is Johnny Can Spell & Write?

An Instructional Approach

Johnny Can Spell & Write is not a curriculum nor a program. It is an instructional approach to teaching the foundational knowledge and skills of English.

Integration of Instruction

Johnny Can Spell / Write equips teachers for integrated instruction in phonological awareness which includes phonemic awareness, phonics, penmanship, and spelling. In addition, it provides for vocabulary, grammar, writing conventions, and composition skills. The degree to which these areas of language instruction are developed through Johnny Can Spell & Write will depend on the instructional delivery of the teacher implementing.

Not a Stand Alone Program

Johnny Can Spell & Write is not a stand alone reading

or writing program. It provides a portion of language instruction and practice, a piece of the whole. It can be used as a supplement, added into an existing program. Or it can be one of several components selected by teachers to design their own unique balanced literacy program.

Beyond JCSpell & Write

Beyond the full implementation of Johnny Can Spell & Write, the teacher will need to provide practice reading in decodable text and comprehension instruction through the use of interesting stories to structure a balanced reading program in his/her classroom. Instructional materials provided by a reading series or curriculum, by a computerized practice reading program, through literature studies, and in subject textbooks

can be used to support instruction and practice in fluency and text comprehension.

With Any Age, Any Setting

Although the Johnny Can Spell & Write approach is designed for the primary classroom, it is easily modified for any age, grouping, or setting, making it a wonderful way to help students who are below level in reading or writing or those with limited English.

The Johnny Can Spell & Write approach is structured by its systematic sequence of information and its daily application and review strategies.

Johnny Can Spell & Write offers quality staff development and teacher support materials without consumable student materials.



For staff development and product information, visit us at
www.nine-enterprises.com

No Child Left Behind Act of 2001

Three days after taking office in January 2001, President George Bush announced his framework for education reform, *No Child Left Behind*. In that plan, he made an unequivocal commitment to ensuring that every child can read by the end of third grade.

Less than a year later, President Bush secured the passage of the landmark No Child Left Behind Act of 2001 (NCLB Act). The

new law sets forth four principles on how to improve school performance: stronger accountability for results, expanded flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The NCLB Act fully implements the President's Reading First initiative.



Johnny Can Spell & Write provides for

- Phonemic awareness
- Phonics
- Vocabulary
- Spelling
- Penmanship
- Grammar

Johnny Can Spell & Write does not provide for

- Fluency
- Text comprehension

1. Phonemic Awareness Instruction

Phonemic Awareness

Phonemic awareness is the ability to observe, think about, and manipulate the individual sounds—phonemes—in spoken words.

Phonemes

Phonemes are the smallest units composing spoken language. English has about 41 phonemes. A word may have one or more phonemes, *a* has one, *go* has two, *cheek* has three. One phoneme may be represented by more than one letter (ck = /k/; igh = /i/). In a few cases, one letter may represent more than one phoneme (x = /k/ /s/).

PA Instruction

Phonemic awareness instruction involves teaching children to focus on and manipulate phonemes in spoken syllables and words.

“PA instruction is frequently confused with phonics instruction, which entails teaching students how to use letter-sound relations to read or spell words. PA instruction qualifies as phonics instruction when it involves teaching children to blend or segment the sound in words using letters. However, children may be taught to manipulate sounds in speech without any letters as well; this does not qualify as phonics instruction. PA is also frequently confused with auditory discrimination, which refers to the ability to recognize whether two spoken words are the same or different.”

PA Activities

Activities to build phonemic awareness include

- Phoneme isolation
- Phoneme identity
- Phoneme categorization

- Phoneme manipulation: segmentation, deletion, addition, substitution, blending

“Various types of phoneme manipulations might be taught. However, two types, blending and segmenting, are thought to be directly involved in reading and spelling processes. Blending phonemes helps children to decode unfamiliar words. Segmenting words into phonemes helps children to spell unfamiliar words and also to retain spellings in memory.”

How much time for PA?

“Transfers to reading was greatest for studies lasting less than 20 hours.” In other words, over the entire school year, direct instruction in phonemic awareness should take no more than 20 hours.

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-Quotes are from the National Reading Panel report

Phonemic awareness instruction may include

Phoneme isolation

Phoneme identity

Phoneme categorization

Phoneme blending

Phoneme segmentation

Phoneme deletion

Phoneme addition

Phoneme substitution

Phonemic Awareness with Johnny

How does Johnny Can Spell provide for phonemic awareness instruction?

Although Johnny Can Spell moves quickly into phonics as the letters are presented, it does provide many opportunities for pure phonemic awareness instruction. Review the sampling of pages from Johnny Can Spell Lesson Planner for Kindergarten provided on pages 4-7 in this document.

As the phonograms are presented and practiced and then applied to words, Johnny Can Spell builds a bridge from phonemic awareness to phonics, giving opportunity for a teacher to continue phonemic awareness instruction as needed.

The Lesson Planner for Kindergarten outlines 100 lessons that present the 70 common phonograms and analyze 100 high frequency words.

At every level in JCSpell, the manipulation of phonemes through segmentation and blending is a major activity during Think to Spell®. This manipulation of phonemes is coupled with print, creating a strong instructional link between phonemic awareness and spelling and reading. This part of spelling should take 5 to 8 minutes of the daily lesson time, accumulating during the year to about 20 hours of practice.

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Johnny Can Spell & Write

Phoneme Identification Book K — Lesson Planner

Sound Actions

Supplies: None
 Teacher prep: Make a list words that begin with a particular key sound

This activity works with beginning sounds: isolating, identifying, and categorizing them.

Directions:

- 1) Identify a consonant sound, name an action word that begins with that sound (e.g., jump for /j/. Remember, since you are working with a sound, not a phonogram, words like crowd, crowd and rock can all work for /r/.
- 2) Say aloud a list of words that includes words that begin with the sound and several that do not. Example of list for /j/: jar, jelly, jet, kiss, jump, go, bed, juggle, sea, jello, fan.
- 3) Each time you say a word that begins with the key sound, students perform the action. For example, they jump each time you say a word that begins with the sound /j/. If a word does not begin with the key sound, students do nothing.

A sample word list with actions:

- count (/k/ - kick)
- collie (/k/ - kick)
- kite (/k/ - kick)
- map (/m/ - no kick)
- hang (/h/ - kick)
- crowd (/d/ - kick)
- oost (/o/ - kick)
- cast (/k/ - kick)
- down (/d/ - no kick)
- outby (/b/ - kick)
- crash (/r/ - kick)
- hang (/h/ - no kick)
- carrot (/r/ - kick)
- car (/r/ - kick)
- calendar (/l/ - kick)
- crowd (/d/ - kick)
- yellow (/l/ - no kick)

NOTE: This activity can be adapted to use with crafting sounds instead of initial sounds. It may also be used to practice medial sound recognition.

NOTE: Word resources for this activity are given in the Lessons that introduce consonant sounds. As you develop additional word lists, insert them in this binder for future reference.

Sound	Action	Sound	Action
/b/	bowl, box	/v/	voil, vial, vial, vial
/k/	kick, count (L.L.S.), crowd	/p/	punch, pump
/d/	dance	/r/	run, reach
/f/	fretter	/s/	stand, sit
/g/	gallop, gun	/t/	tickle, tip-toe, top
/h/	hop, hit, hug	/w/	wagon
/j/	jump	/x/	wiggle, wink
/l/	lick, loop, large	/y/	yawn, yell
/m/	moose, meditate, most	/z/	zip, zigzag

Consonant sounds for digraphs have not been included e.g., /sh/, /sk/

Some actions described:

- large: while standing, moving feet forward to bend knees into a large, returning to standing position.
- meditate: putting finger to head as if to think.
- most: shaking hands with neighbor.
- wiggle: neighbors touch elbows in a wiggle.
- reach: raise hands over one's head.
- tickle: students tickle their sides much like the gesture of a sneaky.
- yell: give a ear sound cheer, e.g., "Yes!"
- zip: pretend the mouth is a zipper, students make action of zipping shut.

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Students love the physical activity of *Sound Actions*. It works well with most of the consonant sounds.

Sound Actions engages them in **phoneme isolation** as they recognize the first sound of each word, **phoneme identity** as they compare the first sound in a word with the control sound, and **phoneme classification** as they determine whether they have a matched sound.

Johnny Can Spell & Write

Phoneme Isolation and Blending Book K — Lesson Planner Phoneme Isolation, Segmentation, Blending

Zippity Doo Dah

Supplies: None
 Teacher prep: None

When learning sounds, making up nonsense words can be fun.

Directions:

Sing the song, *Zippity Doo Dah*, changing the initial sound of these words to the consonant sound you are learning.

For example, with the sound /h/ the song would be:

Happy, kiss, fish
 Happy, key
 My, oh my, what a silly day
 We sing this song in a silly way
 Happy, kiss, fish
 Happy key!

With the sound /k/ the song would be:

Kapite, kiss, fish
 Kapite, key
 My, oh my, what a silly day
 We sing this song in a silly way
 Kapite, kiss, fish
 Kapite key!

Consonant Riddles

Supplies: List of rhyming word pairs
 Teacher prep: Select rhyming word pairs to use, especially those that have sounds that you are practicing or introducing

This activity addresses consonant sounds, rhyming patterns and onset changes. It involves phoneme isolation, segmentation, and blending.

Directions:

- 1) Select a list of rhyming pairs (samples below) for consonant riddles.
- 2) Teacher will say the riddle to the class.
- 3) Students will think of the answer to the riddle and respond with it.

For example:

T (riddle): What rhymes with *cat* and starts with /c/?
 Note: If student's need help, eliminate the initial consonant sound or give several repetitions of it and separate it slightly from the rest of the word, e.g., k...at. Pull off /c/ and add on.

S: cat.
 T: Yes, and can you say rhyming words.
 T & S: cat, cat, cat, cat.

Some rhyming word pairs:

can, man	candle, handle
goat, coat	my, pie
guppy, puppy	heard, bird
meat, feet	bed, led
cake, hake	big, pig
top, mop	low, now
shoe, mouse	use, lose
house, mouse	car, jar
bed, head	fan, pan
hand, sand	bat, fat
hair, chair	feet, bear
boat, toat	big, big
dad, sad	map, lap
clerk, plerk	sock, pack

Variation: Students create the consonant riddles.

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Learning is always a lot more fun with music.

Two all-time favorites with children are music and nonsense words. *Zippity Doo Dah* gives them both as they practice **phoneme substitution**.

Who doesn't enjoy solving a riddle?

Given a word, students must create a word that rhymes with it by substituting a different beginning consonant sound in *Consonant Riddles*. So, under the guise of a riddle, students practice **phoneme substitution** and rhyming.

Students work together to discover the word.

In *Team Words*, students first practice saying their assigned phoneme in isolation. Then they work with teammates to blend each of their individual sounds into a word they recognize. What a great way to practice **phoneme blending**!

Can you help the teacher?

Although the focus of *Mystery Word* is **phoneme blending**, students can also use context clues to help them recognize the word or confirm the word as they work to blend the sounds correctly.

This is a great activity to model the process of decoding.

Johnny Can Spell & Write

Phoneme Blending in Words	Book K — Lesson Planner	Phoneme Blending in Words
<p>Team Words</p> <p>Supplies: None Teacher prep: None</p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Divide your class into groups of 2 or 3 students. 2) Assign a different sound, such as /k/ or /c/, to each group. Be sure to assign a few vowel sounds. 3) Each group practices saying its sound until every student in the group is confident. 4) Call one student from each group to the front of the class to make a team. 5) Arranging these students in the order you need for the given word. 6) Have each student say his sound individually and in sequence. 7) Then, together, blend the sounds to create a word. Solicit help of rest of class as needed. <p>Use the following sounds to make the words that follow: /c/, /k/, /M/, /s/, /f/, /h/, /t/, /n/, /d/, /g/, /r/, /l/, /w/ (omit vowels as short)</p> <p>Words with three sounds: had, hid, fed, sad, mad, pad, bid, bid, fed, led, red, did, bell, fill, well, pot, dab, lab, dan, car, leg, mop, ped, rod, sod, rob, sob, mole, top, map, soy, mop, box, nose, run, hair, bean</p> <p>Advanced words (with four sounds): had, hid, dasp, flop, flap, flap, fad, drop, dash, map, rap, Sall, from, hero, held, mold, slim, slip, glad, ramp, speed</p> <p>NOTE: The words provided do not have silent letters nor multi-letter phonograms so you can adapt this activity and use phonograms instead of just sounds (phonemes). If this activity is expanded to incorporate phonograms, students hold a large copy of the phonogram as they form and sound the word. Be sure to plan a selection of words that do not have a word using a phonogram not yet introduced.</p>	<p>Mystery Word</p> <p>Supplies: None Teacher prep: None</p> <ul style="list-style-type: none"> • Prepare sentences to use. Sentences may either be original ones you create, or they may be taken from a story. • Select a word in each sentence to practice blending. <p>Directions:</p> <ol style="list-style-type: none"> 1) Read aloud a sentence to students. When you come to the preselected word, read that word as segmented sounds. For example, read out as /k/ /e/ /t/. 2) Ask students to identify the sounds of the mystery word. For example, /k/ /e/ /t/. 3) Blend together the segmented sounds to reveal the mystery word of the sentence. For example, cat. <p>Note: Sentences should have little or no context clues so students cannot guess the word from context. The idea is for students to practice blending sounds and word recognition from blended sounds.</p> <p>Sentence examples:</p> <p>T: I saw a /k/ /e/ /t/. What did I see? S: /k/ /e/ /t/, cat.</p> <p>T: Where is my /p/ /e/ /t/? What am I looking for? S: /p/ /e/ /t/, pet.</p> <p>T: The /k/ /e/ /t/ is broken. What is broken? S: /k/ /e/ /t/, ket.</p>	

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Who wants to be a spy?

Beside engaging students in **phoneme isolation, identity, and categorization**, *I Spy Riddles* also helps support vocabulary development and observation skills.

What child doesn't delight in a treasure chest and a train?

Students practice **phoneme isolation** with *The Sound Train*. In addition, the objects and pictures in the Treasure Chest provide a wonderful opportunity to work with vocabulary development.

Johnny Can Spell & Write

Phoneme Identification and Vocabulary	Book K — Lesson Planner	Phoneme Categorization
<p>I Spy Riddles</p> <p>Supplies: None Teacher prep: None</p> <p>This activity focuses on both initial and final sounds.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Play "I Spy" using objects around the classroom that begin or end with a given sound. For example, <ul style="list-style-type: none"> T: I spy something that begins with /p/ and is yellow and sticky. S: A pencil. T & S: Yes, pencil begins with the /p/ sound. Let's say it together. (arrow beginning pencil-p-pencil, pencil-p-pencil.) T: What sound did we say at the beginning of pencil? S: /p/. 2) Try with ending sounds. For example, <ul style="list-style-type: none"> T: I spy something that ends with /t/ and is a large rectangle. S: A door. T: Yes, door ends with /t/. Let's say it together. T & S: door, /d/ /o/ /r/ door (pressing the ending sound), door. T: What sound did we hear at the end of door? S: /t/. 3) After students have become familiar with this game, let one of the students be the leader and choose the sound and object to give an "I Spy" riddle. 	<p>The Sound Train</p> <p>Supplies: Toy train, if you do not have a toy train, make an enlarged drawing of one on butcher paper or use a pattern from a coloring book, objects or pictures, these can be from the Treasure Chest, pages 148-49.</p> <p>Teacher prep: Gather supplies</p> <p>Students practice identifying sounds at beginning and end of words.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Set a toy train on the floor or table, in full view of everyone. If using a paper train, it can be fastened to the board. 2) Point out the train's front (engine) and back (caboose or last car). 3) Explain to your children that they will be listening for the /t/ sound in the names of the pictures or objects you will be showing. 4) If the object's name begins with a /t/, place the object or picture at the front of the train. 5) If the object's name ends with a /t/, place the object or picture at the end of the train. <p>Suggested list of objects for /t/: hat, boat, cat, coat, feet, goat, kite, nest, tin, tie, top, train, tooth, tiger, turtle, toothbrush</p> <p>This can easily be done with many of the phonograms. Just be on the lookout for small toys or objects that you can add to your collection.</p> <p>Vocabulary:</p> <p>Supplies: list of student phonograms cards and a copy of train picture with engine, car, and caboose per student or per pair of students</p> <p>Teacher prep: Gather and prepare materials for students; make a list of words</p> <p>Directions:</p> <ol style="list-style-type: none"> 1) Teacher identifies an isolated phoneme and students find the phonogram card for it. 2) Teacher calls word, lists words to three sounds. 3) Students decide if sound is at the beginning or end of word and place phonogram card on the engine or caboose (last car) of the train (if working in pairs, students take turns). 4) Teacher confirms correct response. 	

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Segmenting Phonemes in a Word

Book K — Lesson Planner

Counting Sounds with a Counter Box

Supplies: Five (5) counters and a "counter box" for each child
Teacher prep: Prepare a "counter box" for each child

Directions for making "counter boxes":

Cut a piece of construction paper in half lengthwise. Then divide each piece into three equal sections creating the divisions by drawing lines with a marker. These papers could be laminated for durability.

This activity is designed to help your students segment the sounds of a word. The more children this activity will be very difficult at first; however, with much practice, their ability to hear individual sounds will increase.

Give each child one of the counter boxes and five (5) counters. Counters can be any kind of small manipulatives.

Dialogue:

- T: Today we are going to use three counter boxes and counters to help us separate the sounds of a word. I will say a word. As I do, you will place one counter in each section for each sound you hear in that word. Let's try one together.
- T: Listen to this word, sit. /s.i.t./ — 1,1,1 — 1 (stomach the sounds for syllables). Say it with me.
- T: /s. i. t./ — 1,1,1 — 1
- T: Let's listen to the sounds. What do you hear at the beginning?
- S: /s/.
- T: Put one counter in the first box for /s/. What do you hear after /s/ in sit. /s.i.t./ — 1,1,1 — 1?
- S: /i/.
- T: Put a counter in the next box for /i/. Are there any other sounds in sit. /s.i.t./ — 1,1,1 — 1?
- S: Yes, /t/.
- T: Put a counter in the last box for /t/. Say each sound with me. S&T: /s/ /i/ /t/.
- T: Count the sounds. There are three sounds in this word.

Use words with only 2 or 3 sounds. Don't get discouraged. This is not an easy concept, but one that is extremely necessary for reading.

A sampling of words to use:

at	an	ad	am	on	od	odd	age
ant	ape	ate	on (3)	cab	can	cap	cat
bat	ban	ban	bat	gap	gap	gap	bat
bag	ban	ban	ban	ban	bat	bat	ban
map	mat	mat	map	map	pod	pod	pod
rag	rat	rad	rag	rap	rat	rat	rat
van	wag	wan	van	vap		at	a
in	is	id	in	ing	ib	ig	in
bi	di	di	di	di	di	di	di
in	in	in	in	in	in	in	in
mid	mid	mid	mid	mid	mid	mid	mid
at	th	wig	wit	zip		out	egg
elf	elm	en	bed	beg	bet	den	fed
get	jet	bet	bag	bat	man	man	peg
pen	pet	red	set	ten	well	well	yes
	of	on	on (3)	odd	old	cod	cut
dog	dot	dog	got	bag	job	job	dog
let	met	net	not	pod	pop	rat	red
can	up	un	bad	bag	bat	cab	
cat	dog	fan	gan	gap	bag	bat	ban
jag	mad	mag	mat	pap	pat	rag	rab
rag	rat	rab	ran	ran	tub	tug	

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Children move objects as they count separated sounds.

Counting Sounds with a Counter Box gives children concrete objects to work with as they break a word into its separate sounds.

Phoneme segmentation with unmarked objects is especially good for students who are not good listeners, have auditory processing difficulties, struggle with sequencing, or are not yet ready to make a connection to print.

Johnny Can Spell & Write

Words: Phoneme Blending

Book K — Lesson Planner

Making Words

Supplies: Phonogram cards
Teacher prep: None

When your children have learned the first 8 to 10 phonograms, you can begin putting phonograms together to make words.

Set Up:

- Have your children sit in a semi-circle on the floor so that you are facing them while seated on the floor.
- Lay the phonogram cards on the floor in front of you so that all children can see (upside down for you).
- If you plan to make a word a letter occurring more than once, be sure to put out enough copies of that phonogram.

Directions:

- 1) Choose two cards — g and e — to make the word ge.
- 2) Prompt students to sound out word. For example, T (holding up card for g): What sound(s) does this phonogram make? S: /g/.
- T (place /g/ card on the floor): Say just the first sound. S: /g/.
- T (holding up card for e): What are the sounds of this phonogram? S: /e/, /ee/.
- T: Say just the second sound. S: /e/.
- T: Say those sounds when I point to the cards. S: /g/ /e/.
- T: Now blend the sounds as you say them and I point to the phonograms. S & T: /g - e - ee/. /g - ee/. /g - ee/. (For some students, this will take much prompting and practice to learn.)
- T: Yes, this is the word ge. Now just read the word ge. Wow, you are beginning to read!

The following are words that can be made after introducing the first 10 phonograms. Don't be afraid to introduce a second final e when necessary. Also, a number of the words below can be made plural.

bed	bag	bed	beg	bag	bad	dad
cab	egg	sub	dag	dug	fad	fed
gas	ved	wag	wob	wab	wab	abd
odd	stab	fog	ago	so	os	be
age	base	hade	case	cage	cabe	cae
dose	due	face	fade	fuse	use	used
goes	does					

Center activity: Put a set of small phonogram cards in the writing center and use other kinds of words your students can make.

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This one works well as a circle time activity or as a learning center activity.

Students must use the knowledge they have of the phonograms to build a word. The presentation of the phonogram visually engages the brain in the decoding processes—moving from visual to auditory.

This is a good activity for **phoneme blending**.

Do you need great quick-paced, snappy practice?

In less than 60 seconds without any special materials, every child has an opportunity to practice **phoneme isolation**, **segmentation**, and **substitution** with *I Say, You Say*.

In addition, *I Say, You Say* exposes children to a wide range of vocabulary.

Johnny Can Spell & Write

Phoneme Isolation, Segmentation, Blending Book K — Lesson Planner

I Say ... You Say ...

Supplies: A list of words.
Teacher prep: Prepare the list of words.
This activity focuses on phoneme isolation and segmentation to identify the beginning sound. It focuses on phoneme blending to create the new word.

Directions:

- 1) Teacher selects a consonant sound.
- 2) Students practice saying the sound several times.
- 3) Teacher explains procedure to class: As teacher gives word, student(s) will replace initial consonant sound in the word with the sound @ to create new word.

For example:

- 1) The teacher selects /f/ as the sound.
- 2) Everyone says the sound @ a few times.
- 3) Teacher explains procedure: I will say a word, then you, class, will change the first sound of my word to @ and tell me the new word you have created. Let's play!
- 4) The teacher looks at Student A and says, "I say *fish*, you say _____?" Student A makes a new word by dropping /f/ from *fish*, /sh/, and putting the selected sound, /f/, before the rest of *fish*, /-ish/, —*fish*.
- 5) Teacher turns to Student B and says, "I say *drive*, you say _____?" Student B makes a new word by putting /f/ in front of the rest of *drive*, —*-fve*.
- 6) Continue around the room with more words:

T: I say <i>dog</i> . You say _____.	S: /f/
T: I say <i>cat</i> . You say _____.	S: /f/
T: I say <i>man</i> . You say _____.	S: /f/
T: I say <i>at</i> . You say _____.	S: /f/
T: I say <i>fox</i> . You say _____.	S: /f/
T: I say <i>car</i> . You say _____.	S: /f/
T: I say <i>dog</i> . You say _____.	S: /f/

Play this game using any initial sound and words that work! As well as increasing phonemic awareness, this is a great vocabulary builder.

The following sets will help you get started.

For /h/	For /m/	For /l/			
I say	You say	I say	You say	I say	You say
pen	hen	pail	mail	hen	len
bed	head	sil	mil	lip	lop
sit	hit	bill	mil	much	touch
lip	hip	pop	mop	bake	take
ten	hem	fa	mia	four	ture
rail	hill	bake	make	light	right
land	hand	be	me	pan	ban
toil	hole	four	more	pop	top
lie	high	pay	may	mail	tail
lid	hid	fight	night	high	de
pat	hat	pan	man	horn	tom
touch	hutch	hat	mat	see	tea
near	hear	silk	milk	lip	tap

Note: Additional word lists are given in Lessons.

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Research indicates that two types of phoneme manipulation—blending and segmenting phonemes in words—are most likely to produce the greatest results in reading and spelling.

Think to Spell®, a powerful word analysis strategy, uses **phoneme segmentation** to write a word and **phoneme blending** to then read the word.

With Johnny Can Spell, new words are introduced at all levels daily with the process Think to Spell®.

Students are engaged in both encoding and decoding processes during Think to Spell®.

Johnny Can Spell & Write

Segmenting Phonemes in a Word Book K — Lesson Planner

I Think to Spell®

Supplies: A dozen counters, three rectangles of paper or index cards, writing paper, and #2 pencil for each student; chalk and chalkboard.
Teacher prep: Read *Johnny Can Spell Teacher's Guide*, 43-45, 153-59.

This activity is designed to help your students encode a word. It has some of the aspects of "Counting Sounds with Counter Boxes" (185) and "Making Words" (166).

Directions:

- 1) Teacher says word and uses it in a simple sentence.
- 2) Teacher repeats word and students say it with kin bar.
- 3) Teacher leads students as they say word and count opening/closing of the mouth to count syllables.
- 4) Teacher leads students as they say word and clap to count syllables.
- 5) If it is a one-syllable word, students place one card in front of them. If it is a multi-syllable word, students place the appropriate number of cards in front of them in a line.
- 6) If it is a multi-syllable word, teacher leads students to punch (press) each syllable.
- 7) Teacher leads students as they orally segment the first syllable, sound by sound. For each sound, students place a counter on the syllable card. Be sure students place counters in line, left to right. Continue the same way for each syllable in multi-syllable words.

If students are ready to beginning writing words, they push the syllable cards to the top of the desk and prepare to write. If they are not ready to write, the teacher will model the writing as students participate orally. Or selected student(s) will "write on the wall" as the rest of the class participates orally.

- 8) Teacher leads students to repeat each sound clearly and identify the phonogram that will be written for the sound. Students (or teacher) write that phonogram. Continue until all sound/sound correspondences (phonograms) in the word have been written. Remember to have students leave spaces between syllables.
- 9) Have students read or say the word. (If students write word on paper, teacher now writes the word on the board, repeating steps 3 - 8.)
- 10) Students should check their work with the board. With teacher's help, corrections are made.

11) Teacher leads students as they mark phonograms, e.g., mark the silent final e and code its job, mark two-letter phonograms. (See *Johnny Can Spell Teacher's Guide*, 173-76, for an explanation of the phonogram markings.)

12) Reverts the word in a second column as a whole word, sounding it slowly as you write. During the reverts, do not look into syllable and do not touch phonograms.

13) Give a quick focus —

First column with analyzed word
Say, "We think to spell..."
... as you point to the first phonogram and slowly give the one sound of that phonogram used in that word. Continue pointing to each phonogram, giving each appropriate sound and as you reach the end of the word. As you point, the back of your hand should be facing you. (Do NOT give multiple sounds of a phonogram during this step. Only the sound that is in the word is used.)

Second column with whole word
Say, "We read..."
... as you turn your hand over so the palm faces you. Bring it slowly and continuously under the word as you say the word with normal pronunciation.

14) Check back by talking about the meaning of the word and using it in several sentences.

Variations:

- Instead of having the students write the words, have them "act" them out. As you sound out the word to spell it, select students to hold large phonogram cards, sound by sound. Students should stand at the front of the class in a line to form the word. When the word is completed, have each student draw a letter card favored as all students give each sound to sound out the word. Repeat and pick up the pace until you eliminate the pauses between sounds and the word is blended into normal pronunciation.
- Instead of students individually writing on paper, have one student act as the class scribe and do all the writing at the board as the entire class works orally on the word.

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2. Phonics Instruction

Phonics instruction is either implicit or explicit, and it is presented either incidentally or systematically.

According to research, systematic and explicit phonics instruction is more effective than implicit, non-systematic or no phonics instruction.

Implicit Phonics

During implicit phonics instruction, the sound associated with a letter is never spoken in isolation. Words are introduced as a whole; letters are examined, and then conclusions about sound are drawn.

Explicit Phonics

The hallmark of a program that supports explicit phonics instruction is its provision of precise directions for teach-

ing the sound-symbol relationships. During explicit phonics instruction, the sounds associated with the letters are given in isolation, and then they are taken to the words.

Incidental Phonics

Incidental or non-systematic phonics programs focus on whole-word or meaning-based activities. They embed phonics in reading and writing activities. Some begin reading instruction by teaching children a basic sight-word vocabulary. Sound-symbol relationships are usually introduced based on key letters. Little or no instruction is given in blending sounds into words. Sound-spelling instruction is given only after students begin to read.

Systematic Phonics

The hallmark of systematic phonics is a plan of instruction for logical sequence of presentation and practice of sound-symbol relationships. Systematic programs also provide substantial practice in applying the knowledge of sound-spelling relationships as students read and write. Reading material should contain a large number of words that students can decode using the sound-symbol relationship they have learned. Additional practice opportunities should be provided through spelling and story writing.



“Systematic and explicit phonics instruction is more effective than implicit, non-systematic or no phonics instruction.”

“Systematic and explicit phonics instruction is most effective when it is introduced early.”

“Systematic and explicit phonics instruction significantly improves student’s word recognition, spelling, and reading comprehension.”

Systematic and explicit phonics instruction is effective “in helping to prevent reading difficulties among at risk students and in helping children overcome reading difficulties.”

“Systematic and explicit phonics instruction is effective for children from various social and economic levels.”

-Quotes from *Put Reading First*.

Systematic, Explicit Phonics with Johnny

What type of phonics instruction is Johnny Can Spell?

Johnny Can Spell, based upon Romalda Spalding’s *The Writing Road to Reading* and Dr. Samuel Orton’s research, is a systematic, explicit phonics program. Phonograms, sound-symbol correspondences, are presented initially in isolation but brought to mastery through daily application in spelling and writing.

JCSpell Is Systematic

Teachers introduce the 70 common phonograms and their common sounds early in the school year using multi-sensory practice strategies. See pages 9-10 for list of phonograms and a sample of lesson planning outline from the Teacher’s Guide. See page 12 for

planning tools available in the Lesson Planner Series. See additional sample pages at our website, www.nine-enterprises.com.

JCSpell Is Explicit

Phonograms are presented and rehearsed in isolation in brief practices.

During Think to Spell®, phonemic awareness is linked with phonics as students sequentially examine sounds in a spoken word before writing it.

Students master phonograms as they learn to use them through daily application to words during Think to Spell®. See page 11 for a scripting sample from the Teacher’s Guide.



Johnny Can Spell initially presents the 70 Orton phonograms and their common sounds and spelling rules in isolation; however, they are mastered through daily application to spelling words.

Practice of a phonogram and spelling rule is not limited to a single week of instruction in a spelling unit.

Instead, a phonogram and spelling rule can be practiced at any given time because they are practiced through application as they occur randomly in spelling words throughout the year. This supports practice of the entire code at all times.

Spelling words have been selected from a high frequency reading and writing word list—the Ayres List.

APPENDIX 4

SIMPLIFIED SPELLING RULES

- Rule 1. Never write a without a. [apple, again]
- Rule 2. *ie* before *e*, *ei* or *y* except *ei*. [team, they]
- Rule 3. *ig* before *e*, *y* or *y* except *y*. [leg, again, get, pig]
- Rule 4. Vowels *o*, *e*, *u*, usually say *o*, *e*, *u*, at the end of a syllable. [no, me, od, o pen]
- Rule 5. Vowels *e* only say *ee* (at the end of a syllable but usually say *i*. [long *i*: at last, my; think short *i*: by, in, sit, sit])
- Rule 6. Vowel *y*, not *i*, is used at the end of English words. [my, day, boy, by, by]
- Rule 7. The silent final *o*'s have five jobs. [time / love, blue / choose, change / (to) do / use]
- Rule 8. *O - z*, *oy* say *oi* when *w* comes before *e - z*. [orks, world]
- Rule 9. Use *g* after *e* if no *y* or *n*, and in a few other words. [green, vein, foreign]
- Rule 10. *ll* is used at the beginning of a word, at the end of a syllable, but not at the beginning of any syllable after the first one, except for the ending *-skip*. [plant, stick, wor-ship]
- Rule 11. *ll*, *ss*, *ss* are used at the beginning of any syllable after the first one. [ss foot, see-ssion, ss-ship]
- Rule 12. Phonograms *g*, *nt*, *ng*, or *gn* follow the letter *e* or if the base word had a letter *e* where it changed. [en-joy, sea-son]
- Rule 13. The phonograms *g*, *nt*, *ng*, or *gn* say *zh*. [gn-osis]
- Rule 14. Before adding a vowel suffix to a two-syllable word that ends with *ant* (short vowel) followed by *gn* consonant, double the final consonant. [hop - hop- ping]
- Rule 15. Before adding a vowel suffix to a two-syllable word that ends with *gn* vowel followed by *gn* consonant, double the final consonant, if the accent is on the last syllable. [be- gin - be- gin- ning]
- Rule 16. Before adding a vowel suffix to a silent final *e* word, drop the *e*. [hope - hop- ing]

What is Johnny Can Spell?

Johnny Can Spell is a systematic, multisensory approach to language instruction which integrates explicit phonics, handwriting, and spelling. Students learn sounds, letter formation, spelling rules. These are applied and practiced during spelling which results in both improved reading and writing.

The 70 Common Phonograms

The English language uses 26 letters to form 70 sound-letter combinations to represent 44 different speech sounds. We call these 70 sound-letter combinations the phonograms. Students are taught the common sounds that the letter combinations represent in the order of the frequency of those sounds.

Click-Letter Phonograms	
a	/æ / at, / ʌ / ant, / ɪ / all
c	/ ɛ / cat, / ɪ / cat
d	/ ɒ / dog
f	/ ɪ / fish
g	/ ɒ / get, / ɪ / gem
e	/ ɛ / egg, / ɪ / odd, / ɪ / do
s	/ ɪ / see, / ɪ / is
qu	/ kw / quick
Remaining Alphabet Phonograms	
b	/ b / boy
e	/ ɪ / bed, / ɪ / me
h	/ h / hat
i	/ ɪ / it, / ɪ / ite
j	/ ɪ / jam
k	/ k / kang
l	/ l / long
m	/ m / make
n	/ n / no
p	/ p / pat
r	/ r / rat
t	/ t / tea
u	/ ʌ / up, / ɒ / nut, / ɪ / get
v	/ v / vat
w	/ w / way
x	/ ks / box
y	/ y / yet, / ɪ / myth, / ɪ / my
z	/ z / zoo

Did you know?

By knowing common sounds of the 70 phonograms and a few basic rules, you can sound out over 80% of English words.

Multi-Letter Phonograms

er	/ ɛ / her
ir	/ ɛ / first
ur	/ ɛ / mine
wor	/ ɔ / works
eer	/ ɛ / early
sh	/ ʃ / she
th	/ θ / thin, / ð / this
ee	/ i / see
oy	/ ɔ / boy
ai	/ ɛ / mail
ow	/ ɔ / low, / ʊ / low
ou	/ ʊ / out, / ɪ / four, / ɪ / you, / ɪ / trouble
ow	/ ɔ / saw
ou	/ ɪ / fault
ew	/ ɪ / few, / ɪ / few
ui	/ ɪ / fruit, / ɪ / wait
ay	/ ɛ / boy
oi	/ ɛ / oil
oo	/ ʊ / boot, / ʊ / foot, / ɔ / flour
ch	/ tʃ / church, / k / school, / tʃ / chef
ng	/ ŋ / ring
ea	/ i / each, / ɪ / head, / i / great
er	/ ɛ / ear
ck	/ k / pick
ed	/ ɪ / add, / ɪ / called, / ɪ / jumped
er	/ ɛ / fer
wh	/ hw / what
oo	/ ʊ / boat
ey	/ ɪ / they, / ɪ / boy, / ɪ / valley
igh	/ ɪ / right
ei	/ i / receive, / ɪ / veil, / ɪ / perfect
igh	/ ɪ / light
ie	/ i / piece, / ɪ / pie, / ɪ / million
kn	/ n / know
gn	/ n / grant, sign
wr	/ r / wrong
ph	/ f / phone
dge	/ ʃ / judge
oe	/ ɔ / toe
tch	/ tʃ / match
ti	/ tʃ / nation
ai	/ ɪ / vision, / ɪ / vision
ci	/ ʃ / glacier
ough	/ ɔ / through, / ɔ / rough, / ɔ / cough, / ɔ / thought, / ɔ /ough

In the beginning, students are presented 4 new phonograms daily until the first 54 phonograms have been covered. Those are then applied and practiced with spelling, as the remaining 16 phonograms are presented. Daily phonogram practice and review activities include saying the sound(s) in unison as the cards are shown, briefly writing selected symbols and saying their sound(s) in unison, and taking and correcting written dictation.



Johnny Can Spell Teacher's Guide 169

CONSONANT SOUNDS AND PHONOGRAMS

Sound	Consonant Phonogram	Unclassified Phonogram
/h/	h	
/d/	d ad (k sound)	
/f/	f ph	
/g/	g	gh (k sound)
/h/	h	gh (k sound)
/j/	j g (followed by vowel)	gh (k sound)
/k/	k c ck ch qu x (k sound) (ch, ck)	qu (k sound)
/l/	l	
/m/	m	
/n/	n kn gn	gn (k sound)
/p/	p	
/r/	r wr	rh (k sound)
/s/	s c x (followed by vowel)	gw (k sound)
/t/	t ed (k sound)	pt (k sound)
/v/	v	f (k sound)
/w/	w qu (k sound)	qu (k sound)
/y/	y	h (k sound)
/z/	z s x (k sound) (k sound)	h (k sound)
/ch/	ch tch	
/sh/	sh ch si ai ei (k sound) (k sound)	ce (k sound)
/zh/	zh	
/th/	th	
/ph/	ph	
/wh/	wh	
/ng/	ng	

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The *Johnny Can Spell Teacher's Guide* contains a wealth of information.

The reduced Consonant Sounds and Phonograms chart is just one example of the information available in the *Johnny Can Spell Teacher's Guide*.

The 70 cards are used to present the phonograms and rehearse them throughout the year.

The cards are numbered in the order of instruction.

On the back of each card the teacher will find keys for sound and sound description, a penmanship script, spelling rules, and informative notes.

Miniature sets are available. They are great for manipulatives, adapted card games, and learning center activities.

Reduced sample card is from Classroom Phonogram Card Set.

C
2.

Sounds learned by student

/k/ /s/

Sound Key **Sound Description** *Johnny Can Spell Teacher's Guide* (Nine), pp. 168-170

/k/ *can* */k/* quiet, scraping sound

/s/ *cent* */s/* quiet, hissing sound

Handwriting Instructions:

Start at 2 on the clock;
Curve to the dotted mid line;
Curve to 10, ...to 8;
Curve to the base line, ...to 4;
Pick up your pencil.

Rules:

(2) c before e, i, or y says /s/.
(This rule may be taught when teaching the sounds of this phonogram.)

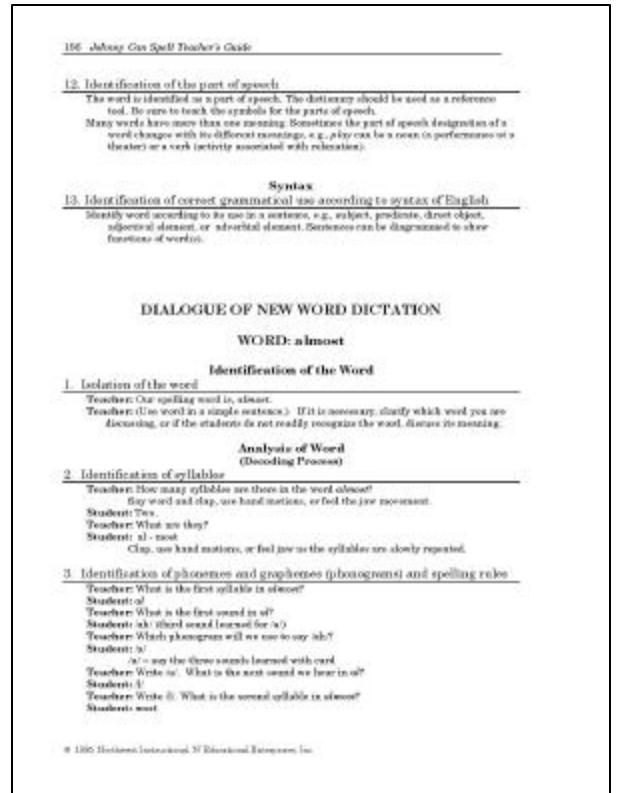
(31) The letter c is used to say /k/ at the beginning of most common words unless the next letter is e, i, or y, in which case we use the letter k.

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Scripting is an important instructional aid.

Scripting is provided in the *Johnny Can Spell Teacher's Guide*, the *Johnny Can Write Teacher's Guide*, and in the *Lesson Planner Series*.

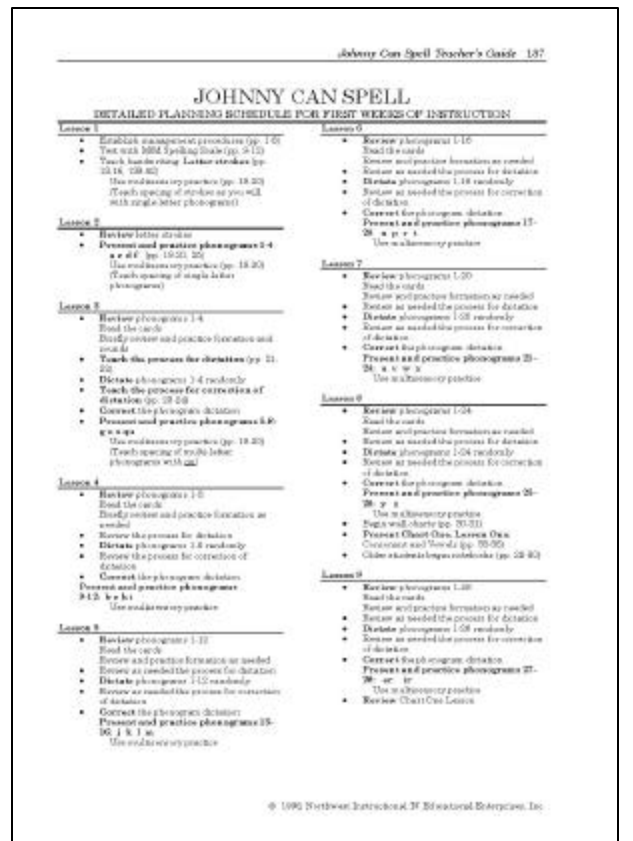
The reduced sample page given here is from the *Johnny Can Spell Teacher's Guide*.



The hallmark of systematic phonics is a plan of instruction for a logical, sequential presentation and practice of the sound-symbol relationships.

Johnny Can Spell Teacher's Guide and *Johnny Can Write Teacher's Guide* contain a nongraded, generic plan of instruction. The reduced sample page to the right is just one way in which the plan is presented in the *Johnny Can Spell Teacher's Guide*.

The Lesson Planner Series takes planning a step further by integrating JCSpell and JCWrite as it establishes lesson-by-lesson content according to instructional levels.



3. Vocabulary Instruction

What is Vocabulary?

Vocabulary refers to the words we know and use to communicate effectively.

An **oral vocabulary** is comprised of words we use in speaking or recognize in listening.

A **written vocabulary** is comprised of words we recognize in reading or use in writing.

Building Vocabulary

Vocabulary can be developed indirectly through oral language activities such as conversation, discussions, listening to adults read, and through personal reading.

Vocabulary can be developed directly through explicit teaching of words, use of reference books such as the dictionary, and learning about

morphemes—roots, affixes.

Comprehension Is Affected

Deriving meaning from print hinges in part on knowing the meaning of most of the words.

Primary VS Intermediate

The majority of the words encountered in print by beginning readers are already in their oral vocabulary. These words are usually high frequency words and will therefore comprise a high percentage of what they read. In addition, beginning reading material usually provides a lot of repetition for the sake of fluency practice.

As students move into the intermediate grades, the repetitiveness of reading material will decrease. Also, they will begin to encounter

words in print that are not part of their oral vocabulary. These words are usually not high frequency words so they will not occur often enough to simply learn them indirectly from experience.

Specific Word Instruction

What can a teacher do to help students develop their vocabulary?

- Engage students in discussions
- Use the word in context
- Examine the morphemes in the word
- Form derivatives
- Use the dictionary and thesaurus
- Provide repeated exposure to the word
- Consider multiple meanings of the word
- Build links between words



Listening vocabulary

Words we need to know to understand what we hear

Speaking vocabulary

Words we use when we speak

Reading vocabulary

Words we understand when we read

Writing vocabulary

Words we use in writing

-from *Put Reading First*

Vocabulary with Johnny

Johnny Can Spell & Write enables vocabulary instruction and fosters a high level of ongoing word consciousness in the classroom.

Spelling Lessons Provide the Opportunity

The spelling word list used in Johnny Can Spell is a high frequency word list for both reading and writing. The words are ordered from easiest to most difficult.

These spelling words are analyzed by their phonetic structure—sounds and syllables. Spelling rules are applied. Attention is paid to handwriting.

Lessons Reach beyond Just Spelling

- Meaning is discussed as the words are used in student-created oral sentences.

- Spelling words are linked to other words as homophones, synonyms, or antonyms are identified.
- Suffixes or prefixes are added to spelling words to create new words.
- Games and drills help build alphabetizing skills.
- The dictionary and thesaurus are thought of as “textbooks.”
- Roots are introduced to web word families and dismantle words.
- Word histories add a richness.
- Word games give a special touch of fun.



Johnny Can Spell & Write

Book 1.2 — Lesson Planner

Section 27
Lessons 131-135

New Spelling Words:

Lessons	Words	Spelling Rules	Phonogram Markings	Teaching Notes
131	dg lay	Words a, e, o, u sound /y/ & /e, /i, /i of the end of a syllable. The letter a is not used to say /a/ at the end of a word. /y/ is used next after.	Syllable break: Leave space Define: Single vowel - long sound (Oval sound, name) Define: Two letters work together for one sound in word	Verb: Form: delay, delaying, delayed Noun: Plural: delays Derivatives: able, capable of, reverse - take, not to leave - delay, finally, to not leave Synonyms: allow, attend, delay, stall, suspend, wait, interrupt, hinder, linger, to try, to move, see page 143 Antonyms: delay (hasten, hurry, expedite)
	pound		Define: Two letters work together for one sound in word	Noun: Plural: pounds Verb: Form: pound, pounding, pounded Meaning: mean amount for weight to strike, beat, endeavor for continuous (pound and) Abbreviation: lb, lbs (Latin, the unit of weight measurement / lb is "pound the pavement" / Meaning is based on / lb especially in context of spelling)
	bg hjnd	Words a, e, o, u sound /y/ & /e, /i, /i of the end of a syllable. Words can be /y/ or /y/ and /i/ when followed by two consonants.	Syllable break: Leave space Define: Single vowel - long sound (Oval sound, name) Define: Single vowel - long sound (Oval sound, name)	Proprietor, Adverb: Synonyms: Adjective: new (fresh, handy, practical, for it against / in these word pairs, the first word is a synonym for the second word in smart ways when before is used with the meaning of its synonym)
132	a round	Words a, e, o, u sound /y/ & /e, /i, /i of the end of a syllable.	Syllable break: Leave space Define: Single vowel - long sound (Oval sound, name) Define: Two letters work together for one sound in word	Proprietor, Adverb: Derivatives: a, in + round cake + around, inside (to be "been around" / Meaning: having done and varied experiences)
	byrn		Define: Single vowel - long sound (Oval sound, name)	Verb: Form: burn, burning, burned (burn), (burn) burned Noun: Plural: Burns Spelling: One 2 Synonyms: See page 143 - Idioms: See page 143
	camp			Noun: Plural: camps Verb: Form: camp, camping, camped Meaning: a place where tents, huts, or other temporary shelters are set up, as by soldiers, scouts, or travelers Derivatives: Organ, fall + camp, meaning field Derivatives: any, to go into + camp + someone, to set up camp

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The Lesson Planner supplies Teaching Notes for every spelling word.

Teaching Notes supply word classification (part of speech) and inflectional forms, meanings, homophones, synonyms, antonyms, roots, word histories, and derivatives.

Teaching Notes reduces teacher prep time and maximizes instructional content.

Students create the context for words through sentence writing.

Students are encouraged to use words in context through sentence writing activities. For example, they write sentences for spelling words, silly smiley-face sentences for homophones, and sentences using synonyms or antonyms in place of spelling words.

Students use word origin clues.

Word families and histories enable students to use origins to support memory of unusual spellings, e.g., one, two.

Johnny Can Spell & Write

Book 1.1 — Lesson Planner

Section 13
Lessons 81-85

Vocabulary — Homophones

Homophones in words from this section:
 to (two), too (two, blue, very)
 see (I), sea (first place)
 I guess, eye (open of sight), eye (you)
 were (yet), sea (shell)

Homophones in sentences:
 The car turned to the right.
 To Did you want to go with me?
 Two We saw two birds in the yard.
 Too I am too tired.
 They would like you of the meeting too.
 I The two boys must go to the school too.

one
 Overhamburger is enough.
 The team won the game.
 One person won the prize.

I
 I can see it.
 My eyes are sore.
 He said, "Eye"
 I can see with my eyes that the system.

some
 Would you like some ice cream with your cake?
 We paid an enormous sum of money.
 Some people will make a mistake in the sum.

Activities:
 Chart the homophones on sentence strip paper.
 Make sentences using the homophones.

Parts of Speech — Prepositions

Memorizing prepositions:
 Add three new prepositions to the nine you have presented (about, above, across, after, against, along, among, around). Every day, recite all prepositions presented to date. Use rhythm as you recite in sets of three. See Johnny Can Write Teacher's Guide, 96-98, for strategies.

Word History — One

Word family and history:
 The words listed here all come from the same root, meaning number one. The word one occurs in rhyming patterns with the word done in Chaucer's writings. It is, therefore, assumed that it was once spoken with the long a sound as found in done.

Reading: Recite the 10 sentences:
 "Most boys must go toward the school door."
 "A person obtained the prize."
 "All of one are with her of signs of state that the sea water won."
 "Part of the people will make a mistake on the total."

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Students are encouraged to create word reservoirs.

Categorizing words, identifying similarities and differences, enables students to build semantic maps—one way to increase vocabulary.

Students generate key picture associations to remember the meanings of confusing words.

Examples: Drawing a circle around *eye* to create a face; highlighting *eat* in the *meat* we eat; making a smiley face out of *o* in *son*; using *¢* with *cent* because *c* and *t*, once used as the abbreviation—*ct.*, were shoved together to form the symbol.

Johnny Cox Spell & Write

Book 2:1 — Lesson Planner

Section 4
Lessons 16-20

Vocabulary — Synonyms

Good and bad are two very common adjectives which are often contrasted. Use the list below to begin expanding word banks for good and bad. The list below includes abbreviated definitions and, in some cases, multiple synonyms.

Good has many meanings that share feelings of approval and admiration.

Beneficial — pleasing to senses, especially vision
Daisy, landscape, goodlooking, lovely, gorgeous, stunning, elegant

Correct — right, without errors or mistakes
Right, accurate, precise, true, exact

Excellent — extremely good
First rate, fine, superior, outstanding, exceptional

Fair — just and honest
Fair, impartial, evenhanded, unbiased, equitable

Grand — describes things that are impressive
Magnificent, splendid, glorious, majestic, noble

Kind — describes people who are nice, pleasant, thoughtful
Gentle, unassuming, good-natured, benevolent

Useful — good for a particular purpose
Helpful, handy, convenient, versatile, applicable

Well — health that is good
Satisfactory, proper, successful, able

Wonderful — very fine
Marvelous, stupendous, fantastic, incredible

Bad means not good or not as it ought to be, not meeting the standard.

Unsatisfactory — not good enough
Poor

Feeble — inferior quality, vulgar, common, indecent

Inferior — means worse than other, worse than it should be, less value

Second-rate — inferior, especially in comparison to others

See Johnny Cox Write Teacher's Guide, 49-51, for more information and activity.

Parts of Speech — Adjectives

Lesson 19

The noun *man* was studied in Lesson 14. Use it or any other noun for the following activity. Write the word on on the blackboard. Draw a circle around it. To one side, write the questions, "What kind? Which one? How many?"

Begin by asking students to use words from today's spelling words to answer the questions. Write their responses on lines around the circle. Your web might look like this:

Words that describe (modify) a noun by answering one of these three questions are called **adjectives**. If you want, students could generate additional adjectives that are not spelling words to add to the web.

For more information about adjectives, see *Johnny Cox Write Teacher's Guide*, 129-32.

Memorizing prepositions:
Continue to add more prepositions to your list for memorization. Check they recall all the prepositions presented to date. See *Johnny Cox Write Teacher's Guide*, 90-93, for ideas and strategies to assist memorization.

but
by
concerning
despite
down
during

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Students learn about morphemes—the meaning bearing units of language.

Learning how morphemes go together to make words and the meanings of common roots, prefixes, and suffixes helps students determine word meanings.

Students become skilled in dictionary use.

Students learn to alphabetize and use guide words in the dictionary.

Then students use the dictionary to learn about words—meanings, irregular spellings, idioms, and sample sentences.

Johnny Cox Spell & Write

Book 3:1 — Lesson Planner

Morphology — *-ject*

Word Family

Dismantle-a-Word
dejectedness

de- ject -ed -ness
down throw past time condition

Literal: the condition of thrown down
Dictionary: being low in spirits, depressed
Antonyms: dejectedness / cheerfulness

Web-a-Root

For more information, see *Johnny Cox Write Teacher's Guide*, 148-51. For strategy ideas, see pages 159-12, 154-55.

Frame-a-Word: -ject (jac, jec, jet), Latin: to throw

ROOT	+ PREFIX (MEANING) / SUFFIX (MEANING)	=	WORD	(LITERAL MEANING)	DICTIONARY MEANING
ject	+ in- (in) / -ion (result of action)	=	injection	throwing into	a dose of liquid medicine forced into the body by needle
ject	+ ob- (against)	=	object	throwing against	raise an argument against
jet	+ -y (result or place of activity)	=	jetty	result or place of throwing	a structure projecting (thrown) into the water to influence current or tide or protect harbor
ject	+ inter- (between, among) / -ion (result of action)	=	interjection	thrown between a word through between	sudden, short utterance expressing emotion
ject	+ re- (backward, back) / -ion (state, condition)	=	rejection	state of throwing back	state of being refused or discarded
ject	+ pro- (before in front of) / -ile (of, relating to)	=	projectile	related to throwing before	a fired, thrown, propelled object that drives forward
ject	+ e- (out, out of, away)	=	eject	throwing out	to throw out forcefully

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4. Spelling Instruction

Spelling and reading draw upon similar banks of knowledge. However, the processes involved in the two activities are different. Spelling engages the encoding process, sounds to symbols, auditory to visual. Reading engages the decoding process, symbols to sounds, visual to auditory.

Teach Spelling

It is important to realize that since they do involve different processes, one skill not directly follow another skill. We cannot assume skill in spelling will directly follow skill in reading. Therefore, spelling cannot be ignored. It

must be taught directly.

Spelling Instruction

Two different process are available for spelling instruction. The first involves memorization of the whole word. The second involves using the phonological form to construct the spelling. Of the two, the second process engages creative thinking and uses phonological knowledge.

Link Phonics to Spelling

With words already isolated for spelling, the spelling lesson is a good time to deliver instruction and provide practice with word parts—phonograms, syllables, mor-

phemes—and spelling rules. Also, teaching and practicing word segmentation and blending during spelling makes possible a greater focus on fluency and comprehension during reading times.

Known to Unknown

When phonics instruction is presented and practiced during spelling, the stage is set to move from what students know (oral language) to what they do not know (written language). Literally, they write the words they speak. Then they read the words they write.



Some researchers believe that spelling is more potent than reading in forcing students to come to grips with the alphabetic principle.

One aspect of learning to write is learning how to spell.

Given 70 common phonograms and 30 simple rules, you can spell 80% of English words.

-Dr. S. Farnham-Diggory

Spelling with Johnny

With Johnny Can Spell, spelling lessons are not drills nor activities to memorize words from a list for a test. Instead spelling lessons are a time of learning how to spell by systematic application of knowledge about sound-symbol relationships and their rules.

Structural Analysis Taught during Spelling

Think to Spell® is an exacting “script” that moves students from the word as a whole to its syllables and sounds and back to the whole.

Students progress systematically through the word, writing it sound by sound, syllable by syllable. Then, a simple marking system is used to visually support the graphic pattern of the word. It is this graphic pattern that the student will retrieve as a whole with minimal sounding out during reading.

Students learn how to spell words instead of memorizing spelling words.

Thinking Skills Develop

Spelling lessons with Johnny Can Spell & Write are problem-solving sessions. Students are engaged in analytical thinking as they construct correct spelling of a word and discuss its use and meaning.

Spelling Notebook

Each student creates a personal spelling notebook which serves as a reference book during writing. As the year progresses, students express a great deal of pride in their notebooks that contain hundreds of correctly spelled words in their own handwriting.

Practice Word-Attack Skills in Spelling

Since word-attack skills are taught and practiced in spelling with Think to Spell®, the emphasis during reading class can be on text comprehension and fluency.



Just as the ability to read words, quickly, accurately, and effortlessly, is critical to reading comprehension, the ability to spell words, easily and accurately, is an important part of being a good writer.

Think to Spell® is sequential word analysis.

- Say the word
- Count the syllables
- Segment syllables
- Segment sounds
- Write the word
- Say the word
- Use the word in a sentence

Students mark the words.

Reminiscent of word coding in 19th century spellers, the markings used during the analytical process Think to Spell® strengthen visual memory with a holistic, graphic pattern of a word.

Students have tools to remember correct spelling of troublesome words.

Distinctive features of troublesome words are enhanced with the marking system used during Think to Spell®.

Think to Spell® with *Johnny Can Spell* and *Johnny Can Write*

The most valuable part of the daily Johnny Can Spell lesson is a process called **Think to Spell**. Students apply the phonograms they are learning and practice good handwriting as they spell and read words. The process is outlined below.

Did you know?

Spelling and reading are both ways to attack new words. Spelling breaks sounds apart to write the word. Reading blends sounds together to say the word.

1. **Introduce the word**
Teacher says the word in isolation and uses it in a sentence to clarify meaning.
2. **Count and identify syllables**
Everyone counts the number of syllables by feeling the movement of the jaw, clapping, or clunking the number of vowel sounds. Individual syllables are identified by stressing each one separately. (Treat each as if it carries the accent!)
3. **Separate sounds**
Sound by sound, students identify and write the correct phonogram(s). Using a special code to resp phonogram sounds and spelling rules.
4. **Check work**
After writing the word, students dictate it syllable by syllable and sound by sound to the teacher who writes it on the board. Students carefully check their work, making corrections when necessary.
5. **Blend sounds**
Once the word has been checked for correctness, students write the word again without coding. Then they blend sounds to read the word using accepted pronunciation.
6. **Create sentences**
Meanings of the word are explored and correct usage is practiced as original oral and written sentences are created by students.

Marking the Phonograms

hap pen

- ✓ Leave a space for syllable breaks.
- ✓ The only single letter consonant that needs a mark is c for second sound /ai/. put 2 above.

cell

- ✓ Do not mark c or g for second sound as the letter that follows (e, u, y) does the marking. (See Spelling Rules 2 and 11.)

got

- ✓ Mark single vowels as follows:
First sound (a) not marked
Second sound (ou) is coded next
Third sound (t) a 3 above

do

you

- ✓ Used as all multi-letter phonograms to show that the letters form one unit, and place a number above the phonogram to indicate sound frequency table (also learned with cards).

of

calm

- ✓ Use a dash to indicate multi-syllable letters or phonograms with a secondary sound (not learned with flash cards).
- ✓ The silent final e's have special markings to keep their jobs. (See the Johnny Can Spell Teacher's Guide, pp 84-87 for the frequency and letter markings.)

Did you know?

Only 100 words make up 60% of all we read. 66% of all written material is made up of just 300 words.

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Johnny Can Spell & Write

Book 21 — Lesson Planner

Section 8
Lessons 36-40

Vocabulary — Homophones

Homophones in this section:
week (7 days), weak (not strong)
weat (weird), wet (drippy), weed (weird)
weat (appear), weat (take)
our (possessive), hour (60 minutes)

Homophones in sentences:

week Seven days make a week.
 He was **weak** other being very sick.
 ☐She was **weat** of week.

sent My mother **sent** me to the store.
 The man needs one **sent** more.
 The **sent** of the garbage was awful.
 ☐She **sent** me to the store with only a **sent**
 to buy a new accent.

soon Did it **soon** to be a hard job?
 The **soon** did not come together well.
 ☐I cannot **soon** to make the **soon** come together smoothly.

our Our house is white.
 Broadway will arrive in our **hour**.
 ☐Our grandma will arrive in one **hour**.

Extending activities:
Review ☐ sentences; for examples, see page 79.
Students write ☐ sentences.

Vocabulary — Troublesome Words

Where; were; there; their; they're:

Student frequently confuse where and were. They also confuse there, they're, and their. To avoid memory through association, use the following visual and auditory patterns as well as meaning and use of words.

Where did you put my book? **where**
I put it over there. **there**
Look, it is here! **here**

Where, there, and here are adverbs expressing position or place.

I was hoping that you were at my house.
Were and were are past tense forms of the verb "to be."
Were is used with first and third persons singular.
Were is used with second person singular and all plural subjects. **were**

They're taking their vacation in August. They bought a new car to drive on their vacation.
They and their are third person plural possessives.
They is the nominative case, used most often as a subject.
Their is the possessive case, used before a noun it modifies.
They're is a contraction for they are.

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Note: Reduced sample page at top is from Workshop Training Notes.
Reduced sample page at bottom is from the Lesson Planner Series.

5. Penmanship Instruction

"Writing is almost as important as speaking, as a medium for communicating thought. For this reason it is said that 'Writing is a secondary power of speech, and they who cannot write are in part dumb.' Scrawls that cannot be read may be compared to talking that cannot be understood; and writing difficult to decipher, to stammering speech.

"If you would attain high excellence in Penmanship, you must master the principles, and faithfully practice them."

-Introductory Remarks, *Theory of Spencerian Penmanship*, 1874.

Systematic Instruction

Penmanship should be taught systematically, not casually. "Casual approaches to writing are apt to create writing and reading disorders in children with a normal central nervous system, and magnify the defects in children with even the mildest forms of organic impairments." -Hilde Mosse

Light, Posture, Tools

Important to the ease and speed of writing are good light, proper posture, and correct use of tools. Proper posture must be attended to until it becomes a fixed habit. The correct use of tools must be taught, not left to chance.

Practice Features

Practice should involve linear writing which will support linear reading and help prevent reversals and inversions. Column writing does not support the development of left-to-right eye movement.

Practice should incorporate as many sensory avenues as possible. Therefore, instructional strategies should provide for visual, kinesthetic, auditory, and tactile learning activity—simultaneously when possible.

Focus on lower-case letters first since they occur more in reading and writing. Also, the upper-case in many instances

is simply an enlarged version of the lower-case. -S. Shaywitz

Incorporate practice of sounds with penmanship so that fixed associations can develop early between letter and sound.

Influence on Reading

Penmanship supports letter recognition, a very important skill for reading.

Penmanship integrated with phonics practice forms a strong association between letters and sounds that is critical to both reading and writing.

Children who make excessive form errors are at risk for failure.

-Marvin Simner

Cursive Writing

Children need to see cursive not as a different way to form letters but as a faster way to write.



"Scrawls that cannot be read may be compared to talking that cannot be understood; and writing difficult to decipher, to stammering speech."

-Spencerian authors

As many as 78% of kindergartners who were rated by their teachers as making an excessive number of form errors were failing on their first-grade report cards.

--Dr. Marvin Simner, Ph.D.,
researcher at Uof W Ontario,
Canada

Phonics instruction is attentive to sounds and their distinguishing features.

Penmanship is attentive to the letters and their distinguishing features.

Penmanship with Johnny

Johnny Can Spell equips the teacher to integrate penmanship instruction with phonics and spelling instruction. This approach can be used with any style of letter formation.

Letter Formation and Sounds Integrated

Students experience the complete kinesthetic-motor movement with visual input as they form a letter without lifting the pencil (exceptions crossing and dotting letters, and in some styles, k). During the initial introduction to a letter, they softly repeat the directions for letter formation as they write the letter. Later, they softly repeat the common sounds of the letter as they write it.

Manuscript to Cursive

JCSpell's emphasis on correct formation of the letters in manuscript supports a smooth, painless transition into cursive.

Instructional Support Materials

Teacher materials include detailed instructions about posture and correct use of writing tools, a detailed script for formation of each letter, suggested management strategies, checklists for assessment or record keeping, and models. There are no student consumables. Instruction and practice is completely teacher-directed and monitored.



"A child has a desperate 'need' not for words, but for an explanation of the role of letters, their shapes and sounds!"

-Hilda Mosse

Johnny Can Spell teacher materials contain

- Scripting for letter formation
- Instructions for posture and pencil grip
- Checklists for assessment
- Exercises for fingers
- Ideas for writing practice without paper and pencil

Students do not need consumable copy books to practice penmanship with Johnny.

Johnny Can Spell & Write
Penmanship: Tools Book K — Lesson Planner

Furniture, Paper, Pencils, and Other Help

Supplies: Blot writing paper and #2 ball pencil (yellow, six-sided) without eraser, see *Johnny Can Spell Teacher's Guide*, 144.
Desk or table and chair for each student.

Teacher prep: Read again the text information about tools of writing. See *Johnny Can Spell Teacher's Guide*, 125-32.

Chair:
Ankles, knees, and hips should form right angles (90 degrees) if student is seated in properly sized chair. A chair that is too big will cause the right angle to be lost at the ankles and knees. **Solution:** Find a smaller chair or place a phone book that has been wrapped in a strong tape under student's feet. A chair that is too little will cause the right angle at the knees to be lost. **Solution:** Find a larger chair, or put something under student's feet, e.g., phonebook wrapped with tape or adhesive shelf paper.

Desk or table:
The height of the table should be two inches above the bent elbow of a student seated at it. An easy way to determine this is to seat a student in the chair he will be using. Have him bend his elbow, keeping the shoulder naturally sloped. Measure from the floor to the bent elbow. Add two inches and raise or lower the desk or table to that height. If a desk or table is shared by multiple students, group students for penmanship according to similar heights. You may need to have different table heights in your room.

Name cards:
Position name tags on two plates to help students remember how to start the writing paper. See sketches (to right).

Pencil:
Use six-sided pencils. A ten pencil is easier to grip than a round pencil. Use soft lead (2B). Remove the eraser. The removal of the eraser lessens the weight of the pencil. Practice lines do not need to be written with erasing. If all of a student's work is on the paper, the teacher gets maximum feedback. Erases can easily be removed with pliers.

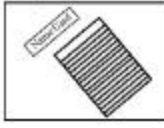
Paper:
Use lined paper. The best is the kind that requires the least amount of stretching to move a student from it to regular notebook paper. **Remember, the width of the lines on the paper should match the thickness of the writing tool, not the age, grade, or skills of the child.**

For pencil, use a line width that matches wide-ruled notebook paper. A broken mid-line makes initial formation of letters easier. Avoid paper with the space for letter tails. If possible, use paper with four writing lines and red margin lines. Make appropriate modifications for students with visual impairments or fine motor skill difficulties.

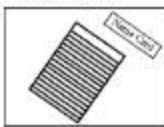
For young students, fold the paper in half (longer paper fold). This shortens the depth of the paper to better match the length of a young student's forearm. If the paper is full unlined, the student is forced into an incorrect posture with his elbow on the desk, in order to write on the first line. The elbow should never be on the desk.

Black-line masters of writing paper for #2 pencils are on pages 192-94.

For right-handed student



For left-handed student



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Penmanship does not require a separate practice time.

It is integrated during phonics and spelling with Johnny.

Johnny Can Spell & Write
Penmanship Assessment Record Book K — Lesson Planner

Student Name: _____ **School Year:** _____

Teacher: _____ **Grade:** _____

Description	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Posture: right angle at ankles, knees, hips, elbow if desk										
Paper position started parallel to writing arm										
Pencil grip: three-claw finger grip with rounded web										
Holder hand position: holds and moves paper										
Letter formation: beginning, direction, ending										
Letter slant uniform										
Size of letters: consistent, uniform, fits space										
Letter alignment: correct placement on writing lines										
Spacing: between letters										
Spacing: between words and sentences										
Quality: even pencil pressure, erasures, smudges										
Uses correct case, upper and lower										
Writing speed is appropriate										

NOTES:

Key:
E = Excellent
S = Satisfactory
N = Needs improvement

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6. Grammar Instruction

Grammar has been referred to as the science of words and their functions.

It deals with classes of words, the relations which exist among words, the changes in form that indicate these relations, rules for forming groups of words, and the functions of these words within structures of writing.

Why Teach Grammar?

Grammar lessons provide a basis for instruction in usage and facilitate the teaching of writing. The task of teaching writing (composition) is a difficult one. However, without a vocabulary for discuss-

ing the structure of a sentence, punctuation, and word usage in a sentence, it is next to impossible to teach.

The Building Block

The simple declarative sentence is the building block of all composition. All good writing consists of good sentences properly joined.

An Instructional Approach

Instruction in grammar should trace the natural development of the sentence, to consider first its primary parts and then descend to the details. The student should be systematically trained to discover the functions and rela-

tions of words as elements of a whole—a phrase, clause, or sentence.

Not only should the student learn about parts of speech and the correct use of grammatical forms through the sentence, he should also learn the laws of discourse in general—the law of unity, of continuity, of proportion, of order, of emphasis, of coherence.

Beside providing the content of instruction, the sentence is a complete composition unit that is small enough to make it manageable for daily rehearsal and review.



A knowledge of grammar is indispensable to anyone who wishes to write.

Recognizing the structures of grammar--noun phrases, verbs and complements, and prepositional phrases--increases reading fluency.

Grammar with Johnny

Johnny Can Spell & Write provides explicit instruction on the conventions of writing (spelling, punctuation, and capitalization) and the composition of the sentence. Instruction springs naturally from spelling words used in sentences. Then the writing workshop or center time can focus on the free flow of ideas in the stream of writing and on the processes of writing.

Eclectic Instructional Activities

Instructional strategies reflect an eclectic approach. They may be directed toward listening skills, oral production, writing skills, or reading comprehension—or any combination of these. Activities encourage teachers to make writing relevant to students by using student-created pieces or excerpts from student reading material. Worksheets are virtually nonexistent.

Parsing

A fast-paced oral review strategy that focus on parts of speech and sentence elements is

structured from the 19th century parsing model.

Sentence Mapping

Sentence mapping, old-fashioned diagramming, is used to present directly and vividly to the eye the exact function of every clause in the sentence, of every phrase in the clause, and of every word in the phrase. The sentence map is a picture of the analysis of the sentence. The map enables the student to discover the logical order; whereas, the order of words in speech is the literary order. Mapping drives the student in a searching examination of the sentence. It brings him/her face to face with every difficulty. It compels a decision on every point. Such an analysis gives the student a tool to examine the writings of others as well as his/her own with understanding that supports personal skill growth.



The simple declarative sentence is the building block of all composition.

Language errors unattended or treated haphazardly will become entrenched.

The *Lesson Planner Series* provides scripting samples of sentence mapping.

The *Johnny Can Write Teacher's Guide* contains a detailed "Diagramming Guide."

Students analyze sentences, placing what they understand on a sentence map.

Johnny Can Spell & Write

Book 1.2 — Lesson Planner

Section 27
Lessons 121-125

★ In shallow water, they built a lodge of sticks, grass, moss, and mud. ★

1. Find the prepositional phrases: *In shallow water*; *of sticks, grass, moss, and mud*.

2. Identify the verb: *built* (map out its forms: *build, building, built, (have) built*). Place *built* on the diagram line.

3. Ask: Who / what built? Answer: *They* (ignore prep phrases). Place *they* on the diagram line. *They* is the subject of the verb *built*.

4. Ask: Built when/where? Answer: *lodge* (ignore prep phrases). Place *lodge* on the diagram line. *Lodge* is the direct object of the verb *built*. *Lodge* receives the action of the verb. Notice the line that separates the direct object from the verb.

The main idea of the sentence: *they built lodge*

5. Ask: Built where? Answer: *in shallow water*. Diagram the prepositional phrase to modify *built*.

6. Ask: Which lodge? Answer: *of sticks, grass, moss, and mud*. Diagram the prepositional phrase to modify *lodge*. Diagram the article *a* to modify *lodge*.

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Students work with sentences to practice

- Identifying verb & subject
- Elaboration
- Classification with end punctuation

Johnny Can Spell & Write

Book 2.2 — Lesson Planner

Section 19
Lessons 91-95

Sentence Elaboration

Each day, write one of the following sentences on the board. Beneath, put the most similar verb in a circle. Ask the students questions for the noun. **What was? What had? How many? Ask the other questions for the verb. How? When? Where? Why?** Write the answers. Answers may be words, phrases or clauses. Draw a motion line from the verb, deep and inside the sentence as a whole group, small group, or individual. Remember, every adjective and adverb phrase does not have to have an answer.

- A woodpecker flew. (Verb: *woodpecker* and *flew*.)
- The sound filled the air. (Verb: *sound*, *filled* and *air*.)
- His bill probed the tree. (Verb: *bill*, *probed*, and *tree*.)

Challenge: Do your sentences tell a story? Can you put them into one paragraph? Add another sentence or two to finish the story. Can you give it a title or draw a picture?

Diagramming Subject and Predicate

Diagram these sentences as we've modeled on page 140 in the book. These sentences could also be used for elaboration activities.

- The woodpecker | is very colorful with his red head.
woodpecker | is
- The woodpecker | probes into wood with its sharp, strong bill.
woodpecker | probes
- The long tongue of the woodpecker | has sharp things at its end.
tongue | has

Using Sentence Formulas

- I have a red head.
- My nest is very black, but my breast is white.
- Most of the time, I feed on worms and insects.
- My tongue is very long and can reach into tree trunks.
- Did you know that I have sharp things like teeth on my tongue?
- My sharp, strong bill helps me dig into the wood as I hunt for insects.
- Sometimes I like to eat the nice juicy fruit that grows on the trees.
- What a pest I am to fruit trees when I eat their fruit!
- I love to tap-tap-tapping, tap-tap-tapping.
- Do you know what I am? (Answer: I am a woodpecker.)

Answer Key

1. *
2. *
3. *
4. *
5. *
6. *
7. *
8. *
9. (*)
10. *

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Irregular Verb Forms

Irregular Verb Forms Chart			
run	running	ran	have run
go	going	went	have gone
do	doing	did	have done
write	writing	wrote	have written
ring	ringing	rang	have rung
sing	singing	sang	have sung
spring	springing	sprang	have sprung
eat	eating	ate	have eaten
get	getting	got	have gotten
blow	blowing	blew	have blown
fall	falling	fell	have fallen
ride	riding	rode	have ridden
keep	keeping	kept	have kept
sit	sitting	sat	have sat
leave	leaving	left	have left
pay	paying	paid	have paid
make	making	made	have made
find	finding	found	have found
teach	teaching	taught	have taught
catch	catching	caught	have caught
bring	bringing	brought	have brought
stand	standing	stood	have stood

Build an Irregular Verb Chart:

If you have not begun an Irregular Verb Chart, do so now. See *Johnny Can Spell & Write Teacher's Guide*, 82-85.

"Snapping" the verb forms:

Students snap their fingers as they recite to the beat: run, running, ran, have run; go, going, went, have gone; do, doing, did, have done (continue with other verbs on chart). At first, point to words on the chart as you recite them to the snap of your fingers. Eventually, remove all but the first column. Snap fingers as it reads irregular forms from memory.

Personal Pronouns

Memorizing personal pronouns:

Having introduced pronouns, page 22, begin to commit them to memory. By now, most of these personal pronouns have been taught as spelling words.

As recommended in the *Johnny Can Write Teacher's Guide*, the personal pronouns are organized below according to properties: case (nominative, objective, possessive), number (singular and plural), and person (first, second, third). I highly recommend that this order is maintained in oral recitation and visual representation. Connecting and developing the concepts related to the properties of personal pronouns eventually in the future will be much easier if you do.

For some great recitation ideas supporting memorization, see *Johnny Can Write Teacher's Guide*, 52-54.

Nominative Case	Objective Case	Possessive Case (with a noun)	Possessive Case (stands alone)
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

Students master the inflected forms for parts of speech through many activities, from rhythm to sentence creation.

Introducing or Reviewing Simple Verb Tenses:

See *Johnny Can Write Teacher's Guide*, 167-70, 212.

Simple Present Tense:

Write the following sentence on the board:
(Student's name), jumps.
Ask: What word expresses the action?
A: jumps. Underline it twice.
Ask a student to stand beside his/her desk and jump one time.
State: The action, jumps, is happening now.
Action happening now is called present tense.
Write the following sentence on the board:
(Student's name) used (Student's name) jump.
Ask: What word expresses the action?
A: jump. Underline it twice.
Ask two students to jump at the same time.
State: The action, jump, is happening now.
What do we call action happening now?
A: Present tense.

Compose more sentences using the simple present tense. Keep in mind that the simple present tense expresses action that happens consistently or habitually, i.e., every day.

See examples:
I walk to school.
We eat lunch at noon.
The team practices after school.
The teacher stands by the door.
I wash my hands before I eat.
My father drives me to school.
The bus goes by my house.

Note: Draw these sentences for work with past and future tenses.

Simple Past Tense:

Ask students to create simple sentences about something that they did last night.
Write a few of the sentences on the board.
Identify the verb in each sentence.
Underline it twice.
Ask students to tell when the action happened and note that the action happened last night.
Observe the form of each verb.
Does it have a past tense ending?
E.g., My friend and I talked on the phone.
Is it the third form when we snap out the irregular verb form?
E.g., I wrote a letter last night.
(write, writing, wrote, have written)
State: Action that has already happened is called past tense.

What do we call action that has already happened?
Ans: Past tense.

Change the sentences previously composed in present tense to past tense. Past tense expresses action completed in the past, prior to the present time.
Examples continue:
I walked to school.
We ate lunch at noon.
The team practiced after school.
The teacher stood by the door.
I washed my hands before I ate.
My father drove me to school.
The bus went by my house.

DAILY: As students use verbs from spelling words to compose sentences, identify the tense of the verb. Then, have students change the verb to express a different tense. Sometimes other parts of the sentence will need to be changed.

Simple Future Tense:

Ask students to create simple sentences about something they might do tomorrow.
Write a few of the sentences on the board.
Identify the verb in each sentence.
Underline it twice.
Look at the word that comes before each verb - will.
Ask students if the action has happened and note that it has not.
Observe the form of each verb.
Is it the first form when we snap out verb forms?
E.g., I will write a letter.
(write, writing, wrote, have written)
State: Action that has not yet happened is called future tense.

What do we call action that has not yet happened?
Ans: Future tense.

Change the sentences previously composed in present tense to future tense. Future tense expresses action that has not yet happened. The auxiliary will (or shall) is part of the verb phrase.
Sample routine:
I will walk to school.
We will eat lunch at noon.
The team will practice after school.
The teacher will stand by the door.
I will wash my hands before I eat.
My father will drive me to school.
The bus will go by my house.

Parsing is a quick oral review strategy.

Lesson Planners provide parsing guides with words from sample sentences parsed to help the "parsing novice."

Johnny Can Spell & Write

Book 3.2 — Lesson Planner

Section 30
Lessons 145-150

Parsing Parts of Speech:

Boys, your completed project is an excellent sample of your work.

Boys	Part of speech? Noun; names a thing/people Class? Common; not specific Concrete; can know with senses Number? Plural; remove s to change to singular Case? NA Gender? Masculine Function? Noun of direct address; to call attention	is	Part of speech? Verb; expresses action or state of being Class? Irregular; be, being, been, is, am, are, was, were Linking Main verb in the independent clause Form of verb? Common Mood? Indicative; states fact Tense? Present Person? Second person; speaking about subject Number? Plural; subject is plural (antecedent - boys) Function? Main verb in independent clause
project	Part of speech? Noun; names a thing Class? Common; not specific one Concrete; can know with senses Count; can count them Number? Singular; plural add -s, very limited uses Case? NA Gender? NA Function? Subject of verb, is	sample	Part of speech? Noun; names a thing/people Class? Common; not specific Concrete; can know with senses Number? Singular; add s to form plural Case? NA Gender? NA Function? Predicate nominative; renames project
an	Part of speech? Adjective; article Class? Indefinite Function? Modifies noun; sample use "an" before a vowel sound [əˈnɪkəl]		

For help, see Johnny Can Write Teacher's Guide, 219-63.

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Sentence dictation provides the framework for a quick written grammar practice or assessment.

Johnny Can Spell & Write

Book 3.1 — Lesson Planner

Section 7
Lessons 11-35

Sentence Dictation:

<p>Lesson 31 I will show you the picture of the eagle. Put the prepositional phrase (off the eagle). Diagram verb (will show) and subject (I will show). I will show</p> <p>Write the plural for eagle (eagles). Rewrite original sentence with verb in past tense (I showed you the picture of the eagle). Rewrite original sentence as an interrogative. For our help: What I show you the picture of the eagle?</p>	<p>Lesson 34 The flowers were a pretty sight beside the country road. Put the prepositional phrase (beside the road). Diagram verb (were) and subject (the flowers). flowers were</p> <p>Underline the nouns (flowers, sight, road). Rewrite original sentence as an interrogative. For our help: Where the flowers a pretty sight beside the country road?</p>
<p>Lesson 32 The monkey will make its next noise. Diagram verb (will make) and subject (the monkey). monkey will make</p> <p>Write the plural for monkey (monkeys). Rewrite original sentence with verb in future tense (The monkey will make its next noise). Rewrite original sentence as an interrogative. For our help: Do the monkey make its next noise?</p>	<p>Lesson 35 Father will take a trip to Lake Mead in July. Diagram verb (will take) and subject (father will take). father will take</p> <p>Underline the nouns (father, trip, lake). Rewrite original sentence as an interrogative. For our help: Will father take a trip to Lake Mead in July? Rewrite original sentence in past tense. For our help: Father took a trip to Lake Mead in July.</p>
<p>Lesson 33 The baby was born on Tuesday. Put the prepositional phrase (on Tuesday). Diagram verb (was born) and subject (the baby). baby was born</p> <p>Write the plural for baby (babies). Rewrite original sentence as an interrogative. For our help: What the baby born on Tuesday?</p>	<p>NOTES:</p>

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Northwest Instructional 'N Educational Enterprises, Inc. was founded in 1987 by Alice Nine to support excellence in education. To that end, N.I.N.E. Enterprises has sponsored hundreds of literacy training events nationally and internationally for educators, parents, and interested people.

Alice Nine firmly believes there is a great need for quality teacher training because we have been ill-equipped both in language content and strategies. We must have a thorough knowledge of our language and appropriate strategies to teach our students sequentially the subskills of writing and reading. To that end, N.I.N.E. Enterprises offers training and materials.

Avoid reading failure; focus on prevention instead of intervention -Alice Nine

Meet Alice Nine, **creator of Johnny Can Spell & Write**

Alice Nine, creator of Johnny Can Spell and Johnny Can Write, has a tenacious focus on literacy.

In the 1980s, Alice Nine began searching for a more effective way to teach language skills. The traditional text and worksheets approach was not accomplishing lasting results. Her search led her back in history to teachers who more than 100 years ago did so much with so little. As a result, she increased her own personal knowledge of English, made dramatic changes in her method of teaching it, and secured success for her students.

Out of her personal experiences, a desire to help other teachers secure the same success for their students was conceived. As she shared her knowledge and experiences, this desire gave birth to Johnny Can Spell and Johnny Can Write.

For more than a decade Alice Nine has traveled nationally and internationally to conduct hundreds of workshops and countless in-services, awareness sessions, and convention presentations.

A teacher of teachers, Alice Nine shares from her wealth of knowledge and personal experiences as a

teacher, administrator, consultant, parent, and grandparent. Many of her practical, common sense strategies, founded on research-based procedures, are not new but revised from 19th century language textbooks.

Teachers and parents leave her dynamic, fast-paced training events not only challenged but also equipped to make a deeper commitment to excellence in education and to their own abilities to contribute to the lives of our children. Attending one of her workshops will revolutionize your teaching forever.



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Put reading and writing first; schedule training with Alice Nine!

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