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The *Primary Arts of Language* is presented in two programs: Writing and Reading. This is the writing program, which is further divided into three parts.

Part I: Printing and Oral Story Summaries

Part I introduces printing and story summaries and will require about thirty minutes per day to teach. To prepare for written stories later in the year, the Story Sequence Chart will be used to retell short stories.

If your student already knows how to write all his letters, you may skip teaching this section, but it is worth your reading through it to ensure that your student is developing a mature pen grasp and is forming his letters using a correct stroke order. Good habits in printing will make learning cursive later much easier. The letters are presented very quickly; however, there will be ample time to practice handwriting during the copy work section.

Part II: Copy Work, Spelling and Pre-Kriting

In Part II, printing will become automatic through the use of copy work, stylistic techniques for writing will be explored, and formal spelling lessons will begin. Your student will also continue to summarize stories by retelling them as a narration.

- Copy work will begin with complete sentences and continue with worksheets that invite your student to insert letters and words before copying. The daily practice will help make printing automatic in preparation for composition. This will require about fifteen minutes per day.
- Style enrichment lessons will not only give your student the opportunity to play with stylistic techniques, it will also gently introduce the basic parts of speech.
- *All About Spelling* Level One is a formal spelling program presented in 24 “steps.” The teacher presents the exercises in a step, repeating them daily. Once the student demonstrates mastery of the step, he may progress to the next step. Even if your student is reading, it is worth breezing through each of the steps presented in *All About Spelling* to ensure a firm foundation for spelling.
- Daily story summarizations using the Story Sequence Chart will continue, but this time your student will retell the story instead of just answering the Story sequence questions.

Part III: Composition

Once handwriting has become automatic, spelling is well underway, and the Story Sequence Chart is internalized, students may begin composition lessons.

If handwriting is a problem, review the Appendix on dysgraphia, and free him from handwriting during the composition part. Instead, be his scribe, and let him use what you wrote for continued copy work practice.

The composition lessons will focus on the Institute for Excellence in Writing’s *Teaching Writing: Structure and Style* Units 1–3 and 7.

- Unit 1: Key word outlines
- Unit 2: Summarizing from Notes
- Unit 3: Story Writing
- Unit 7: Creative Writing

The goal of composition with primary students is to help them internalize the structural models. Some students will require help all the time, and that is fine. It is important to model the process over and over and help your student as much as he needs. These lessons will lay a firm foundation for future independence.

Class Journal

Introduce the class journal. Write the day, date, and a few sentences. Choose one or two things to point out as you write (perhaps how you use the calendar to figure out the date).

Monday
September 7, 2010

Yesterday, we went to Cook's Orchard and picked two bushels of apples. They had a dog that thought the apples were balls to chase! We are going to make applesauce with our apples.

Printing

Introduce the letters *c*, *o*, *a*. You do not need to teach the name of each letter at this point, just its sound.

Be sure to read the introduction to teaching printing. Introduce the letters on the whiteboard first, and have your student practice his letters on the whiteboard also. You may also want to begin by forming the letters with play dough. Roll a piece of dough into a long string, and form the letter with a single strand. There is a recipe for play dough in the Appendix.

Before writing on paper, teach your child how to hold the pen and tip the paper. Post the "Printing Reminder Sign" in your classroom, and refer to it at the beginning of every printing lesson. On the sign, circle which paper tilt your student will use. All these signs are presented in the *Student Printing* e-book and in the Appendix of this book.

The Happy Letter: c

Begin by introducing the letter *c*. Say the sound (the hard |c| or |k| sound, not the name of the letter). Write a *c* on the whiteboard and say "|c| is the happy letter. He is happy because he is a cookie, and somebody took a bite!"

Say, "To make a |c|, I start up on the right [relate to an object in the room, such as the windows or the wall]. Do not pick your pen up! Go up and around, but do not close it up. |c|, |c| cookie!" Be sure your student starts near the top of the *c* and circles all the way around. Tell him to imagine he is drawing a circle around his head. Starting at the temple, move around the top of the head and around to the chin stopping at the jaw line. Practice several *c*'s on the whiteboard. You can practice all the letters with play dough and on the whiteboard first, and then move to paper.

The Sad Letter: ö

Now introduce the letter *o*. Draw one on the board and say, "This is the sad letter |ö|. He is sad because nobody took a bite out of him, 'Ahh.' To form the letter, start just like the happy letter, but continue around until you meet where you started."

Be sure your student does not get into the habit of starting the *o* at the top—it starts like the *c* to the right (relate to an object in the room).

Have your student place a breve (˘) over the |ö|. (A breve is the shape of a reverse arc, or a smile.) You will do this with all the vowels as they are first introduced since you will be teaching the short sounds with the letter stories. Later, the long sounds (the vowel names) can all be taught in one lesson. The long sounds will be marked with a macron (¯), which is the shape of a line over the vowel.

The Angry Letter: ä

Introduce the letter *a*. Start on the right again (orient to the room). Say, "Start at the top; do not take your pen off the paper, and it says |ä|." You may teach your student to make a little curve at the end of the *a*, like a ponytail, but don't make it too long. Be sure the line from the top to the bottom is straight and not slanted; she keeps her pony tail close to her head. It should end at the bottom of the letter and not extend below the letter. Place a breve (˘) over each *a* to reinforce the short sound.

Oral Summary

Using the Story Sequence Chart, help your student summarize the story into its three parts. Ask the Story Sequence questions and help your student answer; his answers can be phrases. Below are suggestions for questions and possible answers. Adam Andrews' talk "Reading Comprehension from Seuss to Socrates" (available as an mp3 audio on the *Primary Arts of Language: Reading DVD-ROM*) will also help you with this process.

Over time, your student can learn to retell the story in complete sentences using the chart for reference. For now, focus on just answering the questions to sort the story into its three parts.

Characters and Setting

Who is in the story? (Main Characters)	The Bear family: Papa Bear, Mamma Bear, and Baby Bear You can save Goldilocks until the problem, or get her started on her morning walk in the woods too.
What do they look like?	Papa Bear is big and tough, Mamma Bear is sweet and soft, and Baby Bear is little. If you are including Goldilocks, she is young and naïve.
When does it happen?	In the morning, it is a lovely day.
What do they say/do? Where do they go?	The bears went for a walk having poured the porridge to cool while they were out.

The Problem

	Goldilocks finds the house and decides to enter, uninvited. The problem can be her hunger and being too far away from home, or her bad manners.
What does she do?	She breaks into their house, eats their food, breaks their stuff, and sleeps in their beds. Although your student can give all the details for each section with the "too hot, too cold, and just right," it is a good thing to hurry through the early part of the plot and slow down when you get nearer the climax.
What do the bears say/do?	They find the results of Goldilocks' visit as they go through their house. They eventually go upstairs.

Climax/Resolution

How is the problem solved?	The bears find Goldilocks, and she gets away.
What happens after?	You can make up something for "what comes after." Do the bears start to lock their house? Do they move away? Does Goldilocks learn anything?

Clincher

Have one, final sentence that ends the story with a bang. Suggestions:

"She decided never to go so far from home again."
"Goldilocks determined never to enter strange houses again."
"The Bears decided to lock their doors from now on."
"The Bears are still looking for Goldilocks. She had better watch out for the Three Bears."

Spelling Test

Later in the day, plan a few minutes for a "spelling test" where the letters taught can be practiced at the whiteboard. Say the letter *sound* and ask your student to "spell" it. Today's "test" is on the letters *c*, *o*, and *a*. If your student cannot remember the letters or how to print them, you may want to repeat this lesson tomorrow before progressing to Lesson 2.

Now that your student has begun printing of single words with correct spacing, he can move into formal spelling lessons while copy work continues to make printing automatic. Style enrichment activities will introduce punctuation and parts of speech in preparation for the composition lessons in Part III. Story summaries will also continue as you read literature to your student.

Class Journal

The daily class journal entries will continue. If you have not started a journal, simply get a composition book or spiral notebook to use.

Since the journal involves writing the day and date, it is also a good time to discuss how a calendar works and to review the days of the week and the months of the year.



All About Spelling Setup

If you have not started already, in Part II you will begin to use *All About Spelling*. You will need a Level One Teacher's Manual, a set of Level One Student Materials, and a Basic Interactive Kit which contains the letter tiles, magnets, phoneme CD-ROM, and a set of word card dividers. You will also need wide-ruled notebook paper (e.g., a single subject spiral notebook) and a 3x5" recipe file box (see below for the right size). A magnetic whiteboard is helpful too.



Read through the introduction in the *All About Spelling* teacher's book (through page 12). The instructions for each step can be read as you teach your student.

Starter Pack

Open the *All About Spelling* Starter pack, which contains laminated letter and phonogram tiles and sticky magnetic squares. Cut apart or break apart the letter tiles and stick a magnet to the back of each tile. Initially, you will only need one set of the individual letters. Put them on the magnetic board and keep the rest of the tiles in a reclosable storage bag for future use.

The starter pack also includes a CD-ROM with all the phonograms pronounced for you. If you are new to teaching reading, use this CD-ROM to learn how to pronounce the sounds correctly. Your student may also enjoy playing with the CD-ROM to test his knowledge of the phonograms.

Magnetic Whiteboard

It is very helpful to have a magnetic whiteboard to use with your *All About Spelling* letter tiles. They recommend a 2x4' magnetic whiteboard, but I prefer something smaller that can lie on the table. I found a 17" x 11" magnetic whiteboard in the office supply section of my department store. A cookie sheet can work well also (as long as magnets stick to it).

To make it easier to organize the letters, use a Sharpie® marker to print the alphabet in capitals along the borders of the board. Then the letter tiles can be placed over the capital letters.



Student Materials

Open the *All About Spelling* student pack. Place the "Progress Chart" in the lesson book—it makes a great placeholder. Tuck the "Completion Certificate" away in a file or the back of the teacher's book so you can locate it later.

Find the laminated word card dividers in the Basic Interactive Kit. The dividers are numbered so you know what order they should be in. Place the dividers in a purchased recipe card holder. Do not get a file card box from the office supply section of the store—it is too small. Instead, purchase a recipe file box like the one pictured below and made by Sterilite. You can find these boxes in the plastic container/home organization section of your department store. When I looked for them online, it was called a called “Sterilite Micro FlipTop Box.”

Next, separate the colored cards. Keep them in numerical order as you separate them; they are numbered on the bottom right. There are four kinds of cards:

- yellow “Phonogram Cards”
- red “Sound Cards”
- blue “Key Cards”
- green “Word Cards”



Place the cards behind their respective “Future Lessons” divider and set the box aside.

The teacher’s notes are easy to follow with little or no teacher preparation. Read the first twelve pages of introduction; that is all you need to do before starting. There is a document at the end of the Appendix to help you know when to move from one step to the next.

Style

In addition to the class journal and spelling, Part II of these writing lessons includes a style enrichment section to gently introduce your student to punctuation, parts of speech, and methods of adding style to language. Each section spans four lessons, so if you are using these lesson four days a week, you will have a new task each week. You will occasionally need regular wide-ruled paper for these exercises.

Exposure, Not Mastery

The goal of the style exercises is not to require your student to memorize the grammatical terms of noun, verb, adjective, clause, etc. Rather it is to expose them to the vocabulary and invite them to play with these kinds of words. The vocabulary of grammar will come with time. For now, enjoy the concepts.

Posters

The style enrichment exercises rely on posters to remind your student of what you have presented. Display the posters in your classroom. As new posters are introduced, you may pull down the ones that have already been internalized, but if you can afford the space, leave as many up as you can.

If you are short on wall space, you can purchase a tri-fold display board for use during writing time. The posters can be taped to the board and displayed on the table during class time, and then folded up and tucked behind a couch at the end of the day.

Projects

Some of the style sections include a project, such as the Who/Which Project (see Lesson 9), which may take a little extra time since extra copy work and illustration is required.

Copy Work e-book

The *Student Copy Work* e-book is necessary for Part II of these lessons. It includes the reminder posters (presented as your student needs them) and the model for the day’s copy work. You will also need regular wide-ruled paper (loose or spiral bound) for copy work starting in Lesson 17.

The e-book pages for copy work begin with the little house to help your student remember where the attic and main floor are located, but they will gradually get thinner. Show your student that there are two

spaces between each main floor. Over time, the spacing will become automatic. If not, your student may continue to draw the houses in the margin of his paper, or simply draw a line (as done on the copy work pages for Lessons 15 and 16) to indicate where the “house” is. If your student struggles with any kind of dysgraphia, he may do better with standard primary paper which has dotted lines. For students with extreme difficulty, raised line paper can be helpful. See Appendix 3 for more information on dysgraphia resources.

Diacritic Marks

When completing copy work, students should use diacritic marks to spotlight the phonetic rules. These will be explained in the teacher’s notes.

Short vowels get a breve (˘) while long vowels receive a macron (¯).

- Vowel and consonant teams should be underlined.
- Magic-e words (vowel-consonant-e) should have an arrow pointing from the silent-e to the vowel.
- Multi-syllable words can also be marked with sweeping curves under each syllable (see *funny* at right).



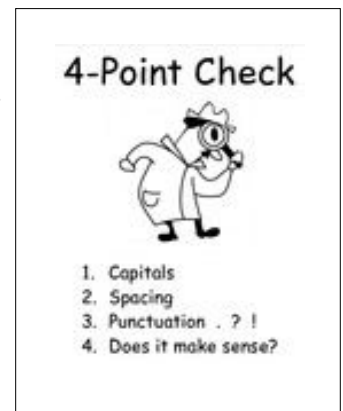
Marking the phonograms (or “helpers” as they are called in the reading lessons) will help your student identify them more readily when reading and spelling. Continue to have your student include these marks as long as you think he needs them. If your student is reading and spelling well, you may discontinue adding the marks, but do not discontinue them too soon.

4-Point Check

When writing sentences, your student should practice the 4-Point Check. The poster at right is included in the *Student Copy Work* e-book as well as in Appendix 4 of this document.

When your student completes a sentence, he should ask himself these four questions:

- Did I remember to use a capital at the beginning of the sentence?
- Is there a finger space between words?
- Did I remember the end mark?
- Does it make sense?



To answer the last question, have him read his sentence out loud to ensure that he did not leave out any words or mix them up in any way.

This check is an important skill for your student to remember. He should always check his own work before handing it in. Mrs. Ingham, author of the *Blended Sound-Sight Program of Learning*, developed the 4-Point Check. She used to tell her students, “You are the checker. I am the marker.”

Individualization

Adjust the copy work to suit your student.

- Feel free substitute other sentences as desired. You may use ones from your student’s reader, or students may compose their own sentences. The complete list of the copy work sentences provided can be found in Appendix 1.
- Encourage your student to focus on the words as he copies, not just the individual letters.

Class Journal

Continue the class journal. As you write, ask your student what end mark you should use, and review the use of commas if they come up. Primary students do not need to know the comma grammar rules, but they should understand that commas indicate a pause in reading.

All About Spelling

If your student knew all of his letters in step one, continue to “Step 2: Segmenting Words.” Depending on your student’s ability, you may not get through all the sections of this step in the fifteen minutes allotted to spelling.

Read through the step as you do each section with your student. The first section uses the box of student cards. To “Review the Phonogram Cards,” simply show your student the cards you put behind the “Phonogram Cards: Review” section. If you have no cards there to review, then move to the next section.

In the rest of this step, you will be asking your student to identify the first and last sounds in a word, and then identify the sounds in words with two and three sounds. Note that this is focusing on the sounds (phonemes) made in the words, not the letters themselves.

If your student is struggling to identify the sounds, help him as much as needed. Plan to spend as much time as he needs on this step until it becomes easy. You may want to get the first letter sounds down before moving onto ending letter sounds, and leave the segmenting words into the beginning, middle, and end sounds until the other sections are mastered. If needed, help your student use other clues to identify the letter sound, such as the shape of his lips, the vibration of his voice box.

Style: Punctuation (End Marks)

Create your own punctuation signs. You may draw the signs on a paper plate and cut them out. You will only need the end marks: period, question mark, and exclamation point. Glue the signs to popsicle sticks or straws if desired.

Read the following sentences out loud with expression, and invite your student to hold up the correct sign when you get to the end mark.

- Did you eat breakfast today?
- I need to buy some lettuce.
- We are going to the beach today!
- The British are coming!
- Mrs. Bunglebrushing is feeling better.
- I love you.

Copy Work: Sentences

Briefly introduce the copy work for today. Read the sentence with expression and have your student read it also. Point to the end mark and have your student name it.

Săm likes Pete.

Note that names begin with a capital letter (*Sam, Pete*). There are two Magic-e words in this sentence to mark with an arrow (*likes* and *Pete*).

Pete cãn gō ūp.

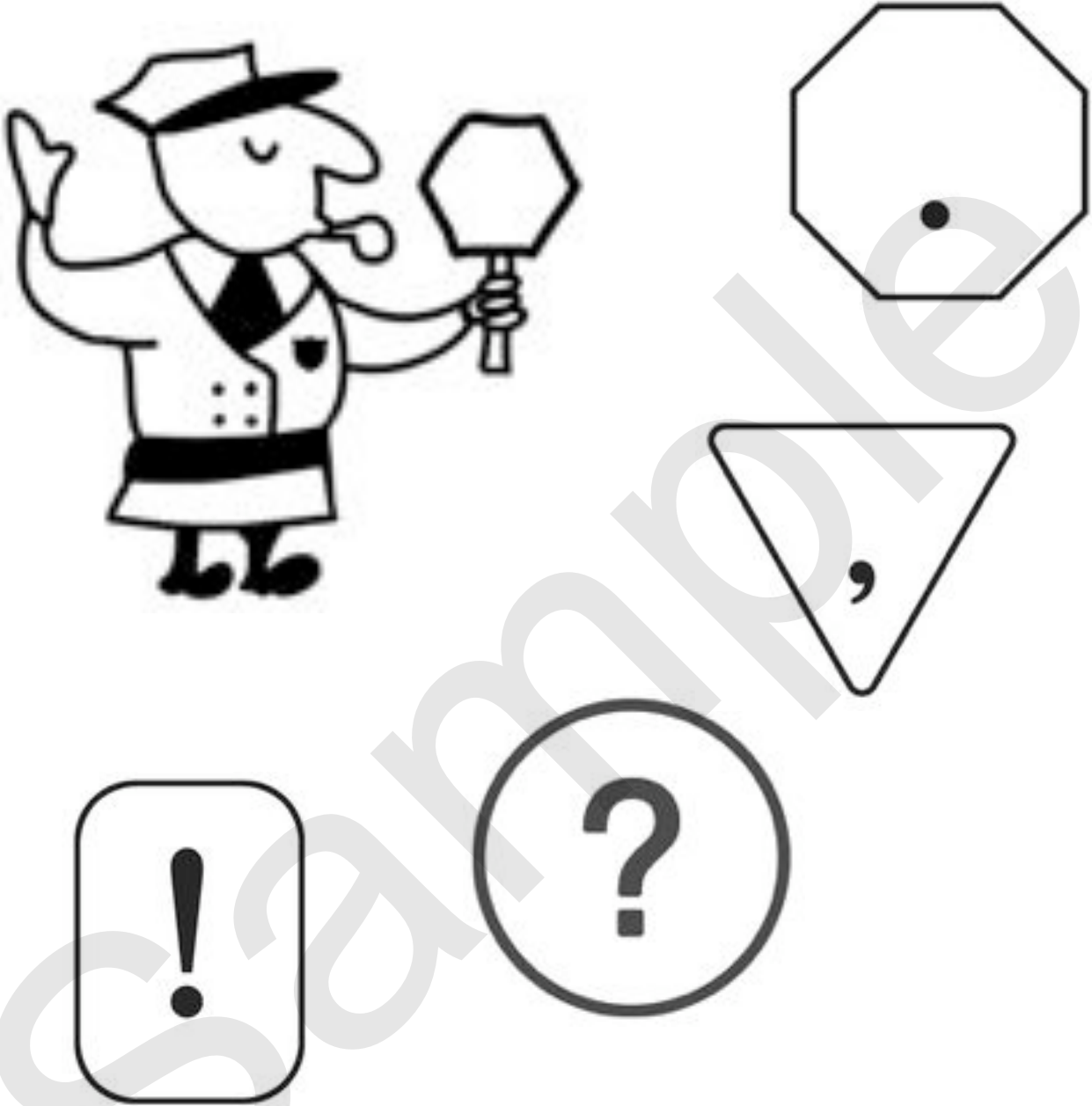
This sentence has an Open-o word (*go*). When a vowel appears at the end of a syllable or a word, it usually says its long sound (which is its letter name). Mark the vowels, and draw an arrow from the Magic-e at the end to the *e* in *Pete*.

Again encourage your student to think of the words as he writes, not just copy letter by letter. He should also mark all the vowels and underline the helpers. Remind him to check his sentences with the 4-Point Check. Depending upon the ability of your student, work on one or two sentences per day.

Oral Story Summary

Read “Little Red Riding Hood,” (see page 17 of this book) and help your student summarize or retell the story using the Story Sequence Chart. Be patient with the process; it can take weeks for your student to develop this ability.

Punctuation Signs



Plan to spend a week or more on each lesson in Part III. *All About Spelling* should be completed every day; however, the composition section will require at least four days to complete. If your student is finding handwriting to be a challenge, do more of the lesson orally and encourage him to complete as much of the copy work as he can in a reasonable period of time.

All About Spelling should take about fifteen minutes per day, and the writing will take about thirty minutes per day. If you cannot complete the writing assignment for the day in 30–60 minutes, then spend another day on that section.

All About Spelling

Continue to teach spelling, fifteen minutes each day.

Composition: Unit 3 Story Writing

Day 1: Read the story; create a story sequence outline.

Today, all that work with the Story Sequence Chart will begin to pay off. Re-read any version of “Goldilocks and the Three Bears.” (One is provided for this lesson in the *Student Composition* e-book located on the *Primary Arts of Language: Writing* DVD-ROM. It is also located on page 10 of this book.)

Using the Story Sequence Chart for Composition as a guide (a copy is provided in the student e-book) and a piece of plain paper, show your student how to create an outline by asking the story sequence questions in any order that works for the story. Even though it has lines, do not write on the poster; use a separate piece of paper for the outline. With your student, choose up to three key words per line to help your student remember what will be in the story. Symbols and numbers are free.

Your outline might look like the one below. The questions used to create the outline are printed here for your reference, but you would not normally write down the questions. There is no perfect outline. Your student may want to start with Goldilocks walking in the woods and then introduce the bears. It doesn't matter as long as the parts of the story are clear: characters and setting first, then the plot (problem), and finally the climax and resolution.

(Who is the story about?)

(What are they like?)

(Where did they live?)

(What did they do?)

(What did they do?)

(What is the problem?)

(What does she need or want?)

(What does she do?)

(What else does she do?)

(What else does she do?)

(What does she do?)

(How is the problem solved?)

(What do they see?)

(What do they do?)

(What do they say?)

(What does she do?)

(What happens after?)

(What is learned?)

I. three bears

1. Papa, Mama, Baby

2. little cottage, woods

3. porridge, breakfast

4. too hot, walk woods

II. Goldilocks came

1. curious, goes in

2. sees porridge, eats

3. chairs, sits, breaks

4. tired, upstairs, beds

5. sleeps

III. Bears return

1. find mess downstairs

2. go upstairs

3. Here she is!

4. screams, runs

5. bears chase, ø catch

Final Clincher: don't snoop!

Feel free to use any short fable or tale for this lesson.

Use plain paper to make an outline with your student. Do not write on the poster.

4-Point Check



1. Capitals
2. Spacing
3. Punctuation . ? !
4. Does it make sense?