

1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline two pairs of **words that rhyme**.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

Hey Diddle Diddle,

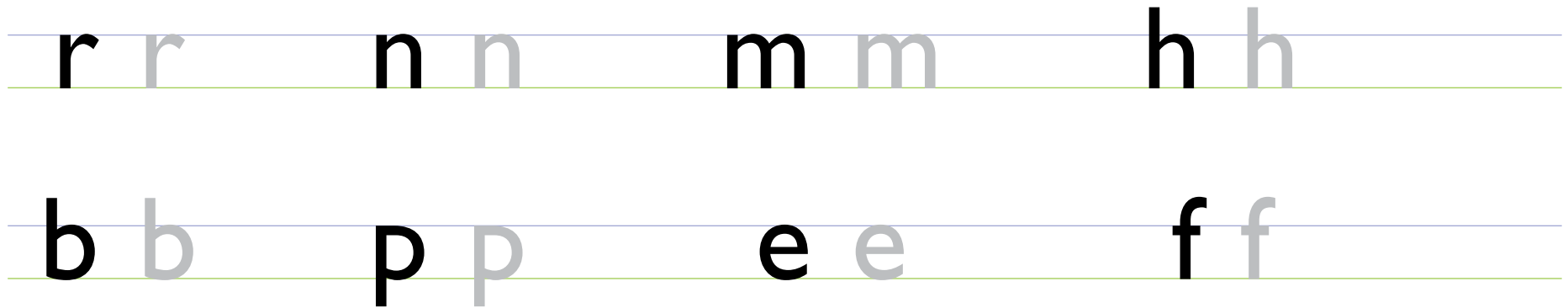
H

the cat and the fiddle,

t

**Section 2: Dictation, Short u**

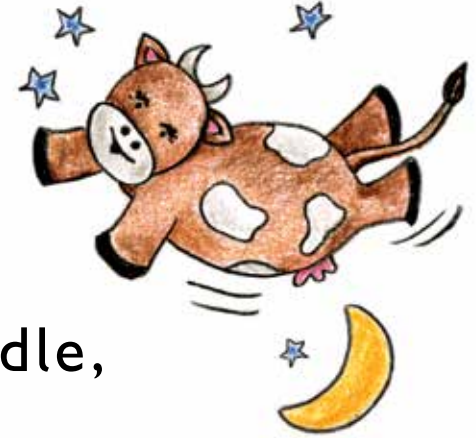
Trace and write the letters.



Write the words your teacher says.



1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline the word that is **another name for a violin**.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

The cow jumped

T

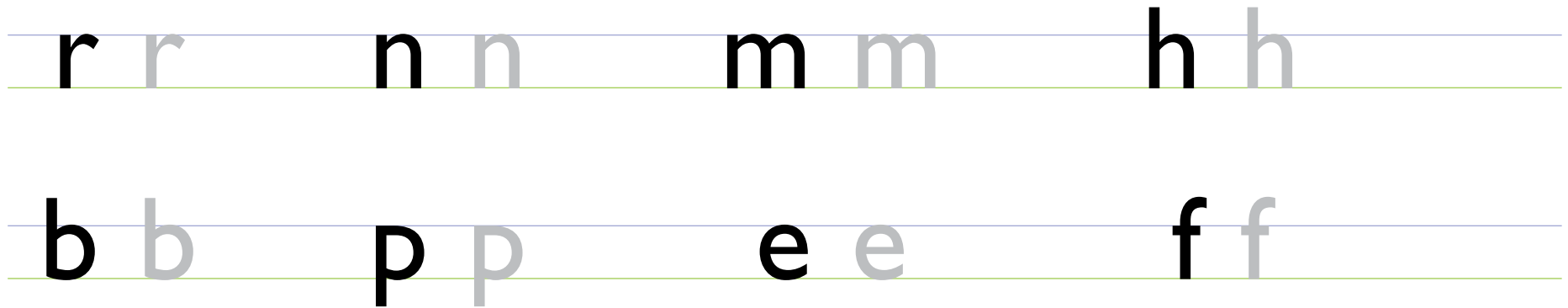
over the moon.

O

**Checklist:** ☐ Write letters from the top down. ☐ Use lowercase letters. ☐ Say the sound as you write. ☐ Read the words back.

**Section 2: Dictation, Short u**

Trace and write the letters.



Write the words your teacher says.

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1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for words that have **-ed** as an ending. Mark the endings in pink or red using a colored pencil or highlighter.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.**

**The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

The little dog laughed

T

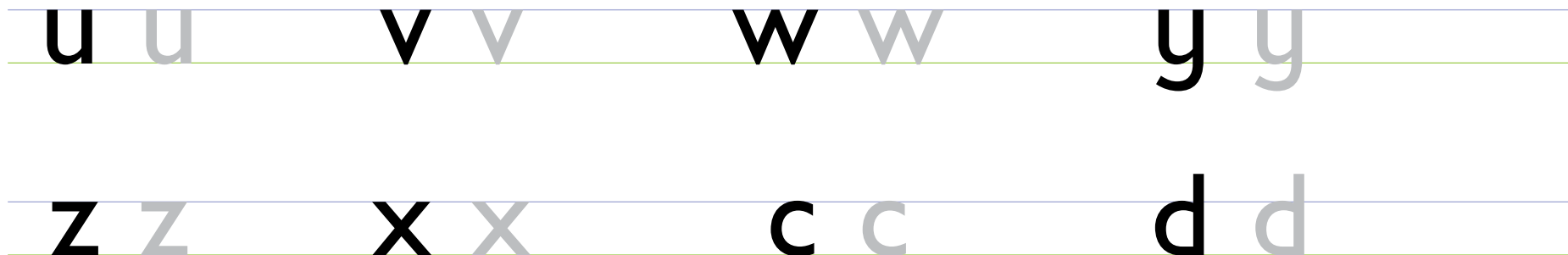
to see such a sight,

t

**Checklist:** ☐ Write letters from the top down. ☐ Use lowercase letters. ☐ Say the sound as you write. ☐ Read the words back.

## Section 2: Dictation, Short *u*

Trace and write the letters.



Write the words your teacher says.

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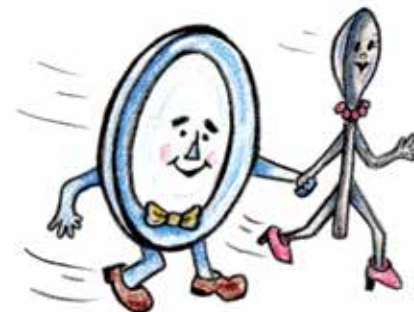
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1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline all the words that name an **animal**.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

And the dish ran away

A

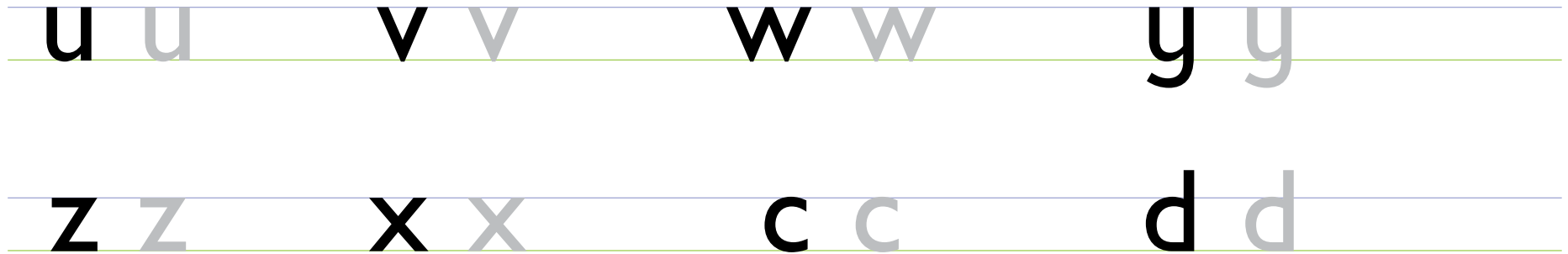
with the spoon.

W

**Checklist:** ☐ Write letters from the top down. ☐ Use lowercase letters. ☐ Say the sound as you write. ☐ Read the words back.

**Section 2: Dictation, Short u**

Trace and write the letters.



Write the words your teacher says.

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1. Read the rhyme with your student. Say it together and clap in rhythm.
2. Read it together slowly. Have the student point to each word as you read.
3. Help your student find and underline the word **the**. Notice that the word sometimes starts with a capital **T**.



**Hey Diddle Diddle, the cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such a sight,  
And the dish ran away with the spoon.**

Copy the words.

Hey Diddle Diddle

H

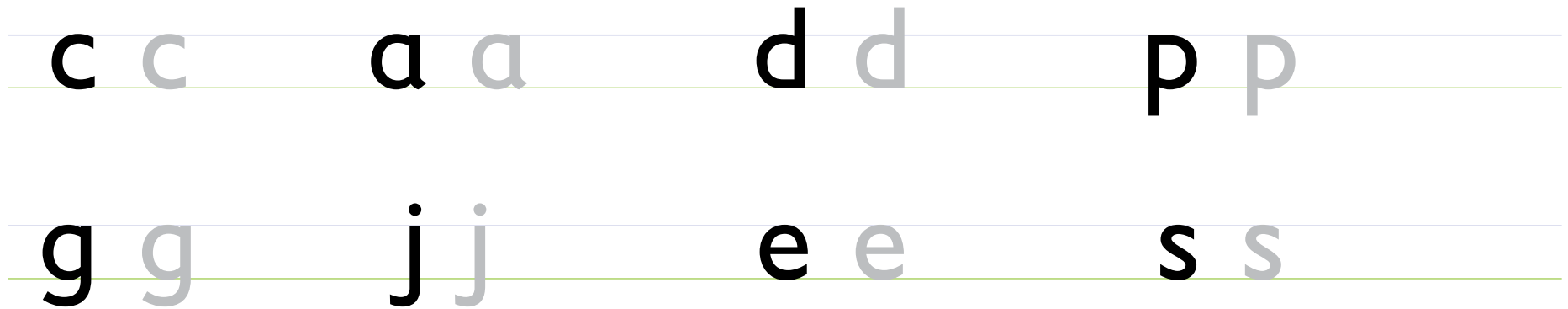
The cat and the fiddle,

T

**Checklist:** ☐ Write letters from the top down. ☐ Use lowercase letters. ☐ Say the sound as you write. ☐ Read the words back.

**Section 2: Dictation, Short u**

Trace and write the letters.



Write the words your teacher says.

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1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



Section 2: Copywork

Copy the passage. Mark the Bossy *r* chunks.

Old Mother Hubbard

Old

Went to her cupboard

Went

To get her poor dog

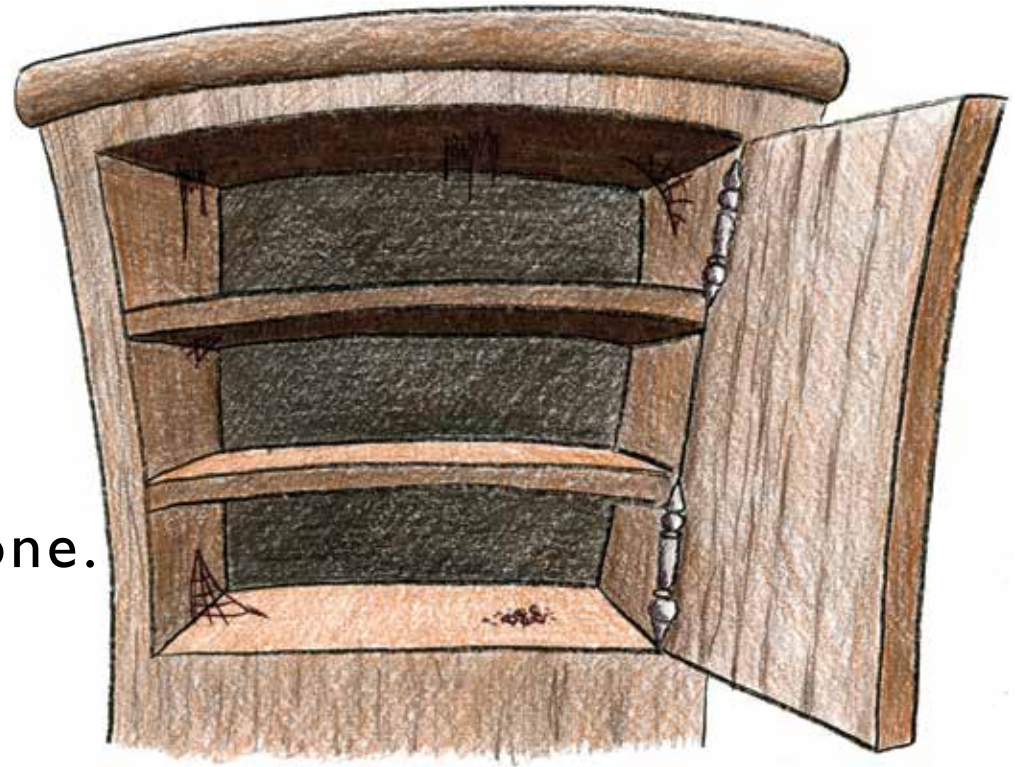
To

a bone.

a

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.

***Bossy r Chunks***

*ar er ir or ur*

Section 2: Copywork

Copy the passage. Mark the Bossy *r* chunks.

But when she got there,

B

Her cupboard was bare,

H

And so the poor dog

A

had none.

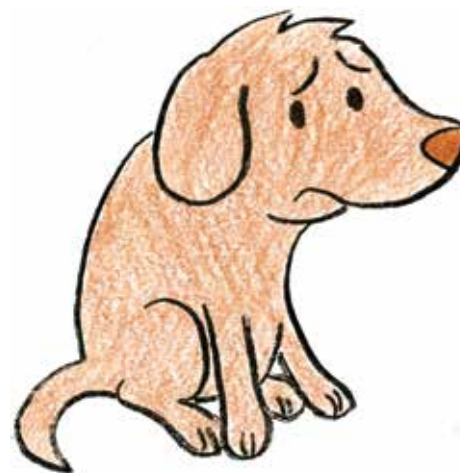
h

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



Section 2: Copywork

Copy the passage. Mark the Bossy *r* chunks.

Old Mother Hubbard

O

Went to her cupboard

W

To get her poor dog

T

a bone.

a

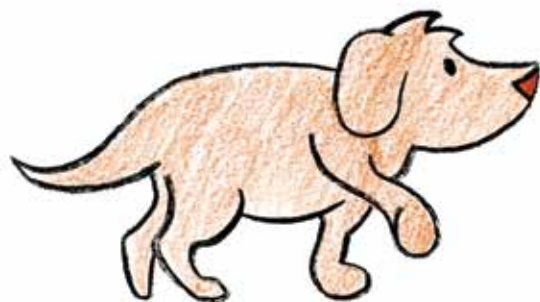


1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



## Section 2: No Rule Day

Draw a picture of the rhyme or write your own story. Be creative and have fun.

A large blank area for drawing or writing, consisting of ten sets of horizontal lines. Each set is defined by a top blue line and a bottom green line, providing a structured space for creative expression.

1. Read the rhyme to your student.
2. Read it together slowly. Have the student point to each word as you read.
3. Together, look for **Bossy r chunks** and mark them in purple.

**Bossy r Chunks**

ar er ir or ur

Old Mother Hubbard  
Went to her cupboard  
To get her poor dog a bone.  
But when she got there,  
Her cupboard was bare,  
And so the poor dog had none.



## Section 2: Dictation

Write this week's rhyme from dictation. Take your time. Ask for help if you need it.

Old

Went

To

But

Her

And