

Name: _____ Date: _____ Class / Grade: _____ Score: _____

LESSON 6.

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CORE TASK Write neatly from memory.

Read, recite, and visualize each line until fully memorized.

TEXT TO MEMORIZE

Do your best, your very best,
And do it every day;
Little boys and little girls,
That is the wisest way.

- Rhyme Team:** Notice the long a sound (/eɪ/) in day and way.
- Capitalization:** Begin every new poetic line with a capital letter (D, A, L, T).
- Punctuation Marks:** Remember the commas (,), semicolon (;), and period (.).

1 Study & Guided Transcription (Practice Copywork)

Directions: Transcribe each line carefully onto the penmanship lines below. Observe spelling, spacing, and punctuation marks.

2 Write neatly from memory (Final Recitation & Spelling Test)

Directions: Cover the text above. Write the entire 4-line poem purely from memory with your neatest penmanship.

LESSON 6: Write Neatly from Memory — Master Guide

Scaffolding, Orthographic Analysis & Memory Retention Guide

Official Text & Punctuation Diagnostic Checklist

Master Transcript

Full Verse (Exact Lineation):

Line 1: **Do your best, your very best,**
Line 2: **And do it every day;**
Line 3: **Little boys and little girls,**
Line 4: **That is the wisest way.**

Essential Punctuation Checkpoints:

- Line 1: Comma after first **best,** & second **best,**
- Line 2: Semicolon after **day;** (connects compound thought)
- Line 3: Comma after **girls,** (vocative/subject pause)
- Line 4: Terminal period after **way.**
- Line Capitals: **D**o, **A**nd, **L**ittle, **T**hat

Linguistic & Phonics Breakdown of Target Words

Word Analysis

Rhyme: day & way

Vowel team **-ay** (/eɪ/) in word-final position. Reinforces the rule from Lesson 5: English words do not end with the letter 'i'.

Suffix: wisest

Base word **wise** + superlative suffix **-est**. Silent final **-e** is dropped before adding a vowel suffix: **wise** + **est** = **wisest**.

Syllable: little & every

- lit-tle**: Consonant + **-le** syllable (/əl/).
- ev-er-y**: Syncopated 3-syllable word frequently pronounced as 2 syllables (/ˈev.ri/).

SCIENCE OF READING: THE COGNITIVE ARCHITECTURE OF "WRITING FROM MEMORY"

- Working Memory & Orthographic Mapping:** Writing from memory forces the child to retrieve fully formed orthographic representations from long-term memory rather than merely copying letter strokes by sight. This solidifies sight-word recognition (Ehri's Phase Theory).
- Phonological Loop & Rhythm:** The steady 4-beat rhythm and AABB/ABCB rhyme scheme activate the phonological loop, allowing primary students to chunk multi-word phrases and self-monitor spelling errors during transcription.

TEACHER INSTRUCTIONAL PROTOCOL (3-STEP SCAFFOLDING)

- Step 1 (Choral Recitation):** Have students read aloud rhythmically 3 times with expressive intonation.
- Step 2 (Visualizing & Finger Tracing):** Have students close their eyes, visualize the lines on the chalkboard, and note the semicolon after *day*.
- Step 3 (Silent Transcription from Memory):** Cover the worksheet's upper card. Students transcribe the entire stanza without peeking, followed by peer-editing with a colored pencil.

Instructional Steps & Scoring Rubric

Scoring Guide (20 pts)

Assessment Domain	Instructional Standard	Scoring Points
1. Textual Memory	Accurate recall of all 22 words in proper poetic sequence without omission or substitution.	8 pts (2 pts per line).
2. Spelling Accuracy	Accurate spelling of tricky words (<i>very, every, little, girls, wisest, way</i>).	6 pts (1 pt per word domain).
3. Punctuation & Caps	Line initial capitals (4) + commas (3) + semicolon (1) + period (1).	4 pts (1 pt per category).
4. Penmanship & Layout	Proper letter formation on guidelines, baseline adherence, neatness.	2 pts (Presentation).