

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

LESSON 12. MEMORY LESSON.

Original Page 12

Phonological Focus: Recite poetic verses from memory. Analyze orthographic word lengths by sorting words with **four** or **five** letters, and master spelling patterns (-ood, -ight, -all, -ay).

MEMORY & SPELLING

1. Copy the following carefully. • 3. Repeat these lines from memory.

Study the three stanzas, practice reciting them aloud with expression, and commit the poem to memory.

STANZA 1

THE BLUEBELLS

Pray, where are the little bluebells gone,
That lately bloomed in the wood ?
Why, the little fairies have each taken
one,
And put it on for a hood.

STANZA 2

FAIRY REVELS

They have taken the fireflies to light their
halls,
And the crickets to sing them a song,
And the great red roses to paper their
walls ;
And they're feasting the whole night
long.

STANZA 3

SPRING RETURN

But when spring comes back with its soft,
mild ray,
And ripple of gentle rain,
The fairies bring back what they've taken
away,
And make us all happy again.

2. Make a list of all the words having four or five letters each and learn to spell them.

Search through the three stanzas above. Find and write the words that have exactly 4 or 5 letters:

Four-Letter Words (4 Letters)

Find 10 Words

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Five-Letter Words (5 Letters)

Find 10 Words

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



PHONICS & SPELLING RULES TO REMEMBER

1. Vowel Teams "oo" & "igh"

The vowel team **oo** makes the short /ʊ/ sound in **wood** and **hood**. The trigraph **igh** makes the long /aɪ/ sound with silent **gh** in **light** and **night**.

2. Rhyme in Stanzas

Notice how lines 2 & 4 rhyme in each stanza: **wood** / **hood**, **song** / **long**, and **rain** / **again**. In Stanza 2, lines 1 & 3 also rhyme: **halls** / **walls**.

3. Broad "a" Before -ll

When letter **a** is followed by double **-ll**, it makes the broad vowel sound /ɔː/ (as heard in **halls**, **walls**, **all**).

LESSON 12: MEMORY LESSON — MASTER KEY & TEACHER GUIDE

Official Solution

Complete Word Length Classification (4 & 5 Letters), Recitation Rubric & Science of Reading Analysis

1. MASTER WORD LIST BY LETTER COUNT (ALL 36 WORDS WITH 4 OR 5 LETTERS)

Four-Letter Words (21 Unique Words)

Length = 4

away

back

each

gone

have

hood

long

make

mild

pray

rain

sing

soft

song

that

them

they

what

when

with

wood

Target phonics: -ay (pray, away), -ood (wood, hood), -ong (song, long), -ack (back), -ain (rain).

Five-Letter Words (15 Unique Words)

Length = 5

again

bring

comes

great

halls

happy

light

night

paper

roses

taken

their

walls

where

whole

Target phonics: -ight (light, night), broad -all (halls, walls), vowel-r (their, where).

2. STANZA ARCHITECTURE & POETIC RHYME STRUCTURE (DIRECTIVES 1 & 3)

Stanza 1: The Vanished Bluebells

- Meter: Anapestic / Iambic cadence.
- End Rhyme: Line 2 & 4: **wood / hood** (/ʊd/).
- Imagery: Fairies taking bluebells for hoods.
- Key vocabulary: bluebells, bloomed.

Stanza 2: The Fairy Palace

- Meter: Ballad rhythm.
- Dual Rhymes: Line 1 & 3: **halls / walls** (/ɔ:lz/); Line 2 & 4: **song / long** (/ɔ:ŋ/).
- Key vocabulary: fireflies, crickets, feasting.

Stanza 3: The Promise of Spring

- Meter: Resolution cadence.
- End Rhyme: Line 2 & 4: **rain / again** (/eɪn/ or /ɛn/).
- Internal Echo: Line 1 & 3: **ray / away** (/eɪ/).
- Key vocabulary: ripple, gentle, happy.

SCIENCE OF READING: ORTHOGRAPHIC MAPPING & WORD LENGTH AWARENESS

- Orthographic Word-Length Sorting:** Task 2 directs students to segment words by graphemic length (4 and 5 letters). This focuses visual attention on internal spelling representations, reinforcing word structure beyond phoneme count (e.g., *light* has 5 letters but only 3 phonemes: /l-aɪ-t/).
- Compound Words & Inflections:** Note the rich multi-morphemic words in the poem: compound words (*blue-bells*, *fire-flies*), past-tense inflections (*bloomed*, *taken*), and plural nouns (*crickets*, *roses*, *halls*, *walls*).

ASSESSMENT DOMAIN	PEDAGOGICAL CRITERIA & PERFORMANCE STANDARD	SCORING (30 PTS)
1. Recitation from Memory	Fluent oral recitation of all 3 stanzas from memory with clear pronunciation and poetic rhythm.	10 pts
2. Four-Letter Word List	Accurately identifying and spelling 10 unique 4-letter words from the text.	10 pts (1 pt / word)
3. Five-Letter Word List	Accurately identifying and spelling 10 unique 5-letter words from the text.	10 pts (1 pt / word)