



teacher plus foundation

# Activity Guide

## Phonics Dictation

V 1.0



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<b>Icons</b>	
	Important! Be Careful!
	A good idea, but optional
	Poison! Don't do this!
<b>Model</b>	
	<b>Monitor</b>
	<b>Activity Guide: Phonics Dictation</b>
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# Activity Guide

## Phonics Dictation

### Introduction

**Phonics Dictation** practices both listening and writing skills of students individually.

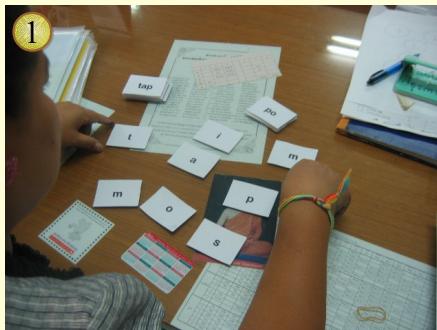
Students must listen and write as the teacher calls out first single **phonemes**, then **CV blends**, then **CVC** syllables. Eventually students should be able to write down words that include **consonant clusters** and several syllables.

**Phonics Dictation** is also important for practising spelling rules, such as use of ‘ck’ after short vowels.

It is also useful for assessing your students’ progress. Data from **Phonics Dictation** activities will help you make decisions about how fast to progress, and which activities to prioritise in upcoming lessons.

Make sure to allow some **Team Coaching** time before running this activity.

### Before Class



**!** Practice the pronunciation of each **phoneme** in the lesson. Make sure to follow the pronunciation guide in the **Phonics Unit** notes. It is possibly quite different to what you have learned before.

### Prepare Yourself



**!** Practice reading each of the **target words** that you will use in this lesson. Make sure you can pronounce each word clearly, especially if it contains **consonant clusters** or **voiced** final consonants.



**!** Practice saying each **target word** with all the possible tones it might have if it were a Thai word:

- 5 tones if the word has a long vowel and no final consonant
- 5 tones if the final consonant is “m” or “n”
- 2 tones (high and low) for other words

*My notes*



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## Phonics Dictation

### Before Class



Divide each team into 3-4 levels depending on ability.

For example:

Team Members	Level
#1 - #2	1
#3 - #4	2
#5 - #10	3
#11 - #12	4

### Prepare Yourself



Later, when calculating team points, you multiply average scores by their level (see Feedback section for details).

This provides extra motivation for team leaders to mentor their lower level team-mates during the **Team Coaching** session.

It also encourages lower level students to try harder.

My notes

### Before Class

### Prepare your Materials



Prepare the **activity cards** of the **target words**.

**!** The Activity Resources contain 5 sets of **target word activity cards** for each **Phonics Unit** – 1 set for each team and 1 “Teacher’s Set”. For **Phonics Dictation**, you only need the Teacher’s Set.



Place the **target word activity cards** in containers, according to their degree of difficulty (written on the back).

See the **Materials Preparation** Activity Guide for preparing the containers.



Print out a **Phonics Dictation Sheet**.

Photocopy enough for one page per two students.

Cut the sheets in half so that you have one sheet for each student.



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## Before Class



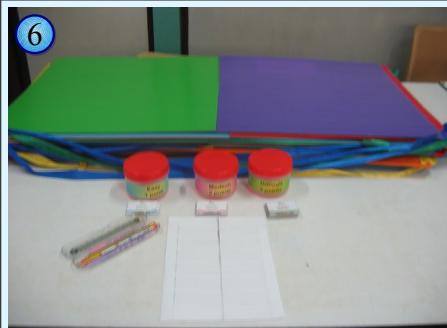
Ideally, make Isolation Cubicles from future-board to prevent students from copying each other.

See the **Materials Preparation** Activity Guide for making Isolation Cubicles.

## Prepare your Materials



Take some spare pencils and erasers in case students forget. Erasers are especially important, as students are forbidden to talk during **Phonics Dictation**, so they cannot share.



Check your equipment for **Phonics Dictation**:

- Target word activity cards**
- Containers
- Phonics Dictation Sheets**
- Isolation Cubicles
- Spare pencils and erasers



Check the rest of your equipment for this lesson:

- Uniforms
- Scoreboard Headers
- Score-sheets
- Flashcards** etc. depending on other activities

Put everything together in your **Team English** Basket.

*My notes*



# Activity Guide

## Phonics Dictation

### In Class



Use **Phonics Drilling** to:

- revise **graphemes/phonemes** from previous lessons
- introduce new **graphemes/phonemes** for this lesson
- **blend phonemes** together into syllables

### Prepare your Students



Copy the level table you prepared onto the board.

Tell students about the levels you have decided for scoring, and that if the lowest level students score well, they could add over 100 points to their teams' totals!



Use **Team Coaching** to practice **Phonics Dictation** before you do it with the whole class.

**⚠️** This step is very important. If you do not have enough time for both. Just do the **Team Coaching** stage!

Remind team leaders of the points they could earn if their lowest level students get high scores.



*My notes*

**💡 Optionally:** Do some **Writing Practice** to help students form the letters correctly.



# Activity Guide

## Phonics Dictation

### In Class

### Setup the Activity



Make sure all students have pencils **and** erasers.

Give teams 10 points for equipment, minus 1 point for every team-member who does not come properly equipped.



Get Team Captains to handout 1 **Phonics Dictation** Sheet to each team-member.



Get team leaders to help students to write their name, team and team number in the correct spaces at the top of the sheet.



#### Model:

Have teams sit in their standard cooperative learning seating arrangement.

See the **Team English** Activity Guide for seating arrangements.



#### Model:

Tell students that they must write down the word or **grapheme** that you will say.

Are you ready?



#### Model:

Tell team leaders that they are allowed to help team-mates with the examples.

Example number 1



#### Model:

Take a **target word activity card** from the "Easy" container.



#### Model:

Call out "Are you ready?" The class should respond: "Yes".



#### Model:

Call out: "Example Number 1" and wait about 2 seconds.



# Activity Guide

## Phonics Dictation

In Class		Setup the Activity
 <b>Model:</b> Call out the <b>phoneme</b> , syllable or word three times slowly and clearly. <b>!</b> Unless the “word” is just a single <b>grapheme</b> , make sure that you pronounce it with 2-3 different tones.	 <b>Model:</b> Get team leaders to help their team-mates, and check that they understand the activity.	 <b>Model:</b> Do two more examples, one each from the “Medium” and “Difficult” containers. <b>!</b> Make sure that you pronounce these words with 2-3 different tones as you call them out.
 <b>Model:</b> After each example, get team leaders to help their team-mates, and check that they understand the activity.	 <b>Set-up the room:</b> Now, arrange the students so that teams <b>cannot</b> collaborate. Sit all #1s (Red, Blue, Green and Yellow) together; all #2s together etc.	 <b>Set-up the room:</b> <b>!</b> If possible, use Isolation Cubicles to ensure that students work individually. Otherwise, seat students so that cheating is as difficult as possible.
<u><i>My notes</i></u>		



# Activity Guide

## Phonics Dictation

In Class	Run the Activity	
1 If I catch anyone cheating ...  Warn students that once you start the activity they must not talk to each other or look at each other's work.  You will deduct X points from a team if you catch anyone cheating.  The number of X is worth experimenting with. It could be 5 points, 10 points, 50 points ...  It needs to be high enough to be a real disincentive to cheating, but if it is too high, you risk demotivating a whole team, just because of one "naughty" member.	2 Tell students that you will only say each word three times, so do not ask for more!  Run the activity as per the <b>modelling</b> . However, call out 3-4 words for each level of difficulty before proceeding to the next level.	3  <i>My notes</i>
	4  <b>Monitor:</b> If possible, walk around the classroom as you call out the words.  Check that students are not cheating, and assess the extent to which they are actively engaged in the activity.	
	5  6  After saying each word, write it down on a piece of paper to use as an answer key.  After you have finished the dictation, tell the Team Captains to collect the <b>Phonics Dictation Sheets</b> from <b>other</b> teams.  For example Blue Captain collects all sheets from Green Team.	



# Activity Guide

## Phonics Dictation

### In Class



If **Phonics Dictation** is the final activity for the lesson, make the teams responsible for storing their uniforms and other materials neatly.

Remind them that this is not a race; you will give up to five points to **each** team, according to how well they have stored everything.

### Feedback



There are two ways to score **Phonics Dictation**:

- You can mark and calculate the scores yourself.
- You can get team leaders to do it for you.

**!** If your team leaders do the marking and calculations, it will take them at least 20 minutes, so:

- Unless you have plenty of time, do not do it during the class **!**.
- You will need another activity for the rest of the students.



The next 6 panels (Feedback 3 to 8) show how to get team leaders to do the scoring. If you do it yourself, the process is very similar, but you can do the calculations on paper.

Set up scoring groups, consisting of #1 and #2 from **different** teams. For example:

- Red #1 and Blue #2 score Blue Team's sheets
- Blue #1 and Green #2 score Green Team's sheets
- etc.

This should ensure fairness.



Make four copies of the answer key that you prepared during the activity, and give one to each scoring group.



Set up a table on the board to record and calculate the scores.

If your board is big enough, make one table for each team. If it is a small board, as in the picture, make one table, and do the calculations for each team in turn.

See the **Example Calculation** below for the table design in 8.



Individuals score points as with other **phonics** activities:

- 1 point for each correct **grapheme**
- 1 bonus point if the whole word is correct

**!** There is no bonus point for single **graphemes**!



# Activity Guide

## Phonics Dictation

### In Class



When all the individual scores are recorded on the board, calculate the **average score** for each level for each team.

**!** When calculating the average, do **not** include students who are absent!

Multiply the average score by the level, and finally total the adjusted scores.

### Feedback

8

#### Example Calculation

Red Team				
Number	Score	Average Score	Level	Adjusted
1	38	$(38+32) = 70$	X 1	35
2	32	$70 \div 2 = 35$		
3	25	$(25+26) = 51$	X 2	51
4	26	$51 \div 2 = 25.5$		
5	22			
6	Absent			
7	16	$(22+16+19+12) = 69$	X 3	(51.75) 52
8	Absent	$69 \div 4 = 17.25$		
9	19			
10	12			
11	16	$(16+11) = 27$	X 4	54
12	11	$27 \div 2 = 13.5$		
Total				192



Continue the feedback session by giving **teamwork points**, based on your observations during the **Team Coaching** session.

See the **Team English** Activity Guide for awarding **teamwork points**.



Look at the scoreboard and make a rough estimate of the points for each team.

Then, beginning with the team you estimate has the **lowest** score, count the points with the students.

Congratulate **each** team as you write the totals.

Congratulate the winning team(s) for the lesson.



Add the scores for the current lesson to the running totals.

If one or more teams has reached a milestone (e.g. 100/200 points) congratulate them and tell them they will receive rewards in the next lesson.

My notes



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### In Class

### Feedback



Update the team score-sheets with the new running totals.

My notes

### After Class

### Evaluation



Sit down and write a few notes about:

- What was good?
- What problems you had?
- What you should change next time?



Look at the scores for students in each level.

Should you change the level break-down next time you run an activity like this?

My notes