

Whole-Group Dictation/Spelling Activity:

Teacher will prepare a list of words beforehand for this activity.

Students will use a small writing journal book in which to do this dictation activity.

Students will write the date on top of the next blank page.

Teacher will say the word aloud clearly several times--first saying the word, then using the word in a sentence, and then repeating the word, doing this routine twice for slow students.

Teacher will ask, "What's the word student or class?"

A student or the whole class will repeat the word aloud.

Teacher will ask a student, "What's the first sound you hear in _____? What sound/spelling card is that sound in (the name of the card prompt)? Point to it. What's the letter name?"

Teacher will ask the same student, "What's the next sound you hear in the word _____?" Teacher will repeat the same series of questions for each sound in the word in question. (If this process is too easy for the class, teacher may ask for the syllables heard instead of the individual sounds, and the spellings of those syllables. (In this case, may also want to first dictate all the words and then call on individual students for spellings and corrections.).

If students identify the correct sound but the incorrect spelling--teacher will praise students for correctly identifying the sound but gives the student the correct spelling and points this out (refers to) on the sound/spelling cards.

Meanwhile, the rest of the class (students) should be listening and correcting any misspelled words they may have.

Next, when all words have been dictated, teacher or students will write down the spellings on the board. Teacher will correct the spellings if they are incorrect and students will correct any misspelled words with a colored

marker or pen. For any misspelled word, they will circle the whole word and write the correct spelling of the whole word above or below the circled word.

Students will pair/share to check each other's work and see that it was done correctly or they may exchange dictation books.

VIP for Spelling Difficult Words

Whenever you have difficulty spelling a word or are not sure of its spelling, do the following:

Sound the word out syllable by syllable.

Focus on the sounds you hear in each syllable.

Look at or think about the sound/spelling cards and choose the letters (spellings) of the sounds you hear and write them down, one at a time.

Do this, sound by sound and syllable by syllable, till you are finished.

If the spelling is still incorrect, someone else will correct it when an opportunity arises or you may have to wait for the proofreading/editing phase of the writing process to correct any misspellings.

Dictation/Spelling

Just as students practice decoding through blending, they practice encoding through dictation. Dictation initially begins during word-building exercises, in which children are introduced to more and more sounds and spellings and given opportunities to form words using these spellings. Children will quickly begin to see how their control over written language grows as they are capable of writing more and more words. They will also begin to see how reading and writing are related. Just as blending gives them a strategy for figuring out unfamiliar words, dictation gives them a strategy for spelling words. Research shows that children learn letter-sound relationships and spellings as they write. The formal, sequential dictation practice in each lesson provides children with structured opportunities to develop their writing and spelling skills. It will also help you to assess those children who are unable to segment words and need additional phonological awareness practice with segmentation.

The dictation exercises are not meant to be used as formal assessment tools, but rather as guided practice in writing words and checking children's understanding of sound-spelling correspondences. Since many of the words in the dictation lines contain the new sound introduced, children are not expected to have mastered the sound at this time.

Sample Dictation: sat am at

Sam is sad.

Use the following steps during dictation:

- State aloud the first word in the dictation line, and have children repeat it. For those children who have difficulty hearing the sounds in the words, you can provide two levels of help. One level involves saying the sounds more slowly while moving your hands from right to left while facing the class to illustrate beginning, middle, and end. A second level of assistance involves modeling the blending for each sound in the word. In effect, children are helped to hear and write one sound at a time.
- Then have children write the word. Walk around the room, and give help as necessary. This may include showing children the correct stroke procedure for writing letters or directing them to the correct spelling on the alphabet frieze. In the case of multiple spellings for a single sound (such as c, k, and ck), tell children which spelling is correct. Continue this procedure for each word in the dictation lines. For the dictation sentence, read the entire sentence aloud and then focus on one word at a time.
- As each word is completed, provide feedback by writing the "answer" on the chalkboard so that children can correct their work. A key component of dictation is self-correction, in which children begin to notice and correct their errors.

Sample Model: This time I want you to write a word that can be sounded out. The word is sat. Say sat. The students say sat. Sound sat. Here you slowly say the sounds in sat without any break and again showing beginning, middle, and end with right to left hand motions. Then move your hand back to the beginning position and ask "What's the beginning sound?" The students should say /ssss/. Write /sssss/. Wait for the students to finish. Then ask, "What word are you writing?" Sat. The beginning sound was . . .? "/ssss/" Next sound . . .? "/aaaa/" Write /aaaa/. Wait for students to finish. What word are you writing? Sat. What do you have so far? /sssssaaaa/. Last sound . . .? "/t/" Write /t/. When students finish, ask the class to tell you the sounds in sat as you write the word on the chalkboard. Follow the same procedure for all the words. While students are writing, walk around and monitor their work, paying more attention to those who are likely to experience difficulty. (Note: This teacher-assisted sound by sound process is critical for students who cannot segment sounds. Don't take short cuts by just giving students the word, waiting for them to finish, and then writing the answer on the chalkboard. Some students will wait and copy what is on the chalkboard and will not learn how to become independent.)

For the sentence, say, Now you will write a sentence with three words. The sentence is Sam is sad. Repeat it. Sam is sad. What is the first word? Sam. How do we start a sentence? With a capital letter. Is Sam a word we can sound out or a word on the Word Wall? Sound Sam. Use hand motions as before. First sound? Students say the first sound. Write it. What word are you writing? What do you have so far? Next sound? The students respond. Write it. Continue in a similar manner until the word is done.

What sentence are you writing? Sam is sad. What have you written so far? Sam. What is the next word? Is. This is a word on the Word Wall. If you know

how to spell is go ahead and write it. If you are not sure, check the Word Wall. Repeat the above procedures with sad treating it as a word that can be sounded out.