

- ◆ Explain to students that the **Sound/Spelling Cards** can help them as they read and write. The cards show them how to make capital and small letters, they show them the spellings for different sounds in words, and they have pictures and colors that give them clues about the sounds and their spellings. Tell students they should refer to the cards often as they read and write.

High-Frequency Words

- ◆ Remind students that many words they hear and see often do not follow the rules they are learning for spelling sounds. They need to learn these words on sight. Some of these words are decodable, but others are not. Use the **High-Frequency Flash Cards** and the following routine to introduce and review high-frequency words. Select these seven **High-Frequency Flash Cards**: *would, come, around, where, away, here, and before*.

- Hold up each card, and say the word.
- Have the class repeat the word.
- Have the class spell the word aloud as you point to each letter.
- Then have students say the word again.
- Call on a volunteer to use the word in a sentence.
- Have other students extend the sentence by telling *when, where, how, or why* something happened or *what* or *who* did something.
- Shuffle the cards, and have students read the words again.
- ◆ Start a word bank of high-frequency words. As each high-frequency word is introduced or reviewed, copy it onto an index card and place it in the word bank. Tell students that other words they encounter while reading will be placed in the word bank throughout the year. They should look at the word bank to check the spelling of these words.

Dictation

- ◆ In subsequent Getting Started lessons, you will dictate words that contain the sounds and spellings that students are reviewing. The purpose of this lesson, however, is to help you assess students' letter and letter-formation knowledge.

- ◆ Tell students you are going to dictate some letters of the alphabet. Explain that they should write the capital and lowercase, or small, letter for each letter you say.
- ◆ Tell students to write the letters as neatly as they can, leaving enough space above each letter to rewrite it, if necessary, during proofreading.
- ◆ Say each letter distinctly, and allow time for students to write it.

Line 1	Ll	li	Jj	Tt
Line 2	Mm	Nn	Bb	Rr
Line 3	Oo	Cc	Gg	Ss
Line 4	Vv	Ww	Xx	Zz

- ◆ After each line, write the letters on the board. Have students proofread their own work. Each student should have a proofreading pen or pencil that is a different color from the pencil they used in dictation. Introduce the proofreading procedure as follows:
 - Tell students they will proofread, or make corrections to, their own papers. Explain that if they find a mistake or a letter they think they could have written better, they should circle the letter with their proofreading pen or pencil and write it correctly above the circled letter.
 - Dictate the first line, and then write the letters on the board. Tell students to look carefully at their papers to see whether their letters are the same as the ones on the board.
 - Give students time to proofread their letters and make corrections and improvements.
 - Continue with the remaining lines.
 - As you are dictating letters and students are writing and proofreading, circulate around the room. Note students who are having problems with knowing or forming the letters. Set aside time during Workshop to work with these students.



Teacher Tip

PROOFREADING In Dictation, be sure to use the word *proofreading* with students, and encourage them to use the word as well. They will hear and use this word in Writing as well as in Dictation.