

## ROUTINE

## 5

## Dictation

Starting in this lesson, the dictation that occurs in odd-numbered lessons will consist of two or more lines of words. For much of the year, Line 1 will be sounds-in-sequence dictation. After whole-word dictation has been introduced in Lesson 11, that procedure will be used for the words on the remaining lines. Beginning in Unit 2, dictation will also include a sentence for students to write.

- ◆ Have students look at **Skills Practice 1** page 38. Tell them you will dictate, or say, two words and that they should write the words on the lines at the bottom of the page. Today's dictation words are as follows:

**Line 1**    ham    hit

- ◆ Use the sounds-in-sequence dictation procedure on Routine 5. For each word,
  - say the word, use it in a sentence, and repeat it.
  - have students say the word.
  - have students say the first sound.
  - point to and touch the **Sound/Spelling Card** for the sound, and have students check the card for the spelling.
  - have students write the spelling.
- ◆ Repeat this process for each sound/spelling. Then write the word on the board for students to proofread against. Tell students to compare what they have written to the word you wrote on the board.
- ◆ After students write the words, have them proofread their work and make needed corrections.



## Teacher Tips

**DICTATION** By exercising students' segmentation abilities, dictation activities refine the phonemic awareness on which reading and writing depend. In addition, dictation provides a model for the kind of thinking involved in spelling, which students can use as they become independent writers.

**DICTATION** Dictation is not a test. Provide students with as much guidance as they need to spell and write the words and sentences.

**PROOFREADING** In dictation, be sure to use the word *proofreading* with students, and also encourage them to use the word. They will hear and use the word throughout this program in writing and handwriting as well as in dictation.