

**Routine Card**

Refer to *Routine 6* for the sounds-in-sequence dictation procedure, *Routine 7* for the whole-word dictation procedure, and *Routine 9* for the sentence dictation procedure.

P
H
O
N
I
C
S

- Read the entire sentence: ***Sid and Sam run.*** Have the students repeat the sentence. Remind the students (or ask them) about capitalization and punctuation.
- Dictate one word at a time, using the sounds-in-sequence procedure, as follows: The first word is *Sid*. Have the students say the word (*Sid*). Ask, “What’s the first sound in the word *Sid*?” Have the students say the /s/ sound and check the ***Sound/Spelling Card***. The students say what the spelling is (*s*) and write it. Proceed in this manner until the word is complete.
- Follow this procedure for all the words in the sentence. To proofread the sentence, ask a student to read the sentence back. Then write the sentence on the board as the students tell you what to write. Have the students refer to the ***Sound/Spelling Cards*** to confirm the spelling. Be sure to include capitalization and punctuation as a part of proofreading. Have the students use this model to proofread and correct their work in the usual manner.

Help the students proofread each line. Discuss which kind of letter should be at the beginning of a sentence and which punctuation mark should be at the end.

Spelling: /u/ Spelled u

- After completing Dictation, read the following words and sentences aloud, and have students try to spell the words on a separate sheet of paper. Remind students to think of the sound/spellings they already know or refer to the ***Sound/Spelling Cards*** to spell the sounds they hear.

pup	His new dog is just a pup .	pup
club	We want to join an exercise club .	club
luck	Good luck at your baseball tournament.	luck

- Write the words on the board.
- Have students proofread their own work and correct any misspellings.