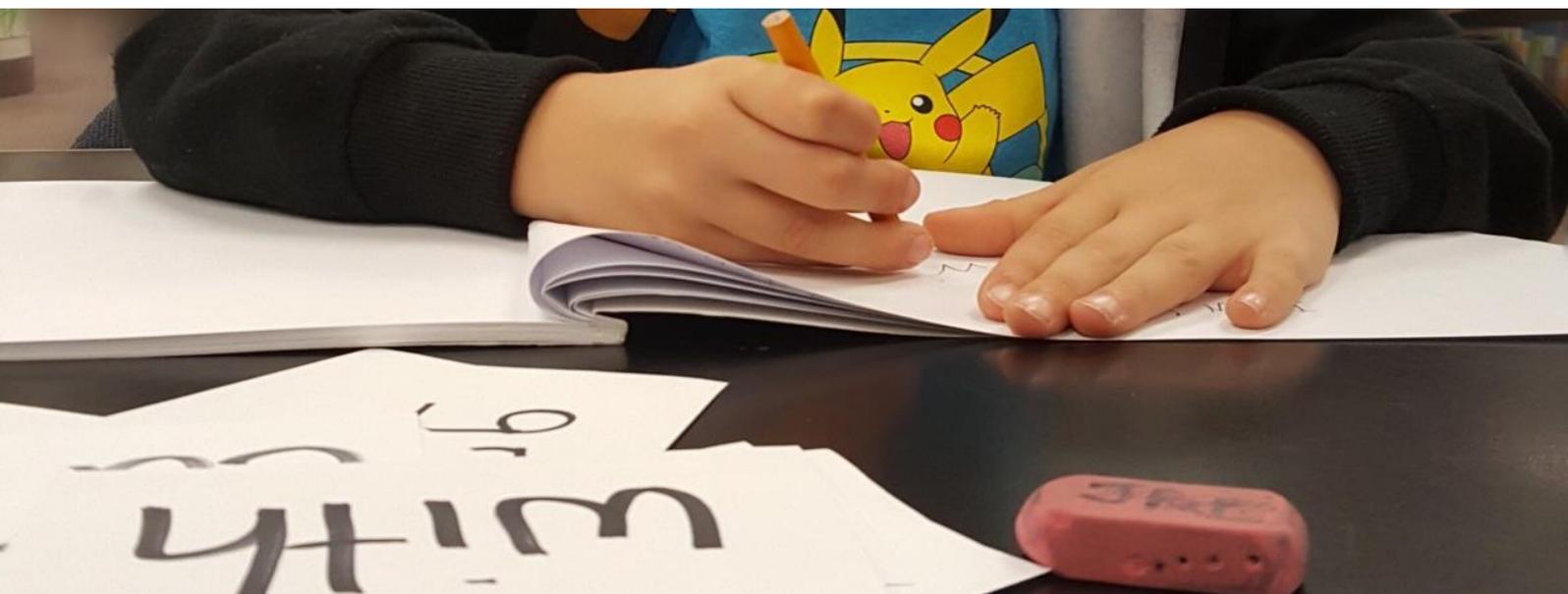


Suggested Daily Lesson Sequence - The 5-Step Plan

Step 5 of 5 – Using familiar letter patterns to help with spelling



5. Practice spelling words that contain the patterns used in previous steps of the lesson.

The last step in the daily lesson is writing words (and one or two sentences) that contain the patterns used in previous steps of the lesson.

Each student should have a dictation notebook to record the words dictated by the teacher. At the start of this activity, tell the students what vowels will be the target sounds for that day's lesson. For example, an early dictation lesson might have three target sounds — short /a/, /i/, and /o/ — assuming that the students can already make words with these sounds on the sound board in Step 2 and read words with these sounds on flash cards in Step 3. Have students write the letters that make these sounds as headings on one page in their dictation notebook. Dictate the first word, such as ship. Teach the children to say the word slowly—stretching out the word and listening for the vowel— and then have children write the word under the correct vowel heading.



The goal is to help students understand that, at least in the early stages of spelling, they can spell the words that they can decode by using the sound- symbol relationships they know.

Once all of the words have been dictated, dictate one or two sentences that also reinforce the same vowel patterns. All of the single words that are dictated should be phonetically regular, but a few high - frequency words (e.g. the) might be included in the dictated sentence. If the student does not yet know how to spell the high-frequency words, show them the correct spelling. An early lesson might include only four to six dictated words and a single sentence.

Below is a sample of a dictation page for a lesson featuring closed syllables with single consonants and closed syllables with blends and digraphs:

<u>a</u>	<u>i</u>	<u>o</u>
hat	slim	clog
champ	wilt	hot
Jan will skip and jump to the pond.		

As the students progress, the vowel headings will represent more complex patterns, such as vowel teams. The headings for a later lesson might include *ai*, *oa*, and *ou*. At this stage it is not expected that children will be able to spell every word that they can read. There are multiple ways to spell a single sound; so the children might be able to read the word *rain*, but they might not know if it is spelled *rain* or *rane* — although if *ai* is the only heading that makes the long /a/ sound in that day's lesson, the children will have an opportunity to reinforce the correct spelling when they write the word. More experience seeing words in print will help children solidify correct spellings for these more complex patterns. As children progress, a dictation activity might include six to eight words and two sentences, depending on the skills of the children.

Watching the children write the dictated words provides an opportunity to evaluate student progress on the target sounds for the day's lesson. At the end of the activity, the children should read aloud each word and sentence they were asked to write—and discuss what sounds need to be changed if corrections are needed.

The dictation notebooks can also be used to monitor progress as students move from writing and reading simple closed syllable words (*chop*) to more complex syllable types (*bake*, *loud*, *churn*) . When students progress to multi-syllable words (such as *reptile*, *bugle*, and *tarnish*) made up of the syllable patterns they have learned, they can also transition to writing words in a more traditional list format instead of using vowel headings .

Reference:

Teaching Tutorial: Decoding Instruction

Benita A. Blachman and Maria S. Murray

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