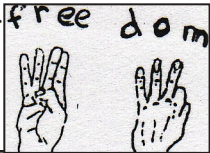


# Spelling Dictation Guide

Actions	Teacher	Student(s)
Placement/word Sentence Repeat word.	<p><b>“Pencil down. Eyes on me.”*</b></p> <p><b>“Under __, we will write freedom.”</b></p> <p><b>“Freedom is not free.”</b></p> <p><b>“free-dom.”</b> Pronounces word normally.</p>	<p>Finds place where he will write.</p> <p>Listens for syllables grouping.</p>
Syllables?	<p><b>“How many syllables?”*</b></p>	<p>Says # of syllables: <b>“two syllables.”</b></p>
Think-to-spell	<p>Says the word to match actual spelling.</p> <p><b>“Think to spell /frE-dom/.”</b></p>	<p>Needs to hear teacher exaggerate /o/ in /dom/.</p>
Fingergrams	<p><b>“Help me sound it out.” *</b></p> <p>Add phonogram language to clarify if needed.</p> <p><b>“Use E double E.”</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>(Student view of fingergrams.)</p> <p>See SWR pgs. 70, 80.</p> </div> </div>	<p>Says first syllable: <b>“free.”</b></p> <p>Says each sound: <b>“/f-r-E/.”</b></p> <p>Student drives teacher’s fingers.</p> <p>Says second syllable: <b>“dom.”</b></p> <p>Says each sound: <b>“/d-o-m/.”</b></p>
Student repeats	<p><b>“Repeat the way we think it.”*</b></p>	<p>Says /frE-dom/.</p>
Student writes.	<p><b>“Say it as you write it.”</b> Points to log.*</p>	<p>Picks up pencil. Whispers sound-by-sound in syllable units as he writes: <b>free dom.</b></p>
Student reads.	<p><b>“Read the word you have written.”</b></p>	<p><b>“freedom”</b></p>
Student dictates.	<p><b>“Dictate it back to me.”</b> Waits with chalk ready.*</p>	<p><b>“free (/f-r-E/) - dom (/d-o-m/)”</b></p>
Teacher writes.	<p>Student drives teacher’s chalk.</p> <p>Teacher writes <i>free dom</i>.</p>	
Proofread.	<p><b>“Does your word look like mine?”*</b></p>	<p>Checks his word against the teacher’s.</p>
Analyze word together.	<p><b>“Any markings?”</b> Help if necessary. Discuss markings in the order we read the word.</p> <p>Teacher agrees. Both mark word: <i>free dom</i></p> <p><b>“Why?”</b> Recite rules when relevant.</p>	<p><b>“Underline /E/.”</b> Pause for teacher approval.</p> <p><b>“It’s a 2-letter phonogram.”</b></p>
Review words.	<p>After the day’s words are complete, read in unison each word taught...</p> <p>1) As <b>we think</b> it.</p> <p style="padding-left: 20px;">In a one-syllable word say each sound.</p> <p style="padding-left: 20px;">In a multi-syllable word say each syllable.</p> <p>2) As <b>we say</b> it in normal speech.</p> <p>3) Close log and quiz (time permitting).</p>	<p><b>“We think, /frE-dom/.”</b></p> <p><b>“We say, freedom.”</b></p>

\*After routine is established, non-verbal clue can replace verbal instructions.