

Date: _____

Advanced Word Dictation

PLAN

Component: Encoding

Instructional Activity: Advanced Word Dictation

Materials Needed: whiteboards, markers, erasers



Approximate Time:
10 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You are going to learn how to spell words that have more than one syllable. Understanding how to spell a word part by part is important because many words you will want to write will have more than one syllable. You will know you have it when you can correctly spell words that have more than one syllable today.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin today, let's review what a *syllable* is. Write the word on the board and point to it. Here is the word *syllable*. What word? Students respond. A *syllable* is a single, unbroken unit of speech organized around a vowel sound. Sometimes we refer to them as the "beats" in a word. You probably have clapped *syllables* before when listening for words. Every *syllable* has a vowel sound. Today we will need to break words into separate *syllables* so we can spell them.

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I DO IT!

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen. First, I lay my marker down. I need to think about the spelling of the word before I begin to write it.

The word is *fantastic*.

First, I count the syllables in the word *fantastic*: fan (hold up one finger) tas (hold up two fingers) tic (hold up three fingers). **Three syllables.**

Next, I say the first syllable in *fantastic* again: /fän/.

Now I say the sounds in /fän/ slowly: /fff/ /äää/ /nnn/. The first sound is /fff/. I know /fff/ is spelled *f*, so I write an *f*. Continue for each sound in the syllable, then repeat for remaining syllables.

The last sound can be spelled *c*, *k*, or *ck*. Explain why *c* is the correct choice. Use your generalizations spreadsheet or other resource.

Lastly, I check it by pointing under each letter and saying the sound. I blend the sounds together. I spelled *fantastic*!

Teacher Tip: Repeat the word several times throughout this step of modeling so students are clearly seeing what you are doing each time you are figuring out which letter to write.

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WE DO IT!

Provide guided practice.

Distribute individual student whiteboards, markers, and erasers. **Let's try it together!**

Markers down. Eyes on me. Remember, the most important part of spelling is *thinking* about the word *before* writing it.

The word is *magnet*.

First, count the syllables in the word *magnet*. mǎg (hold up one finger) **nĕt** (hold up two fingers). Students and teacher respond.

Next, say the first syllable in *magnet* again. Students and teacher respond: /mǎg/.

Now say the sounds in /mǎg/ slowly. Students and teacher respond: /mmm/ /ǎǎǎ/ /g/. **The first sound is /mmm/. We know /mmm/ is spelled *m*, so we can write an *m*.** Students and teacher respond. Continue for each sound in the syllable, then repeat for the second syllable /net/.

Lastly, let's check by pointing under each letter and saying the sound. We can blend the sound together. Students and teacher respond.

We spelled the word *magnet*!

Teacher Tip: Make sure sound-spelling cards are displayed in the room so that the student can refer to them as needed during this activity.



If students need support with:	Then try this:
Segmenting Phonemes within each syllable	Try having the student use Elkonin boxes to push and say each phoneme before writing the graphemes.

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Provide independent practice.

Now, you all will do it by yourselves! I will say a word and you will spell it.

Repeat the routine above using the following words.

YOU DO IT!

Word List
sandbox
upset
contact
nutmeg
misconduct
establish



If students need support with:	Then try this:
Segmenting syllables	Try having the student use manipulatives to push and say each syllable OR have students hum the word to determine the number of syllables in the word.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

To extend students learning of the six syllable types, have them look for and list multisyllabic words they find in text and label each syllable type included in the words.