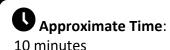
PLAN

Component: Encoding

State the objective(s).

Instructional Activity: Advanced Word Dictation

Materials Needed: whiteboards, markers, erasers



- Click here for video example
- Individual
- **Small Group**
- Large Group

OBJECTIVE

Review prerequisite skills and teach related vocabulary.

words that have more than one syllable today.

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.

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 Date:_____

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: /făn/.

Now I say the sounds in /făn/ slowly:/fff/ /ăăă/ /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.

Date:

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. mag (hold up one finger) net (hold up two fingers). Students and teacher respond. Next, say the first syllable in magnet again. Students and teacher respond: /mag/.

Now say the sounds in /mag/ slowly. Students and teacher respond: /mmm//aaa//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.

Provide independent practice.

Date:

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.

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.

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.