

Date: _____

Letter Sound Dictation

PLAN

Component: Encoding

Instructional Activity: Letter Sound Dictation

Materials Needed: sound-spelling cards, whiteboards and markers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to represent a sound by writing the letter. Knowing which letter represents a sound is important because that is how we spell words. You will know you have it when you can write the letter that represents the sound that you hear.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's look at the word *represents*. What word? Students respond. You heard me say the word *represents* when I was talking about what we are going to do today. I said we will write the letter that *represents* the sound you hear. *Represents* means we will use the letter that makes the sound we hear. We use letters as symbols to *represent* sounds. When we see the letter on paper, we know what sound to make.

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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 will say a sound. You will repeat the sound after me.

Then, I will pause and think: “How do I spell the sound?” Point to your head and model saying the question as a think aloud.

Next, I find the card on the Sound Wall* that represents the sound and ask myself, “How is the sound spelled?” Model.

After I find the letter that spells the sound, I will pinch and flip my marker to get ready to write. Model.

Then, I write the spelling for the sound. I can look at the card if I need to.

Lastly, I will check what I wrote by pointing to what I wrote and saying the sound it makes. I will ask myself, “Did I spell /___/?” Model.

Teacher Tip: Students will need to be able to see a Sound Wall for this task. If a Sound Wall is not being used, refer to the sound-spelling cards, which should be posted in the room.*

WE DO IT!

Provide guided practice.

Let’s try it together!

The sound is /rrr/*. What sound? Students and teacher respond.

Think: “How do I spell the sound?”

Find the card on the Sound Wall and ask yourself, “How is the sound spelled?” Students and teacher respond.

Pinch and flip to get ready to write. Students and teacher respond.

Write the spelling for the sound /rrr/. Students and teacher respond.

Continue 2-3 more times with additional sounds.

* Select sounds students have already been taught.

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YOU DO IT!

Provide independent practice.

Now, you all will do it by yourselves.

The sound is /___/. What sound? Students respond.

Look at the card that represents /___/. Think: How will you spell the sound /___/?

Pinch and flip to get ready to write.

Write the spelling for the sound.

Observe students as they spell the sound. Provide corrective feedback and scaffolding as needed.

Repeat the routine above using 4-6 letter-sounds. Be sure to use only sounds which students have been taught.



If students need support with:	Then try this:
Letter sound correspondence	Providing students with letter tiles or sound-spelling cards to assist with visual representation of letters.

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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.*

For students who demonstrate ease with letter sound dictation, consider moving to the instructional protocol for spelling small words.

SUPPORT

Additional support. *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction in letter sound dictation, consider providing additional support with this routine through the use of letter tiles or cards as a visual support.

Teacher Tip: Consider displaying a small amount of letters in front of a small group of students while completing this routine. Allow students to point and verbalize the letter sounds while completing the routine.