

Date: _____

Sentence Dictation

PLAN

Component: Encoding

Instructional Activity: Sentence 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 write a few sentences as I dictate them.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

A *sentence* is a string of words that has a clear beginning, marked by an uppercase letter at the beginning of the first word. It also has ending punctuation, such as a period, a question mark, or an exclamation point. Usually, a sentence has a subject—the *who* or *what* in the sentence—and a predicate—the *action*, or what the subject does. A sentence is a complete thought that makes sense. Sentences can state things, be a command, be a question, or be an exclamation.

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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 sentence before I begin to write it.

The sentence is, ***My dog likes to play fetch.*** I repeat the sentence: ***My dog likes to play fetch.***

Teacher Tip: Select sentences that contain only spelling patterns that have been taught. For example, in this sentence, the word “play” should not be used if the _ay spelling pattern for long Aa hasn’t been taught. The sentence could be changed to “The dog can fetch” instead.

First, I count the words in the sentence. I place my fingers on my desk and tap out the words as I say them. Beginning with the little finger on the left hand, and progressing to the right, say and tap each word: ***My dog likes to play fetch.*** Six words.

Next, I’ll stretch and spell the first word in the sentence. Since it’s the first word, I know the first letter in it has to be uppercase: /mmm/ write M; /iii/ write y. I leave a space after that word because I know words have to be separated by spaces in a sentence.

Then, I stretch and spell the second word: /d/ write d; /ööö/ write o; /g/ write g.

Continue this process for each word in the sentence. If a word contains a sound for which more than one spelling pattern is possible, either tell them which pattern to use or model thinking through which pattern to choose.

When I come to the end of the sentence, I determine which kind of punctuation I should use. ***My dog likes to play fetch.*** It doesn’t sound like a question, and my voice doesn’t sound too excited. I think the sentence is a statement, so I put a period at the end. Model.

Lastly, I check it by pointing under each word and reading it, sounding it out, if needed. I read it one more time, and this time I make sure I’m not reading like a robot! Read the sentence again, smoothly and fluently.

Teacher Tip: You may repeat the whole sentence several times throughout this step of modeling.

I DO IT!

Date: _____

Sentence Dictation

Provide guided practice.

Distribute individual student whiteboards, markers, and erasers. **Let's try it together! Pencils down. Eyes on me. Remember, the most important part of spelling is *thinking about it before writing it*. The sentence is, *Come see the big bug on the desk!***

First, let's count the words in the sentence. Place your fingers on your desk and tap out the words as we say them together. Beginning with the little finger on the left hand, and progressing to the right, say and tap each word: ***Come see the big bug on the desk!* Eight words.**

What's the first word in the sentence? Students: *come*.

***Come* has a sound that's not spelled the usual way.** (If you're using the *Heart Words* strategy, say that *come* is a *Heart Word*.)

Stretch the word *come*. Students and teacher: /kŭŭŭmmm/

In this word, the sound /ŭŭŭ/ is spelled *o_e*. How is /ŭŭŭ/ spelled in the word *come*? Students: *o_e*

Since it's the first word, what will be special about the first letter in it? Students: *It will be an uppercase letter.*

Now, stretch and spell the word *come*. Students and teacher: /k/ write *C*; /ŭŭŭ/ write *o_e*; /mmm/ write *m* in the space or on the blank between *o* and *e*.

Leave a space after the word *Come*. Words have to be separated by spaces in a sentence.

Repeat the sentence after me: *Come see the big bug on the desk*. Students repeat the sentence. **What's the second word in the sentence?** Students: *see*. **Stretch and spell *see*.** Students and teacher: /sss/ write *s*; /ēēē/ write *ee*. **Leave a space after the word.**

*Teacher Tip: If students aren't sure which spelling to use for the long e sound in see, say, **In this word, the sound /ēēē/ is spelled ee.***

Continue this process for each word in the sentence. If a word contains a sound for which more than one spelling pattern is possible, either tell them which pattern to use or model thinking through which pattern to choose.

Now, determine which kind of punctuation we should use. Repeat the sentence after me: (with excitement) *Come see the big bug on the desk!* Students repeat, imitating the teacher's prosody. **What punctuation should we use at the end?** Allow students to discuss. Scaffold for the correct response: *exclamation mark*. **Put an exclamation mark at the end of the sentence.** Model.

WE DO IT!

Date: _____

Sentence Dictation

WE DO IT!

Provide guided practice (continued).

Lastly, check it by pointing under each word and reading it, sounding it out, if needed. Students and teacher read the sentence. Now, read it one more time, with expression! Students and teacher read the sentence again, smoothly and fluently.

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.

YOU DO IT!

Provide independent practice.

Now, you all will do it by yourselves! I will say a sentence and you will spell it. I will remind you of the steps to follow, if needed. Prompts:

- Repeat the sentence.
- Stretch and spell the word.
- Remember to make the first letter of the first word an uppercase letter.
- Remember to leave a space between words.
- Remember to add the right punctuation mark at the end of the sentence.

Repeat the routine above using sentences containing words that are decodable to students. Sample sentences:

1. The kids play in the sandbox.
2. I am upset that I forgot my lunchbox.
3. He can do it by himself.



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|--------------------------------|---|
| If students need support with: | Then try this: |
| Spelling words correctly | Utilize the finger spelling method to isolate each phoneme. Ex. Hold up your nondominated hand with all five fingers up, starting with the finger farthest to the left, put a finger down for each phoneme, then blend the phonemes. |

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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 sentence dictation, move to the instructional protocol for stretching and spelling big words and complete the sentence dictation protocol with those words.

SUPPORT

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

For students experiencing difficulty with scaffolded instruction of sentence dictation consider following the word dictation protocol to introduce the words to be spelled prior to sentence dictation.