

Dictation: Sounds and Words

Dictation: Sounds and Words

Name: _____ Date: _____

Sounds and Letters

1. _____ 2. _____

3. _____ 4. _____

Words

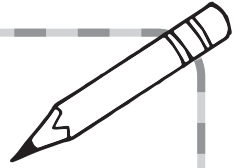
1st Attempt	2nd Attempt
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

82 The Megabook of Spelling: Grades K-2 © Wiley Blevins, Scholastic Inc.

To the teacher: See page 91 for the lists of sounds and words for dictation. Dictate each sound first. Have children repeat, then write the letter for the sound. Continue with the words. Have children write each word in the 1st Attempt column. The first two words contain the target phonics skill. The second two words are your choice. It is great to contrast the new vowel sound with previously taught vowel sound-spellings. They can be additional words with the target skill or words with review skills with which children need additional practice. Write the answers on the board, then have children write the word a second time, correcting any mistakes in the 2nd Attempt column. You can extend the activity by having children write a dictated sentence on the back of the paper.

Name: _____ Date: _____

Sounds and Letters



1. _____

2. _____

3. _____

4. _____



Words

1st Attempt

2nd Attempt

5. _____

6. _____

7. _____

8. _____

Dictation: Sound-Spellings

Dictation: Sound-Spellings

Name: _____ Date: _____

Sounds and Letters

1. _____

Words and Sentence

	1st Attempt	2nd Attempt
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
	_____	_____

84 The Megabook of Spelling: Grades K-2 © Wiley Blevins, Scholastic Inc.

To the teacher: See pages 92–94 for the lists of sound-spellings, words, and sentences for dictation. Dictate each sound-spelling first. Have children repeat, then write the letter, letters, or multiple spellings for the sound (one spelling per blank). Continue with the words. Have children write each word in the 1st Attempt column. The first two words contain the target phonics skill. The second two words are your choice. They can be additional words with the target skill or words with review skills with which children need additional practice. Write the answers on the board, then have children write the word a second time, correcting any mistakes in the 2nd Attempt column. For the sentence, say the sentence and guide children to count the number of words. Then guide them to write one word or phrase at a time. Keep repeating the sentence in meaningful phrase chunks for children who need the support.

Name: _____ Date: _____

Sounds and Letters

1. _____

Words and Sentence

1st Attempt

2nd Attempt

2. _____

3. _____

4. _____

5. _____

6. _____

Dictation: Word Pyramids

Dictation: Word Pyramids

Name: _____ Date: _____

Word Pyramids

1. _____

2. _____

3. _____

4. _____

86 The Megabook of Spelling: Grades K-2 © Wiley Blevins, Scholastic Inc.

To the teacher: See pages 95–97 for the lists of words for dictation. Dictate each word. Have children repeat, then have them write the word on the first or next available line. Write the answers on the board, then have children self-correct. Discuss any spelling changes or other features (e.g., change *y* to *i*; a prefix is its own syllable; spell one syllable at a time; notice the parts of the word that are maintained across the related word set). These word chains provide differentiation for a wide range of student needs while leveling up the spelling work for children below grade-level expectations.

Name: _____ Date: _____

Word Pyramids

1.

2.

3.

4.

Dictation: Tap, Spell, Write

Dictation

Name: _____ Date: _____

Tap, Spell, Write (I)

1.			_____

2.			_____

3.			_____

4.			_____

5.			_____

88 The Megabook of Spelling: Grades K-2 © Wiley Blevins, Scholastic Inc.

To the teacher: There are three versions of this template for words with three to five sounds. You can use your own list of words for dictation or see pages 111–118. Have children tap (count) the sounds in the word and mark a dot (or place a counter) on each box for each sound. Then, have them write the letter or letters for each sound in the corresponding box. Next, have them write the word again on the lines in their best handwriting. Finally, have them read the completed word list.

Name: _____ Date: _____

Tap, Spell, Write (I)

1.			_____ _____ _____
----	--	--	-------------------------

2.			_____ _____ _____
----	--	--	-------------------------

3.			_____ _____ _____
----	--	--	-------------------------

4.			_____ _____ _____
----	--	--	-------------------------

5.			_____ _____ _____
----	--	--	-------------------------

Name: _____ Date: _____

Tap, Spell, Write (2)

1.				
-----------	--	--	--	--

2.				
-----------	--	--	--	--

3.				
-----------	--	--	--	--

4.				
-----------	--	--	--	--

5.				
-----------	--	--	--	--

Name: _____ Date: _____

Tap, Spell, Write (3)

1.				
-----------	--	--	--	--

2.				
-----------	--	--	--	--

3.				
-----------	--	--	--	--

4.				
-----------	--	--	--	--

5.				
-----------	--	--	--	--
