

Spelling Dictation 17

ee, oy, oi, aw

Materials: child's lined paper (2 pieces)
2 soft-lead pencils
Worksheet pp. 29 & 30

Direct Aims: to practice encoding and decoding words with phonograms ee, oy, oi, aw
to review the spelling marking for multi-letter phonograms (single underline)
to review the spelling rule: *English words do not end with u or i.*

What To Do	What To Say
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Write and mark the words on your own paper as you dictate them to the child.

Say: Today's spelling words will help you practice four phonograms. You have written these phonograms in dictation. Today you will write them in words. Each of these phonograms has only one sound.

Write the phonograms ee, oy, oi, aw, in the center of the top base line of your

paper. Say: Read the sounds of these phonograms. (*child does so*) Remember that the *oy* sound is spelled o, y at the end of a word and o, i at the beginning or mid-

ee oy oi aw



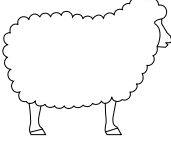

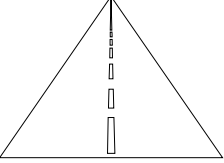
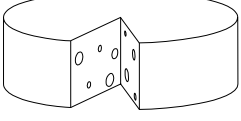
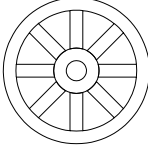
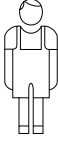
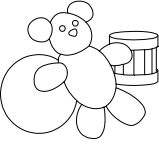

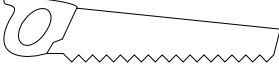
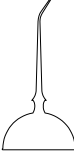
dle of a word. Pick up your pencil. Check your position. The first word is **saw**. *I saw a big ship.* How many syllables? (*clap*) Repeat the word. What is the first sound? (*s*) Write the phonogram that says *s*. What is the second sound? (*ah*) We use the phonogram *ah that ends words* to make the *ah* sound in this word. Underline the aw. Read the word to me.

Dictate the words listed below. .

Spelling Dictation Model	Words	Sentences
<p>The next word is ____.</p> <p><i>(Use the word in a sentence.)</i></p> <p>Say the word.</p> <p>How many syllables? (<i>clap</i>)</p> <p>What is the first sound? etc.</p> <p><i>(Assist child to sound out word.)</i></p> <p>Make the spelling markings.</p> <p>Repeat any spelling rules.</p> <p>Read the word to me.</p>	<p><u>draw</u></p> <p><u>paw</u></p> <p><u>deer</u></p> <p><u>bee</u></p> <p><u>tree</u></p> <p><u>sheep</u></p> <p><u>street</u></p> <p><u>cheese</u>²₅</p> <p><u>wheel</u>²</p> <p><u>toys</u>²</p> <p><u>boy</u>²</p> <p><u>coins</u>²</p> <p><u>oil</u></p>	<p>I like to draw.</p> <p>The kitten hurt his paw.</p> <p>Bambi is a baby deer.</p> <p>A bee stung me.</p> <p>We sat under the big tree.</p> <p>We get wool from sheep.</p> <p>He lives across the street.</p> <p>Mice like to eat cheese.</p> <p>A unicycle has one wheel.</p> <p>Pick up your toys.</p> <p>Ask the new boy to play.</p> <p>I have many gold coins.</p> <p>Put oil in the car.</p>

After all words have been dictated, written and marked, have the child read them again as you point to them in random order. Save the child's work. Use it for handwriting and spelling practice during the week. Over the next two days, do pages 29 & 30 in the Worksheet. Name each picture according to the sample below. Assist the child in writing each word correctly.

Note: In the dictation words, **saw** was a verb. In the Worksheet, **saw** is a noun. The child may enjoy thinking of other examples of homonyms (same name), deer and dear, and homophones (same sound).

 <p>1. deer</p>	 <p>2. bee</p>	 <p>3. sheep</p>	 <p>4. tree</p>
 <p>5. street</p>	 <p>6. cheese</p>	 <p>7. wheel</p>	 <p>8. boy</p>
 <p>9. toys</p>	 <p>10. coins</p>	 <p>11. saw</p>	 <p>12. oil can</p>