

## Spalding Dictation – Kindergarten

1. Remind your child to check that he is using the correct pencil grip.
2. Say the first word to your child. Ask your child to segment the word by saying each sound in the word then say the word as a whole (m-e, me). (In class, we use our fingers to show each sound.)
3. Ask your child to write the sounds as he says them (m-e). **Write the word only once!** Go back and have your child say the sounds again, marking or underlining as appropriate. Encourage your student to explain the markings to you.
4. Go on to the next word, repeating this procedure for every word.
5. When your child has finished writing each word once, go back to the top and begin the process again. **You should be moving down the column, not across.** (Parents: Your child should not be writing “me, me, me, go, go, go, and, and, and” etc. Rather, your child should write “me, go, and, me, go, and.”) This process should be the same for the phonograms on the sheet.
6. When finished, ask your student to practice reading each word fluently, without having to sound it out.

### Notes:

Your children should be saying the sounds as they write the words or phonograms on their papers. “**Talk to your pencil,**” is a phrase we use in class.

**Parents should be sitting with their children as they complete the worksheet,** ensuring that the above process is being followed and letters are being formed correctly.

Parents should correct their child when errors are made or if a child is not displaying his best work and best effort.

## Monday Spalding Dictation – Remote Week 1

ee

ough

ew

ai “not used” (English words don’t end in “i”.)

oy

**book** – *I will read the book.* (Remind students to use the phonogram oo, but that we say the second sound)

**chance** – *It’s your last chance!* (Job 3: The *e* lets *c* say *s* and *g* say *j*.)

**charge** – *The bull is going to charge!* (Job 3: The *e* lets *c* say *s* and *g* say *j*.)

**lit tle** – *The little pony ate an apple.* (Job 4: Every syllable must have a vowel.)

**o ver** – *Jack will jump over the candlestick.* (Rule 4: *o* may say its name at the end of a syllable. We use the *er* of *her* in over.)

**street** – *Look both ways before crossing the street.* (Use the phonogram that says *e*.)

**must** – *You must eat your dinner.*

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Kindergarten Spelling Homework

These are the directions to give to your child:

1. Write each phonogram/spelling word working down each column not across each row. You are going to complete all of column one before beginning column two.
2. Say each sound in the word, and then say the word.
3. Now write the word, talking to your pencil as you write. Do not copy the word. Write it by sounding it out.

e e e e		
o o		
ow		
a		
ou		
oo		
chance		
change		
in		
o ver r 4		
street		
must		

## Sight Words – Week 1

Each day, ask your student to practice reading these words. By Friday, your student should be able to read this list of spelling words by "sight". (This means that the student should not have to sound out each word but can read them without hesitation.)

come

hand

ring

live

live

hill

street

an

us

the

Cut out both sets of words. Play memory by placing all the words face down. Choose two cards, read them. If they match, you may keep them. When all cards are gone, count to see who has the most matches.

come	hand	ring	live
hill	street	us	live
an	the	can	may
List 16	you	your	my

Cut out both sets of words. Play memory by placing all the words face down. Choose two cards, read them. If they match, you may keep them. When all cards are gone, count to see who has the most matches.

come	hand	ring	live
hill	street	us	live
an	the	can	may
	you	your	my

## CVC Pattern Fluency Sheet

0	jam	pan	lap	mad	nag
5	rag	tap	van	cab	dad
10	sad	ham	rat	mad	man
15	wag	gas	sap	tan	yap
20	pad	ran	map	fat	has
25	jam	pan	lap	mad	nag
30	rag	tap	van	cab	dad
35	sad	ham	rat	mad	man
40	wag	gas	sap	tan	yap
45	pad	ran	map	fat	has
50	jam	pan	lap	mad	nag
55	rag	tap	van	cab	dad
60					

## Long "a" Words Fluency Sheet

0	tale	take	cake	tale	came
5	name	made	sake	game	cane
10	lake	gave	tame	maze	make
15	gate	case	late	lame	base
20	fade	take	cake	tale	came
25	name	made	sake	game	cane
30	lake	gave	tame	maze	make
35	gate	case	late	lame	base
40	fade	take	cake	tale	came
45	name	made	sake	game	cane
50	lake	gave	tame	maze	make
55	gate	case	late	lame	base
60					