

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.

Tuesday Spalding Dictation – Remote Week 1

ie

z

f

ck “two letters”

sh

your – *Your desk is neat.* (Write “you” and add *r*.)

my – *I like to ride my bike.* (Rule 5: *y* may say “I” at the end of a syllable.) (Rule 6: *y* takes the place of *i* at the end of an English word.)

may – *May I eat a donut?* (Rule 18: We use /ay/ not /a/ at the end of a base word for “A” sound.)

to day – *We will play outside today.* (What “A” can we use at the end of a base word?) (Write “to” and add “day” for compound word “today”.)

by – *The book was written by Eric Carle.* (Rule 5: *y* may say “I” at the end of a syllable.) (Rule 6: *y* takes the place of *i* at the end of an English word.)

now – *We will now read a book.* (Use the phonogram that says ow, ō.)

have – *I have two dogs.* (Job 2: *v* or *u*. English words don’t end in *v* or *u*, so we use a silent *e*.)

are – *You are my students.* (Job 5: No job *e*.)

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.

Tuesday		
ip		
z		
f		
ck		
sh		
your ^s		
oy n5,6		
may n/8		
to dau n/8		
ou n5,6		
now		
have		
are		