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## Lesson by Lesson Instructions for *Listen and Write*

### Lesson 4: Introduction to Dictation, Focus on Short *a*

- In this lesson, the student will begin writing words from dictation. Before beginning, take a moment to relax the student. Be positive and encouraging! You want to build confidence and promote success.
- Explain to the student that instead of tracing or copying words, she will begin writing the words you say. The vowel is already in the middle box for your student to trace. Be sure to tell the student what vowel or vowels she will be working on each day.
- Using the **Daily Dictation List** that begins on page 2, slowly and clearly read each word. Students should say the sound as they write each letter. Do not overlook this critical step.
- Don't be afraid to help your student. Anticipate where a problem might occur and guide the student through the difficult parts. If he struggles with the difference between *b* and *d*, for example, show him how to write the correct letter. Encourage him to ask if he is not sure whether *cut* starts with *c* or *k*. On the other hand, try to give only as much help as needed. Students should feel a sense of accomplishment in being able to work independently.
- Continue to limit the time spent on each worksheet to 10 minutes. Do not pressure a child to write more than she can accomplish comfortably in that amount of time.
- You may want to read the section titled **More about Dictation** on page 25 to prepare for these lessons.

## Daily Dictation List

Use this **Daily Dictation List** for the dictation exercises. The words have been chosen to correspond to the focus of each lesson.

If a student needs extra practice with a specific sound, you may want to choose words from the **General Dictation List** that follows the **Daily Dictation List**. The **General Dictation List** is sorted by vowel sound, beginning blends, and so on, instead of by lesson focus.

Please note: Words that have a vowel followed by *r* (*car*, *stir*, *blur*) may confuse students in this stage because the *r* changes the sound of the vowel. For that reason, we have not included them in the word lists. In later levels of the curriculum, we refer to these vowel and *r* combinations (*ar*, *er*, *ir*, *or*, *ur*) as “Bossy *r* Chunks.”

### 4A

rap nab mat  
ham lag fad

### 4B

zap bad nag  
Sam Max rat

### 4C

bad fax rap  
pal tag cab

### 4D

rap bag Pam  
tab wax fad

### 4E

gap fan pal  
ham lad bag

**Checklist:**  Use the correct pencil grip.  Write letters from the top down.  Use lowercase letters.  Say the sound as you write.

Trace and write the letters.

r r n n m m

l l h h p p

Write the words your teacher says.

a

a

a

a

a

a



**Checklist:**  Use the correct pencil grip.  Use one stroke for each letter.  Start names with a capital letter.  Say the sound as you write.

Trace and write the letters.

r r n n m m

b b p p l l

Write the words your teacher says.

a

a

a

a

a

a

**Checklist:**  Use the correct pencil grip.  Write letters from the top down.  Use lowercase letters.  Say the sound as you write.

Trace and write the letters.

r r t t h h

b b p p k k

Write the words your teacher says.

a

a

a

a

a

a



**Checklist:**  Use the correct pencil grip.  Write letters from the top down.  Start names with a capital letter.  Say the sound as you write.

Trace and write the letters.

x x m m f f

b b p p t t

Write the words your teacher says.

a

a

a

a

a

a

**Checklist:**  Use the correct pencil grip.  Write letters from the top down.  Use lowercase letters.  Say the sound as you write.

Trace and write the letters.

**g** g      **n** n      **m** m

**h** h      **b** b      **f** f

Write the words your teacher says.

