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|  **Target Vowel(s) in the Closed Syllable: \_\_\_\_\_\_\_\_\_\_\_**  |
| **Spelling Procedure:** Pg. 19 (Lund and Cheatum, 2004)**1) Teacher pronounces the syllable.****2) Student repeats syllable, pronounces the vowel sound and spells syllable aloud.****3) Student writes, naming each letter as he or she writes.****4) Student reads the syllable, penciling below the syllable.** (Process modeled in Appendix – Sample Student Notebook, pgs. 232-236, Lund and Cheatum, 2004) |
| **Date** | **VC** | **CVC** | **CCVC** | **CVCC** | **CCVCC** |
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**Dictation:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_