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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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_