

**3000+ INTERACTIVE  
GOOGLE SLIDES**

# TEACHING READING STRATEGIES

READING INTERVENTION  
PROGRAM AGES 8-ADULT



**EVIDENCE-  
BASED  
LITERACY  
PROGRAM**



*featuring the*  
**Sam and Friends  
Phonics Books**



# Instructional Sequence for Google Slides

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## Week 1 Sounds

Short vowel sounds and  
consonant sounds

## Spellings

a, m, t, s

### Heart Words

**Now you know!** The definite article *the* is often pronounced with a long /e/ for emphasis.

**Example:** She is the best athlete in class.

## Blending Words

**New:** at, am, Sam, sat, tam, mats,  
Sam, am, sat, at, mat, sat

won as in son, ton, from  
\*the item, travel, open

### Sam and Friends Book #1

**Now you know!** Pronounce the /r/, as in *raccoon*, with less motor sound than the /er/, as in *ermine*, and with no puff of breath.

Short vowel sounds and  
consonant sounds

i, f, d, r

### Heart Words

**Review:** am, sat

**New:** if, rid, did, dim

was as in final, about, banana  
where as in there, and as compared  
to error, errand

### Sam and Friends Book #2

Short vowel sounds and  
consonant sounds

o, g[a,o], l, h

### Heart Words

**Now you know!** The indefinite article /ŭ/ “a” spelling is often pronounced as long /a/ for emphasis.

**Example:** He took a popsicle, not all of them.

**Review:** rid, if

**New:** hog, gag, log, him

\*a as in cola, soda, yoga  
from as in front, won, ton

### Sam and Friends Book #3

# Instructional Sequence for Google Slides

## Week 2 Sounds

## Spellings

## Blending Words

**Now you know!** The blanks in the spellings show that another spelling or spellings must appear there in the syllable. A syllable is a word part with a vowel.

Short vowel sounds and  
consonant sounds

u, b, c[a,o,u], \_ck  
g[a,o,u]

**Review:** hog, log  
**New:** cub, bug, buck, gab

### Heart Words

give as in live, active, native  
to as in do, into, undo

*Sam and Friends Book #4*

Short vowel sounds and  
consonant sounds

e (\_ea), k[i,e], v, n, kn\_

**Review:** buck, bug  
**New:** neck, head, van, kin, Ken,  
knack

### Heart Words

friend as in ancient, friendly, patient  
of as in from, front, son

**Now you know!** Each of the short vowel cards are green. The consonant cards are black.

*Sam and Friends Book #5*

**Now you know!** Pronounce the /w/, as in *wolf*, like the sound of a cell phone vibrating. The /wh/, as in *whale*, produces a breath sound.

Short vowel sounds and  
consonant sounds

p, w, j, qu\_

**Review:** neck, van  
**New:** gap, win, quick, jam, pan, wig

### Heart Words

love as in dove, shove, glove  
want as in wash, squash, watch

*Sam and Friends Book #6*

# Instructional Sequence for Google Slides

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## Week 3 Sounds

## Spellings

## Blending Words

**Now you know!** Pronounce the beginning “y” as a /yee/ to blend into the vowel, as in /yee/ /ee/ /ss/ “yes.”

**The Plurals Spelling Rule:** To make most nouns plural, add an “s” to the end. If the ending of the noun is unvoiced, the “s” is pronounced /s/ as in *seagull*. If the ending of the noun is voiced (makes a motor sound), the “s” is pronounced as /z/ as in *zebra*. Examples: ships (/s/), beds (/z/)

Short vowel sounds and  
consonant sounds

y, x, z, \_s /z/, wr\_

**Review:** quack, win, jam, pug

**New:** yes, yams, box, six, zip, wrap

## Heart Words

buy as in guy, guys, buys

what as in a, cola, soda

*Sam and Friends Book #7*

**The Double /fsz Spelling Rule:** The ending double *l*, *f*, *s*, and *z* (ll, ff, ss, zz) usually follow short vowels. **Rhyme:** “Double *l*, *f*, *s*, and *z* when after short vowels you see.” Let’s say it together!

Double Consonant Endings \_ll, \_ff, \_ss, \_zz

**Review:** wreck, fox, yams

**New:** fill, cuff, mess, buzz, fizz, bass



## Heart Words

says as compared to many, any,  
giant

hour as in honor, heir, honest

*Sam and Friends Book #8*

## Instructional Sequence for Google Slides

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### Week 3 Sounds

### Spellings

### Blending Words

**Now you know!** Consonant blends are two or three consonants which blend together, but keep their individual sounds.

Ending consonant blends    \_nd, \_st, \_xt

**Review:** pill, huff, miss, fuzz

**New:** fund, sand, past, rest, texts, next

### Heart Words

ocean as compared to special,  
musician, magician

come as in some, and as compared  
to done, one

*Sam and Friends Book #9*

## Instructional Sequence for Google Slides

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### Week 4 Sounds

### Spellings

### Blending Words

Ending consonant blends

\_nt (n't), \_lt

**Review:** end, best, text

**New:** went, can't, melt, hilt

### Heart Words

**move** as in **prove**, **remove**, and as compared to **groove**

**could** as in **should**, **would**, **couldn't**

**Now you know!** With consonant blends, the second or third letter pronunciation is softer than the first.

### *Sam and Friends Book #10*

Ending consonant blends

\_mp, \_sk, \_lp

**Review:** went, can't, melt

**New:** limp, lamp, task, disk, help, gulp

### Heart Words

**heard** as in **earn**, **earth**, **learn**

**wolf** as in **wolves**, and as compared to **would**, **should**

### *Sam and Friends Book #11*

Ending consonant blends

\_ct, \_ft, \_ld, \_sp

**Review:** lump, task, kelp

**New:** fact, duct, left, raft, held, gasp

### Heart Words

**said** as in **again**, **against**, **unsaid**

**you** as in **soup**, **group**, **wound**

### *Sam and Friends Book #12*

# Instructional Sequence for Google Slides

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## Week 5 Sounds

## Spellings

## Blending Words

**Now you know!** The consonant digraph, “ch” has two consonants which make one sound. Consonant blends say each individual sound.

Don’t use separate Animal Cards to teach these one-sound, two-letter consonant digraphs. They have their own cards. The /ch/ consonant digraph is spelled with two letters, but has one sound.

Ending consonant blends    \_lk, \_ch, \_nch, \_pt  
and /ch/ consonant digraph

**Review:** fact, weld, wisp, soft  
**New:** milk, much, lunch, ranch, kept, wept

### Heart Words

father as in water, want, watch  
work as in worse, worth, world

*Sam and Friends Book #13*

**Now you know!** The “ng” consonant digraph is spelled with two letters, but has one sound.

Short Vowel /o/, /u/            \_ong, \_onk, \_ung, \_unk,  
Long Vowel /a/, /e/            \_ang, \_ank, \_ing, \_ink  
Consonant Digraph /ng/

**Review:** elk, such, hunch, kept  
**New:** song, honk, hung, bunk, sang, tank, wing, pink

### Heart Words

some as in come, and as compared to done, one  
money as in honey, son, ton

*Sam and Friends Book #14*

**Now you know!** The voiced “th” consonant digraph has a slight /uh/ sound and the voice vibrates inside the mouth.

“th” voiced                      th\_  
consonant digraph

**Review:** wrong, sink  
**New:** them, that, their, then, this

### Heart Words

should as in would, could, shouldn’t  
does as in doesn’t, and as compared to item, ton

*Sam and Friends Book #15*

## Instructional Sequence for Google Slides

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### Week 6 Sounds

### Spellings

### Blending Words

**Now you know!** The unvoiced “th” consonant digraph is pronounced solely with air and has no /uh/ sound.

“th” unvoiced  
consonant digraph

th\_, \_th

**Review:** them, that

**New:** thin, thank, path, with

### Heart Words

water as in want, watch, father

they as in hey, grey, fey

### Sam and Friends Book #16

“sh” consonant digraph

sh

**Review:** thin, moth

**New:** shut, shin, shop, gosh, mash,  
wish

### Heart Words

clothes

as in both, cold, gold

people

as in theory, and as  
compared to either,  
weird

### Sam and Friends Book #17



# Instructional Sequence for Google Slides

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## Week 6 Sounds

## Spellings

## Blending Words

**Review:** ship, cash

**Now you know!** The "\_ed" suffix changes a verb to the past tense. The "\_ed" is pronounced as /t/ following the /sh/, /p/, /k/, /s/, /x/ sounds.

Base words ending  
in /sh/, /p/, /k/, /x/ + \_ed  
boxed

\_shed, \_ped, \_ked,  
\_ssed, \_xed, tched

rush, wish, cash, wished, hushed,  
helped, picked

**Now you know!** The "\_ed" is pronounced as /d/ following all sounds other than /t/.

Base words ending  
in /b/, /f/, /g/, /l/, /m/, /n/,  
/s/, /d/

\_bbed, \_ffed, \_gged, \_illed  
\_mmed, \_nned, \_zed

fibbed, cuffed, bagged, filled,  
dimmed, conned, missed, buzzed

**The Double the Last Consonant Spelling Rule:** Double the last consonant when adding a suffix beginning with a vowel to a base word ending in a vowel, then consonant.

**Example:** stop-stopped

With multiple syllables (per/mit), the accent must be on the final syllable (per/mít) to double the consonant (permitted). Play [The Double the Last Consonant Rule](#)

## Heart Words

who as in do, to, into  
would as in could, should, wouldn't

**Sam and Friends Book #18**

# Instructional Sequence for Google Slides

## Week 7 Sounds

## Spellings

## Blending Words

Consonant digraphs

wh\_, ch\_, \_tch

**Review:** hushed, bagged  
**New:** when, whip, chat, check, hatch, pitch

### Heart Words

talk as in chalk, balk, stalk  
 walk as compared to watt, want, watches

### Sam and Friends Book #19

Introduce beginning consonant blends with their separate Animal Cards to emphasize each phoneme.

Beginning consonant

fl\_, sl\_, bl\_, cl\_, gl\_, pl\_

**Review:** why, chant, hutch  
**New:** flush, slip, black, blabbed, clam, clashed, glen, glass, plunk, plod

### Heart Words

two as in do, to, into  
 wash as in wasp, watch, squash

### Sam and Friends Book #20

Beginning consonant blends

sm\_, sn\_, sp\_, st\_, sk\_, sc\_

**Review:** flask, slump  
**New:** smog, snap, spend, still, skin, scum

### Heart Words

been as compared to dead, lead, head  
 have as compared to give, live, love

### Sam and Friends Book #21

# Instructional Sequence for Google Slides

## Week 8 Sounds

## Spellings

## Blending Words

Beginning consonant  
blends

br\_, cr\_, dr\_, fr\_, gr\_, pr\_

**Review:** smash, snack  
**New:** brim, brink, crab, crust, drip,  
drunk, frost, fresh, grin, print, prop

### Heart Words

**your** as in **four**, **pour**, **course**  
**do** as in **to**, **undo**, **into**

*Sam and Friends Book #22*

Beginning consonant  
blends

shr\_, thr\_, str\_, spr\_, scr\_

**Review:** crab, frost  
**New:** shrink, thrift, strap, sprung,  
script

### Heart Words

**don't** as in **toll**, **troll**, **both**  
**won't** as in **sold**, **mold**, **told**

*Sam and Friends Book #23*

**Closed Syllable Rule:** Every syllable must have a vowel. When the vowel is not at the end of a syllable, it has a short sound. **Examples:** (VC) an, (CVC) ban, (CVCC) band, (CCVC) bran, (CCVCC) brand

Beginning consonant  
blends

sw\_, tr\_, tw\_, spl\_, squ\_

**Review:** shrunk, sprint  
**New:** swift, trust, twist, splash,  
squish

### Heart Words

**there** as in **where**, and as compared  
to **error**, **errand**  
**are** as in **aren't**, and as compared  
to **heart**, **hearth**

*Sam and Friends Book #24*

# Instructional Sequence for Google Slides

## Week 9 Sounds

## Spellings

## Blending Words

**Now you know!** The article *a* is usually pronounced as /uh/ before a common noun beginning with a consonant, but may also be pronounced as long /a/. Examples: a band, a vegetable

Before a common noun beginning with a vowel, the article *an* is used.

Both *a* and *an* signal general, not specific nouns.

In contrast, the article *the* signals a specific common noun. In other words, not *a bear* (general) or *an elephant* (general), but *the kangaroo* (specific).

The *e* in the article *the* is usually pronounced as /uh/ before a common noun beginning with a consonant, but is pronounced as long /e/ before vowels. **Examples:** thē band, thē ant

Long vowel sounds and  
silent final *e*      a, \_ay, a\_e, ai\_, ei[gh]

**Review:** swell, squid  
**New:** say, chase, rain, eight

### Heart Words

done as in **one**, **once**, **none**  
find as in **mind**, **kind**, **bind**

**Sam and Friends Book #25**

Long vowel sounds and  
silent final *e*      e, \_ee, ea, \_ie\_

**Review:** paid, freight  
**New:** she, tree, meat, brief

### Heart Words

learn as in **earn**, **heard**, **pearl**  
kind as in **find**, **wind**, **blind**

**Sam and Friends Book #26**

**The “i” before “e” Spelling Rule:** Usually spell “i” before “e” (believe), but spell “e” before “i” after a “c” (receive) and when the letters are pronounced as a long /a/ sound (neighbor).

Play [The “i” before “e” Spelling Rule](#)

Long vowel sounds and  
silent final *e*      i, \_igh, i\_e, \_y, \_ie

**Review:** beat, chief  
**New:** light, kite, try, pie

### Heart Words

warm as in **war**, **swarm**, **warmth**  
were as compared to **sure**, **cure**,  
future

**Sam and Friends Book #27**

# Instructional Sequence for Google Slides

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## Week 10 Sounds

## Spellings

## Blending Words

**Open Syllable Rule:** When the vowel is at the end of a syllable, it has a long sound. The first syllable in a word with more than one syllable usually ends with a long vowel sound.

**Examples:** (CV) be, (CCV) try, pay/ment (CV/CVCC).

Long vowel sounds and  
silent final *e*

o, o\_e, \_oe, oa\_, ow



### Heart Words

**Review:** sight, bite, by, lie

**New:** so, hope, clone, toe, oats, own

**one** as in **once**, **done**, **none**  
**gone** as compared to **machine**,  
**marine**, **magazine**

*Sam and Friends Book #28*

**Consonant-Finale Syllable Rule:** Keep the consonant-final “e” and the vowel-consonant before it (VCe) in the same syllable. A one-letter vowel that comes before a single consonant-silent final “e” says the long sound. **Example:** owe

If a vowel team that comes before the single consonant-silent final “e”, the vowel team keeps its sound or sounds. **Examples:** house, charge

If there are two consonants in between a one-letter vowel and the silent final “e”, the vowel says the short sound. Many of these are foreign words. **Examples:** omelette, giraffe, gazelle, cayenne

Because English does not end words in “v”, words ending in the /v/ sound add the silent final “e.” **Examples:** give, have, love

Long vowel sounds and  
mule, silent final *e*

u\_e, \_ew, \_ue

### Heart Words

**Review:** clone, owe, groan, grow  
**New:** fume, cube, few, chew, cue,  
fuel

**height** as in **sleight**, **heightening**, and  
as compared to **heist**  
**both** as in **fold**, **bold**, **clothes**

*Sam and Friends Book #29*

# Instructional Sequence for Google Slides

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## Week 10 Sounds

## Spellings

## Blending Words

**Now you know!** Remember that the “\_ed” suffix changes a verb to the past tense. The “\_ed” is pronounced as a separate syllable if it follows a /t/ or /d/. **Examples:** dated, waded

**Now you know!** In a word with more than one syllable, one of the syllables is accented. We often use slashes (/) to divide syllables and an accent mark (´) over the accented vowel.

**Example:** báy/side

**Vowel Teams Syllable Rule:** Usually keep vowel teams together in the same syllable. A vowel team may be a digraph with two letters making one sound, such as ea" with the long /ē/ sound in *bead*. A vowel team may also be a diphthong with two letters making two sounds, such as "ow" in *howl*.

Long Vowel Review  
Syllables

a, \_ay, a\_e, ai\_, ei[gh]

**Review:** cube, few, cue

**New:** raven, delay, lately, rainy, eighteen

## Heart Words

mother as in money, other,  
brother  
son as in ton, and as  
compared to one, done

**Sam and Friends Book #30**

## Instructional Sequence for Google Slides

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### Week 11 Sounds

Long Vowel Review  
Syllables

### Spellings

e, \_ee, ea, [c]ei,  
\_ie\_, e\_e, \_y, \_ey

### Heart Words

### Blending Words

**Review:** gaining, sleighing

**New:** beneath, received, chiefly,  
deleted, baby, hockey

old as in bold, cold, sold

busy as in busier, busiest, business

*Sam and Friends Book #31*

**The Final “y” Spelling Rule:** Keep the “y” at the end of a root when adding a suffix if the root ends in a vowel, then a “y” (delay-delayed), or if the suffix begins with an “i” (copy-copying). Change the “y” to “i” when adding a suffix if the word ends in a consonant, then a “y” (pretty-prettiest).

Play [The Final “y” Spelling Rule](#)

Long Vowel Review  
Syllables

i, \_igh, i\_e, \_y, \_ie

### Heart Words

**Review:** delay, freeway

**New:** tidy, frighten, highly, beside,  
bypath, untied

again as in against, said,  
unsaid

because as in pause, clause,  
and as compared to  
sauce

*Sam and Friends Book #32*

## Instructional Sequence for Google Slides

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### Week 11 Sounds

### Spellings

### Blending Words

**The Final “e” Spelling Rule:** Drop the “e” at the end of the root if the suffix begins with a vowel (have-having). Keep the “e” if the suffix begins with a consonant (close-closely); if the root has a soft /g/ or /c/ sound, then an “ous” or “able” suffix (gorgeous, peaceable); or if the root ends in “ee”, “oe”, or “ye” (freedom, shoeing, eyeing).

Play [The Final “e” Spelling Rule](#)

Long Vowel Review  
Syllables

o, o\_e, \_oe, oa\_, ow

**Review:** biplane, cyclone

**New:** rosy, hopeful, toenail,  
roadway, rowboat

### Heart Words

no**th**ing      as in o**th**er, mo**th**er,  
bro**th**er

aga**in**st      aga**in**, sa**id**, unsa**id**

**Sam and Friends Book #33**



# Instructional Sequence for Google Slides

## Week 12 Sounds

Long Vowel Review  
Syllables

## Spellings

u, u\_e, \_ew, \_ue

## Heart Words

## Blending Words

**Review:** decode, woeful  
**New:** unit, dispute, fewest, rescued

through as in slough, and as  
compared to coup,  
soup  
guess as in guest, and as  
compared to league,  
tongue

**The Plurals Spelling Rule:** Spell plural nouns with an “s” (dog-dogs), even those that end in “y” (day-days) or those that end in a vowel, then an “o” (video-videos). Spell “es” after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (fox-foxes) or after a consonant, then an “o” (potato-potatoes). Change the “y” to “i” and add “es” when the word ends in a consonant, then a “y” (fairy-fairies). Change the “fe” or “lf” ending to “ves” (life-lives, shelf-shelves).

Play [The Plurals Spelling Rule](#)

## Sam and Friends Book #34

*r – controlled* vowels

ar

**Review:** utensils, refuel  
**New:** carpet, harming, charcoal,  
farthest, varnish

## Heart Words

many as in as in any, giant, infant  
live as in give, active, motive

## Sam and Friends Book #35

*r – controlled* vowels

or, ore

**Review:** hardness, target  
**New:** motor, razor, orbit, more,  
before

## Heart Words

only as in oh, ohm, old  
four as in pour, your, course

## Sam and Friends Book #36

# Instructional Sequence for Google Slides

## Week 13 Sounds

## Spellings

## Blending Words

*r – controlled* vowels

er

**Review:** sorted, store

**New:** her, baker, meter, order

### Heart Words

front as in from, won, son

door as in poor, floor, doorbell

*Sam and Friends Book #37*

*r – controlled* vowels

ir

**Review:** sister, border

**New:** first, stirred, twirl, firmly, skirt

### Heart Words

thought as in bought, sought, brought

enough as in rough, tough, slough

*Sam and Friends Book #38*

***r*-controlled Vowels Syllable Rule (VV, VVC or CVV or CVVC or CVVe):** Keep the *r*-controlled vowels (ar, er, ir, or, and ur) in the same syllable. **Examples:** ur/gent (VV), art/ful (VVC), chir/ping (CVV), shep/herd (CVVC), pic/ture (CVVe).

*r – controlled* vowels

ur

**Review:** firmly, stirring

**New:** churn, curling, murder, urgent

### Heart Words

pretty as in prettier, prettiest, college

carry as in scary, marry, Harry

*Sam and Friends Book #39*

# Instructional Sequence for Google Slides

## Week 14 Sounds

## Spellings

## Blending Words

Diphthongs

\_ow, ou\_

**Review:** burn, hurled

**New:** howling, clown, loud, cloud

### Heart Words

very as in berry, cherry, ferry

any as in many, giant, instant

*Sam and Friends Book #40*

Diphthongs

oo, \_ue, \_ui, u\_e, \_ew, u  
\_eu

**Review:** crowd, pouch

**New:** fooled, blue, fruit, crude, stew,  
duty, neuter

### Heart Words

lose as in whose, who, unto

guy as in buy, buys, guys

*Sam and Friends Book #41*

Diphthongs

oo, \_u\_

**Review:** moon, due

**New:** foot, wool, good, put, pull,  
fulfill

### Heart Words

listen as in glisten, hasten,  
fasten

answer as in sword, two,  
whom

*Sam and Friends Book #42*

## Instructional Sequence for Google Slides

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### Week 15 Sounds

### Spellings

### Blending Words

Diphthongs

oi\_, \_oy

**Review:** hood, pulled

**New:** void, spoiled, coin, joyful, oyster

#### Heart Words

whole as in whose, who, whom  
truth as in rumor, junior, juicy

*Sam and Friends Book #43*

Diphthongs

aw, au, a[l], a[l], augh[t]

**Review:** oiled, soy

**New:** awful, maul, already, wall, caught

#### Heart Words

whose as in lose, snooze, choose  
other as in mother, brother, smother

*Sam and Friends Book #44*

Syllable Juncture

g[e,i,y], \_ge, \_dge

**Review:** raw, also

**New:** general, giant, ginger, energy, college, badge

#### Heart Words

build as in guild, guilt, quilt  
though as in dough, although, thoroughly

*Sam and Friends Book #45*

## Instructional Sequence for Google Slides

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### Week 16 Sounds

### Spellings

### Blending Words

Syllable Juncture

c[e,i,y], \_c, \_ck

**Review:** gem, edge

**New:** census, cider, lacy, basic, homesick

### Heart Words

above as in love, glove, shove

floor as in door, poor, spoor

*Sam and Friends Book #46*

Syllable Juncture

Short i \_y

**Review:** cent, cinch, cyber, comic

**New:** gym, mystery, myth, oxygen

### Heart Words

tough as in rough, enough, slough

world as in work, worse, word

*Sam and Friends Book #47*

**Consonant-le Syllable Rule:** Keep the consonant-“le” sounds (ble, cle, dle, fle, gle, and ple) in the same syllable. These syllables have the schwa sound between the consonant and the “le”. In the consonant-“l”-“e” suffix spelling pattern, the soft “uh” schwa sound slides into the /l/ to form an unaccented /ul/ sound. The /ul/ sound can be spelled as \_ble, \_cle, \_dle, \_fle, \_gle, \_ple, \_sle, and \_tle in short vowel-consonant-le spellings (bubble, paddle).

Syllable Juncture

\_le

**Review:** gym, lyric

**New:** title, uncle, purple, table, rifle, circle, puzzle

### Heart Words

prove as in move, remove, groove

rough as in tough, enough, slough

*Sam and Friends Book #48*

# Instructional Sequence for Google Slides

## Week 17 Sounds

## Spellings

## Blending Words

**The Schwa Syllable Rule:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the schwa sound. The schwa sound has an /uh/ sound and can be short or long.

**Examples: Short Schwa**—gallon, servant, pencil, item **Long Schwa**—banana, about, enemy, incredible

Syllable Juncture

Schwa a, \_ai\_

**Review:** puddle, gurgle, hassle, crackle

**New:** about, against, cola, certain, bargain, mountain

### Heart Words

**laugh** as in **aunt**, **auntie**, **laughter**  
**eye** as in **bye**, **stye**, **eyed**

**Sam and Friends Book #49**

Syllable Juncture

Schwa e

**Review:** along, curtain

**New:** open, item, travel, mitten, helmet

### Heart Words

**doubt** as in num**b**, lam**b**, deb**t**  
**half** as in **cal**f, **cal**ves, **sal**mon

**Sam and Friends Book #50**

## Instructional Sequence for Google Slides

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### Week 17 Sounds

### Spellings

### Blending Words

**The “able” or “ible” Spelling Rule:** End a word with “able” if the root before has a hard /c/ or /g/ sound (despicable, navigable), after a base word (**teachable**), or after a consonant-final “e” (**likeable**). End a word with “ible” if the root has a soft /c/ or /g/ sound (reducible, legible), after an “ss” (admissible), or after a stem (**audible**). Play [The “able” or “ible” Spelling Rule](#)

Syllable Juncture

Schwa i

**Review:** kitten, gavel

**New:** pencil, animal, president, citizen, decimal

### Heart Words

break as in great, steak, greatest  
heart as in hearth, heartache,  
hearten

**Sam and Friends Book #51**

# Instructional Sequence for Google Slides

## Week 18 Sounds

## Spellings

## Blending Words

Syllable Juncture

Schwa o, \_io\_, ou\_

**Review:** sediment, justify

**New:** occur, gallop, curious, precious, rigorous, enormous



### Heart Words

straight

as in straighten, straighter, Craig,

great

as in steak, break, breaker

*Sam and Friends Book #52*

**The “ion” Spelling Rule:** Spell “sion” for the final /zyun/ sound (illusion) or the final /shun/ sound if after an “l” or “s” (expulsion, compassion). Spell “cian” for a person (musician) and “tion” (condition) in most all other cases. Play [The “ion” Spelling Rule](#)

Greek and Latin Influences

ph, ch\_ (/k/), \_ci\_, \_si\_,  
\_ti\_, gn

**Review:** gallon, luscious

**New:** phone, choir, musician, mission, lotion, sign



### Heart Words

island

as in aisle, debris, chassis

country

as in rough, tough, enough

*Sam and Friends Book #53*



# Instructional Sequence for Google Slides

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## Week 18 Sounds

## Spellings

## Blending Words

**The Ending “an” or “en” Spelling Rule:** End a word with “ance”, “ancy”, or “ant” if the root before has a hard /c/ or /g/ sound (vacancy, arrogance) or if the root ends with “ear” or “ure” (clearance, insurance). End a word with “ence”, “ency”, or “ent” if the root before has a soft /c/ or /g/ sound (magnificent, emergency), after “id” (residence), or if the root ends with “ere” (reverence). Play [The Ending “an” or “en” Spelling Rule](#)

Consonant-Final *e*  
Exceptions

\_ /z/ e, \_arge, \_ate, \_ile,  
ite, \_ce, \_se, \_ve, y\_e

**Review:** graph, chorus

**New:** please, large, fortunate,  
missile, infinite, choice, house,  
shove, type



### Heart Words

touch      as in rough, tough,  
Doug  
cough      as in thought, sought,  
brought

*Sam and Friends Book #54*