

The Science of Reading Intervention

Lesson 34: Sounds and Spelling u, u_e, ev, ue Answers

Spelling to Sound Match

Drag and Drop: Type the Words for the Sounds You Hear.

1. fute 2. tabew 3. butane 4. baeldio 5. mutist 6. few miscu

Answers: butane, cutest, few, miscu

Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

Program

Phonological Awareness: Reading about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. Practice hearing the different sounds and patterns with these drum sounds.

I will play two sounds. Give a thumbs up if they sound the same and a thumbs down if they sound different.

Thumbs up: Same. Thumbs down: Different.

1. 2. 3. 4. 5. 6.

Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound different.

1. 2. 3. 4. 5. 6.

Lesson 32: Sound Box Answers

WORD/SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	i	e	
byway	b	y	w	a	y	
tighten	t	i	g	h	t	e
brightly	b	r	i	g	h	t
again	a	g	a	i	n	
because	b	e	c	a	u	s(e)

Sam and Friends

Phonics Books

- 54 illustrated phonics books
- Decodable text with heart words
- Word fluency timings
- Comprehension questions

Vowel Valley Sound Wall

Tight Smile

Short Schwa

Slightly Opened

Long Schwa

Fully Opened

Puckered Lips

Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /oʊ/

through

ue spells /e/

guess

Drag and Drop the Heart Words above the Parts We Have to Learn by Heart

guess soup coup racquet

guest slough through question

The Science of Reading Intervention Program: Word Recognition

Older students, who are not reading at grade level, need an accelerated, evidence-based reading intervention program that applies the science of reading research and practice. Unlike primary grade students, older students rarely have the luxury of a two-hour reading block. Grades 4–6 elementary students who struggle with reading are typically allotted 30 minutes per day intervention in pull-out or early-late instruction. Middle school, high school, and adult literacy reading intervention is often limited to a 55-minute-per-day class on a traditional schedule or 90-120 minutes other day on a block schedule. Reading intervention teachers for older students need a comprehensive program that has been designed and field-tested within these time constraints.

Both non-readers and remedial reading students need the solid foundation of the alphabetic code to make significant and rapid reading progress. Frequently, poor readers have gaps in their understanding and application of the English sound-spelling system that need to be filled before they can become skillful readers. In 18 weeks of instruction, 55 minutes per day, students will master phonemic awareness, phonics, spelling, syllabication, and vocabulary to become skillful readers. Additionally, students will practice targeted reading comprehension strategies and word fluency to improve their understanding of complex text.

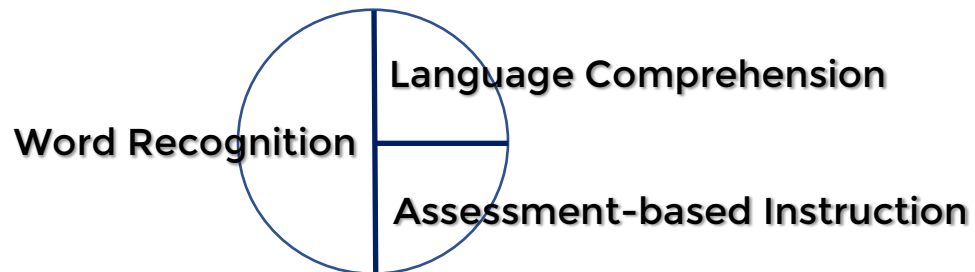
The program has both digital and print options. It requires no prep. Reading may be “rocket science,” as Louisa Moats suggests; however, **The Science of Reading Intervention Program: Word Recognition** does not require rocket scientists to achieve success. Both new and veteran reading teachers will appreciate the easy-to-follow **5 Daily Google Slide Activities**. The 5 activities are formatted in Google slides to work with any instructional delivery method: in-class, ZOOM, hybrid, pull-out, or push-in. All activities have been designed to work equally well with print copies.



How does The Science of Reading Intervention Program: Word Recognition fit into a comprehensive reading intervention class for older students?

The Comprehensive Reading Intervention Program

The Science of Reading Intervention Program BUNDLE provides a complete **55-minutes-per-day, year-long program** for grades 4–adult students.



First Half of the Year Program (55 minutes-per-day, 18 weeks)

[The Science of Reading Intervention Program: Word Recognition](#) includes explicit, scripted instruction and practice with the **5 Daily Google Slide Activities** every reading intervention student needs: 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings (including handwriting) 4. **Heart** Words Practice 5. Sam and Friends Phonics Books (decodables). Plus, digital and printable sound wall cards and speech articulation songs. Print versions are available for all activities.

Second Half of the Year Programs (55 minutes-per-day, 18 weeks)

[The Science of Reading Intervention Program: Language Comprehension](#) resources are designed for students who have completed the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **5 Weekly Language Comprehension Activities**: 1. Background Knowledge Mentor Texts 2. Academic Language, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple Meaning Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository) for 30 minutes-per-day instruction and practice.

To supplement the language comprehension program (and create a 55 minutes-per-day reading intervention class), [The Science of Reading Intervention Program: Assessment-based Instruction](#) provides diagnostically-based instructional resources to individualize instruction in 25 minutes-per-day. The program includes **13 comprehensive assessments and matching instructional resources** to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness, phonics, fluency (with YouTube modeled readings), **Heart** Words and Phonics Games, spelling patterns, grammar, usage, and mechanics, syllabication and morphology, executive function skills. Even though students have completed the word recognition program, some students and new transfer students will need **second-chance instruction** with more intense tutoring and practice in easily-managed small groups and independent practice.

5 Daily Google Slide Activities and Instructional Formats

Minutes, Activity, Instructional Formats, Grading

- 5 ✓ Phonemic and Morphological Awareness
Teacher Slides
- 10 ✓ Blending, Segmenting, and Spelling
Teacher Slides
Student Slides: Review, Spelling Practice, Sound Boxes
(Require Teacher Review)
- 10 ✓ Sounds and Spellings Practice
Teacher Slides with Answers
Student Slides with Text Boxes, Drag and Drop Activities, and
Audio Files
- 5 ✓ Heart Words Practice
Teacher Slides with Answers
Student Slides with Text Boxes and Drag and Drop Activities
(Require Teacher Review)
- 25 ✓ **Sam and Friends Phonics Books:** Decodable stories for each daily lesson
with comprehension questions, margin annotations, and word fluency practice.
—
55 Teacher Slides of 54 Books
Student Slides of 54 Books with Text Boxes (Require Teacher Review)
PDFs of 56 Books in Tablet, Chromebook, and Phone Formats

REVIEW

Sound Wall Slides with Text Boxes. Personal Sound Wall PDFs.
Teacher Slides of Sound Boxes with Answers
Student Slides of Sound Boxes (Require Teacher Review)

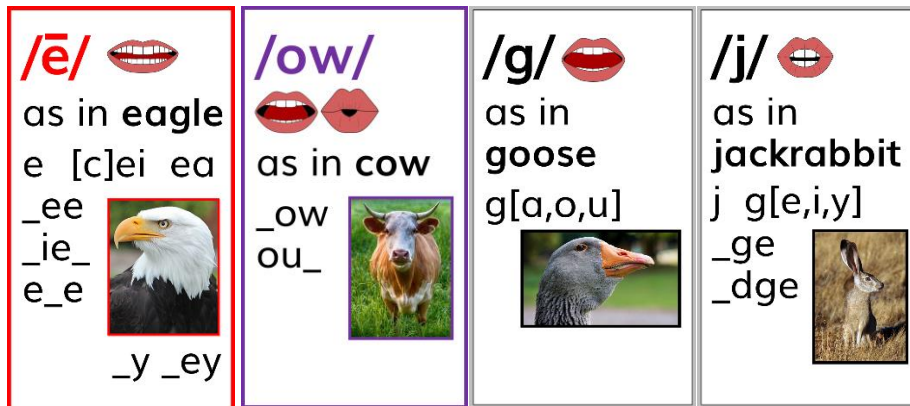
Questions about directions or implementing the program?

Please contact the author, Mark Pennington, at mark@penningtonpublishing.com

Animal Cards

A key instructional component of **The Science of Reading Intervention Program: Word Recognition**, the 45 Animal Cards each have a picture of an animal which features the focus sound, the /sound/, the mouth formation for proper speech articulation, and the common spellings of the phoneme (the speech sound). When students learn the phoneme-grapheme (sound-letter) correspondences with embedded mnemonic pictures (see the research of Ehri and Wilce), the cards are useful tools for building phoneme awareness because the abstract sounds and symbols are now tied to concrete representations.

The animal theme is accessible to both younger and older students, and the photographs are less juvenile than illustrations. With most of the cards, the initial sound of the animal name corresponds to the most common spelling. For example, *eagle* is the picture for long /e/.



The blank line in a spelling indicates that a sound-spelling appears in that position of a syllable or word. **Examples:** On the *cow* card, the blank in “ou_” shows that the “ou” with that sound begins a syllable and must have an additional spelling or spellings in the blank, such as in “ouch.” The “_ow” indicates that the “ow” with that sound ends a syllable, such as in “plow.” On the *eagle* card, the “_ie_” means that spellings must come before and after the “ie” with that sound, such as in chief. The “e_e” signals the consonant final “e” spelling, such as in “discretee.”

Brackets indicate optional spellings. For example, on the *goose* card, the g[a, o, u] shows the *hard g* spelling options of words such as *gas*, *got*, or *gut*. On the *jackrabbit* card, the g[e,i,y] indicates the *soft g* spelling options of words such as *gentle*, *ginger*, or *energy*. Note that the *soft g* spellings are not found on a *gerbil* card, because the Animal Cards represent the phonemes.

The cards are color-coded. Green borders indicate short vowels; red is for long vowels; black is for consonants; blue is for consonant digraphs; purple is for diphthongs (two-sound vowels); and yellow is for r-controlled vowels. **The Animal Card PDFs are provided in the addendum.**

Students are introduced to the names, speech articulation, and corresponding sounds of all 45 Animal Cards within the first two weeks of instruction. Videos and songs help students learn the key components of the Animal Cards.

Activity #1: Phonemic and Morphological Awareness Directions

Phonemic and Morphological Awareness is a teacher-led oral response activity in advanced phonemic awareness and high frequency/utility prefixes, suffixes, and roots.

Phonemic Awareness

"There is no age where a student is 'too old' for phonemic awareness training—if the skills have not been mastered, the student should get training" (Kilpatrick, David A., 2016, *Equipped for Reading Success*).

The interactive 54 Google slide activities include practice in phoneme isolation, addition, deletions, substitution, manipulation, segmentation, and reversals. The teacher completes 3 of these lessons per week (typically Monday, Tuesday, and Wednesday). The teacher displays the slide for in-class instruction or shares the screen for ZOOM instruction, reads the slide information, and provides cues for unison responses. No prep required. Only teacher slides are provided for this activity.

The first 6 lessons focus on phonological awareness, the alphabetic code, and the history of the English language. These lessons also include links to the Animal Chants YouTube videos. The Vowel Valley Animal Chant and the Consonant Sounds Animal Chant introduce students to the proper mouth positions and sound articulations for each of the English phonemes with catchy songs and rhymes. The rest of the lessons focus on the previous day's sound-spellings, and so provide excellent review and practice with these phonemes.

Lesson 3: Phonemic Awareness

Phonological Onset Awareness: "I will say two words to you. Give a thumbs up if the first part of the words sounds the same and a thumbs down if it sounds different. For example, the first part of *cat* and *goat* sound the same; the first part of *rat* and *bee* sound different."

Thumbs up? The same. Thumbs down? Different.	bear	bat	👍	goose	frog	👎
	mule	mouse	👍	dog	duck	👍
	fox	ape	👎	horse	hound	👍
	snake	snail	👍	wolf	whale	👎
	stag	stork	👍	newt	moose	👎

The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 6: Phonemic Awareness

BRIEF History of the English Language

Knowing a little about the history of the English language helps us understand why we pronounce and spell the words the way that we do. When you read our spell a word that seems to be an exception to the rules, you can probably blame history!

- Our 1. Celtic and 2. Greek and Latin language roots began certain language patterns and word choices, but the beginnings of *Old English* began at the fall of the Western Roman Empire in 476.
- Over the next few centuries, three Germanic tribes: the Angles, Saxons, and Jutes repeatedly invaded England and added many words to our language, such as *and*, *dream*, and *god*.
- From 700-900, multiple Viking invasions added over 2,000 of their Norse words, such as *give*, *knife*, and *cake* to our *Old English*.

The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 27: Phonemic Awareness

Phonemic Segmentation: "Now we are going to work on identifying words from their sounds. I will say the sounds that make a word; then you say the word."

Let's listen to the sounds. What's the word?	/ss//āā//yy/	say	/ff//āā//t/	fate
	/sh//āā//m	shame	/ss//ēē//nn/	seen
	/ch//ēē//t/	cheat	/b//ēē/	be
	/th//ēē//ff	thief	/ss//t//āā//nn/	stain
	/d//r//āā//nn/	drain	/b//ēē//nn/	bean

Phonemic Segmentation: "Now, I will say the Animal Cards which say the sounds that make a word; then you say the word."

/sh//ēē//w/d	sheep, eagle, lion, dog	/r//āā//nn	rooster, ape, newt
/ss//t//āā//k/	seagull, tiger, ape, kangaroo	/th//r//ēē/	python, rooster, eagle

The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 48: Phonemic Awareness

Phonemic Reversal: "Now I am going to say a word and you will say the sounds backwards as a new word."

What's the word if we say the sounds backwards?	Word	New Word
	main	name
	chip	pitch
	newt	tune
	dear	read
	pack	cap
level	level	

The Science of Reading Intervention Program ©2021 Pennington Publishing

Morphological Awareness

The 54 word part activities build on 16 Anchor Words, 3 sets of positional prefixes, and 3 sets of numerical prefixes with 159 Google slides. The Anchor Words, such as *re-spect-ful*, include combinations of the research-based high frequency prefixes and suffixes, as well as high utility roots.* Most are Greek or Latin in origin.

These word parts appear in over 72,000 English words and the word counts are provided to motivate memorization and practice. That's more than 10% of our entire 600,000 word English lexicon.**

The Morphological Awareness activities help students develop syllable awareness and expand their oral language lexicons. As with the Phonemic Awareness activities, no prep is required. Simply read the slide information and follow the teacher cues. Only teacher slides are provided for this activity.

The first slide of each lesson provides the definition, context clue sentence, and a related picture, symbol, or graphic for one prefix, root, or suffix.

The second slide repeats the definition, cites the word count, and uses the word part in one of the 16 Anchor Words. The teacher reads a second context clue sentence with the Anchor Word.

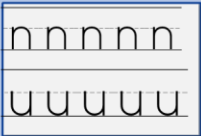
Lesson 7: **Phonemic and Morphological Awareness**

Word Parts

What does this prefix mean?
re

The prefix, **re**, means **again** as in **repeat**.

Once **again** the students had to **repeat** their printing practice.



The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 7: **Phonemic and Morphological Awareness**

Word Parts

The prefix, **re**, means **again** and appears in about 4,000 English words.

⚓ Anchor Word: **respectful**

My parents **again** reminded me to be **respectful** of others' property.

The Science of Reading Intervention Program ©2021 Pennington Publishing

The third slide builds upon the students' language experience. The teacher asks for other words which use the focus word part, and the students practice using the words in complete sentences.

Lesson 7: **Phonemic and Morphological Awareness**

Word Parts

Other words? Use them in sentences.

The prefix, **re**, means **again**. Which words do you know that begin with this prefix? Say these words and use them in sentences.

The Science of Reading Intervention Program ©2021 Pennington Publishing

*Research Studies and Resources

Wei, Z. (2011). *Word roots in English – Learning English words through form and meaning similarity*. PhD Thesis, Victoria University of Wellington, New Zealand.

Honig, Diamond, and Gutlohn (2000). *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade* ©2000 CORE.

Stahl, S.A. and Shiel, T.G. (1992). *Reading and Writing Quarterly: Overcoming Learning Disabilities*, 8, 223-241; "Commonly Occurring Greek and Latin Roots."

White, Sowell, and Yanagihara (1989) Ranked by Carroll et al (1971). *The Reading Teacher*, 42, p. 306; "Most Common Prefixes and Suffixes in Academic Texts."

** Numbers derived from word count software include inflectional morphemes.

Activity #2: Blending, Segmenting, and Spelling Directions

Blending, Segmenting, and Spelling is an interactive Google slide activity. The teacher completes 3 of these 10-minute lessons per week (typically Monday, Tuesday, and Wednesday). The teacher displays each slide for in-class instruction or shares the screen for ZOOM instruction. No prep is required. Students access (or the teacher displays) the sound-spelling review slides upon entering class to practice the review sound-spellings. Teacher slides are provided and spelling slides are included for students. The spelling slides require teacher review.

The lessons introduce Animal Cards for each focus sound. The animal pictures are non-juvenile photographs, suitable for older students. An audio file helps students practice the name of the card, the proper mouth formation and articulation of the focus sound(s), and the sound. "Mouth positions are tangible and can be felt, viewed in a mirror, and analyzed by learners" (Ehri, 2014).

Each lesson includes 6-8 blending words with words which review sound-spellings from the previous lesson and new sound-spellings. The program uses the continuous **blending** (also known as *connected phonation*) technique. With continuous blending, the stop and continuous sounds are practiced without separation to "read as you blend" (Ginsberg: Reading Simplified). In other words, the teacher and students hold the sounds without stopping until the end of each syllable. The latest science of reading research points to the efficacy of continuous blending: "Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

Each of the 54 lessons includes two **Heart Words**. Most of the **Heart Words** have only one phonetically irregular sound-spelling. Students learn to map these words to orthographic memory with continuous blending and special attention to "the part(s) to learn by heart." Three example words which share the same or comparable sound-spellings are provided. According to David Kilpatrick (2015), these "exception words are secured in long-term memory by the same orthographic mapping process as regular words."

Whereas blending helps students put sounds together, **segmenting** helps students pull them apart. Students segment each blending word by counting the number of phonemes. Louisa Moats states that "One of the most important jobs for... the teacher of students with reading problems is to foster awareness of phonemes (speech sounds) in words and to help children acquire the ability to articulate, compare, segment, and blend those phonemes" (2004). The common syllable rules are introduced throughout the instructional sequence.

Students use the Google slides *squiggle* tool to draw the **spellings** of the word or the teacher can print copies of the spelling slides for in-class practice. Handwriting guides provide useful reminders for proper print formation. The eight conventional spelling rules receive special emphasis with spelling song videos.

Catherine Snow says that "Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading" (2005). As a formative assessment for each lesson, students complete a spelling dictation and record the number of sounds in sound boxes.

Blending, Segmenting, and Spelling Teaching Script

Upon entering class, students open their slide lessons and review the previous lesson's phonetically regular sound-spellings. Slide your hand underneath the letters (spellings) as *you and your students* blend the **review words** in response to the teacher cue: “Say ‘em as I blend ‘em!” Use the continuous blending technique.

With **continuous blending**, slide your hand (or mouse if using ZOOM) underneath the letters and read as you blend without any stopping until the end of each syllable. Hold the continuous sounds for two seconds. **Example:** /aa/ /mm/ to blend *am*. Say the stop sounds (/p/, /b/, /t/, /d/, /k/, and hard /g/) for one second and clip the sound (no *uh*). **Example:** /t/ /aa/ /mm/ to blend *tam*. This document provides additional words should your students need more blending practice.

Next, cue the students to blend on their own, using their hands and speaking in six-inch voices: “Say ‘em as you blend ‘em!” Slide your hand underneath the letters (spellings) as *your students* slide their hands underneath the letters (spellings) and blend the word. Note that students slide their hands on the digital device or in the air if using a display projector. You may choose to blend with your students or listen to them. Feel free to blend again if students are struggling.

Students say the word in response to the teacher cue: “Word?”

Lesson 4: Blending, Segmenting, and Spelling Review

Say 'em as I blend 'em!

/l/ as in lion
l

/ō/ as in otter
o

/g/ as in goose
g[a,o,u]

log

Say 'em as you blend 'em!

log

Word?

log

The Science of Reading Intervention Program ©2021 Pennington Publishing

©2021 David Wexler, The University of Texas at Austin, The University of Texas at Dallas

Now, introduce and practice blending the lesson's **new** phonetically regular sound-spellings. Click and play the audio file for the speech articulation (if needed). Click and play the audio files for the Animal Cards and practice along with your students.

“Let’s point to the picture and say the name of this card. We call it a *buffalo*. Now point to the mouth and shape your lips like that. Say the sound of this card. The sound is /uu/.”

Lesson 4: Blending, Segmenting, and Spelling u, b, c[a,o,u], _ck, g[a,o,u]

/ū/ as in buffalo
u

Short Vowel Valley Sound Wall

The Science of Reading Intervention Program ©2021 Pennington Publishing

©2021 David Wexler, The University of Texas at Austin, The University of Texas at Dallas

Use the same three teacher cues as in the review activity for each blending word: 1. “Say ‘em as I blend ‘em!” 2. “Say ‘em as you blend ‘em!” 3. “Word?”

Lesson 4: Blending, Segmenting, and Spelling u, b, c[a,o,u], _ck, g[a,o,u]

Say 'em as I blend 'em!
buck
Say 'em as you blend 'em!
buck
Word?
buck

The Science of Reading Intervention Program ©2021 Pennington Publishing

Following each blending word is a “sky slide.” Use the teacher cue: “Word?” Instruct students to say the word out loud in unison. Use the teacher cue to instruct students to say the word out loud on their own while counting the phonemes (speech sounds): “Say the word and tap on your knee to count the sounds you hear.”

After practice, instruct students to show the number of phonemes with their fingers in response to the teacher cue: “Show with your fingers how many sounds you hear.”

Click to the next slide, which shows the word in multiple fonts.

Say the word and tap on your knee to count the sounds you hear.

Show with your fingers how many sounds you hear.

Answer: 3 Sounds

buck buck
buck
buck buck

The Science of Reading Intervention Program ©2021 Pennington Publishing

With the next slide, students spell the word with the squiggly Google slides tool or write the word on a print copy. Encourage students to follow the models and form their letters correctly. Teacher cue: “Now say ‘em as you spell ‘em.” Note that students have their own spelling slides.

Say 'em as you spell 'em!

buck

buck

The Science of Reading Intervention Program ©2021 Pennington Publishing

Blending, Segmenting, and Spelling Script for Heart Words

For the two Heart Words, blend the phonetically regular sound-spellings with the continuous blending technique. Use the “Say ‘em as I blend ‘em!” teacher cue; however, stop at the phonetically irregular sound-spellings, i.e., the ones with hearts, and explain why the sound-spelling connection(s) “does not follow the sound-spelling rules.”

Say, “This spelling does not follow the sound-spelling rules. You have to learn this part by heart. The long /oo/ sound can be spelled with an ‘o.’”

Slide your hand underneath the remaining letters (spellings) as you and your students blend the rest of the word.

For the second blending of the same Heart Word, use the teacher cue: “Say ‘em as you blend ‘em!” Without stopping at the Heart Word sound-spelling(s), slide your hand underneath the letters (spellings) as your students slide their hands underneath the letters (spellings) and read the word as they blend.

Students say the word in response to the teacher cue: “Word?”

Lesson 4: Blending, Segmenting, and Spelling Heart Words

Say 'em as I blend 'em!

to

Say 'em as you blend 'em!

to

Word?

to

The Science of Reading Intervention Program ©2021 Pennington Publishing

Follow the same instructional procedures that you use in the phonetically regular sound-spellings for the next two slides. Begin with the teacher cue: “Word?” and follow with “Say the word and tap on your knee to count the sounds you hear” and “Show with your fingers how many sounds you hear.” Note that the hearts are removed when students say and see the whole word.

Say the word and tap on your knee to count the sounds you hear.

Show with your fingers how many sounds you hear.

Answer: 2 Sounds

to to to to

The Science of Reading Intervention Program ©2021 Pennington Publishing

Next, help students see that the **Heart Words** do share the same or similar patterns as other words with irregular sound-spellings. Say, “**These Heart Words share the same (or similar) sound-spellings. They each spell the long /oo/ sound, as in *rooster*, with an ‘o.’**” The slide includes three example words. Note that many of the example words will be repeated throughout the slides.

Use the same three teacher cues as in the review and new phonetically-regular activities for each **Heart Word**: 1. “**Say ‘em as I blend ‘em!**” 2. “**Say ‘em as you blend ‘em!**” 3. “**Word?**”

Follow the same spelling procedures for the **Heart Words** with the teacher cue: “**Now say ‘em as you spell ‘em.**”



Note that our example slides are from Lesson 4 of 54. The long /oo/ as in “rooster” Animal Card with the “oo, _ue, _ui, u_e, _ew, u, _eu” spellings is not introduced until Lesson 41. If the phonetically regular sound-spelling has already been introduced in the program, identify the contrast for students. For example, you might explain that the **Heart Word**, *to*, spells the /oo/ as in “rooster” sound with only one “o.” In contrast, we usually spell the /oo/ as in “rooster” sound with more common spellings.

If time, you might add a vocabulary connection to contrasting sound-spellings: “**Who can say and spell one of these phonetically regular words with the /oo/ as in “rooster” sound? Yes, the word *too* is a great example because it is spelled according to the rules with an ‘oo.’**” Words which sound the same, but are spelled differently, are called *homophones*. The word part *homo* means *same* and *phon(e)* means *sound—same sound.*”

Activity #4 provides additional **Heart Words** practice to help students orthographically map these words into their long-term memories.

Activity #3: Sounds and Spelling Practice Directions

Sounds and Spelling Practice is an independent Google slide activity. Student slides and teacher slides (with answers) are included. Students complete 3 of these 10-minute lessons per week (typically Monday, Tuesday, and Wednesday).

Louisa Moats states, “Ehri and Snowling found that the ability to read words ‘by sight’ (i.e. automatically) rests on the ability to map letters and letter combinations to sounds. <https://www.readingrockets.org/article/how-spelling-supports-reading>

The Sounds and Spellings Practice provides independent practice in decoding (reading) and encoding (spelling) to help students orthographically map words, using the lesson’s focus sound-spellings, as sight words. The following practice opportunities are included in this activity:

Spellings to Sounds Match 'em! Sounds to Spellings Match 'em!

Students drag and drop sounds to match spellings. Students drag and drop spellings to match sounds. If using print copies, the teacher clicks on each sound and students draw arrows to match. Requires teacher review.

Say 'em' and Listen!

Students listen to the audio files and practice **Weirdo Words** (nonsense words) with the focus sound-spellings. Great syllabication practice!

Lesson 1: Sounds and Spellings a, m, t, s

Spellings to Sounds Match 'em!

a m S a m m a t s

Sounds to Spellings Match 'em!

Drag and Drop: [audio icons]

Say 'em and Listen!

1. tas
2. sas
3. mas
4. tat
5. tats
6. ats

Sort 'em!

2 Sounds 3 Sounds 4 Sounds

Drag and Drop:

am mat tams at sat mats

The Science of Reading Intervention Program ©2021 Pennington Publishing

Sort 'em!

Students sort words or sounds by spelling patterns. If using print copies, students draw arrows to complete the word sorts. Requires teacher review.

Activity #4: Heart Words Practice Directions

Heart Words Practice is an independent Google slide activity. Student slides and teacher slides (with answers) are included. Students complete 3 of these 5-minute lessons per week (typically Monday, Tuesday, and Wednesday). The student slides require teacher review.

David Kilpatrick (2015) comments that “the vast majority of irregular words have only a single irregular letter-sound relationship.” Thus, it is still essential to blend the phonetically-regular parts of words with irregular sound-spellings. In other words, the whole word is not an exception... only a part or parts is irregular. This or these is the “part to learn by heart.”

Additionally, students need to see that most all Heart Words have words with the same or comparable irregular sound-spellings. Even with irregular sound-spellings, the English language often has patterns. These patterns assist the student with orthographic mapping.

The Heart Words Practice provides independent practice for the two words with irregular or not-yet-taught sound-spellings introduced in the Blending, Segmenting, and Spelling Activity #2. In the Blending, Segmenting, and Spelling Activity, students blend, segment, and spell these words and are introduced to other words which share the same irregular sound-spellings.

In Activity #4, students first sort and type (or write if using print copies) related Heart Words according to the phonetically irregular spellings i.e., "the part(s) to learn by heart."

In the second activity, students drag and drop hearts (or draw them if using print copies) on top of the phonetically irregular sound-spellings. Students get immediate feedback by opening the sliding doors to reveal the answers. The teacher displays the answers for students to self-correct.

Lesson 2: Heart Words was, where

Sort and Spell these **Heart** Words: there, final, pizza, error, errand, banana

a spells /ū/
w a s
[]
[]
[]

er[e] spells /air/
w h e r e
[]
[]
[]


OPEN TO CORRECT

OPEN TO CORRECT

Drag and Drop the **Heart**s above the Parts to Learn by **Heart**.

[] [] [] []
w a s t h e r e f i n a l p i z z a

[] [] [] []
e r r o r w h e r e e r r a n d b a n a n a



The Science of Reading Intervention Program ©2021 Pennington Publishing

Activity #5: Sam and Friends Phonics Books Directions

Story Components

The 54 **Sam and Friends Phonics Books** feature decodable stories with teenage characters, high-interest plots, and non-juvenile cartoons. Students will enjoy reading about the adventures of Sam and his friends: Tom, Kit, and Deb. Oh, and also Sam’s dog, Pug. The plots for each story reinforce positive values and character development and feature multi-ethnic teenage characters. The books are cleverly illustrated by master cartoonist, David Rickert.

Each eight-page story helps students practice the focus sound-spellings and the two **Heart Words** from that day’s Blending, Segmenting, and Spelling Activity #2 lesson and previous lessons. Students get immediate, code-based reading practice, using what they have learned that day. All 54 stories are provided in both teacher and student slides.

The stories include five embedded reading comprehension questions, applying the research-based **SCRIP Comprehension Strategies** (Summarize, Connect, Re-think, Interpret, Predict). Text boxes are provided for student answers. Students interact with the story text in comment or question margin note text boxes for self-guided monitoring of the text. The comprehension answers and margin notes require teacher review. No answer key is provided, because most of the higher order comprehension questions are inferential or may have multiple answers.

Researchers have found these comprehension-building techniques for internal monitoring of the text to be “effective for improving reading comprehension performance across a range of diverse learners and across various educational settings” (Joseph, Alber-Morgan, Cullen, & Rouse, 2016).

Additionally, each book provides word fluency practice on the focus sound-spellings, high frequency words, and **Heart Words** with systematic review of previously practiced sound-spellings. A 30-second timer helps students time and record their own fluency progress. Your students will improve reading fluency as they develop automaticity with their sight word lexicons.

Dr. Tim Shanahan comments on why fluency practice is essential for older struggling readers: “For many students oral reading fluency practice continues to help in the consolidation of decoding skills beyond that point (O’Reilly, et al., 2019), and it also starts to morph into an activity that helps to support prosody development which is more directly implicated in reading comprehension (Breznitz, 2006). No wonder the latest ETS policy guide recommends attention to fluency as a foundational reading skill well beyond the primary grades (O’Reilly, et al., 2019). [Shanahan on Literacy](#) (07 December, 2019)

Formats

In addition to the Google slides, the books are formatted as PDFs for printing and digital display on phones, tablets, iPads, and Chromebooks. The PDF texts and illustrations are much sharper than those formatted in the Google slides. Students love to collect and re-read the booklet size print copies of these stories. Teachers are licensed to share the digital files with their own students.

Instructional Options

Within the allotted 25 minutes per day, teachers should begin instruction with a read-aloud of that day's story. Building listening comprehension is essential practice. Note that the illustrations enhance enjoyment of the story, but do not provide meaning-making apart from the text.

The grid contains 12 pages of the story 'Sam and Friends'. Each page has a 'Comment or Question' box. Annotations include:

- Page 1: 'Comment or Question' box with a red box icon.
- Page 2: 'Comment or Question' box with a red box icon.
- Page 3: 'Comment or Question' box with a red box icon.
- Page 4: 'Comment or Question' box with a red box icon.
- Page 5: 'Comment or Question' box with a red box icon.
- Page 6: 'Comment or Question' box with a red box icon.
- Page 7: 'Comment or Question' box with a red box icon.
- Page 8: 'Comment or Question' box with a red box icon.
- Page 9: 'Comment or Question' box with a red box icon.
- Page 10: 'Comment or Question' box with a red box icon.
- Page 11: 'Comment or Question' box with a red box icon.
- Page 12: 'Comment or Question' box with a red box icon.

Next, the teacher should display the last page of the story and point to each of the Sounds and Spellings, asking “Sound?” for each spelling and “Word?” for the two Heart Words.

The final page of the story includes the following sections:

- Text:** "Deb's mother pays the bill and the group walks out to the car. As they are walking, Kit grabs Sam's hand. Deb smiles at Kit and gives her two thumbs up. 'Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Ladies Varsity Basketball Team, not the boys team.' 'Well, the boy's coach will miss you, but the girl's coach will love what you have decided,' says Sam."
- Illustration:** A drawing of Sam, Deb, and Kit walking.
- Summarize:** A box with a red box icon and the text "Re-tell this story in your own words."
- Sounds and Spellings:** A section with a red arrow pointing to the text "Soft /c/ (c,e,y) Hard /c/ _c" and a list of words: above, floor, build, though, center, cinch, panic, cyclone, comic, floor, four, front, above, cedar, door, cigar, floor, cyst, thought, above, enough, gender, cell, frantic, ginger, gated, floor, very, decimeter, truth, any, above, cylinder, lose, build, cider, edgy, guy, muscle, cement, listen, floor, classic, legacy, license, cent, budge.
- Word Fluency:** A section with a red box icon and the text "30 Second Timings (# of Words Correct)".
- Comment or Question:** A box with a red box icon.

The teacher leads the whole class in a 30-second “cold” read of the word fluency words on the last page of the story and students record their word counts. No need to worry about accuracy at this point. Accuracy will improve through practice and teacher guidance.

In their research on the Simple View of Reading, Hoover and Gough (1990) found that word listening comprehension and word reading fluency are important predictors of reading comprehension.

Deb's mother pays the bill and the group walks out to the car. As they are walking, Kit grabs Sam's hand. Deb smiles at Kit and gives her two thumbs up.

"Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Ladies Varsity Basketball Team, not the boys team."

"Well, the boy's coach will miss you, but the girl's coach will love what you have decided," says Sam.

Sounds and Spellings

Soft /c/ c(e,ly) Hard /c/ _c

Word Fluency

build	though	center	cinch	panic
cyclone	comic	floor	four	front
above	cedar	door	cigar	floor
cyst	thought	above	enough	gender
cell	frantic	ginger	gated	floor
very	decimeter	truth	any	above
cylinder	lose	build	cider	edgy
guy	muscle	cement	listen	floor
classic	legacy	license	cent	budge

30 Second Timings (# of Words Correct)

Copyright © 2021 Pennington Publishing All Rights Reserved
Sound effects obtained from <https://www.zapsplat.com>

Next, begin to gradually release responsibility to your students by having them individually or pair-read the story out loud. Tell students to read the story over and over again until you say, “Stop.” Allocate no more than 5 minutes to these repeated readings. Walk the room to monitor and assist, interrupting a student’s reading to complete and record 30 second word fluency timing (# of correctly read words). Depending upon the number of students, you may complete word fluencies on some or all of your students. Keep track to monitor the progress of each of your students throughout the week. Note that for the first dozen or so books, students may re-read the stories many times; however, as the stories become longer and more complex, students will finish fewer readings.

After the 5 minutes, tell students to complete the comment or question margin notes and the SCRIP Comprehension Questions. If using Google slides, students will type in text boxes. If using printed booklets or other display-only devices, students can write out their margin notes and answers to the comprehension questions on the pages or use writing paper to do so. Of course, not every student will be able to type or write responses. You may wish to pair students for this activity, use audio recording devices, etc.

SCRIP
Comprehension
Cues

Summarize

- ☑ Put the big idea into a smaller one.
- ☑ Put the main idea and key details into your own words.

Connect

- ☑ Think about how the reading relates to other reading.
- ☑ Visualize what's going on in the reading.

Re-think

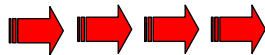
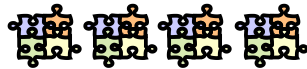
- ☑ Re-read for better understanding or look at what is said in a different way.
- ☑ Ask questions or make comments about the reading.

Interpret

- ☑ Think about what the author really means.
- ☑ Draw a conclusion or figure out what is implied (suggested).

Predict

- ☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.



All 5 of the SCRIP Comprehension Strategies questions are included in each of the 54 **Sam and Friends Phonics Books**. The Summarize, Connect, Re-think, Interpret, Predict cues prompt students to self-question, monitor their comprehension, and build independence. The cues also provide a common language of instruction for discussing narrative and expository text.

The cues move students beyond recall to inferential questioning and the SCRIP Comprehension Questions emphasize higher order thinking skills

Make sure to use the SCRIP terminology and encourage students to do so, as well, when reviewing comment or question margin notes and the answers to the comprehension questions. See the Appendix for the SCRIP Bookmarks.

When students have finished the margin notes and comprehension questions, direct them to practice and record word fluencies. The Google slides include a 30-second timer, but students can use the clock, egg-timers, or phone stopwatch apps to time their fluencies. Tell students to use 6-inch voices (don't let them whisper) and count and record "only those words read correctly." Of course, students may tend to exaggerate their results, but the word fluency timings certainly do motivate students to complete multiple word readings.

Save time each day to discuss answers to the SCRIP comprehension strategy questions and the students' comment or question margin notes. Use pair-shares and whole-class discussions.

The last two days of the week provides additional time for class discussion and re-reads of the three weekly decodables, perhaps with choral reads or readers theater.

On the last day of the week, the teacher leads the class in a 30-second "hot" timing for each of the three books' word fluencies. Students love to see their own improvement.

Homework

The **Sam and Friends Phonics Books** serve as ideal homework assignments. Whether students access the stories at home on Google slides, on tablets or phones, or as printed "take-home" booklets, students can practice independently or with family members. Parents or family members can complete word fluencies and discuss the comprehension questions. Students can also complete a reader response journal about each story.

Weekly Review

On the last two days of the week, direct students to access their Sound Box slides for each of the three weekly lessons (or pass out print copies). On each Sound Box, the first six spelling words use the lesson's focus sound-spellings; the last two are the Heart Words.

The teacher also accesses the Sound Box slides (the last slide in each lesson) and dictates the spelling words for the three Sound Boxes. **Tip:** Record the dictations on your phone to share later with students who are absent. Students spell the words and then count and record the number of phonemes for each spelling word. Students also type (or write) the irregular spellings found in each Heart Word.

Display the Sound Box answers and help students self-correct.

Lesson 3: Sound Box Answers

WORD/ SOUNDS	1	2	3	4	5	6	7	8	9	#	♥
log	l	o	g							3	
hog	h	o	g							3	
rid	r	i	d							3	
got	g	o	t							3	
fog	f	o	g							3	
gum	g	u	m							3	
a	a									1	a
from	f	r	o	m						4	o

The Science of Reading Intervention Program ©2021 Pennington Publishing

Pass out the laminated Personal Sound Walls which feature that week's sound-spellings and Heart Words. Students write their own example words in erasable markers on their Personal Sound Walls. Students work individually, in pairs, or as a whole class. Students share their answers when finished.

Long Vowel Valley Sound Wall

The Science of Reading Intervention Program ©2021 Pennington Publishing Speech Sound Visuals The Linguistop Teaching Resources | Teachers Pay Teachers