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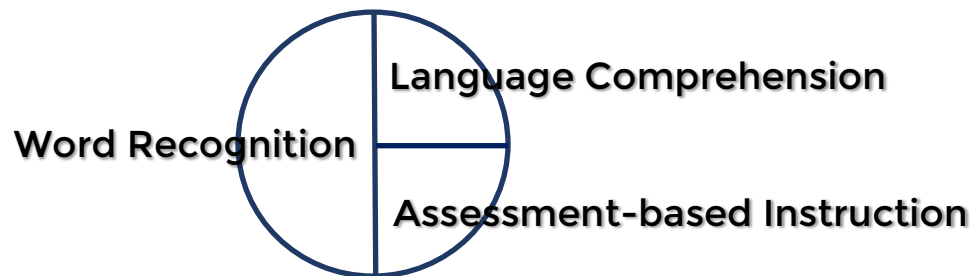
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How does The Science of Reading Intervention Program: Word Recognition fit into a comprehensive reading intervention class for older students?

The Comprehensive Reading Intervention Program

The Science of Reading Intervention Program provides a comprehensive and accelerated year-long program (55-minutes-per-day) 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. Phonics: Blending, Segmenting, and Spelling 3. Sounds and Spellings Practice (including handwriting) 4. **Heart** Words Practice 5. Sam and Friends Phonics Books (decodables). Plus, sound boxes and sound walls with speech articulation songs. Print versions are available for all student activities.

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

[The Science of Reading Intervention Program: Language Comprehension](#) resources feature the **5 Weekly Language Comprehension Activities**: 1. Background Knowledge Mentor Texts 2. Vocabulary: 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) Reading and Writing Practice.

[The Science of Reading Intervention Program: Assessment-based Instruction](#) provides **comprehensive diagnostic assessments and matching instructional resources** to fill gaps in phonemic awareness, alphabetic awareness, phonics, fluency, spelling patterns, grammar, usage, and mechanics, syllabication and morphology, and executive function skills. Even if students have completed the word recognition program, some will need second-chance, intensive instruction and practice. Plus, new students will need these resources.

Word Recognition: 5 Daily Google Slide Activities Plan

Days	Minutes	Instructional Activities and Tools
M, T, W	5	Phonemic and Morphological Awareness Teacher Google Slides
M, T, W	10	Blending, Segmenting, and Spelling Teacher and Student Google Slides (or Print)
M, T, W	10	Sounds and Spellings Independent Practice Teacher and Student Google Slides (or Print)
M, T, W	5	Heart Words Independent Practice Teacher and Student Google Slides (or Print)
M, T, W, Th, F	25	Sam and Friends Phonics Books 3 Books per Week: Teacher and Student Google Slides, Tablets, Chromebooks, Phones, or Print

Weekly Review

Th, F	15	Sound Boxes Teacher and Student Google Slides (or Print)
Th, F	15	Personal Sound Walls Print Copies and Dry-Erase Markers for Each Student

Preparation for Instruction and Placement Assessments

1. The teacher displays Google slides for instruction. Speakers are required for the audio files.
2. Choose the instructional format for your students: interactive Google slides or print. Any device which can access Google slides will work fine. Earbuds are required for the audio files.
3. Print and laminate the Personal Sound Walls found in the Word Recognition Addendum (properly collated) for each student and purchase dry-erase thin-tip markers.
4. If you wish to create printed sound wall displays of the Vowel Valley Sound Wall and Consonant Sound Wall, print and laminate the Animal Cards found in the Word Recognition Addendum.
5. If not yet completed, administer placement assessments. Teachers may choose from 18 [diagnostic assessments](#) to confirm program placement. Note that each of these assessments is administered mid-year to guide individualized and differentiated instruction if using the full-year comprehensive program.
6. Read the following detailed directions before beginning instruction. **The teacher slides include all scripted instruction**, but you will feel more comfortable implementing the program after reading the directions (15 pages with program graphics). Additionally, the directions include brief reasons *why* each activity is important according to reading research.

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.

No student slides are used in this activity. Complete 3 of these 5-minute Phonemic and Morphological Awareness activities per week (typically Monday, Tuesday, and Wednesday).

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, 2016).

The interactive 54 Google slide activities include practice in phoneme isolation, addition, deletions, substitution, manipulation, segmentation, and reversals. Lessons review the phonemes introduced in previous **Activity #2: Blending, Segmenting, and Spelling** lessons.

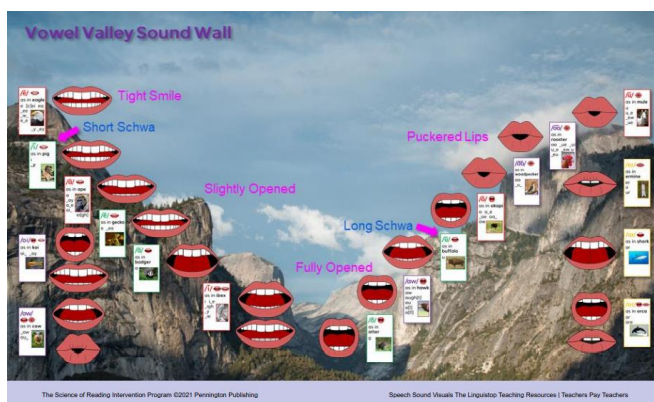
TEACHING SCRIPT: Phonemic Awareness

Display the teacher slide and read the lesson, cueing unison responses. No student slides.

Note: For the first 6 lessons, **Activity #1: Phonemic and Morphological Awareness** is extended from 5 to 15–20 minutes to teach phonological awareness, the nature of the alphabetic code, and a brief history of the English language. Additionally, students are introduced to 2 instructional components: **Sound Walls** and **Phoneme-Grapheme Animal Cards**.

To accommodate the extended instructional time for the first 6 lessons, simply reduce practice time with the first 6 **Sam and Friends Phonics Books**. Because the books are decodable and are limited to the lesson sound-spellings and 2 **Heart Words**, the text is quite short for the beginning stories.

Students need their Personal Sound Walls to practice proper mouth positions and speech articulation for each of the English phonemes and the names and sounds of the Animal Cards.



"Mouth positions are tangible and can be felt, viewed in a mirror, and analyzed by learners" (Ehri, 2014).

About the Animal Cards... Each card has a picture of an animal whose name includes the focus /sound/. The card also has pictures of mouth formations to remind students how to begin proper speech articulation. Additionally, the card lists the common graphemes (spellings) of the /sound/. For now, ignore the spellings (graphemes) on the cards, and focus on helping your students learn the names of the cards, the shapes of the lips for proper speech articulation, and the sounds.

According to the research of Ehri and Wilce, embedded mnemonic pictures help students learn phoneme-grapheme correspondences and build phoneme awareness, because the abstract sounds and symbols are now tied to concrete representations.

The /sounds/ and borders of the cards are color-coded for each type of vowel and consonant.



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*. The blank lines indicate where the sound-spelling (the phoneme-grapheme connection) usually appears in a syllable or word.

Examples

- On the *cow* card, the blank in “ou_” shows that the /ow/ as in *cow* sound is usually spelled as “ou” at the beginning of a syllable or a word and must have a consonant(s) sound-spelling in the blank, such as in “ouch.”
- On the same *cow* card, the “_ow” shows that the /ow/ as in *cow* sound is usually spelled as “ow” at the end of a syllable or word and must be preceded by a consonant sound-spelling(s), such as in “plow.”
- On the *eagle* card, the “_ie_” shows that the /e/ as in *eagle* sound is usually spelled as “ie” following and before consonant sound-spellings, such as in chief.

Morphological Awareness

The Morphological Awareness activities help students develop syllable awareness and expand their oral language lexicons. 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 feature 3 slides.

TEACHING SCRIPT: Morphological Awareness

1. On the first slide, read the word part definition and context clue sentence. Explain how the picture, symbol, or graphic relates to the definition.
2. On the second slide, re-read the word part definition, the word count, and point to where the word part appears in the Anchor Word. Read the context clue sentence with the Anchor Word.

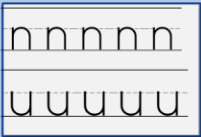
Lesson 7: **Phonemic and Morphological Awareness**

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.



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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.

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3. On the third slide, ask students to provide other words which use the focus word part and sentences which include those words.

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.

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*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

"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" (Moats 2004).

Blending, Segmenting, and Spelling features interactive word recognition activities. The spelling and phonics instruction is explicit, systematic, and follows a speech to print approach to learning and applying the sound-spelling (phoneme-grapheme) connections of the alphabetic code.

Complete 3 of these 10-minute Blending, Segmenting, and Spelling activities per week (typically Monday, Tuesday, and Wednesday), using the teacher slides and student slides or print copies found in the Word Recognition Addendum. Share the student slides prior to instruction, and train students to access the slides immediately upon entering class.

TEACHING SCRIPT: Review Previous Lesson

1. Review the previous lesson's regular sound-spellings. Point to each of the Animal Cards and cue unison responses by saying, "Name?" and "Sound?"
2. Next, slide your hand underneath the letters (spellings) on the Google slides display as *you and your students* blend the sounds together in response to your 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 stopping until the end of each syllable. Say the stop sounds (/p/, /b/, /t/, /d/, /k/, and hard /g/) for one second and clip these sounds (no added *uh*). Hold the continuous sounds (the rest of the phonemes) for 2 seconds. **Example:** /t//aa//mm/ to blend *tam*.

2. Next, cue the students to blend on their own, using their hands on their digital device screens or in the air. Cue a unison response by saying, "Say 'em as you blend 'em!" Students slide their hands underneath the letters (spellings) and blend the sounds out loud with 6-inch voices. Monitor your students to ensure that their hands move along with the sounds that they say.

3. Cue a unison response by saying, "Word?"

The latest science of reading research points to the efficacy of continuous blending (connected phonation): "Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

TEACHING SCRIPT: Blending, Segmenting, and Spelling Lesson

1. 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/.”

2. Reference the location of the Animal Card on the Sound Wall and play the speech articulation audio file (first 6 lessons only).

Lesson 4: Blending, Segmenting, and Spelling u, b, c(a,o,u), _ck, g(a,o,u)

as in buffalo
u

Short Vowel Valley Sound Wall

Repeat the word.
Repeat the sounds.

tam

What's the first sound? What's the next sound? What's the last sound?
Show with your fingers the number of sounds.

3. Point to and say the word on the display. Cue a unison response by saying, “Repeat the word.”

4. Say the word again, stretching the continuous sounds (see page 5) as you blend with your hand on the display. Cue a unison response by saying, “Repeat the sounds” and blend again.

5. Point to the sound-spellings (some have 2 letters) and cue unison responses saying, “What’s the first sound?” “What’s the next sound?” “What’s the last sound?” as directed on the slides.

For the spellings with hearts say, “Study the part(s) to learn by heart. What sound(s) does it make?”

Repeat the word.
Repeat the sounds.

the

What's the first sound? Study the part to learn by heart.
What sound does it make?
Show with your fingers the number of sounds.

Answer: 3 Sounds

tam

tam

tam

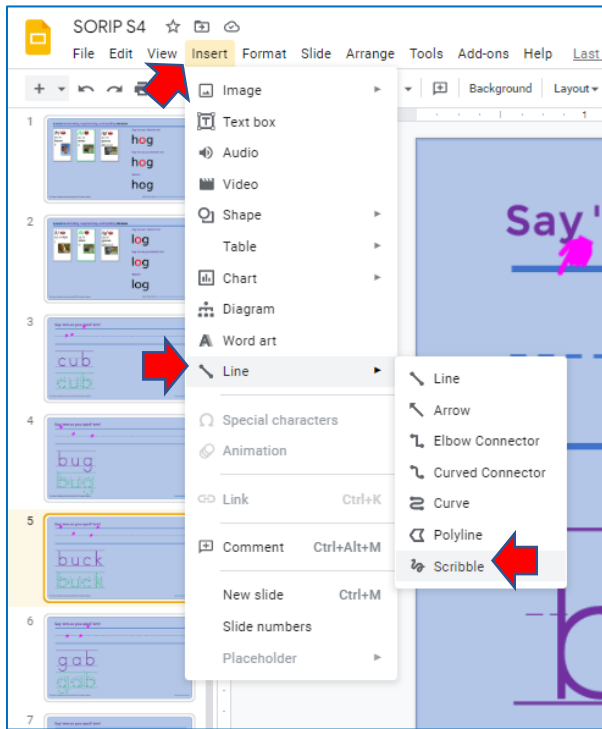
tam

tam

Heart Words are high frequency words (Fry 300 list) with one or more irregular spellings. Each lesson includes 2 Heart Words. The Heart Words are built from phonemes in the same way as the phonetically regular spellings.

6. Say, “Show with your fingers the number of sounds.” Click to the next slide for the answer. These slides feature the word in 5 fonts.

TEACHING SCRIPT: Spelling



Tell students to use the Squiggle Google slides tool (it takes some practice) to draw the spellings on their handwriting slide or write on print copies found in the Word Recognition Addendum **as they say each sound**. Monitor students and remind them to **“Say ‘em as you spell ‘em.”**

Help students use the **letter formation guide** and begin each letter where the **pink hand** points.

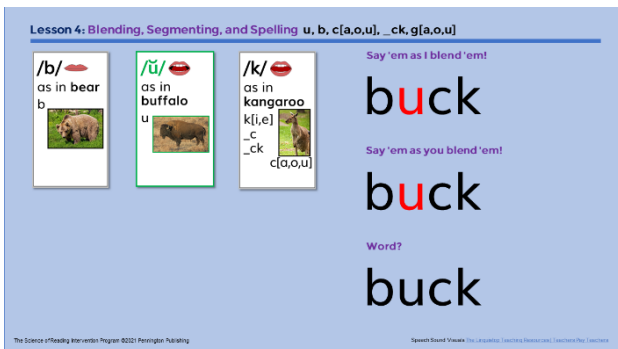


TEACHING SCRIPT: Blending

Use the teacher cues as in the lesson review activity to help students blend the sounds with the continuous blending technique (see page 5). Blend the phonetically regular and Heart Words in the same way: 1. **“Say ‘em as I blend ‘em!”** 2. **“Say ‘em as you blend ‘em!”** 3. **“Word?”**

According to David Kilpatrick (2015), these "exception words are secured in long-term memory by the same orthographic mapping process as regular words."

Review the Animal Cards if needed.



Say, **“Listen to the sounds and look at the spellings of the parts to learn by heart in these words. [Blend the 3 Heart Words] Ask, “How are they similar?”**

Activity #3: Sounds and Spellings Practice Directions

Sounds and Spellings is an independent practice activity which features the lesson's phonetically regular sound-spellings. Student slides and teacher slides (with answers) are included, and print copies are found in the Word Recognition Addendum.

Students complete 3 of these 10-minute lessons per week (typically Monday, Tuesday, and Wednesday). Following the independent practice, the teacher displays the answers slide and students self-correct.

TEACHING SCRIPT: Spellings to Sounds Match 'em! Sounds to Spellings Match 'em!

1. Students click and listen to the audio files and drag and drop the audio buttons to match their spellings. If using print copies, click on each audio file and tell students to draw arrows to match the spellings.

2. Next, tell students to type or write the spellings to match the sounds. If using print copies, click on each audio file as students write the spellings.

TEACHING SCRIPT: Say em' and Listen!

Tell students to click and listen to the audio files and practice the **Weirdo Words** (nonsense words applying the lesson's phonetically regular sound-spellings) out loud in 6-inch voices.

TEACHING SCRIPT: Sort em'!

Tell students to sort words by their sound and spelling patterns. If using print copies, students write the words in the matching boxes.

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

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

am S a m m a t s

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

Say 'em and Listen!

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

Sort 'em!

2 Sounds 3 Sounds 4 Sounds

Drag and Drop:
am mat tams at sat mats

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Activity #4: Heart Words Practice Directions

Heart Words is an independent practice activity which features the lesson's 2 Heart Words with one or more irregular sound-spellings. Student slides and teacher slides (with answers) are included, and print copies are found in the Word Recognition Addendum.

Students complete 3 of these 5-minute lessons per week (typically Monday, Tuesday, and Wednesday). Following the independent practice, the teacher displays the answers slide and students self-correct.

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. Learning these patterns improves orthographic mapping.

TEACHING SCRIPT: Sort em'!

1. Tell students to sort and type (or write if using print copies found in the Word Recognition Addendum) the spellings of related Heart Words according to their phonetically irregular spellings i.e., "the part or parts to learn by heart."
2. Next, tell students to 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.
3. Review answers and tell students to self-correct.

Lesson 2: Heart Words was, where

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

a spells /u/ er[e] spells /air/

was where

OPEN TO CORRECT OPEN TO CORRECT

Drag and Drop the Hearts above the Parts to Learn by Heart.

was there final pizza

error where errand banana

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Activity #5: Sam and Friends Phonics Books Directions

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 8-page story helps students practice the focus sound-spellings and the 2 **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 **Sounds and Spellings Instructional Scope and Sequence** for all 54 phonics books is found in the Word Recognition Addendum.

The stories include 5 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 strategies 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).

Instructional Formats

In addition to the Google slides, the books are formatted as PDFs for printing (see print directions in the Word Recognition Addendum) 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.

TEACHING SCRIPT: Read Aloud, Sounds and Heart Words Review

1. Tell students to open their **Sam and Friends Phonics Books**. Say, “These stories will help you practice what you have learned in today’s lesson.”
2. Read the story out loud as students track the reading with their whole hand. Show students how to slide their hand underneath the text, left to right as they read, and how to slide back quickly under the same line and drop down to the next line to read.
3. After reading, review the illustrations with your students, asking “What’s going on here?” Note that the illustrations enhance enjoyment and assist with re-telling the story, but do not provide meaning-making apart from the text.

The grid displays 10 pages from the 'Sam and Friends' phonics book. Each page includes a story segment, an illustration, and a 'Comment or Question' box. The pages are numbered 46 through 55. The stories revolve around a debate team, a Chinese restaurant, and a debate about gender equity in sports.

3. Next, 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 2 Heart Words.

This block shows a detailed view of the last page of the story (page 55). It features the 'Sounds and Spellings' section with a list of words and their phonetic breakdowns, and a 'Word Fluency' section with a list of words and their meanings. There are also 'Comment or Question' boxes and a '30 Second Timings' section.

TEACHING SCRIPT: Word Fluency

1. Display the back page of the story and point under the first **Word Fluency** word. Tell students to point to the same word.

2. Say, “Now, we are going to practice the words we are building with the sounds we are learning. We are all going to read them out loud in 6-inch voices at the same time. Don’t read with your neighbor. Read on your own at your own pace. This is not a race. Make sure not to whisper.”

“When I say, ‘Ready, begin,’ we will all start reading left to right [demonstrate with your hand] for 30 seconds. Track your hand underneath the words as you read. When I say, ‘Stop,’ point your hand to the last word you read and count backwards to determine how many words you read. Remember, 6-inch voices. Ready, begin.”

3. Tell students to record their word counts in the first empty box below the alarm clock.

The image shows a sample of a reading intervention page. On the left side, there is a story snippet with an illustration of a boy and a girl. The text of the story snippet is: "Dad's mother pays the bill and the group walks out to the car. As they are walking, Kit grabs Sam's hand. Only 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." Below the text is an illustration of a boy and a girl. On the right side, there is a 'Word Fluency' section. It includes a 'Sounds and Spellings' section with a red arrow pointing to the word 'above' and a red heart pointing to the word 'floor'. Below this is a 'Word Fluency' section with a list of words: build, though, center, circh, 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, loss, build, color, edgy, gay, muscle, cement, listen, floor, classic, legacy, license, cent, budge. Below the list is a 30-second timer and a 'Comment or Question' box.

Note: No need to worry about accuracy with the unpracticed word fluency timing. You will monitor and help students with accuracy in the next reading activities.

Each **Word Fluency** includes review sound-spelling and **Heart** Words.

TEACHING SCRIPT: Fluency and Reading Comprehension

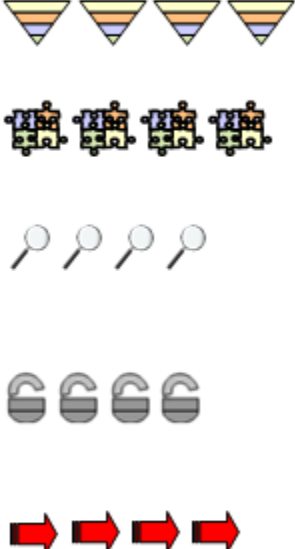
1. Gradually release responsibility to your students by having them individually or pair-read the story out loud. Tell students to read the story over and over again until you say, “Stop.” Allocate no more than 5 minutes to these repeated readings. Walk the room to monitor and assist, interrupting a 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 as the story texts get longer, students will complete fewer repeated readings.

2. After the 5 minutes, tell students to complete the comment or question margin notes and the SCRIP comprehension strategy questions individually or in pairs. If using Google slides, students will type in text boxes. If using printed booklets or other display-only devices, students write their margin notes and answers to the comprehension questions on the pages or use writing paper to do so. If students finish early, tell them to use the 30-second timer (or clock) to time more word fluencies.

TEACHING SCRIPT: Reading Comprehension

1. Discuss answers to the SCRIP comprehension strategy questions and the students' comment or question margin notes. Use pair-shares and whole-class discussions.

About the SCRIP Comprehension Strategies...

<p>SCRIP Comprehension Cues</p> <p>Summarize</p> <ul style="list-style-type: none">Put the big idea into a smaller one.Put the main idea and key details into your own words. <p>Connect</p> <ul style="list-style-type: none">Think about how the reading relates to other reading.Visualize what's going on in the reading. <p>Re-think</p> <ul style="list-style-type: none">Re-read for better understanding or look at what is said in a different way.Ask questions or make comments about the reading. <p>Interpret</p> <ul style="list-style-type: none">Think about what the author really means.Draw a conclusion or figure out what is implied (suggested). <p>Predict</p> <ul style="list-style-type: none">Based upon what has happened or what has been said, guess what will happen or what the text will say next.		<p>All 5 of the SCRIP comprehension strategy 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.</p> <p>The cues move students beyond recall to inferential questioning and the SCRIP comprehension strategy questions emphasize higher order thinking skills</p> <p>Use the SCRIP terminology and remind students to do so when reviewing comment or question margin notes and the answers to the comprehension questions. See the Word Recognition Appendix for the SCRIP bookmarks.</p>
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2. On the last 2 days of the week, re-read all 3 **Sam and Friends Phonics Books** with choral and partner reads. Readers Theater works well, assigning character and narrator parts.

3. On the last day of the week, complete a 30-second “hot” timing for each of the 3 books’ word fluencies. Students love to see their own improvement.

Homework

The **Sam and Friends Phonics Books** are 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 Directions

TEACHING SCRIPT: Dictation and Sound Boxes

1. Share the **Sound Boxes** slides (grouped as 3 lessons for weekly review), or pass out print copies found in the Word Recognition Addendum. On each sound box, the first 6 spelling words use the lesson’s focus sound-spellings; the last 2 are the **Heart Words**.

Note that each student slides lesson includes that lesson’s **Sound Box**, should you have additional instructional time for daily spelling dictation and practice.

2. Access the sound box slides (the last slide in each teacher slides lesson), and dictate the spelling words for the 3 sound boxes.

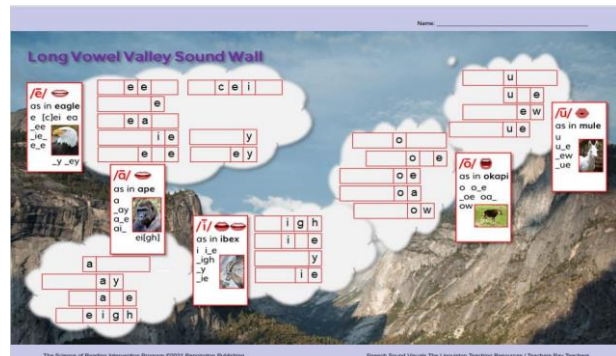
3. After dictation, tell students to count and record the number of phonemes (speech sounds) for each spelling word, and to type (or write) the irregular spellings found in each **Heart Word**.

4. 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

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TEACHING SCRIPT: Dictation and Sound Boxes

1. Display the Personal Sound Walls which include the focus Animal Cards sound-spellings introduced in the 3 weekly lessons.

2. Point to the first Animal Card and cue a unison response, saying **“Let’s point to the picture and say the name of this card. We call it a _____. Now point to the mouth and shape your lips like that. Say the sound of this card. The sound is _____.”**

3. Read the spellings of the sound on the Animal Card, and explain what any blanks and brackets indicate (see page 3).

4. Brainstorm example words for each of the focus Animal Cards. Use dry-erase markers to write spellings in the boxes.. Gradually release to paired and independent practice. Students share their answers when finished.

Word Recognition Google Slide Sample Links

Use the teacher Google slides to teach the **5 Daily Google Slide Activities**. Students use their own Google slides or print copies of the lessons.

Lesson 1: Teacher Slides

<https://docs.google.com/presentation/d/1cxdvJlD9xxm24RF45wolNo2QtZ1kRIDEeznwJ1BQl30/copy>

Lesson 1: Student Slides

<https://docs.google.com/presentation/d/1UxykzqgC8wmj1amJs9-D4euJkoYnPcDTbLAEXVX6WdY/copy>

Lesson 47: Teacher Slides

<https://docs.google.com/presentation/d/1zIRm6-XRjMKkwj5D1IZRD8-HWqli9hnKZtRAPWcxy8/copy>

Lesson 47: Student Slides

<https://docs.google.com/presentation/d/17Zq6HALl1QLvjHYzW9eYw1CAaGJQiEpoxUjxpCQO0/copy>