

The Science of Reading Intervention

Lesson 34: Sounds and Spelling u, u_e, ew, ue **Answers**

Spelling to Sound Match

Drag and Drop

Type the Words from the Sounds You Hear.

1. faute 2. tabew 3. butane 4. baeldia 5. mutist 6. few miscu

butane cutest few miscu

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Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

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Program

BUNDLE

full year program

Lesson 30: Phonological Awareness

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."

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.

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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)

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Sam and Friends

Phonics Books

✓ 54 illustrated phonics books

✓ Decodable text with heart words

✓ Word fluency timings

✓ Comprehension questions

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Vowel Valley Sound Wall

Tight Smile

Short Schwa

Slightly Opened

Long Schwa

Fully Opened

Puckered Lips

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Lesson 34: Heart Words through, guess

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

ou[gh] spells /ōō/

through

ue spells /ē/

guess

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

guess soup coup racquet

guest slough through question



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Activity #2: Blending, Segmenting, and Spelling

"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).

The 54 Blending, Segmenting, and Spelling activities feature integrated phonemic awareness, spelling, and phonics. The 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, using the teacher slides and student slides or print.

SCRIPTED DIRECTIONS: Review Previous Lesson Sound-Spellings

1. Share the student Google slides. 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.
3. 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.
4. Cue a unison response by saying, "Word?"

Lesson 4: Blending, Segmenting, and Spelling Review

/l/ as in lion
l

/o/ as in otter
o

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

Say 'em as I blend 'em!

log

Say 'em as you blend 'em!

log

Word?

log

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Speech Sound Visuals The Unblended Phonics Resources Teaching The Teachers

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).

SCRIPTED DIRECTIONS: Speech Sounds (Phonemes) Segmenting

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 /ŭ/.”
2. Point to the Animal Card on the Sound Wall. Optional: Post the card on the class Sound Wall.
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.
6. Say, “Show with your fingers the number of sounds.” The next slide provides the answer (the number of sounds) and the word in 5 different fonts.

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

/ŭ/ as in buffalo
u

Short Vowel Valley Sound Wall

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Repeat the word.
Repeat the sounds.

uck

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

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7. Follow the same instructional procedures with the two Heart Words in each lesson. For the spellings with hearts say, “Study the part(s) to learn by heart. What sound(s) does it make?”

Answer: 3 Sounds

uck uck
uck
uck

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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.

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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.

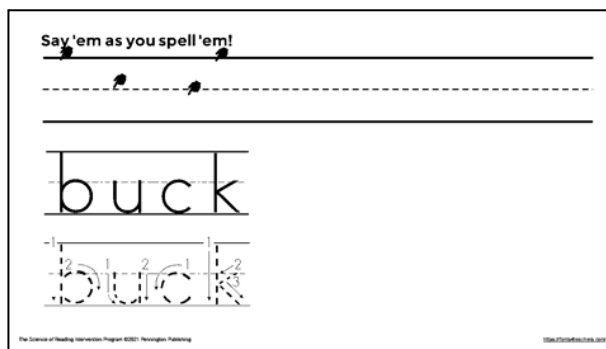
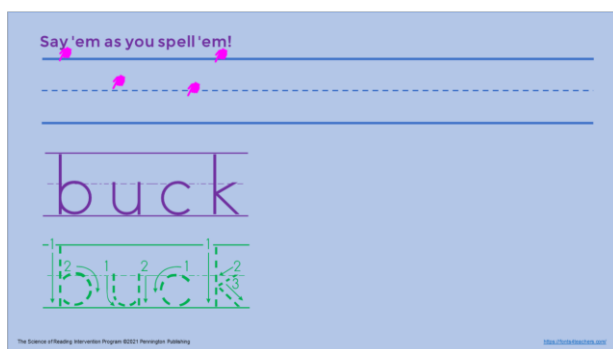
SCRIPTED DIRECTIONS: Spelling

Catherine Snow summarizes the importance of spelling for reading: “Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading” (2005).

“Handwriting practice for learning orthography is fully justified and must be encouraged” (Bosse, Chavex, Valdois, 2014).

Display the spelling slides and direct students to draw the letters with the Google Squiggle tool (Insert–Line–Squiggle. It takes some practice). For students who lack handwriting skills, the letter formation guide and letter starting points are helpful tools. Use the print copies if you prefer.

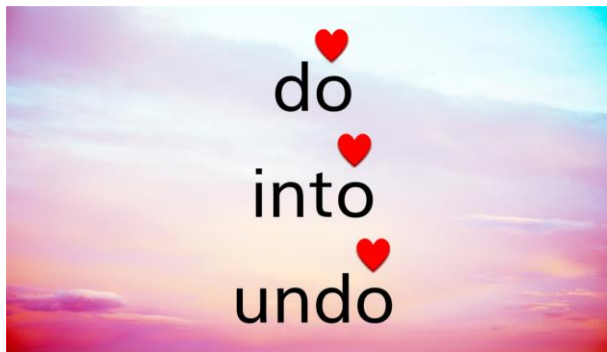
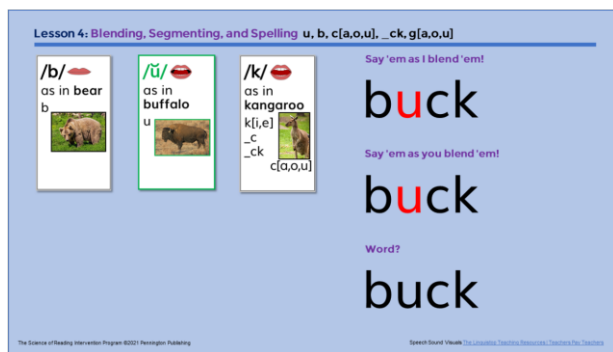
Prompt students to “Say, ‘em as you spell ‘em.”



SCRIPTED DIRECTIONS: Blending

Students blend the sounds in the words with the continuous blending technique (see page 5): Say ‘em as I blend ‘em!’ “Say ‘em as you blend ‘em!” “Word?” Blend the Heart Words in the same way. According to David Kilpatrick (2015), these “exception words are secured in long-term memory by the same orthographic mapping process as regular words.”

For the additional comparison slide, say, “Listen to the sounds and look at the spellings of the parts to learn by heart as I blend these Heart Words. After blending, ask, “How are they similar?”



Lesson 40: Blending, Segmenting, and Spelling Review

/b/ 

as in bear

b



/er/ 

as in
ermine

er
ir
ur



/n/ 

as in newt
n kn_



Say 'em as I blend 'em!

burn

Say 'em as you blend 'em!

burn

Word?

burn

Lesson 40: Blending, Segmenting, and Spelling Review

/h/ 

as in
horse

h



/er/ 

as in
ermine

er
ir
ur



/l/ 

as in lion

l



/d/ 

as in dog

d



_ed

Say 'em as I blend 'em!

hurled

Say 'em as you blend 'em!

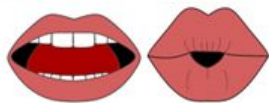
hurled

Word?

hurled

Lesson 40: Blending, Segmenting, and Spelling _ow, ou_

/ow/



as in cow

_ow

ou_



Diphthongs Valley Sound Wall



/oi/

as in koi
oi_ _oy



/ow/

as in cow
_ow
ou_



/oo/

as in rooster
oo _ue _ui
u_e _ew u



/oo/

as in woodpecker
oo
u



/aw/

as in hawk
aw au
augh(t)
a(I)
a(II)



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Speech Sound Visuals The Linguistop Teaching Resources | Teachers Pay Teachers

**Repeat the word.
Repeat the sounds.**



howling

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

Answer: 5 Sounds

howling

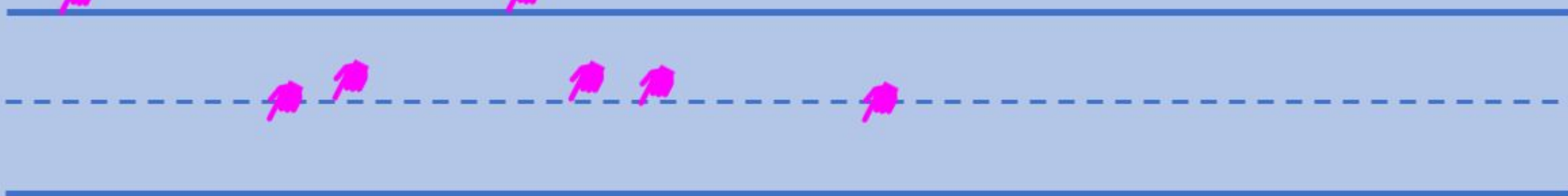
howling

howling

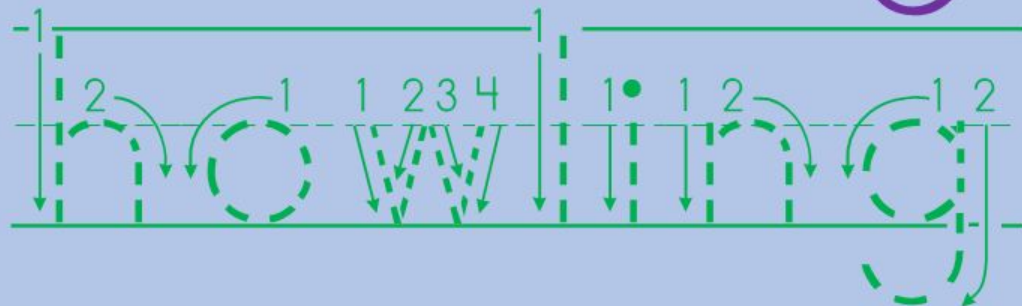
howling

howling

Say 'em as you spell 'em!



howling



Lesson 40: Blending, Segmenting, and Spelling _ow, ou_

/h/ 

as in
horse

h



/ow/ 



as in cow

_ow
ou_



/l/ 

as in lion

l



/ē/ 

as in eagle

e [c]ei ea

_ee

ie

e_e



_y _ey

/ng/ 

as in
lemming

_ng _n



Say 'em as I blend 'em!

howl ing

Say 'em as you blend 'em!

howl ing

Word?

howling

**Repeat the word.
Repeat the sounds.**

c clown

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

clown

clown

clown

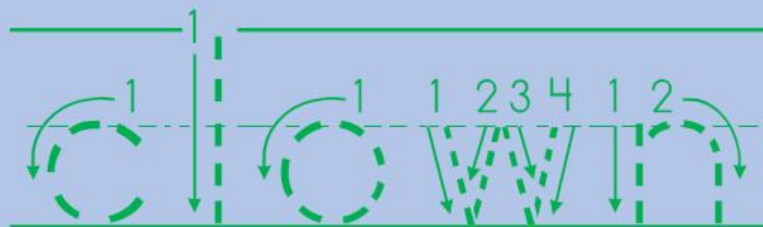
clown

clown

Say 'em as you spell 'em!



clown



Lesson 40: Blending, Segmenting, and Spelling _ow, ou_

/k/ 

as in
kangaroo

k[i,e]

_c

_ck



c[a,o,u]

/l/ 

as in lion

l



/ow/ 

as in cow

_ow

ou_



/n/ 

as in newt

n kn_



Say 'em as I blend 'em!

clown

Say 'em as you blend 'em!

clown

Word?

clown

**Repeat the word.
Repeat the sounds.**

loud

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

Answer: 3 Sounds

loud

loud

loud

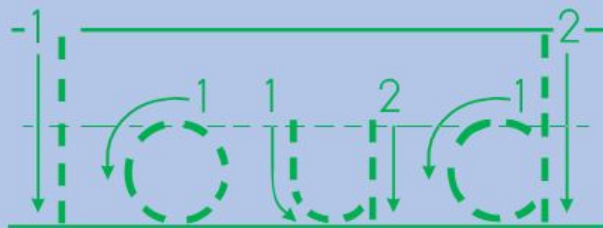
loud

loud



Say 'em as you spell 'em!



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. Three small pink arrows are positioned on the dashed middle line, pointing to the right.


loud



Lesson 40: Blending, Segmenting, and Spelling _ow, ou_

/l/ 
as in lion
l


/ow/ 
as in cow
_ow
ou_


/d/ 
as in dog
d


Say 'em as I blend 'em!

loud

Say 'em as you blend 'em!

loud

Word?

loud

**Repeat the word.
Repeat the sounds.**



cloud

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

Answer: 4 Sounds

cloud

cloud

cloud

cloud

cloud

Say 'em as you spell 'em!



cloud

cloud

Lesson 40: Blending, Segmenting, and Spelling _ow, ou_

/k/ 

as in
kangaroo

k[i,e]

_c

_ck



c[a,o,u]

/l/ 

as in lion

l



/ow/ 

as in cow

_ow

ou_



/d/ 

as in dog

d



Say 'em as I blend 'em!

cloud

Say 'em as you blend 'em!

cloud

Word?

cloud

**Repeat the word.
Repeat the sounds.**



very

**What's the first sound? Study the parts to learn by heart.
What sound do they make? What's the last sound?
Show with your fingers the number of sounds.**

Answer: 3 Sounds

very

very

very

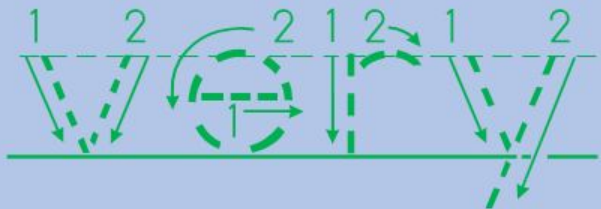
very

very

Say 'em as you spell 'em!



very



Lesson 40: Blending, Segmenting, and Spelling Heart Words

Say 'em as I blend 'em!


very

Say 'em as you blend 'em!


very

Word?

very



berry



cherry



ferry

Repeat the word.
Repeat the sounds.



any

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

Answer: 3 Sounds

any

any

any

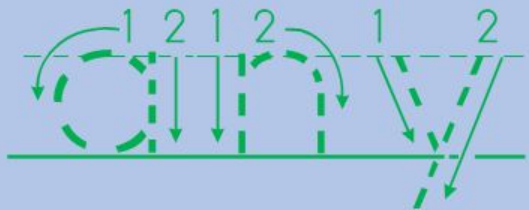
any

any

Say 'em as you spell 'em!



any



Lesson 40: Blending, Segmenting, and Spelling Heart Words

Say 'em as I blend 'em!



any

Say 'em as you blend 'em!



any

Word?

any



many



giant



instant

Lesson 40: Blending, Segmenting, and Spelling Review

/b/ 

as in bear

b



/er/ 

as in
ermine

er
ir
ur



/n/ 

as in newt
n kn_



Say 'em as I blend 'em!

burn

Say 'em as you blend 'em!

burn

Word?

burn

Lesson 40: Blending, Segmenting, and Spelling Review

/h/ 

as in
horse

h



/er/ 

as in
ermine

er
ir
ur



/l/ 

as in lion

l



/d/ 

as in dog

d



Say 'em as I blend 'em!

hurled

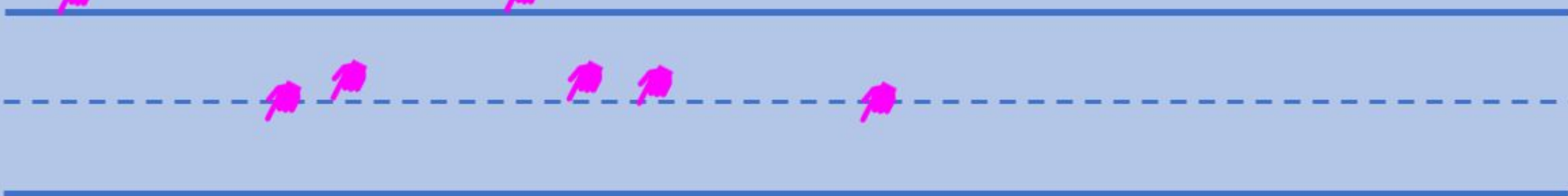
Say 'em as you blend 'em!

hurled

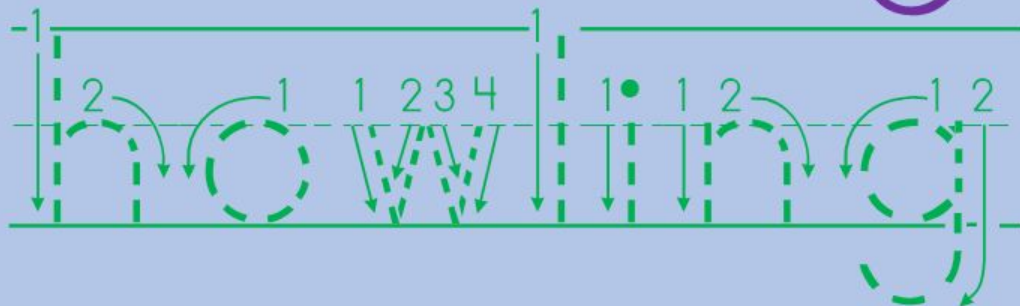
Word?

hurled

Say 'em as you spell 'em!



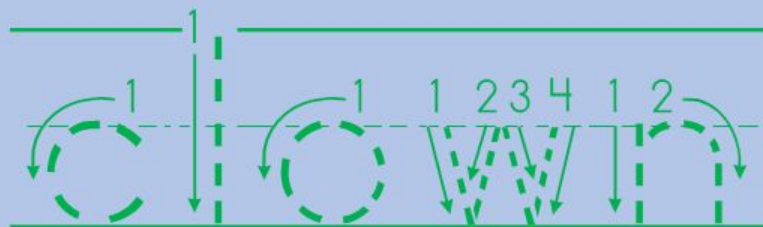
howling



Say 'em as you spell 'em!



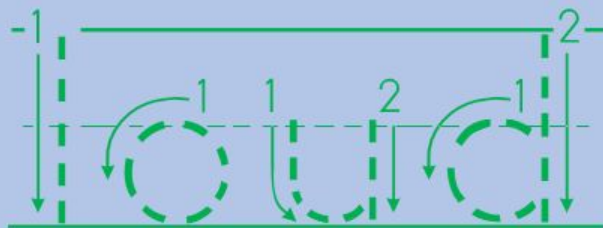
clown



Say 'em as you spell 'em!

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. Three small pink arrows are positioned on the dashed middle line, pointing to the right.

loud



Say 'em as you spell 'em!



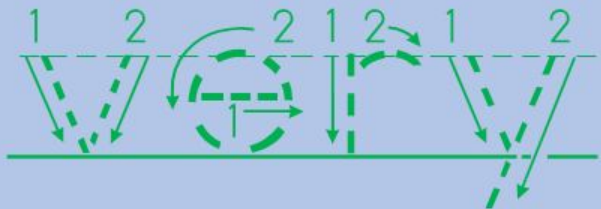
cloud

cloud

Say 'em as you spell 'em!



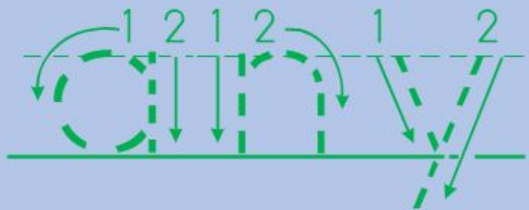
very



Say 'em as you spell 'em!



any



Lesson 40: Spelling and Handwriting _ow, ou_

Say 'em as you spell 'em!

howling

howling

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Say 'em as you spell 'em!

clown

clown

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Say 'em as you spell 'em!

loud

loud

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Say 'em as you spell 'em!

cloud

cloud

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Lesson 40: Spelling and Handwriting _ow, ou_

Say 'em as you spell 'em!

• • • •

very

very

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Say 'em as you spell 'em!

• • •

any

any

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