

# The Science of Reading Intervention

The Science of Reading Intervention Program ©2021 Pennington Publishing

Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

The Science of Reading Intervention Program ©2021 Pennington Publishing

## 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."

# BUNDLE

full year program

The Science of Reading Intervention Program ©2021 Pennington Publishing

### 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)

The Science of Reading Intervention Program ©2021 Pennington Publishing

## Sam and Friends

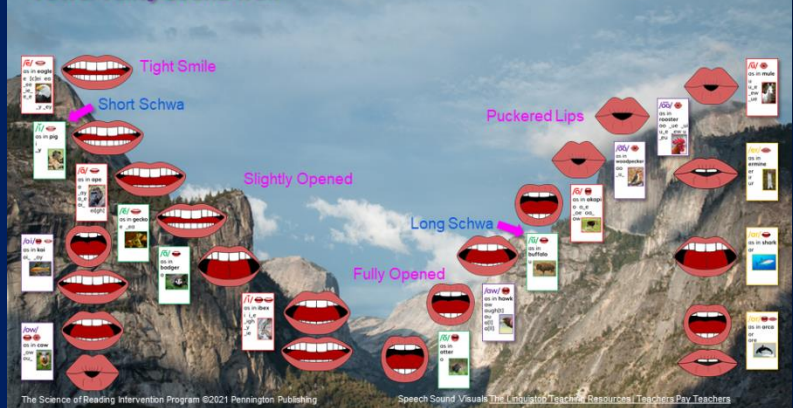


## Phonics Books



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

### Vowel Valley Sound Wall



### 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



The Science of Reading Intervention Program ©2021 Pennington Publishing

## Activity #3: Sounds and Spellings and Heart Words Practice

The 4 Sounds and Spellings activities include guided and independent practice to apply the lesson's phonetically regular sound-spellings. The 2 Heart Words activities feature independent practice to sort and spell the heart words featured in the lesson and to identify the “parts to learn by heart” in similar heart word patterns. The teacher Google slides include audio files and answers.

### SCRIPTED DIRECTIONS: Sounds and Spellings

#### Spellings to Sounds Match 'em! Guided Practice

Open, but do not display the teacher Google slide. If students are using Google slides, the audio buttons are in mixed order on the student Google slides. Say, “Chick and listen to each audio file, and drag and drop the audio buttons into the boxes which match. Say each sound as you drag and drop.” If using print copies, play each audio file on the teacher Google slide in mixed order. Say, “Write the spelling of the sound you hear in the box which matches. Say each sound as you as you write its spelling.”

Walk the room and monitor the sounds your students are saying, as they drag and drop the audio buttons if using student Google slides, or as they write the spellings if using print copies.

#### Sounds to Spellings Match 'em! Independent Practice

If students are using Google slides say, “Click and listen to the audio files, and type the words from the sounds you hear in the boxes which match.” If using print copies, play the audio files and say, “Write the words from the sounds you hear.” After students complete the words, display the teacher slide and move the blue box to reveal the answers. Say, “Now review and correct if you need to do so.” After correction, press Ctrl-Z to restore the blue box to its original position.

The image shows two side-by-side screenshots of a Google Slides interface for a lesson titled "Lesson 1: Sounds and Spellings a, m, t, s".

The left slide is titled "Spellings to Sounds Match 'em!". It features a "Say 'em and Listen!" section with a list of words: 1. las, 2. sas, 3. mas, 4. tat, 5. tats, 6. ats. Below this is a "Sort 'em!" section with three boxes labeled "2 Sounds", "3 Sounds", and "4 Sounds". At the bottom, there is a "Drag and Drop" section with a blue box containing the words "am", "mat", "tams", "at", "sat", and "mats".

The right slide is titled "Sounds to Spellings Match 'em!". It features a "Write the Spelling of the Sound You Hear" section with a list of words: 1. las, 2. sas, 3. mas, 4. tat, 5. tats, 6. ats. Below this is a "Sort 'em!" section with three boxes labeled "2 Sounds", "3 Sounds", and "4 Sounds". At the bottom, there is a "Write these words in the boxes which match." section with the words "am, mat, tams, at sat, mats".

#### Say em' and Listen! Independent Practice

“Now, click the Say ‘em and Listen! audio file and practice the **Weirdo Words**. These nonsense syllables will help you practice reading parts of words quickly.” If using print copies, the teacher plays the audio file. Walk the room to monitor student practice.

## Sort em! Independent Practice

If students are using Google slides say, “Drag and drop these words into the boxes which match.” If using print copies say, “Write these words in the boxes which match.” Note that some **Sort ‘em!** directions will require students to sort by sound and some by spelling pattern. After students complete the sorts, display the teacher slide and move the blue box to reveal the answers. Say, “Now review and correct if you need to do so.” After correction, press Ctrl-Z to restore the blue box to its original position.

## SCRIPTED DIRECTIONS: Heart Words

For both student Google slides and print copies say, “Sort and spell these heart words.” If students are using Google slides say, “Once you have completed both sorts and spellings, open the red doors to review and correct if you need to do so.” If using print copies, display the answers on the teacher Google slide and say, “Review the answers and correct if you need to do so.”

If students are using Google slides say, “Drag and drop the hearts about the parts to learn by heart.” If using print copies say, “Draw a heart above each irregular sound-spelling.” Note that students enjoy using red pencils for their hearts. Display the teacher Google slide and say, “Review the answers and correct if you need to do so.”

**Lesson 2: Heart Words** was, where

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


a spells /a/      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



The Science of Reading Intervention Program ©2021 Pennington Publishing

**Lesson 2: Heart Words** won

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

a spells /a/      er(e) spells /air/

was		were	

Draw **Hearts** above the Parts to Learn by **Heart**.

was	there	final	pizza
error	where	errand	banana



## Lesson 40: Heart Words very, any Answers

Sort and Spell these Heart Words: many, berry, giant, ferry, cherry, infant

er spells /air/

v e r y

very

berry

ferry

cherry

a spells /ě/

a n y

any

many

giant

infant

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

♥  
a n y

♥ ♥  
b e r r y

♥ ♥  
f e r r y

♥  
i n f a n t

♥ ♥  
v e r y

♥  
g i a n t

♥ ♥  
c h e r r y

♥ ♥  
v e r y



## Lesson 40: Heart Words very, any

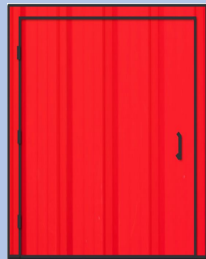
Sort and Spell these Heart Words: many, berry, giant, ferry, cherry, infant

er spells /air/

very

a spells /ĕ/

any



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

any

berry

ferry

infant

very

giant

cherry

error



## Lesson 40: Heart Words very, any

Sort and Spell these Heart Words: many, berry, giant, ferry, cherry, infant  
er spells /air/ a spells /ě/

very

any

Draw Hearts above the Parts to Learn by Heart.

a n y	b e r r y	f e r r y	i n f a n t

v e r y	g i a n t	c h e r r y	e r r o r