

# 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. wte 4. baeldia 5. mutist 6. dat

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

**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."

**word recognition**

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

Thumbs up: 1. 2. 3. 4. 5. 6.

Thumbs down: 1. 2. 3. 4. 5. 6.

Different.

"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

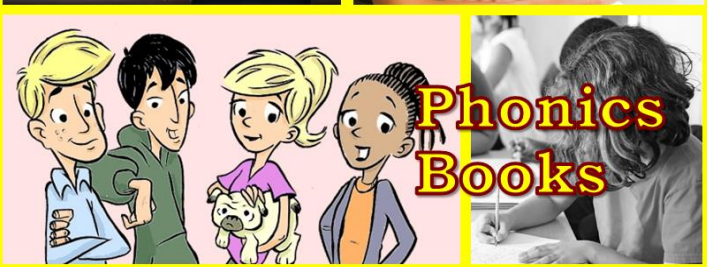
WORD/ SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	ie		
byway	b	y	w	ay		
tighten	t	igh	t	e	n	
brightly	b	r	igh	t	l	y
again	a	g	ai	n		
because	b	e	c	au	s(e)	

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## Sam and Friends



## Phonics Books



✓ 54 illustrated phonics books

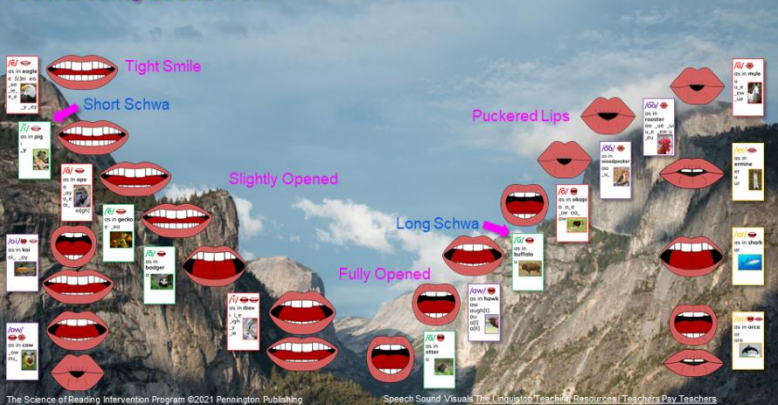
✓ Decodable text with heart words

✓ Word fluency timings

✓ Comprehension questions

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## Vowel Valley Sound Wall



## 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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## Weekly Instructional Plan

Minutes	Instructional Activities	Resources
3	Phonemic Awareness and/or Greek and Latin Morphological Awareness	Teacher Google Slides (Projector and Speakers)
10	Blending, Segmenting, and Spelling	Teacher and Student Google Slides or Print Copies
15	Sounds and Spellings and Heart Words Practice Answers and Self-Correction	Teacher and Student Google Slides or Print Copies
7	Say It! Spell It! Read It! Word Chains	Teacher and Student Google Slides or Print Copies or Animal Cards
15	<b>Sam and Friends Phonics Books</b> Teacher Read Aloud, Picture Walk, Word Fluency Cold (Unpracticed) Timing Student Read Aloud and Text Fluency Timings	Teacher and Student Google Slides, Phone Format, Tablet Format or Print Booklets
20	<b>Sam and Friends Phonics Books</b> Student Read Aloud and Text Fluency Timings, Comment or Question Margin Notes, SCRIP Comprehension Strategy Questions and Discussion, Word Fluency Practice	Same as Above
10	Elkonin Sound Box Spelling Dictations Answers and Self-Correction	Teacher and Student Google Slides or Print Copies
10	Personal Sound Walls	Display Projector Student Laminated Copies Fine Tip Dry-Erase Markers
	Greek and Latin Morphology Walls Weekly Review Practice	Teacher and Student Google Slides or Print Copies

**90 Minutes per Lesson; 3 Lessons per Week; 270 Weekly Minutes**

### Placement Assessments

To confirm program placement for Tiers 2 and 3 instruction, teachers may wish to administer the phonemic awareness, phonics, spelling, and fluency diagnostic [assessments](#).



# The Science of Reading Intervention

**Lesson 31: Sounds and Spellings**  
 u, u\_e, \_ue Answers

Matching to Sound: e h w

Drag and Drop: 1. route 2. tabew 3. with 4. weldid 5. mutist

Type the Words from the Sounds You Hear: 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 letters and the speech sounds in print. Hearing the differences in long sounds and the patterns of sounds prepares us to read well. Practice hearing the different sounds and patterns with these drum sounds.

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

Thumbs down! 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	ie		
byway	b	y	w	ay		
tighten	t	igh	t	e	n	
brightly	b	r	igh	t	l	y
again	a	g	ai	n		
because	b	e	c	au	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 /oo/ ue spells /e/

through guess

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

guess soup coup racquet

quest slough through question

# 54 Teacher Slide Lessons

Teacher slides include all scripted directions.

Note that audio files and video links function in Google slides.

Teacher slides include answers to the Sounds and Spellings and Heart Words practice.



# The Science of Reading Intervention

**Lesson 31: Sounds and Spelling** u, u\_e, \_ue Answers

Matching to Sound: Match the sounds to the words.

Drag and Drop: Drag the words to the sounds you hear.

1. route 2. tabew 3. with 4. weldid 5. mutist

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

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brightly	b	r	igh	t	l	y
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through guess

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

guess soup coup racquet

quest slough through question

# Student Practice: Slides or Print Copies

Interactive student slides include drag and drop activities, minor typing, and the Squiggle tool.

Note that audio files and video links function in Google slides.

Print copies replicate the Google Slide activities.



## Activity #1: Phonemic Awareness and Morphological 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*).

### Phonemic Awareness

The program placement [assessments](#) include 5 quick, whole-class phonemic awareness assessments with audio files to determine whether students need the Phonemic Awareness activities. If students have mastered phonemic awareness skills, substitute instruction with the Morphological Awareness activities. Both Phonemic and Morphological Awareness activities are 3-minute oral response lessons.

The Phonemic Awareness activities help students learn how to identify, manipulate, and properly articulate individual sounds (phonemes) in spoken words. The speech sounds are not taught in isolation; both phonemic awareness and speech articulation practice connect these speech sounds to spellings (graphemes).

Each of the 54 lessons provides a review of the phonemes introduced in the previous phonics lesson. Thus, the phonemic awareness drills assist phonics and spelling acquisition, and phonics and spelling practice improves phonemic awareness.

The lessons feature phoneme isolation, addition, deletions, substitution, manipulation, and segmentation.

### SCRIPTED DIRECTIONS: Phonemic Awareness

All scripted instruction is included on the teacher Google slides. Display and teach!

**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 *ko* sound the same; the first part of *rat* and *bee* sound different."

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

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**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	/tt//āā//t/ fate
/sh//āā//m shame	/ss//ēē//nn/ seen
/ch//ēē//t/ cheat	/b//ēē/ be
/th//ēē//t thief	/ss//t/ āā//nn/ stain
/d//t/ 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//l/d sheep, eagle, lion, dog	/t/ āā//nn rooster, ape, newt
/ss//t/ āā//k/ seagull, tiger, ape, kangaroo	/th//t/ ēē/ python, rooster, eagle

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## Lesson 40: Phonemic and Morphological Awareness

**Phonemic Substitution:** “Now we are going to substitute vowel sounds to create new words. I will say a word and a new vowel sound. You say the new word with the substituted vowel sound.”

Let's change  
the vowel  
sound to create  
new words.

Word	New Vowel Sounds	New Words
barn	/ur/	<i>burn</i>
age	/ur/	<i>urge</i>
hill	/ur/	<i>hurl</i>
wrote	/ī/	<i>write</i>
might	/ūū/, /ōō/, /ěě/	<i>mute, moat, met</i>
great	/ŷ/ /ēē/	<i>grit, greet</i>



## Morphological Awareness

Even if students have not yet mastered phonics (decoding) and spelling (encoding), they can still build morphological awareness with these 54 oral response activities. The 3-minute Morphological Awareness activities feature \*high frequency Greek and Latin prefixes and suffixes and high utility bases.

### \*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.”

## SCRIPTED DIRECTIONS: Morphological Awareness

All scripted instruction is included on the teacher Google slides. Display and teach!

The first teacher Google 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 teacher Google 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. 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.

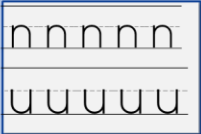
**Lesson 7: Phonemic and Morphological Awareness**

**Word Parts**

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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**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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**Lessons 7-9 Review: Greek and Latin Morphology Wall**

Prefixes	Bound Bases	Free Bases	Suffixes	Anchor Words
Place before the base. (Start the word here.) <b>un sub sup pre re</b>	Check a prefix or suffix to make a word. <b>scrib ced</b> <b>ceed spect</b>	Is word that can add a prefix or suffix. <b>script</b>	Place after the base. (Start the ending here.) <b>ant ent ful</b>	<b>unsubscrib</b> <b>precedent respectful</b>

**More Words** Add a connecting vowel or a consonant. To copy a text box, right click its corner.

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To review the 16 Anchor Words and their morphemes, every third teacher and student Google slide lesson includes a drag and drop **Morphology Wall** to create new words. Provide time for students to brainstorm their own combinations of prefixes, suffixes, and bases. Drag and drop the word parts on the teacher Google slide to display and discuss. Students may also write their creative combinations on the print copies found in the Addendum.

## Lesson 40: Greek and Latin Morphology

### Word Parts

What does this  
prefix mean?  
**poly**

The prefix, **poly**, means  
*many* as in **polygon**.

A **polygon** is a shape  
with *many* angles.





## Lesson 40: Phonemic and Morphological Awareness

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### Word Parts

The prefix, **poly**, means *many* and appears in 340 English words.

⚓ Anchor Word: **poly**gamous

Having more than one marriage describes *polygamy*.

## Lesson 40: Phonemic and Morphological Awareness

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### Word Parts

Other words?  
Use them in  
sentences.

The prefix, **poly**, means  
*many*.

Which words do you know  
that begin with this prefix?

Say these words and use  
them in sentences.



## 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



/ɔ/ 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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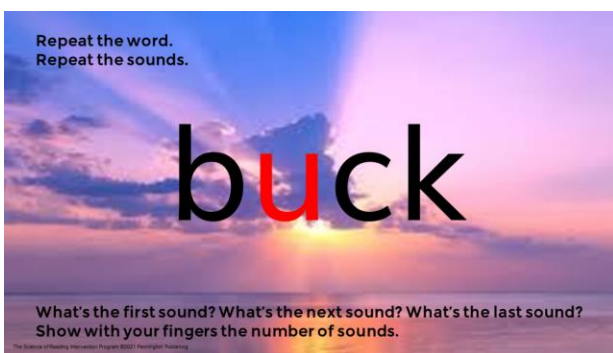
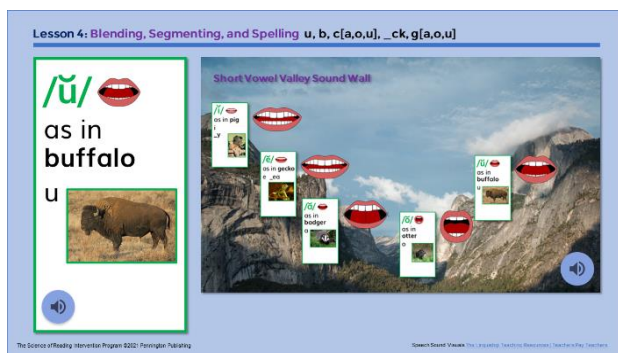
Speech Sound Visuals: The Connected Phonics Resources: Teaching the Teacher

The latest science of reading research points to the efficacy of continuous blending (connected phonation):

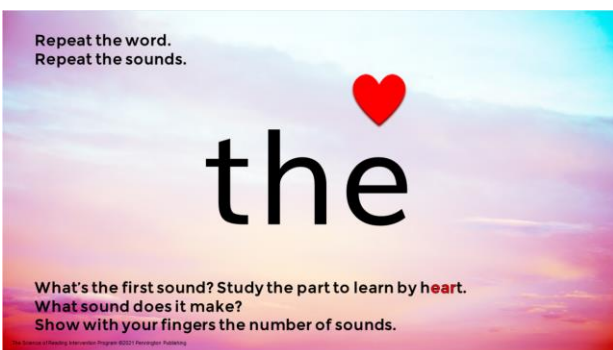
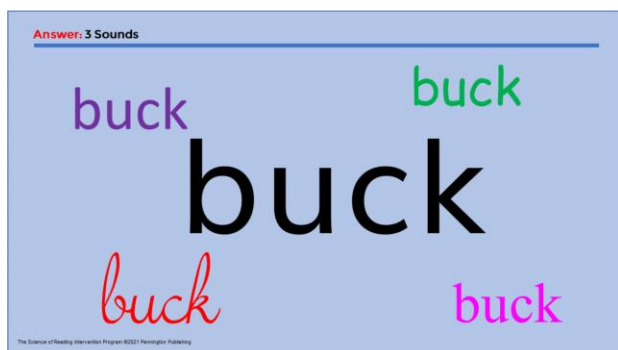
"Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

## 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.



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?”



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.



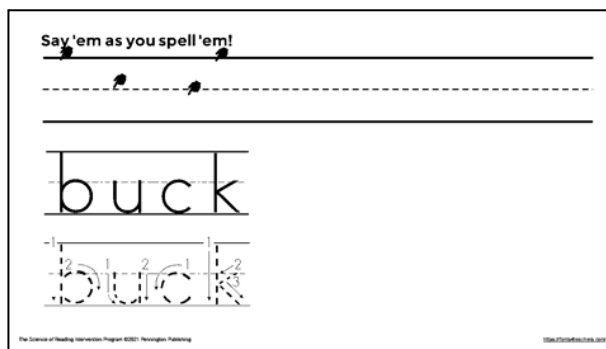
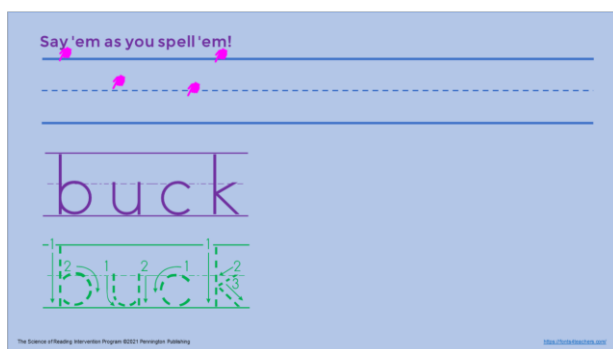
## SCRIPTED DIRECTIONS: Spelling

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.

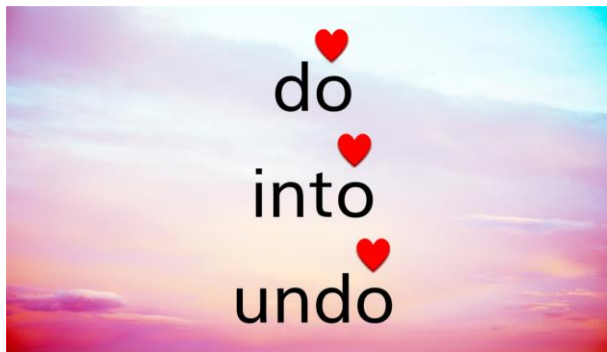
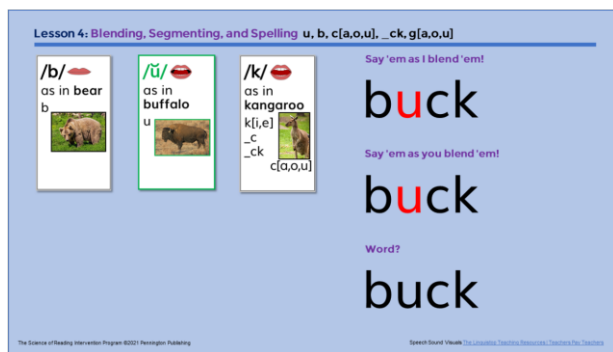
Prompt students to “Say, ‘em as you spell ‘em.”



## 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  
\_eu



/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

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howling

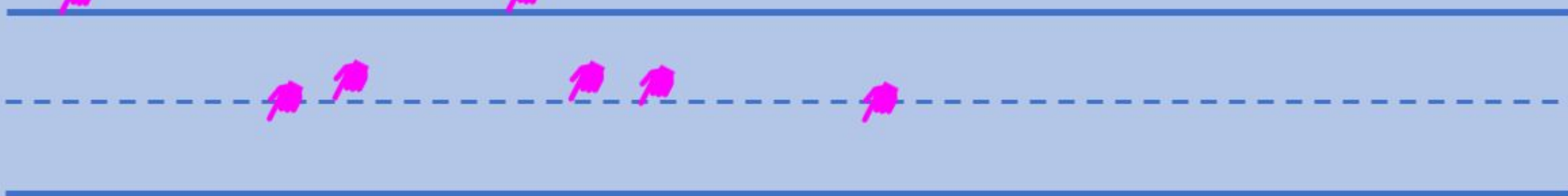
howling

howling

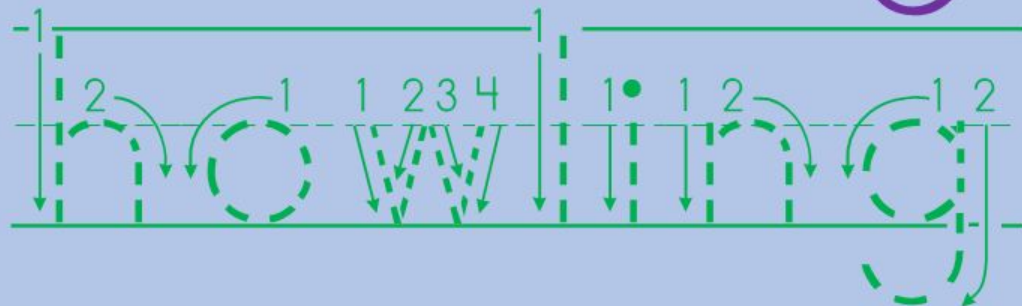
howling

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 l o w n**

**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

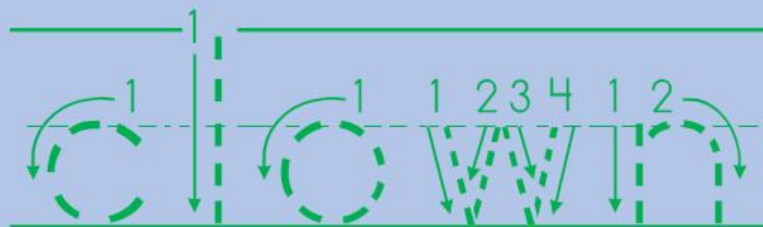
clown

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**

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loud

loud

loud

loud

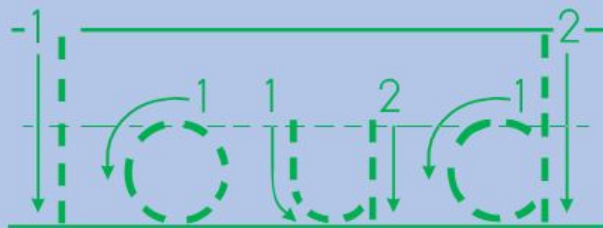
loud





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

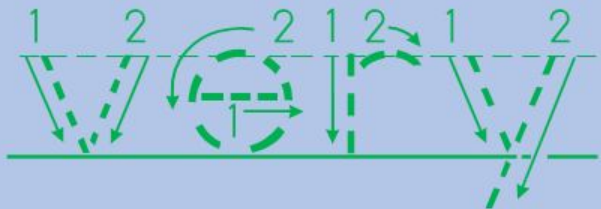
very



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

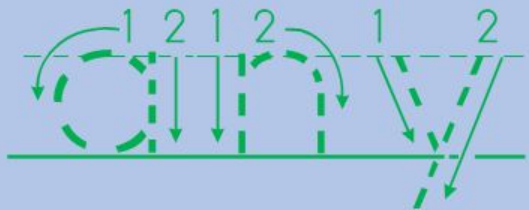
any

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

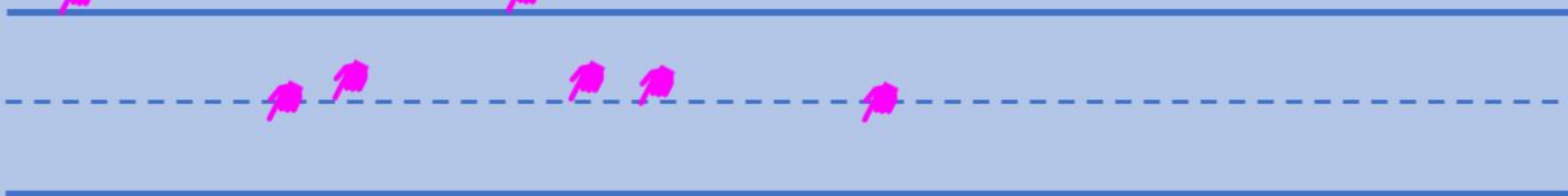
Say 'em as you blend 'em!

hurled

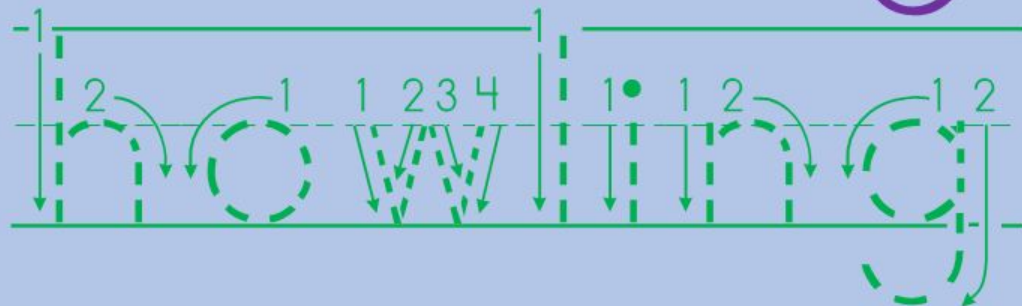
Word?

hurled

Say 'em as you spell 'em!



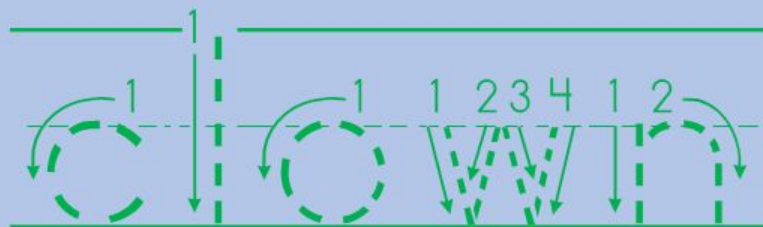
howling



Say 'em as you spell 'em!



clown

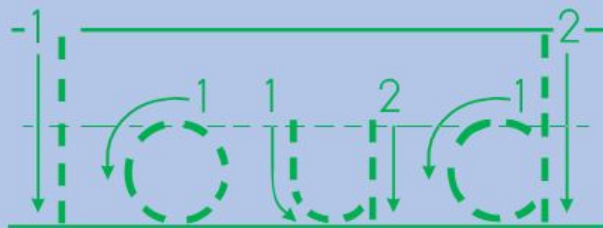




Say 'em as you spell 'em!

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!



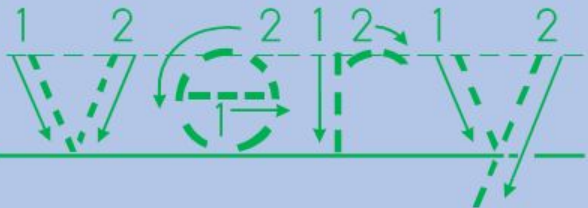
cloud

cloud

Say 'em as you spell 'em!



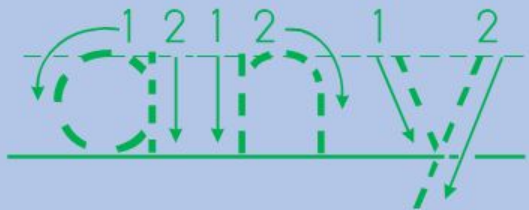
very



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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## 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.

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

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

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

Say 'em and Listen! Sort 'em!

1. las 4. tat 2 Sounds 3 Sounds 4 Sounds

2. sas 5. tats

3. mas 6. ats

Drag and Drop:

am mat tams at sat mats

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

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

Write the Spelling of the Sound You Hear. Write the Words from the Sounds You Hear.

Say 'em and Listen! Sort 'em!

1. las 4. tat 2 Sounds 3 Sounds 4 Sounds

2. sas 5. tats

3. mas 6. ats

Write these words in the boxes which match.

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



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**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: Sounds and Spellings \_ow, ou\_ Answers



Spellings to Sounds Match 'em!

b	r	o	w	n

c	l	o	u	d

Drag and Drop:



Say 'em and Listen!



1. imoudly

4. owstore

2. unowder

5. clamow

3. anthou

6. binzow



Sounds to Spellings Match 'em!

--	--	--	--

--	--	--	--

Type the Words from the Sounds You Hear.



Sort 'em!

Long /o/

/ow/ as in cow

Drag and Drop:

## Lesson 40: Sounds and Spellings \_ow, ou\_



Spellings to Sounds Match 'em!





b	r	o	w	n





c	l	o	u	d

Drag and Drop:       



Sounds to Spellings Match 'em!

Type the Words from the Sounds You Hear.



Say 'em and Listen!



1. imoudly

4. owstore

2. unowder

5. clamow

3. anthou

6. binzow



Sort 'em!

Long /o/

/ow/ as in cow



Drag and Drop:

scowling

hour

glow

dough

## Lesson 40: Sounds and Spellings \_ow, ou\_



Spellings to Sounds Match 'em!

b	r	o	w	n

c	l	o	u	d



Sounds to Spellings Match 'em!



Write the Spellings of the Sounds.



Say 'em and Listen!

1. imoudly

4. owstore

2. unowder

5. clamow

3. anthou

6. binzow



Sort 'em!

Long /o/

/ow/ as in cow

Write these words in the boxes which match.

scowling, hour, glow, dough



## 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/

v e r y

a spells /ĕ/

a n y

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

e r r o r



## 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.

any	berry	ferry	infant
very	giant	cherry	error

## Activity #4: Say It! Spell It! Read It! Word Chains

The **Say It! Spell It! Read It! Word Chains** is a review activity in which students build new words by changing the sound-spellings from word to word. In this one activity, students will practice phonemic segmentation, blending, and manipulation, letter sounds knowledge, decoding, spelling, and vocabulary.

Each of the 54 lessons includes a 7-minute **Say It! Spell It! Read It! Word Chains** activity. Students build 12 related words to review the lesson's focus sound-spellings.

**Word Chain Example:** at, sat, mat; Sam, tam, am; sat, mat, mats, at, mat, sat

Students choose among limited numbers of simple color-coded letter cards to build each word. The colors are the same as those on the instructional Animal Cards. The Animal Cards feature a picture, sound, spellings, and speech articulation mouth positions and are used in the Segmenting, Blending, and Spelling activity to introduce the lesson's focus sound-spellings. As a review activity, the letters-only cards prepare students for the transition to reading the decodable **Sam and Friends Phonics Books**.

### Instructional Formats

**Google Slides:** The teacher displays the **Say It! Spell It! Read It! Word Chains** Google slides in edit (not presentation) mode to keep the letter cards movable. To enlarge the viewing area, click "View" on the toolbar and uncheck the "Show filmstrip" option. The 12 word chain words and instructional hints are listed in each slide's speaker notes. The teacher shares the Google slides lesson with students, and students complete the word chains as a drag and drop activity.

**Print Version:** The teacher displays and prints on the same print copy that students receive. The 12 word chain words and instructional hints for each lesson are listed at the end of this section.

**Printed Cards:** If teaching a small group of students, teachers may choose to print the letter cards or the Animal Cards on cardstock—the latter are best suited for intensive instruction. Both card sets are found in the Addendum.

**Lesson 22: Word Chains**

a	e	ea	u	th	sh	ng	t	ss
r	b	c	d	f	g	p	s	l

**Say It! Spell It! Read It!**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SCRIPTED DIRECTIONS

Follow the **Say It! Spell It! Read It!** instructional script at a hurried pace for optimal practice. Teachers may choose to provide the first word in the word chains list and the first word following semicolons. However, for most of the first words, students should be able to drag and drop or write these words on their own. Brief explanations follow the **red** directions. Teachers should reference this script for the first few lessons until the format is memorized.

**Lesson 1 Word Chains:** mat, at, sat, Sam, tam, am, at, sam, Sam, sat, mat, mats

**Say It!** “The first word is *mat*. Say /mm//aa//t/.”

The teacher may choose to drag and drop the word on the displayed slide or print the word on the displayed print copy. Or students can build the word themselves.

The “Say /mm//aa//t/” direction requires students to repeat the sounds exactly as the teacher has modeled. Double-listed sounds e.g., /mm/ and /aa/, remind the teacher to hold these continuous sounds longer than the stop sounds e.g., /t/. Blend through all sounds, not stopping until the end of the word. Make sure to clip the stop sounds e.g., don’t pronounce the /t/ as *tuh*.

**Spell It!** “Let’s say the sounds as we (drag them down) (write them down). Now check the display, and make yours like mine.”

Students say the individual sounds of the words they build on their Google slides or any spellings they print on their print copies. After students have built their new word, the teacher does likewise and directs students to “Check the display” to make sure they have spelled the word accurately “and make yours like mine” (revise if needed).

**Read It!** “Word? [continuous blending motion] /mm//aa//t/ [quick blending motion] *mat*.”

Cue student responses with “Word?” and move your hand in the continuous blending motion underneath the word on the display or whiteboard. For challenging words, say the sounds for the first blending along with your students. Cue the second quick blend with the hand motion only.

**Say It!** “Now change *mat* to *at*. Say /aa//t/.”

**Spell It!** “Let’s say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine.”

On the student’s Google slide, the student drags the *s* card down in front of the *at* to form *sat*. Tell students not to worry about perfect card drops—the cards don’t have to be placed perfectly. Maintain a hurried instructional pace. For mispronounced or misspelled words, point to the letter and prompt: “Try another.” Provide the correct sound or spelling if students remain confused.

**Read It!** “Word? [continuous blending motion] /aa//t/ [quick blending motion] *at*.”

## Lesson 40 Word Chains

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ow	ou	er	e	ie	ch	sh	ing	h	
f	c	b	r	d	l	t	g	n	s

**Say, Spell, and Read!**



## Lesson 40: Word Chains

ow	ou	er	e	ie	ch	sh	ing	h	
f	c	b	r	d	l	t	g	n	s

Say It! Spell It! Read It!

<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>
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## Activity #5: Sam and Friends Phonics Books

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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 Google slides, tablet, phone, and print booklet formats. Note that printing instructions are found in the Appendix.



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 find these comprehension-building techniques 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. 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).**

## SCRIPTED DIRECTIONS: Read Aloud, Sounds-Spelling, Word Fluency

1. Display the teacher Google slide, and 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. As I read the story out loud, slide your hand under the words that I read.” 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.

2. After reading, review the illustrations and read the captions for 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.

### Sam and Friends

Mark Pennington  
Illustrated by David Rickert

46

In the Oak Hills High School small theater, Deb's debate is just beginning. Deb's parents, Kit, and Sam are there to support Deb and the Oak Hills debate team.

Though Sam does not yet know it, he has just made a drastic blunder. His new girlfriend, Kit, is an amazing athlete. What Sam doesn't know is that Kit has just made the boys varsity basketball team at Oak Hills.

After reading the debate topic of "Gender Equity in High School Sports," Sam whispers to Kit that boys sports are more important than girls sports and should receive most of a school's funding.

Kit is shocked, but has no time to respond to Sam, because the head judge has just welcomed the audience and reminded everyone to silence their cell phones and any conversations.

Oak Hills High School has two girls who start on their debate team. Deb has been selected to give the closing arguments by her debate coach. The opposing debate team from Riverside High School has two boys as starters. One of the boys looks like he doesn't want to be there at all. His name tag reads "Jughead (Substitute Debater)." The Riverside team is from City Center and won the debate with Oak Hills last year.

Comment or Question

Interpret: Why does Kit glare at Sam and say nothing to him?

As home team, the Oak Hills debaters will argue that girls sports should have as much funding as boys sports in high schools. The visiting team will argue against that view.

Sam shakes his head and whispers to Kit, "Too bad for Deb. Oak Hills is going to lose this one big time. I hope the dessert picnic," Kit just stares at the stage and does not respond to Sam.

The debate lasts for one hour. The Riverside team was soundly beaten on all debate points.

Deb was fantastic. The judges declare Oak Hills to be the winner. Sam, Kit, and Deb's parents all hug Deb. They make Sam and Kit to go out to dinner with them. Both agree.

"I can always eat," says Sam.

Kit glares at Sam, but says nothing to him. She starts chatting with Deb and her parents about how well Deb did in the debate.

Interpret: Why would Sam be very quiet after the debate?

When they get into the car, the teenagers sit in back. Kit chats with Deb but does not look at or talk to Sam. Sam sits quietly during the ride.

Deb's parents pull up in front of the Clothes Shed.

"That the store is closed. Why did you drive here?"

"We aren't here to shop; we are here to eat," says her dad.

"This Chinese place next door has gotten some new five-star reviews," says Deb's mom. "We thought we should check it out after your victory."

"We know Oak Hills team would win. It was a cinch," says Deb's dad. "I've been waiting all day for this feast!"

Interpret: How will Kit react to Sam's announcement?

The food is classic Chinese. The girls talk non-stop throughout dinner. Deb's parents mostly listen. Sam munches egg rolls and chicken chicken, but seems to be in deep thought.

Kit leans forward. "Wow," she says. "Tonight's debate made you think differently, Sam?"

Actually, Deb made me think differently," says Sam.

"It's a smart student, who is willing to see things in different ways when they hear new evidence," says Deb's father.

"Well, now I can share my news," says Kit. "I just made the Oak Hills Varsity Basketball Team."

"Shouldn't that be charged to the Oak Hills Varsity Basketball Team?" asks Sam.

"Some day that might happen," says Deb.

"It will be fun watching you play against all of those boys," says Sam. "You said that the Oak Hills Ladies Varsity Basketball Team will have to play without you, though."

"You know, I was so focused on making the boys team that I never really thought about that," says Kit.

The hot and fortune cookies are served.

Kit opens up her fortune cookies and reads it out loud. "Follow your heart and you will make a wise decision."

"Sounds like good advice," says Deb.

"Thanks so much for letting us to party after Deb's debate victory," says Sam.

Interpret: How did this story go for you and your friends?

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(y) Hard /c/ c

**Word Fluency**

build	though	center	cinch	panic
cydne	comic	floor	four	front
above	cador	door	cigar	gender
cyst	thought	above	enough	gender
cell	frantic	gringer	gated	floor
very	decimeter	truth	any	above
cylinder	lose	build	cider	edgy
gay	music	comment	listen	floor
classic	legacy	license	cont	budge

30 Second Timings (4 of Words Correct)

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.

4. Point underneath the first **Word Fluency** word. 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.” Note that each **Word Fluency** includes new and review focus sound-spellings and Heart Words.

“When I say, ‘Ready, begin,’ we will all start reading left to right for 30 seconds. Slide 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. Ready, begin.”

5. “Now write your word count in the first empty box below the alarm clock.”

## SCRIPTED DIRECTIONS: Re-reads, Word Fluency, and Comprehension

1. Gradually release responsibility to your students by having them individually or pair-read each story out loud multiple times in 6-inch voices. Walk the room to monitor, assist, and correct. Interrupt students' reading to complete and record 30 second word fluency timings (# of correctly read words). Depending upon the number of students, teachers may or may not complete fluencies on all students. Keep track to monitor the progress of each student throughout the week. Note that as the story texts get longer, students will complete fewer repeated readings.

2. Students complete the **Comment or Question** margin notes and the **SCRIP Comprehension Strategy** questions individually or in pairs. If using Google slides, students type in text boxes. If using printed booklets or other display-only devices, students write margin notes and answers to the comprehension questions on the pages or in a notebook.

### The SCRIP Comprehension Strategies

**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**

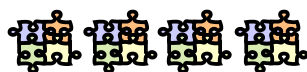
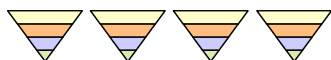
- Re-read for better understanding or look at what is said in a different way.
- Ask questions or make comments about the reading.

**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 embedded 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 when reviewing comment or question margin notes and the answers to the comprehension questions. See the Appendix for the **SCRIP Comprehension Cues Bookmarks**.

3. Discuss the students' **Comment or Question** margin notes and their answers to the **SCRIP Comprehension Strategy** questions. Students re-read each of the 3 books per week and complete final **Word Fluencies** for each.

4. 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.

# Sam and Friends



Mark Pennington

Illustrated by David Rickert

40

Pug is Sam's dog. Sam loves his dog and Pug loves Sam. Sam and his mom raised Pug since he was a puppy. Pug is a very grumpy old dog. In fact, Pug can be downright grouchy. Pug keeps a mean scowl on his face for most everyone except Sam. Pug knows that Tom is Sam's best friend and so Pug tolerates Tom, but only so much.

That dog barks, howls, and growls just for fun. And that dog is loud! And of course, Kit is not overly fond of Pug, and Pug does not like Kit much. But Sam likes Kit and so this is a problem.

Sam and Pug ride in Tom's van to work every morning. Pug goes to work with Sam each day to Sam's hot dog stand. After working at the hot dog stand, Sam and Pug ride home with Tom.

After work today, Sam and Pug will go with Tom to his house. Tom lives with his mom, dad, and sister in a large brown home, just south of town. Tom wants Sam to stay for dinner and help him beat the last level in his video game.

After Sam and Tom eat a snack, they play Tom's video game. Sam wants to help Tom get past the last level. After playing for a while, Sam says, "We had better stop for a bit. Pug needs to go out. Let's take a quick walk before dinner."

Interpret Why does Pug need to go out?



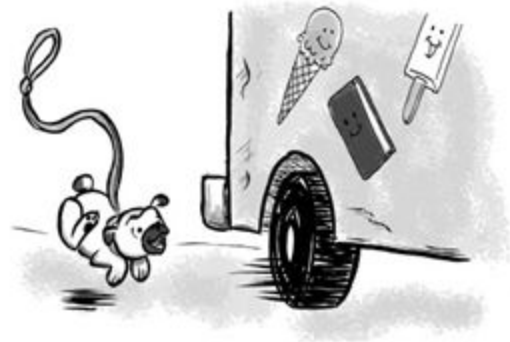
Comment or  
Question:



Sam has the leash on Pug and they all go for a walk outside. As they get to the corner, an ice cream truck passes by. Pug hates the man driving the ice cream truck. The ice cream man plays the same song everyday, and Pug hates that song. The song blares out of the truck's outside speakers.

"No, Pug!" shouts Sam. "Don't! Stay, Pug, stay. Ouch!"

Tom knows what will happen next. He's seen Pug react to an ice cream truck before. Pug jerked the leash out of Sam's hand and started chasing that ice cream truck.



Predict What will happen to Pug and the ice cream truck?



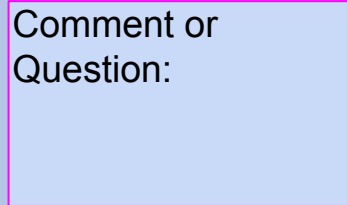
The ice cream truck is headed downtown. Tom and Sam hop in Tom's van and follow Pug. There is a street fair downtown and the ice cream truck parks in the town square. It's a huge crowd. You couldn't count the numbers.



Pug runs round and round the ice cream truck. The crowd of people in the town square stop what they are doing to see Pug.

"What a hound!" someone shouts.

It takes forever for Tom and Sam to get even close to the town square. At last Tom and Sam find a parking space. Sam jumps out of the van to get Pug.



Comment or Question:

Pug is jumping up and down, barking, growling, and howling at the ice cream man. The crowd thinks it's funny, but not the ice cream man. He can't get out of his truck to sell his ice cream. Pug just won't let him. Pug sits outside at the door.

Sam runs up to his dog and catches Pug by the leash.

"No, Pug, no!" shouts Sam.

Tom comes running up to the ice cream truck as well.

"Stop growling at the nice ice cream man, Pug. He's a nice guy!" yells Tom.

The ice cream man can now get out of his truck and sell his ice cream to the crowd. He has a mean scowl on his face as he glances at Sam and Pug, but he smiles at the crowd waiting to buy his ice cream.

Sam tries to make it up to the ice cream man by buying three ice cream cones: one for Tom, one for himself, and one for—

Re-think Why does the ice cream man smile at the crowd?



—Pug. Sam leans down and gives a cone to Pug. Pug starts licking it like crazy.

"Why does Pug get ice cream? He was a bad dog, twisting the leash out of your hand and chasing that truck," says Tom.

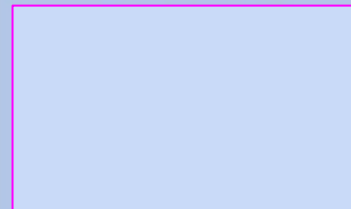
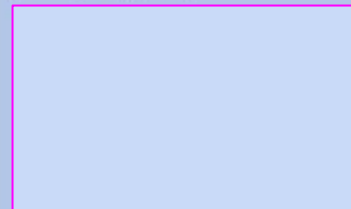
Pug can't help it," says Sam. "He's just a dog."

Pug sure loves the ice cream, but not the ice cream man. As they leave to go back to the van, Pug growls one last time at the ice cream man.

"Knock it off, Pug. Dogs that growl go to the pound," says Tom. "I know how to make dogs like you follow the rules."

Pug puts his head down low to the ground and keeps on walking. He does not want to go to the pound. He had better follow the rules while Tom is with Sam in town.

Connect Why won't Pug mind Sam as much as Tom?



Sam is proud of his dog, but Pug does need to mind Sam better. "Thanks for your help, Tom. I had better spend some time training Pug not to jerk on the leash and to stay when I tell him 'Stay.'"

"That makes sense," says Tom.

"Pug sure liked his ice cream," says Sam.

"Now that he knows what that truck sells, maybe Pug won't think that the ice cream man is so mean. Maybe he won't chase the ice cream truck," says Tom.

"Maybe. But that ice cream is so tasty, it makes me want to chase that truck," says Sam.



Summarize

Re-tell this story in your own words.



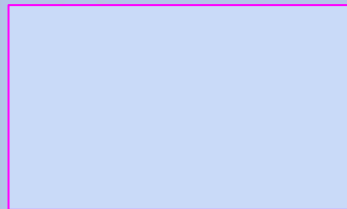
## Sounds and Spellings

/ow/ as in cow \_ow, ou\_ very any

## Word Fluency

very	any	burning	town	thin
owls	pretty	thinking	thought	door
enough	clown	front	hurts	only
out	many	live	through	ours
mouse	guess	down	very	four
could	churn	any	pretty	said
crowd	nothing	against	clouds	doubt
any	turned	burps	ocean	very
again	pout	pronoun	loud	found

30 Second Timings (# of Words Correct)



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Sound effects obtained from <https://www.zapsplat.com>

## Activity #6: Elkonin Sound Box Spelling Dictations

Elkonin boxes provide excellent formative assessments for each Word Recognition lesson. Students are required to listen, segment and record the number of speech sounds (phonemes), and correctly spell the lesson's focus sound-spellings and heart words.

1. The teacher and students access the **Elkonin Sound Box** Google slides or pass out print copies. On each sound box, the first 6 spelling words use the lesson's focus sound-spellings; the last 2 are the Heart Words.

2. Dictate the spelling words. Tell students to count and record the number of speech sounds (phonemes) for each spelling word, and to type (or write) the irregular spellings found in each Heart Words. Display the **Elkonin Sound Box** answers and help students self-correct.

### Personal Sound Walls

Not all students will continue to need speech articulation practice; however, the **Personal Sound Walls** provide an excellent review for all students. Students are required to brainstorm and spell their own words for each of the lesson's sound-spellings on 13 sound walls, organized by speech articulation sounds.

1. Display and pass out laminated copies of the **Personal Sound Walls** and fine tip dry erase markers. The teacher displays the **Personal Sound Walls** and may click on the audio files to access Google slides with catchy sound articulation songs.

2. Students write example words for each of the sound-spellings, listed on the Animal Cards, and share answers. The teacher records student examples on the display.

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




## Lesson 40: Sound Box Answers

WORD/ SOUNDS	1	2	3	4	5	6	7	8	9	#	
slouch	s	l	ou	ch						4	
pound	p	ou	n	d						4	
loudly	l	ou	d	l	y					5	
clown	c	l	ow	n						4	
crowd	c	r	ow	d						4	
chowder	ch	ow	d	er						4	
very	v	e	r	y						4	er
any	a	n	y							3	a



## Lesson 40: Sound Boxes


Type the words and the sound-spellings in their boxes. Count and type the sounds.

Word/Sounds	1	2	3	4	5	6	7	8	9	#	

## Lesson \_\_\_\_ : Elkonin Sound Box Spelling Dictations

---

Type the words and the sound-spellings in their boxes. Count and type the sounds.

Word/Sounds	1	2	3	4	5	6	7	8	9	#	



# Vowel Valley Sound Wall

**Tight Smile**

**Short Schwa**

**Puckered Lips**

**Slightly Opened**

**Long Schwa**

**Fully Opened**

**/ē/**  
as in eagle  
e [c]ei ea  
\_ee  
\_ie  
e\_e  
\_y \_ey

**/ĭ/**  
as in pig  
i  
\_y

**/ā/**  
as in ape  
a  
\_ay  
a\_e  
ai\_ eigh

**/ē/**  
as in gecko  
e \_ea

**/ō/**  
as in badger  
o

**/oi/**  
as in koi  
oi\_ \_oy

**/ow/**  
as in cow  
\_ow  
ou\_

**/ī/**  
as in ibex  
i i\_e  
\_igh  
\_y  
\_ie

**/ō/**  
as in otter  
o

**/aw/**  
as in hawk  
aw  
ough[t]  
ou  
a[ɪ]  
a[ɪ]

**/ū/**  
as in mule  
u  
u\_e  
\_ew  
\_ue

**/oo/**  
as in rooster  
oo \_ue \_u  
u\_e \_ew u  
\_eu

**/oo/**  
as in woodpecker  
oo  
\_u\_

**/ō/**  
as in okapi  
o o\_e  
\_oe oa\_ ow

**/er/**  
as in ermine  
er  
ir  
ur

**/ar/**  
as in shark  
ar

**/or/**  
as in orca  
or  
ore



# Diphthong Valley Sound Wall

/oi/ 

as in koi  
oi\_ \_oy



	o	i	
	o	i	
		o	y
		o	y

/ow/ 

as in cow  
\_ow  
ou\_



	o	w	
	o	w	
	o	u	
	o	u	

	a	w			
	a	u	g	h	t
		a	u		
		a	l		
		a	l	l	


/aw/ 

as in hawk  
aw au  
augh[t]  
a[l]  
a[ll]




	o	o			e	w
		u	e		u	
	u	i			e	u
	u		e			

	o	
	o	o
	u	
	u	

/oo/ 

as in rooster  
oo \_ue \_ui  
u\_e \_ew u  
\_eu



/oo/ 

as in woodpecker  
oo  
\_u\_



# Lessons 40–42 Review: Greek and Latin Morphology Wall

Prefixes	Bound Bases	Free Bases	Suffixes	Anchor Words
<p>(Placed before the base) (Spell 'em; don't say 'em.)</p> <p>un sub sup pre re de</p> <p>micro in im il ir con</p> <p>geo inter ad af ag ap</p> <p>as at syn sym per</p> <p>meta poly</p>	<p>(Needs a prefix or suffix to make a word)</p> <p>scrib ced</p> <p>ceed spect</p> <p>bio vis ven</p> <p>med mid</p> <p>mon chron</p> <p>jur gam</p>	<p>(A word that can add a prefix or suffix)</p> <p>script</p> <p>sign graph</p> <p>morph</p>	<p>(Placed after the base) (Spell 'em; don't say 'em.)</p> <p>ant ent ful er or</p> <p>logy ible able</p> <p>tion sion ic ary</p> <p>ery ory ish ize ise y</p> <p>ly ty osis ous</p>	<p>precedent respectful</p> <p>designer microbiology</p> <p>invisible convention</p> <p>geographic</p> <p>intermediary</p> <p>admonish</p> <p>synchronize perjury</p> <p>metamorphosis</p> <p>polygamous</p>

## More Words

Add a connecting vowel or a consonant-final *e* to form some words.  
To copy a text box: Right click its edge, copy, paste, drag and drop.

a e i o u



# Lessons 40–42 Review: Greek and Latin Morphology Wall

Prefixes	Bound Bases	Free Bases	Suffixes	Anchor Words
<p>(Placed before the base) (Spell 'em; don't say 'em)</p> <p>un sub sup pre re de micro in im il ir con co geo inter ad af ag ap as at syn sym per meta poly</p>	<p>(Needs a prefix or suffix to make a word)</p> <p>scrib ced ceed spect bio vis ven med mid mon chron jur gam</p>	<p>(A word that can add a prefix or suffix)</p> <p>script sign graph morph</p>	<p>(Placed after the base) (Spell 'em; don't say 'em)</p> <p>ant ent ful er or logy ible able tion sion ic ary ery ory ish ize ise y ly ty osis ous</p>	<p>pre ced ent respect ful design er micro bi ology in vis ible con ven tion geo graph ic inter med i ary ad mon ish syn chron ize per jur y meta morph o sis poly gam ous</p>

## More Words

Add a connecting vowel or a consonant-final e to form some words.

a e i o u