

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.

word recognition

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.

Thumbs down? 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

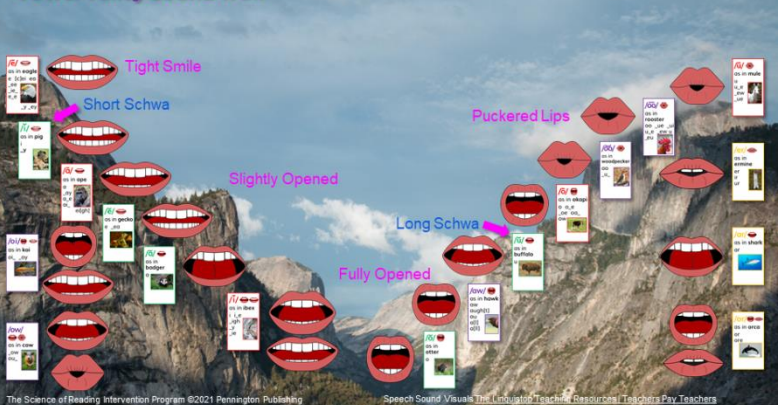
✓ Decodable text with heart words

✓ 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	Sam and Friends Phonics Books 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	Sam and Friends Phonics Books 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. resute 2. tabew 3. wdat 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

guess

guess

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
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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.

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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 6. dat

butane cutest few misc

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
again	a	g	ai	n		
because	b	e	c	au	s(e)	

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

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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 5: Phonemic and Morphological Awareness

The Alphabet

When we text messages on our phones, we often use emojis to show what we think or how we feel. The smiley face is a picture that means you are happy about something. A thumbs up is a picture that means that you like or approve something.



Some languages, such as Chinese, use pictures for their writing. For example, 木人土 are the Chinese pictures for *dog*. Students have to memorize and practice drawing hundreds of pictures to write in Chinese. Imagine drawing pictures for all the words you know!

Instead of using pictures to represent ideas, feelings, or things, English uses pictures for sounds in words. These pictures are the 26 letters of our alphabet. These 26 letters can be combined to write all 44 of our speech sounds. Since we already know all of the sounds we use to talk, all we have to do to read or write a word is to connect the speech sounds to the letters which make those sounds.

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.

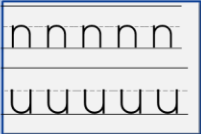
Lesson 7: Phonemic and Morphological Awareness

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, yes!)	Check a prefix or suffix to make a word	Is word that can add a prefix or suffix	Place after the base (start the ending here, yes!)	
un sub sup pre re	scrib ced ceed spect	script	ant ent ful	unsubscrib precedent respectful

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.

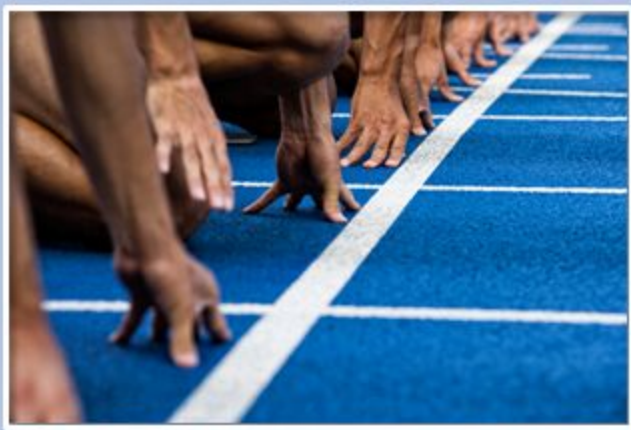
Lesson 5: Greek and Latin Morphology

Word Parts

What does this
base mean?
ced(e)

The base, **ced(e)**, means *go*
as in **concede**.

In a foot race, the losers
must **concede** the race
to the winner.



Lesson 5: Greek and Latin Morphology

Word Parts

The base, **ced**, means *go* and appears in 404 English words.

⚓ Anchor Word: **precedent**

Our teacher had us *go* line up without talking on the first day of school to set the *precedent* of a quiet line.

Lesson 5: Greek and Latin Morphology

Word Parts

Other words?
Use them in
sentences.

The base, **ced**, means *go* and is also spelled **ceed**.

Which words do you know that include this base?

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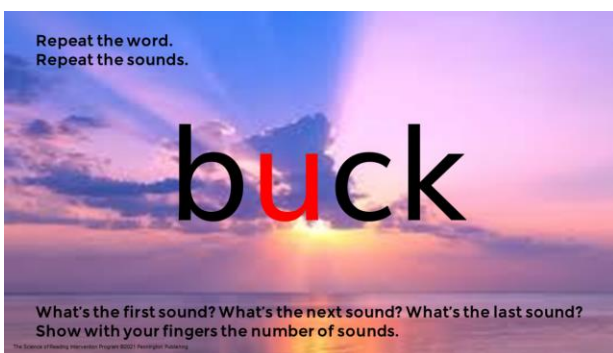
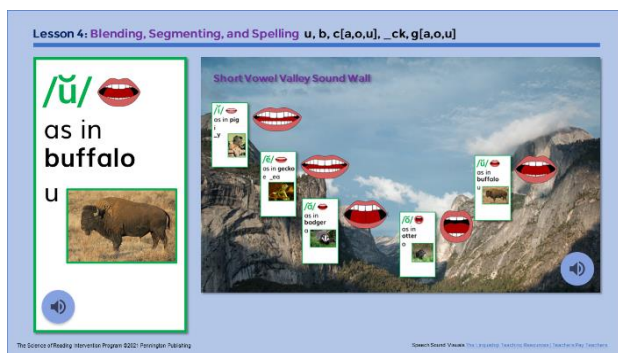
Speech Sound Visuals: The Connected Phonics Resources: Teaching the Teacher

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

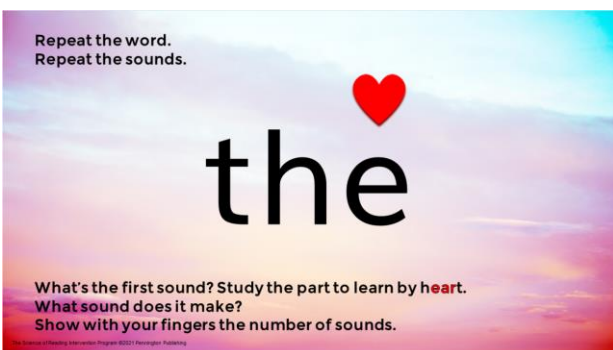
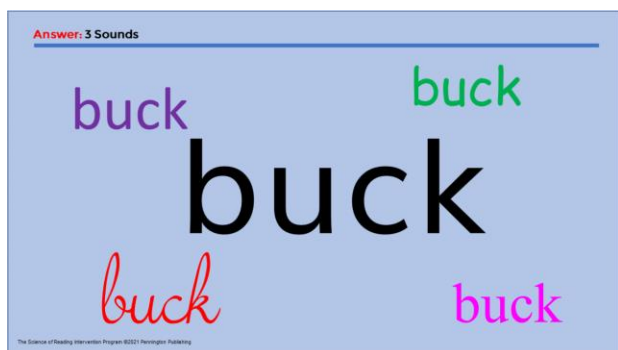
"Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

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.

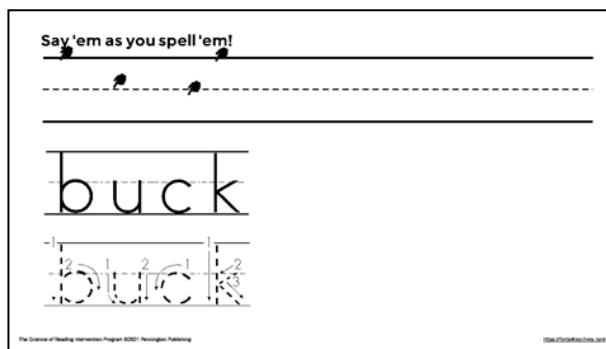
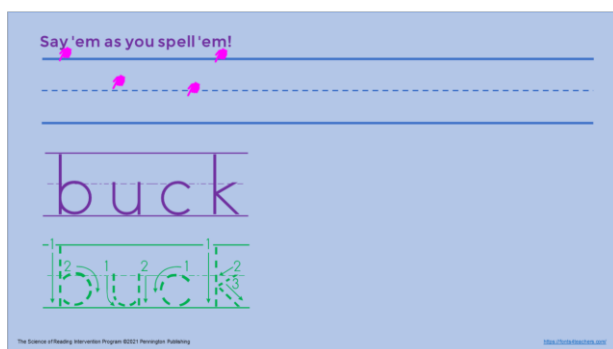
SCRIPTED DIRECTIONS: Spelling

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.

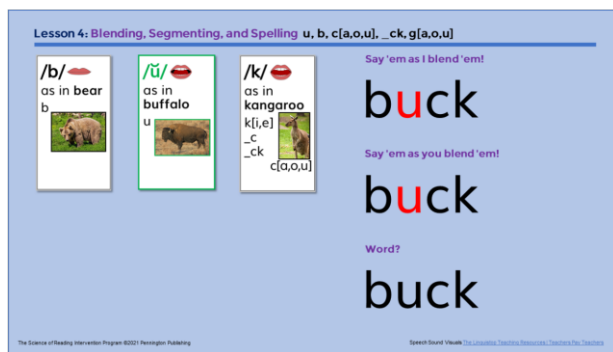
Prompt students to “Say, ‘em as you spell ‘em.”



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 5: Blending, Segmenting, and Spelling Review

/b/ 

as in bear

b



/ŭ/ 

as in
buffalo

u



/g/ 

as in
goose

g[a,o,u]



Say 'em as I blend 'em!

bug

Say 'em as you blend 'em!

bug

Word?

bug

Lesson 5: Blending, Segmenting, and Spelling Review

/b/ 

as in bear

b



/ŭ/ 

as in
buffalo

u



/k/ 

as in
kangaroo

k[i,e]

_c

_ck



c[a,o,u]

Say 'em as I blend 'em!

buck

Say 'em as you blend 'em!

buck

Word?

buck

Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/n/ 

as in newt

n kn_



Consonant Sound Wall Nasals



/m/ 

as in mouse
m



/n/ 

as in newt
n kn_



/ng/ 

as in lemming
_ng _n



Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/ē/

as in gecko

e _ea_



Short Vowel Valley Sound Wall



/ī/

as in pig

i

-y



/ē/

as in gecko

e _ea_



/ă/

as in badger

a



/ō/

as in otter

o



/ū/

as in

buffalo

u



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Speech Sound Visuals: The Linguistop Teaching Resources | Teachers Pay Teachers

Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/k/ 

as in
kangaroo

k[i,e]


_c

_ck





c[a,o,u]
















Consonant Sound Wall Stops 

v=voiced







/p/  as in puffin p 	/b/  as in bear b 	/t/  as in tiger t 	/d/  as in dog d 	/k/  as in kangaroo k[i,e] _c _ck c[a,o,u] 	/g/  as in goose g[a,o,u] 
---	--	---	---	---	---

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



neck

**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

neck

neck

neck

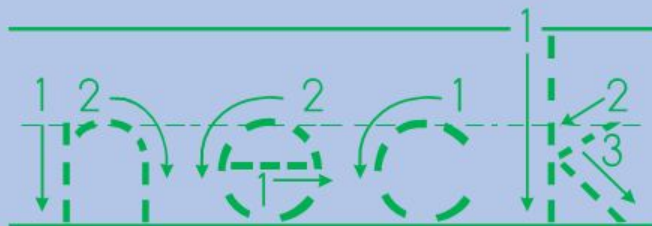
neck

neck

Say 'em as you spell 'em!



neck



Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/n/ 

as in newt
n kn_



/ĕ/ 

as in gecko
e _ea_



/k/ 

as in kangaroo



k[i,e]

_c

_ck

c[a,o,u]

Say 'em as I blend 'em!

neck

Say 'em as you blend 'em!

neck

Word?

neck

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

head

**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

head

head

head

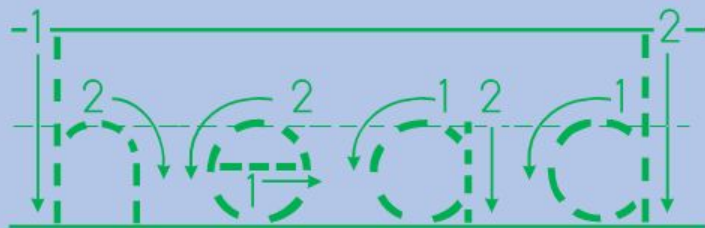
head

head

Say 'em as you spell 'em!



head



Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/h/ 

as in
horse

h



/j/ 

as in gecko

e _ea_



/d/ 

as in dog

d



Say 'em as I blend 'em!

head

Say 'em as you blend 'em!

head

Word?

head

Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/v/

as in
vulture

v



Consonant Sound Wall Fricatives



v=voiced



/s/
as in
seagull

s
c[e,i,y]



/z/ V
as in
zebra
z
_s



/th/ V
voiced as
in python
th



/th/
unvoiced
as in sloth
th



/sh/
as in sheep
sh _ci_
si
ti



/zh/
as in
television
_ge _s_



/f/
as in ferret
f ph



/v/
as in
vulture
v



/h/
as in
horse
h

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

van

**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

van

van

van

van

van

Say 'em as you spell 'em!



van

van

Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/v/ 

as in
vulture

v



/ă/ 

as in
badger

a



/n/ 

as in newt
n kn_



Say 'em as I blend 'em!

van

Say 'em as you blend 'em!

van

Word?

van

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

kin

**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

kin

kin

kin

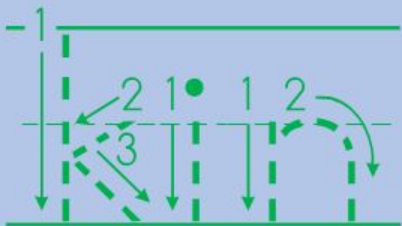
kin

kin

Say 'em as you spell 'em!





kin



Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/k/ 
as in
kangaroo
k[i,e] 
_c
_ck
c[a,o,u]

/i/ 
as in pig
i
_y 

/n/ 
as in newt
n kn_ 

Say 'em as I blend 'em!

kin

Say 'em as you blend 'em!

kin

Word?

kin

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

Ken

**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

Ken

Ken

Ken

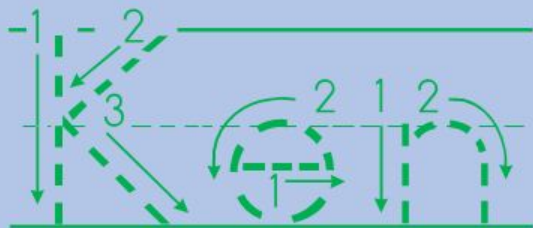
Ken

Ken

Say 'em as you spell 'em!



Ken



Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/k/ 
as in
kangaroo
k[i,e] 
_c
_ck
c[a,o,u]

/ě/ 
as in gecko
e _ea_


/n/ 
as in newt
n kn_


Say 'em as I blend 'em!

Ken

Say 'em as you blend 'em!

Ken

Word?

Ken

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

knack

**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

knack

knack

knack

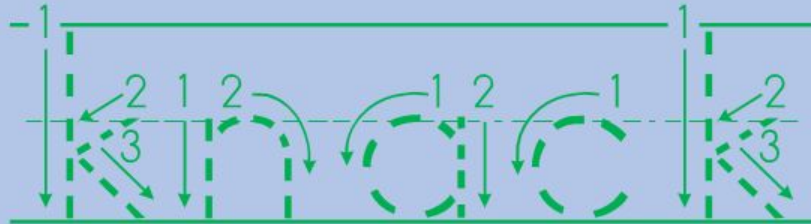
knack

knack

Say 'em as you spell 'em!



knack



Lesson 5: Blending, Segmenting, and Spelling e (_ea), k[i,e], v, n, kn_

/k/ 
as in
kangaroo
k[i,e] 
_c
_ck
c[a,o,u]

/n/ 
as in newt
n kn_


/ă/ 
as in
badger
a 

/k/ 
as in
kangaroo
k[i,e] 
_c
_ck
c[a,o,u]

Say 'em as I blend 'em!

knack

Say 'em as you blend 'em!

knack

Word?

knack

Repeat the word.
Repeat the sounds.



friend

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

Answer: 5 Sounds

friend

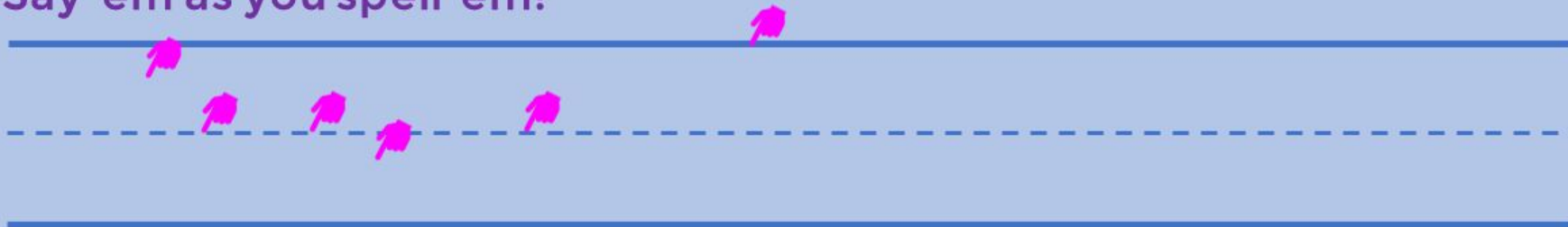
friend

friend

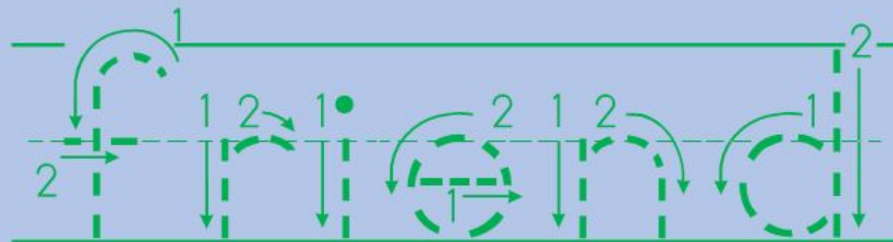
friend

friend

Say 'em as you spell 'em!



friend



Lesson 4: Blending, Segmenting, and Spelling Heart Words

Say 'em as I blend 'em!


friend

Say 'em as you blend 'em!


friend

Word?

friend



ancient



friendly



patient

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


of

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

Answer: 2 Sounds

of

of

of

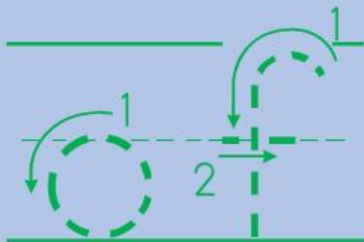
of

of

Say 'em as you spell 'em!



of



Lesson 5: Blending, Segmenting, and Spelling Heart Words

Say 'em as I blend 'em!

of

Say 'em as you blend 'em!

of

Word?

of



from



front



son

Lesson 5: Blending, Segmenting, and Spelling Review

/b/ 

as in bear

b



/ŭ/ 

as in
buffalo

u



/g/ 

as in
goose

g[a,o,u]



Say 'em as I blend 'em!

bug

Say 'em as you blend 'em!

bug

Word?

bug

Lesson 5: Blending, Segmenting, and Spelling Review

/b/ 

as in bear

b



/ŭ/ 

as in
buffalo

u



/k/ 

as in
kangaroo

k[i,e]

_c

_ck



c[a,o,u]

Say 'em as I blend 'em!

buck

Say 'em as you blend 'em!

buck

Word?

buck

Say 'em as you spell 'em!



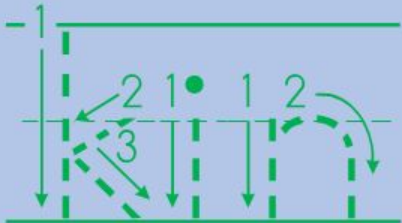
van

van

Say 'em as you spell 'em!



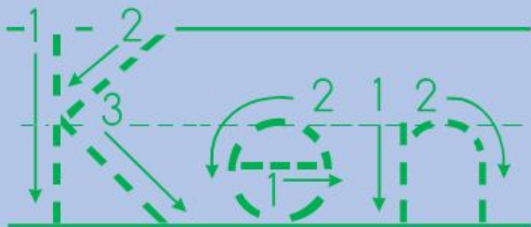
kin



Say 'em as you spell 'em!



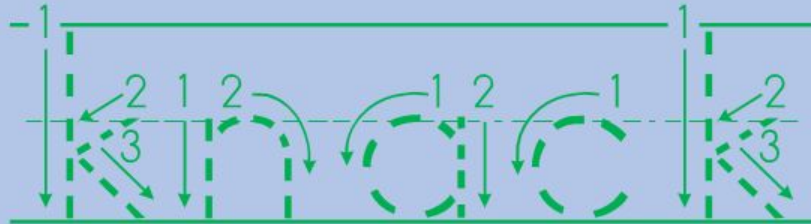
Ken



Say 'em as you spell 'em!



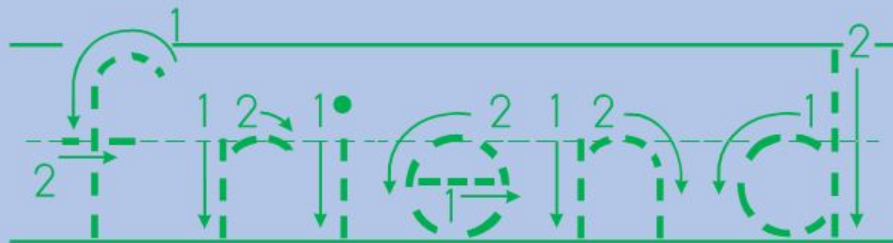
knack



Say 'em as you spell 'em!



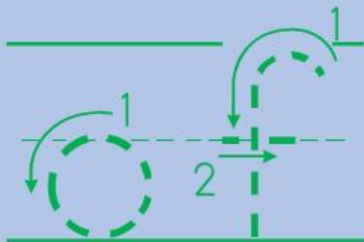
friend



Say 'em as you spell 'em!



of



Lesson 5: Spelling and Handwriting e (_ea), k[i,e], v, n, kn_

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<p>Say 'em as you spell 'em!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>van</p> <p>van</p> <p>The Science of Reading Intervention Program ©2021 Pennington Publishing</p>	<p>Say 'em as you spell 'em!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>kin</p> <p>kin</p> <p>The Science of Reading Intervention Program ©2021 Pennington Publishing</p>
<p>Say 'em as you spell 'em!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Ken</p> <p>Ken</p> <p>The Science of Reading Intervention Program ©2021 Pennington Publishing</p>	<p>Say 'em as you spell 'em!</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>knack</p> <p>knack</p> <p>The Science of Reading Intervention Program ©2021 Pennington Publishing</p>



Lesson 5: Spelling and Handwriting e (_ea), k[i,e], v, n, kn_

Say 'em as you spell 'em!

f r i e n d

f r i e n d

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Say 'em as you spell 'em!

o f

o f

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



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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 5: Sounds and Spellings e, _ea_, k[i,e], v, n, kn_ **Answers**



Spellings to Sounds Match 'em!

K	e	n

m	e	t

v	a	n

Drag and Drop:



Say 'em and Listen!



1. nead

4. knib

2. ken

5. vin

3. kiv

6. nev



Sounds to Spellings Match 'em!

--	--	--

--	--	--

--	--	--

Type the Words from the Sounds You Hear.



Sort 'em!

Sound



Sound



Sound



Drag and Drop:

Lesson 5: Sounds and Spellings e, _ea_, k[i,e], v, n, kn_



Spellings to Sounds Match 'em!

K	e	n

m	e	t

v	a	n

Drag and Drop:



Sounds to Spellings Match 'em!

Type the Words from the Sounds You Hear.



Say 'em and Listen!



1. nead

4. knib

2. ken

5. vin

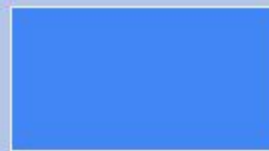
3. kiv

6. nev



Sort 'em!

Sound



Sound



Sound



Drag and Drop:

kid	sad	dead	red	knit	vat
-----	-----	------	-----	------	-----

Lesson 5: Sounds and Spellings e, _ea_, k[i,e], v, n, kn_



Spellings to Sounds Match 'em!

K	e	n

m	e	t

v	a	n



Sounds to Spellings Match 'em!

Write the Spellings of the Sounds.

Write the Words from the Sounds.



Say 'em and Listen!

1. nead

4. knib

2. ken

5. vin

3. kiv

6. nev



Sort 'em!

Sound

Sound

Sound

Write these words in the boxes which match.

kid, sad, dead, red, knit, vat



Lesson 5: Heart Words friend, of Answers

Sort and Spell these Heart Words: son, from, ancient, front, patient, friendly

ie spells /ěě/

f r i e n d

friend

ancient

patient

friendly

o spells /ŭ/

o f

of

son

from

front

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

♥ ♥
o f

♥
f r o m

♥ ♥
a n c i e n t

♥ ♥
p a t i e n t

♥
s o n

♥
f r o n t

♥ ♥
f r i e n d

♥ ♥
f r i e n d l y



Lesson 5: Heart Words friend, of

Sort and Spell these Heart Words: son, from, ancient, front, patient, friendly

ie spells /ěě/

f r i e n d

o spells /ũ/

o f

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

o f

f r o m

a n c i e n t

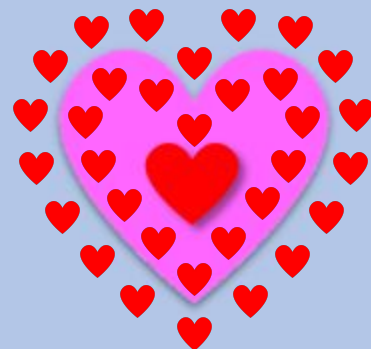
p a t i e n t

s o n

f r o n t

f r i e n d

f r i e n d l y



Lesson 5: Heart Words friend, of

Sort and Spell these Heart Words: son, from, ancient, front, patient, friendly
ie spells /ěě/ o spells /ů/

friend

of

Draw Hearts above the Parts to Learn by Heart.

o f	f r o m	a n c i e n t	p a t i e n t

s o n	f r o n t	f r i e n d	f r i e n d l y

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!

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 5: Word Chains

e	ea	u	o	a	i	h	t	b
v	n	kn	ck	k	g	l	d	r

Say It! Spell It! Read It!

Lesson 5: Word Chains

e	ea	u	o	a	i	h	t	b
v	n	kn	ck	k	g	l	d	r

Say It! Spell It! Read It!

Activity #5: Sam and Friends Phonics Books

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 all 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.

Kit is 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 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 tea 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)l Hand /c/ c

Word Fluency

build	though	center	cinch	panic
cydome	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

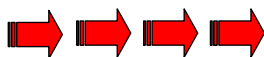
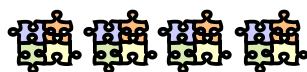
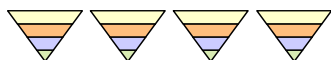
- Re-read for better understanding or look at what is said in a different way.
- Ask questions or make comments about the reading.

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

5

Tom had a friend.
Kit was the friend.



Interpret Why is Kit tightening her tennis shoe laces?





Tom had a van.

Tom met Kit at the bus.

Kit got in the van.

The van did head to where Kit can run.

Kit got to run in the sun.

Tom got to sit in the hot van in the sun.

Kit had a lot of fun, but Tom did not.

Tom sat in the van in the hot sun where
Kit ran.

Tom was a friend.

Tom got to give Kit fun in the sun.

Re-think Why did Tom sit in the van?



Knock! Knock! Kit did knock on the
van.

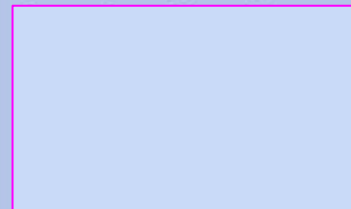
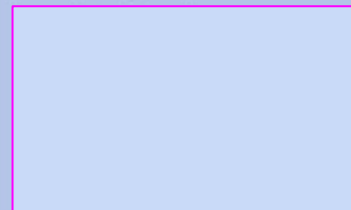
Kit got back from the run.

Tom let Kit in.

Back in the van, Kit was sad.

Kit had left the sun to get back to the
fog.

Connect Why was Kit sad again?





Where Kit was from had a lot of fog.
Kit did run in the fog, but to run in the fog
was not fun.
Where Tom was from had a lot of sun.
Kit can run a lot in the sun.
Kit had to get to the sun!

Predict What do you predict Kit will do?



Kit was sick of the fog.
Kit got in a bus to head to where
Tom was.
Kit was rid of the fog!
Kit was in the sun!



Comment or
Question:



Summarize

Re-tell this story in your own words.



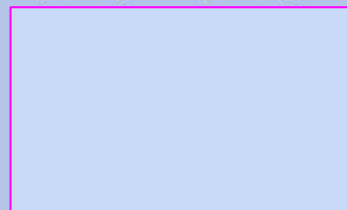
Sounds and Spellings

Short e, _ea_ k[i,e], v, n (kn_) friend of

Word Fluency

kid	vet	nag	knot	head
keg	friend	Kit	van	of
dead	nut	won	knit	red
neck	knob	the	read	Kim
friend	Ken	knack	was	leg
where	deaf	vat	knock	a
lead	bed	from	set	give
nod	to	gun	of	not
read	vet	dead	neck	bed

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
from	f	r	o	m						4




Lesson 5: Sound Box Answers

WORD/ SOUNDS	1	2	3	4	5	6	7	8	9	#	
kin	k	i	n							3	
head	h	ea	d							3	
keg	k	e	g							3	
knit	kn	i	t							3	
vats	v	a	t	s						4	
knock	kn	o	ck							3	
friend	f	r	ie	n	d					5	ie
of	o	f								2	of


Lesson 5: 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

Vowel Cards:

- /ē/ as in eagle
e [c]ei ea
_ee
_ie
e_e
- /ī/ as in pig
i
_y
- /ā/ as in ape
a
_ay
a_e
ai_
- /ē/ as in gecko
e _ea
- /ōi/ as in kai
oi_ _oy
- /ōw/ as in cow
_ow
ou_
- /ū/ as in mule
u
u_e
_ew
_ue
- /ōō/ as in rooster
oo _ue _u
u_e _ew u
_eu
- /ōō/ as in woodpecker
oo
u
- /er/ as in ermine
er
ir
ur
- /ar/ as in shark
or
- /or/ as in orca
or
ore
- /ō/ as in okapi
o o_e
oe oa
ow
- /ū/ as in buffalo
u
- /aw/ as in hawk
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a[ii]
- /ō/ as in otter
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- /ī/ as in ibex
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- /ō/ as in badger
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Short Vowel Valley Sound Wall

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as in pig

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as in gecko

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as in badger

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as in otter

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as in buffalo

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Lessons 4–6 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</p>	<p>(Needs a prefix or suffix to make a word)</p> <p>scrib ced ceed</p>	<p>(A word that can add a prefix or suffix)</p> <p>script</p>	<p>(Placed after the base) (Spell 'em; don't say 'em.)</p> <p>ant ent</p>	<p>un sub scribe precedent</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 4–6 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</p>	<p>(Needs a prefix or suffix to make a word)</p> <p>scrib ced ceed</p>	<p>(A word that can add a prefix or suffix)</p> <p>script</p>	<p>(Placed after the base) (Spell 'em; don't say 'em)</p> <p>ant ent</p>	<p>un sub scribe pre ced ent</p>

More Words

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

a e i o u