

The Science of Reading Intervention

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

Spelling to Sound Match

Drag and Drop

Type the Words from the Sounds You Hear.

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

butane cutest few miscu

The Science of Reading Intervention Program ©2021 Pennington Publishing

Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

The Science of Reading Intervention Program ©2021 Pennington Publishing

Program BUNDLE

full year program

Lesson 30: Phonological Awareness

Phonological Awareness: Reading about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. Practice hearing the different sounds and patterns with these drum sounds."

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

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

The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 32: Sound Box Answers

WORD/SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	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)	

The Science of Reading Intervention Program ©2021 Pennington Publishing

Sam and Friends

Phonics Books

✓ 54 illustrated phonics books

✓ Decodable text with heart words

✓ Word fluency timings

✓ Comprehension questions

The Science of Reading Intervention Program ©2021 Pennington Publishing

Vowel Valley Sound Wall

Tight Smile

Short Schwa

Slightly Opened

Long Schwa

Fully Opened

Puckered Lips

The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 34: Heart Words through, guess

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

ou[gh] spells /ōō/

ue spells /ē/

through guess

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

guess soup coup racquet

guest slough through question



The Science of Reading Intervention Program ©2021 Pennington Publishing

Activity #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 dramatic 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 of 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?

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 that be changed 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 will Sam react to Kit's announcement?

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

30 Second Timings (4 of Words Correct)

Copyright © 2023 Pennington Publishing All Rights Reserved

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

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

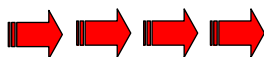
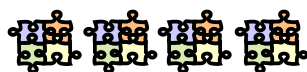
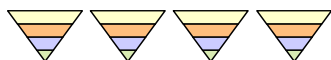
- Re-read for better understanding or look at what is said in a different way.
- Ask questions or make comments about the reading.

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?

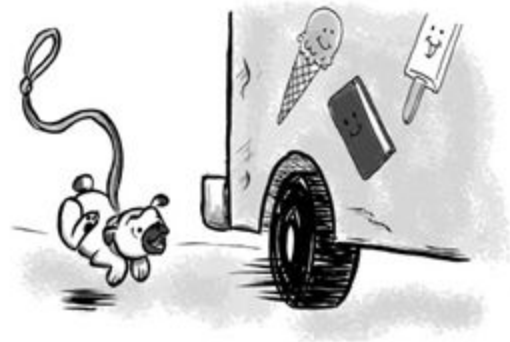


Comment or
Question:

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.

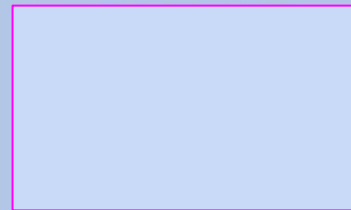
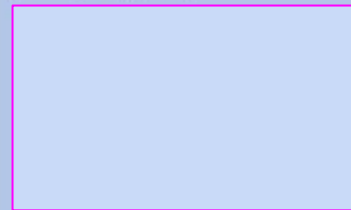
Pug can't help it," says Sam. "He's just a dog."

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.



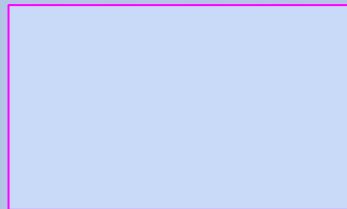
Sounds and Spellings

/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)



Copyright © 2021 Pennington Publishing All Rights Reserved

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