

The Science of Reading Intervention

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

Spelling to Sound Match

Drag and Drop

Type the Words from the Sounds You Hear.

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

butane cutest few miscu

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Say 'em as you spell 'em!

g u e s s

g u e s s

g u e s s

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Program BUNDLE

Phonological Awareness: Reading about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. We 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.

full year program

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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

Tight Smile

Short Schwa

Slightly Opened

Long Schwa

Fully Opened

Puckered Lips

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Lesson 34: Heart Words through, guess

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

ou[gh] spells /ōō/

through

ue spells /ē/

guess

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

guess soup coup racquet

guest slough through question



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Activity #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

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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	#	