

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/

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



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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 40 Word Chains

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, 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!

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