

Lesson 5: Heart Words friend of Answers

Sort and Spell the Heart Words son, from, ancient, patient, friendly

is spelled eē/ /i/ so spell /i/

friend

friend

of

of

ancient

son

patient

om

friendly

ont

Draw and Drop the Heart Words above the Parts to Learn by Heart.

of

from

ancient

patient

son

from

friendly

friendly

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

Lesson 5: Blending, Segmenting, and Spelling e (Lea, kfi, e), v, n, kn

Sort Vowels Valley Sound Wall

/ē/ as in gecko

e ag



The Science of Reading Intervention Program ©2021 Pennington Publishing

Speech Sound Visuals The Linguistics Teaching Resources L Teachers Pay Teachers

Lesson 32: Sound Box Answers

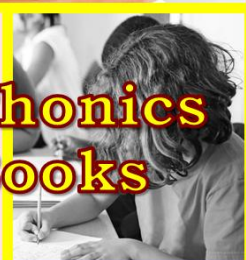
WORD/ SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	ie		
byway	b	y	w	ay		
tighten	t	igh	t	e	n	
brightly	b	r	igh	t	l	y
again	a	g	ai	n		
because	b	e	c	au	s(e)	

The Science of Reading Intervention Program ©2021 Pennington Publishing

Scam and Friends

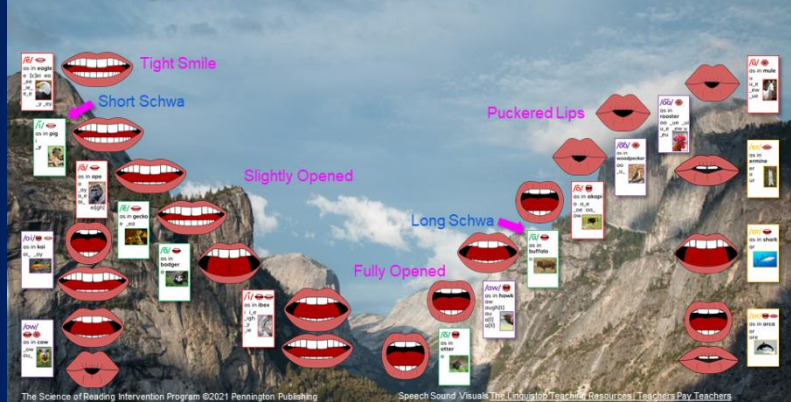


Phonics Books



- ✓ 54 illustrated phonics books
- ✓ Decodable text with heart words
- ✓ Word fluency timings
- ✓ Comprehension questions

Vowel Valley Sound Wall



Lesson 18: Blending, Segmenting, and Spelling

The Double the Last Consonant Spelling Rule: Double the last consonant when adding a suffix beginning with a vowel to a base word ending in a vowel, then consonant. Example: stop-stopped

With multiple syllables (per/mit), the accent must be on the final syllable (per/mit) to double the consonant (permitted). Play The Double the Last Consonant Spelling Rule



The Science of Reading Intervention Program ©2021 Pennington Publishing

Word Recognition Lessons

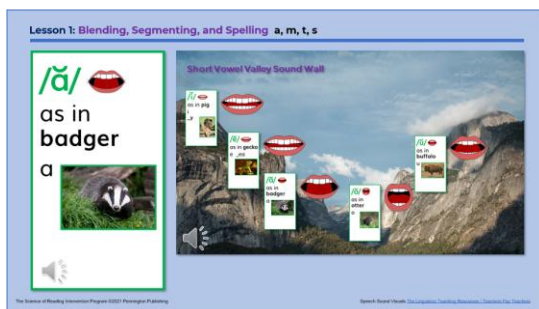
"One of the most important jobs for... the teacher of students with reading problems is to foster awareness of phonemes (speech sounds) in words and to help children acquire the ability to articulate, compare, segment, and blend those phonemes" (Moats 2004).

The 54 word recognition lessons provide explicit systematic instruction and practice to help your students learn to read well. Instructional minutes and schedules vary, but teachers will be able to adapt the flexible program design to meet the needs of their students. The program design assumes that teachers will complete 3 lessons per week over the first 18 weeks ($3 \times 18 = 54$). Of course, some weeks will have fewer instructional minutes than others. Note that with the same instructional schedule, the teacher will cover both the language comprehension and assessment-based instruction lessons over the last 18 weeks of the school year.

Instructional Resources: Whiteboard (or butcher paper), red and black markers, computer or tablet with display projector, red pencils (optional), pencils, and these worksheets for each student: Spelling and Handwriting, Word Chains, Heart Words, Sound Boxes.

SCRIPTED DIRECTIONS: Blending

1. Display the Blending, Segmenting, and Spelling review slides. Point to the Animal Cards and cue unison responses, saying, **"Name?"** (point to the picture and say the animal's name) and **"Sound?"** (point to the speech articulation mouth and say the sound).
2. Introduce the lesson focus Animal Card and play the audio recording. Point to and cue unison responses as the audio plays: **"Let's point to the picture and say the name of this card. We call it a [name of animal]. Now point to the mouth and shape your lips like that. Say the sound of this card. The sound is [] []."**
3. Point to the Animal Card in the Sound Wall and play the audio recording.



Repeat #2 and # with the other lesson focus Animal Cards and Sound Walls.

Note: Teachers may choose to point to and cue responses with playing the audio files. Audio links are only provided for the initial Animal Card and Sound Wall introductions. To access all audio and video program files, open their respective folders.

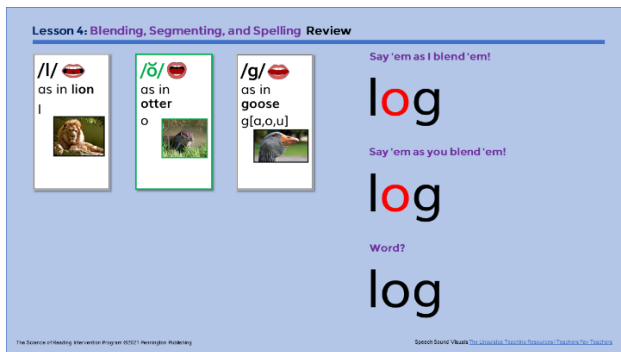
4. Slide your hand underneath the letters (spellings) on the projected display (the whiteboard) as you and your students blend the sounds together in response to your cue: “Say ‘em as I blend ‘em!” Use the **continuous blending** technique. Simply slide your hand underneath the letters and read as you blend without stopping until the end of each word or syllable.

Note: Stand to the side as you make the blending motion and keep your eyes on the students. 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.

5. Point underneath the first letter of the next blending word saying, “Say ‘em as you blend ‘em!” Slide your hand underneath the letters (spellings) on the projected display as your students blend the sounds together without the teacher. Encourage students to use 6-inch voices and monitor responses. Repeat #s 4 and 5 if blending is not accurate or smooth.

6. Point underneath the bottom word and cue a unison response, saying, “Word?”



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

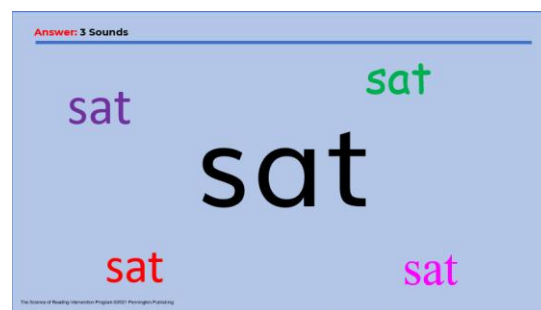
"Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

SCRIPTED DIRECTIONS: Segmenting

1. Click to the next slide and say, “Now say the word and tap on your knee to count the sounds you hear.” [Allow time for students to segment the sounds of the word.] Say, “Show with your fingers how many sounds you hear.”

2. Click to the next slide and point to the answer. Now point underneath the center word and ask, “What’s the first sound?” “What’s the next sound?” [if present] “What’s the last sound?”

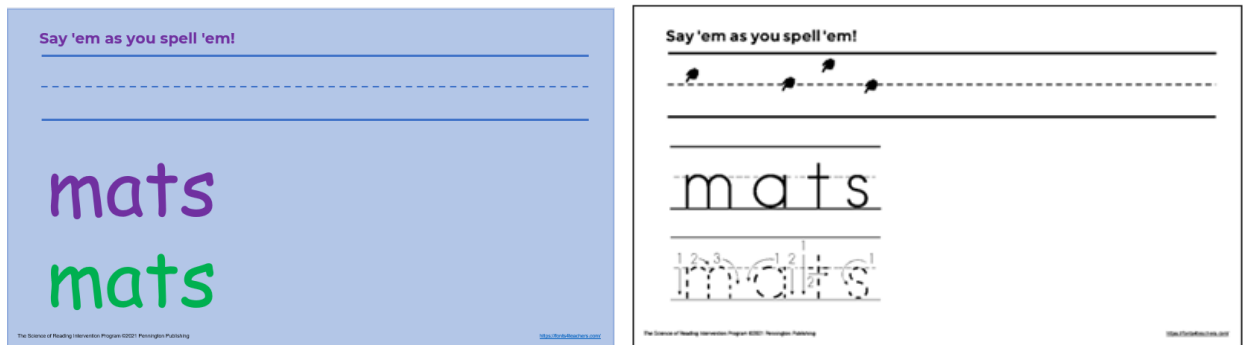




SCRIPTED DIRECTIONS: Spelling

1. Click to the next slide, titled Say ‘em as you spell ‘em!
2. Say, “Now write the word on the Spelling and Handwriting Worksheet. Say ‘em as you spell ‘em. In other words, say the sounds out loud as you write their spellings.”

Note: Teachers may choose to write the spellings as they say the sounds on the whiteboard. If doing so, many teachers prefer to use black markers for the consonants and red markers for the vowels. Modeling proper letter formation is essential.



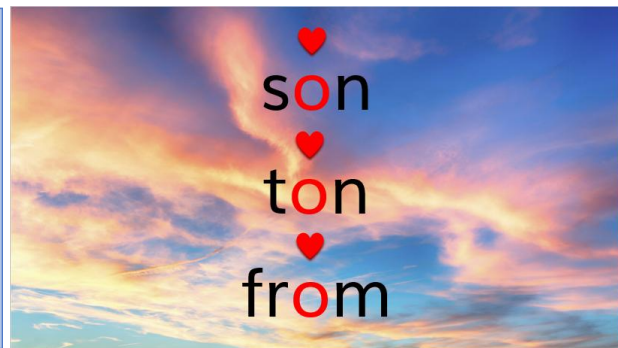
Catherine Snow summarizes the importance of spelling for reading: “Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading” (2005).

“Handwriting practice for learning orthography is fully justified and must be encouraged” (Bosse, Chavex, Valdois, 2014).

SCRIPTED DIRECTIONS: Heart Words

Continue the same Blending, Segmenting, and Spelling procedures for each of the focus lesson Animal Cards. Following the phonetically regular words are two Heart Words. Heart Words are high frequency words (Fry 300 list) with one or more irregular spellings.

1. Use the same instructional procedures used for the phonetically regular words to blend, segment, and spell the two Heart Words in each lesson. However, following the blending activity, point underneath the spelling or spellings with hearts and say, “Study the part(s) to learn by heart. What sound(s) does it make? [pause for student responses] The [] sound is spelled with a [] in this word.”
2. After students complete the Spelling and Handwriting Worksheet, click to the next slide and cue, “Say ‘em as you blend ‘em!” Slide your hand underneath the letters (spellings) on the projected display as your students blend the sounds together without the teacher. Say, “Notice how this word has the same part to learn by heart as the word we practiced.” Click to the next two slides and repeat this procedure.

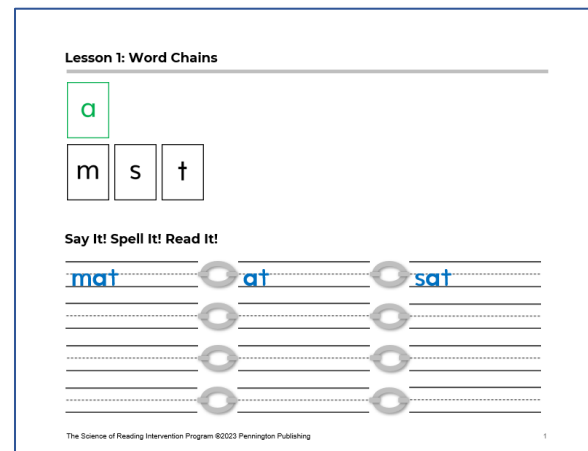
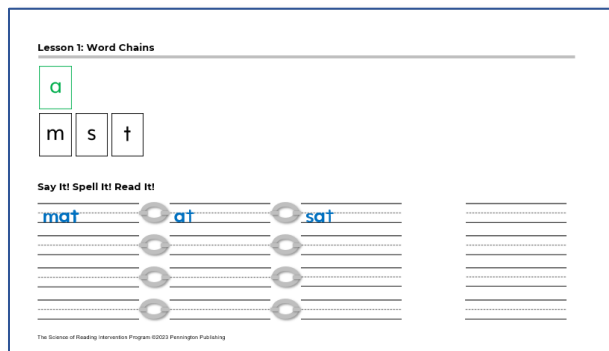


According to David Kilpatrick (2015), these "exception words are secured in long-term memory by the same orthographic mapping process as regular words."

SCRIPTED DIRECTIONS: Say It! Spell It! Read It! Word Chains

Following the Heart Words Blending, Segmenting, and Spelling slides, click to the Word Chains phonics and spelling practice activity slide. On their accompanying Word Chains Worksheet, students build 12 connected words by changing the focus lesson Animal Cards 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.

Display Slide and Accompanying Word Chains Worksheets



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/.”

Spell It! “Let’s say the sounds as we write them down.” The teacher writes the word on the projected display (the whiteboard), using a black marker, as she says the sounds. **Now check the display and make yours like mine.”**

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

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

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

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

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

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

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

Continue with the rest of the 12 word chains. On the teacher display, space is provided for students to brainstorm up to three additional word chain words.

Note: The letters-only cards prepare students for the transition to reading the decodable **Sam and Friends Phonics Books**.

SCRIPTED DIRECTIONS: Vowel Flexing Practice/Multi-Syllabic Word Work

The program advances to multi-syllabic words in the 10th week of instruction. For Lessons 30–54, display the **Vowel Flexing Practice and Multi-Syllabic Word Work** slides, found at the end of Lessons 30, 33, 36, 39, 42, 45, 48, 51, and 54, and print the corresponding worksheets for students to complete as Days 4 and 5 review activities.

Focus Sound-Spelling Warm-ups

Researchers Kearns and Whaley (2019) suggest brief warm-ups to review focus sound-spellings before practicing multi-syllabic words. For the first warm-up activity, display the focus **Personal Sound Wall** and review the Animal Card sound-spellings introduced in that week’s lessons.

A second warm-up consists of two slides. Display the first **Vowel Flexing Practice** slide and lead students in the **Say ‘Em and Mark the Vowels** activity. Students pronounce and flex the vowel sounds in nonsense words, featuring the sound-spellings from that week’s lessons. Next, students mark the vowels and self-correct from the teacher display.

The second **Vowel Flexing Practice** slide features the **Divide and Say ‘Em** activity. Students apply the relevant **Vowel Flexing Strategies** to practice flexing the vowel sounds and syllable divisions with a set of multi-syllabic nonsense words.

“When students read nonsense words, it can help students learn to make their pronunciations more fluid and natural, particularly by using appropriate stress patterns.”
Heggie & Wade-Woolley, 2017.

Multi-Syllabic Word Work

After the **Vowel Flexing Practice** warm-ups, display the **Multi-Syllabic Word Work** slide. Students practice decoding, encoding, and accessing the meaning of real multi-syllabic words, featuring high frequency affixes and that week’s focus sound-spellings. The teacher defines and students *peel off* the prefixes and suffixes. Next, students identify the vowels and their syllable divisions in the rest of the word, blend the word (flexing the vowel sound as needed), spell the word, and write the word in a sentence that shows its meaning, using the **SALE Context Clues**.

Lesson 30: **Vowel Flexing Practice** a, _ay, a_e, ai, _ei[gh]

Say 'Em' and Dot the Vowels

ta-lad nat-nay trate-trat sen-sein creigh-crigh

blathon-bleathon chaylem-chaflem enstrane-enstran apeighly-apagly

Divide and Say 'Em' Possible Syllable Divisions

teinlay

chaifabe

satead

mabastame

Vowel Flexing Strategies

- ✓ Check for a matching sound-spelling in the slide title.
- ✓ If a single vowel is followed by a consonant, it usually has a short vowel sound.
- ✓ If a single vowel ends a syllable, it often has a long vowel sound.
- ✓ A vowel before a single consonant-final e usually has a long vowel sound, and the final e is silent.

The Science of Reading Intervention Program ©2023 Pennington Publishing

Lesson 30: **Multi-Syllabic Word Work** a, _ay, a_e, ai, _ei[gh]

Multi-Syllabic Reading, Spelling, and Meaning

unrelated The prefix *un* means not. The prefix *re* means back again. The suffix *ed* marks the word as a past tense verb or, as in this word, a "What Kind?" adjective.
(adj.) Definition: not linked or connected.

disdainful The prefix *dis* means not, away from. The suffix *ful* means full of.
(adj.) Definition: viewed as unworthy or without respect.

interlace The prefix *inter* means between or during.
(v.) Definition: to cross or join things together.

surveillance The prefix *sur* means above, over. The suffix *ance* means a process.
(n.) Definition: close, usually secret, observation or spying.

Vowel Flexing Strategies

- ✓ Check for a matching sound-spelling in the slide title.
- ✓ If a single vowel is followed by a consonant, it usually has a short vowel sound.
- ✓ If a single vowel ends a syllable, it often has a long vowel sound.
- ✓ A vowel before a single consonant-final e usually has a long vowel sound, and the final e is silent.

Context Clue Strategies

An unknown word may be defined by...

- ✓ Synonym—a similar meaning word
- ✓ Antonym—an opposite meaning word
- ✓ Logic—the organization or reasoning
- ✓ Example—characteristic of a group in the sentence.

SALE Sentences

The Science of Reading Intervention Program ©2023 Pennington Publishing

SCRIPTED DIRECTIONS: Heart Words Worksheets

Following the Word Chains phonics and spelling practice activity, tell students to complete the focus lesson Heart Words Worksheet.

1. The Heart Words Worksheets help students practice the two focus lesson Heart Words. Students complete two sorts to match similar Heart Word sound-spelling patterns.
2. Next, students draw hearts above the parts to learn by heart

Heart Words Worksheet

Lesson 1: Heart Words won, the

Sort and Spell these Heart Words: item, from, son, ton, open, travel

o spells /o/ e spells /e/

won	the

Draw Hearts above the Parts to Learn by Heart.

the	won	item	from

son	ton	open	travel

The Science of Reading Intervention Program ©2023 Pennington Publishing

Lesson 1: Heart Words won, the Answers

Sort and Spell these Heart Words: item, from, son, ton, open, travel

o spells /o/ e spells /e/

won	won	the	the
	from		item
	son		open
	ton		travel

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

the	won	item	from

son	ton	open	travel

The Science of Reading Intervention Program ©2023 Pennington Publishing

Display Answers

3. Click to the next slide to display the answers. Students self-correct to learn from their mistakes.

SCRIPTED DIRECTIONS: Sam and Friends Phonics Books

After students have completed and self-corrected the Heart Words Worksheets, click to the next set of slides to access the **Sam and Friends Phonics Books** focus lesson story. Each decodable story features 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.

All 54 stories are provided in the instructional slide deck, in tablet, phone, and print booklet formats.



SCRIPTED DIRECTIONS: Sound Boxes Formative Assessment

1. Following the Each **Sam and Friends Phonics Book** story, students complete the Elkonin-style sound boxes, featuring 6 phonetically regular words and 2 Heart Words from the lesson focus sound-spellings. Students write the spellings of each sound in separate boxes, record the # of sounds, and “the parts to learn by heart” (the irregular sound-spellings) in the heart symbol column.
2. When students have finished the sound boxes, click to display the last slide in the slide deck. Students self-correct to learn from their mistakes.

Sound Box Worksheet

Lesson ____: 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	#	♥

The Science of Reading Intervention Program ©2021 Pennington Publishing

Lesson 1: Sound Box Answers

WORD/ SOUNDS	1	2	3	4	5	6	7	8	9	#	♥
at	a	t								2	
am	a	m								2	
Sam	S	a	m							3	
sat	s	a	t							3	
tam	t	a	m							3	
mats	m	a	t	s						4	
won	w	o	n							3	o
the	th	e								2	e

The Science of Reading Intervention Program ©2021 Pennington Publishing

Display Answers

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

Gradually release responsibility to your students by having them individually or pair-read each **Sam and Friends Phonics Book** 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.

The stories include five embedded reading comprehension questions, applying the research-based **SCRIP Comprehension Strategies** (Summarize, Connect, Re-think, Interpret, Predict). 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).