

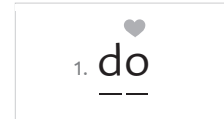
New Heart Words



B. TEACH

Read: do

1. **Most heart words have some letters that you can spell by sound and some letters that you have to learn by heart.**
2. **Everyone, finger on one** (showing where on Modeling Page).
T. and SS. put finger on #1.
3. **'Do'.**
4. **Everyone, read.**
SS. read 'do'.



Explain Lines: do

1. **The lines show you the sounds in the word.**
2. **'Do' has two sounds so there are two lines.**

Identify Sounds: do

- 1. **name**, how many sounds in 'do'?
S. says 'two'.
2. **same name**, how do you know?
S. says 'because there are two lines under the word'.

Repeat Steps 1 and 2 with 3 additional students.

3. **I will Touch & Say.**
4. **/d/** (touching line under 'd'), **/o/** (touching line under 'o').
5. **Everyone, your turn.**
SS. say sound /d/ – touching line under 'd',
SS. say sound /o/ – touching line under 'o'.
6. **name**, what is the first sound in 'do'?
S. says sound /d/.
7. **same name**, what letter spells the sound /d/?
S. names letter 'd'.
8. **You know that the letter 'd' spells the sound /d/, so 'd' isn't a heart letter.**
9. **The second sound is /o/ and you have to learn the spelling for it by heart.**

Part 3
Phonemic Awareness



Introduce Stretching Sounds You Do

1. **Now I will call on individuals to stretch and answer the questions.**
2. **Remember that everyone stretches silently along with the person I call on.**

REPEATED ROUTINE

You Do

1. **Everyone, ready.**
 SS. raise fist to shoulder.
 2. word . **Everyone, repeat.**
 SS. repeat word.
 3. name , **stretch.**
 S. stretches sounds – extending fingers,
 S. says word – raising fist to shoulder.
 SS. stretch silently.
- T. mixes the order of questions 4 and 5.
4. different name , **first sound?**
 S. says first sound.
 5. different name , **last sound?**
 S. says last sound.
- T. does not mix order of questions 6 and 7.
6. different name , **vowel sound?**
 S. says sound – making motion.
 7. different name , **label?**
 S. says label.
- Repeat all steps with You Do words so each student stretches a minimum of 2 words.

You Do Words SOUNDS

1. math	/m/ /ă/ /th/
2. add	/ă/ /d/
3. had	/h/ /ă/ /d/
4. whack	/w/ /ă/ /k/
5. that	/th/ /ă/ /t/
6. app	/ă/ /p/
7. Jack	/j/ /ă/ /k/
8. wag	/w/ /ă/ /g/
9. am	/ă/ /m/
10. bat	/b/ /ă/ /t/
11. cash	/k/ /ă/ /sh/
12. back	/b/ /ă/ /k/
13. at	/ă/ /t/
14. gas	/g/ /ă/ /s/
15. tap	/t/ /ă/ /p/
16. map	/m/ /ă/ /p/

T. does not need to use all words in the list. Use extra words for students who need more practice.

POSITIVE ERROR CORRECTION
 Script in PEC Booklet, page 3.

F. SOUND CHAIN – NONE



B. PRACTICE

Spelling Chain You Do

a. mat to at

1. **Now you'll put all the steps together.**

2. **'Mat' to 'at'. Everyone, repeat.**

SS. repeat 'mat' to 'at'.

3. **Everyone, point to the sound that changes.**

SS. point to 'm'.

T. waits a maximum of 5 seconds.

4. name of S. pointing to the correct letter , **what sound is going out?**

S. says sound /m/.

5. **'Mat' to 'at'. Everyone, change tiles and say the sounds.**

SS. take out 'm' tile, saying /m/.

6. different name , **what sound went in?**

S. says 'no sound'.

7. **Everyone, Touch & Say.**

SS. Touch & Say 'at'.

b. at to sat

8. **'at' to 'sat'. Everyone, repeat.**

SS. repeat 'at' to 'sat'.

9. **Everyone, point to the sound that changes.**

SS. point to a space before the word.

T. waits a maximum of 5 seconds.

10. name , **sound going out for 'at' to 'sat'?**

S. says 'no sound'.

11. **Everyone, change tiles and say the sounds.**

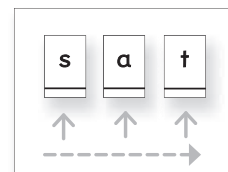
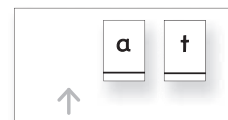
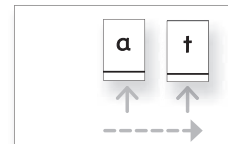
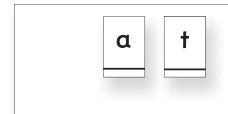
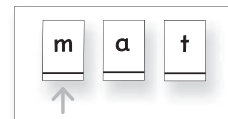
SS. put in 's' tile, saying /s/.

12. different name , **sound that went in?**

S. says sound /s/.

13. **Everyone, Touch & Say.**

SS. Touch & Say 'sat'.





Practice Reading Sentence

1. **The phrases you just read are combined to make the sentence.**
2. **Everyone will all read the sentence together. Remember to read with accuracy and fluency.**
3. **Everyone, read the sentence.**
 SS. reads the sentence.

Pam sat on the pan.

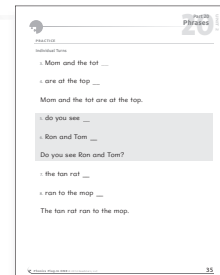
If group did not read with fluency, T. models reading the sentence with fluency and the group reads again.

REPEATED ROUTINE

INDIVIDUAL TURNS

1. **Now you'll each get a turn to read a phrase, and everyone will read the sentence.**
2. **Turn to Individual Turns on page 35.**
 SS. find page.
- 3. **Everyone, pencil on # (showing where).**
 SS. put pencil on #.
4. **name , read.**
 S. reads phrase.
 SS. track and check.
5. **Checkers, accuracy?**
6. **Checkers, fluency?**
- 7. **Everyone, pencil on next # .**
8. **different name , read.**
 S. reads the phrase.
 SS. track and check.
9. **Checkers, accuracy?**
10. **Checkers, fluency?**
- Repeat steps 7–10 for a third phrase if there is one.
11. **Everyone, read the sentence.**
 SS. read sentence.

Repeat Steps 3–11 so each student has 2 turns to read a phrase.



Individual Turns

3. Mom and the tot __
4. are at the top __

Mom and the tot are at the top.

5. do you see __
6. Ron and Tom __

Do you see Ron and Tom?

7. the tan rat __
8. ran to the mop __

The tan rat ran to the mop.

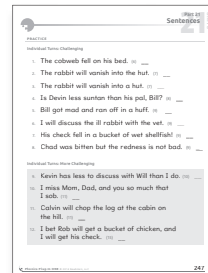
POSITIVE ERROR CORRECTION
 After correcting errors, S. rereads the phrase.
 Script in PEC Booklet, page 18.

UNIT 8
Part 21
Sentences

Prep

1. Turn to Individual Turns on page 247.

SS. turn to page .



REPEATED ROUTINE

INDIVIDUAL TURNS

1. Individual turns.
2. Everyone, pencil on # (showing where).
3. name read for accuracy.
 S. reads sentence.
 SS. track and check.
4. Checkers, accuracy?
5. same name , read again for fluency.
 S. reads sentence again.
 SS. track and check.
6. Checkers, fluency?

Repeat Steps 2–6 so each student reads 2 sentences.

T. does not need to use all the sentences.
 Use extra sentences for students who need extra practice.

POSITIVE ERROR CORRECTION

After correcting errors, S. rereads the sentence.
 Script in PEC Booklet, page 19.

Individual Turns: Challenging

1. The cobweb fell on his bed. (6) ___
2. The rabbit will vanish into the hut. (7) ___
3. The rabbit will vanish into a hut. (7) ___
4. Is Devin less suntan than his pal, Bill? (8) ___
5. Bill got mad and ran off in a huff. (9) ___
6. I will discuss the ill rabbit with the vet. (9) ___
7. His check fell in a bucket of wet shellfish! (9) ___
8. Chad was bitten but the redness is not bad. (9) ___

Individual Turns: More Challenging

9. Kevin has less to discuss with Will than I do. (10) ___
10. I miss Mom, Dad, and you so much that I sob. (11) ___
11. Calvin will chop the log at the cabin on the hill. (11) ___
12. I bet Rob will get a bucket of chicken, and I will get his check. (15) ___

Extra Practice: Challenging

13. Did Chuck back up until he fell? (7) ___
14. The rabbit can vanish into the shed. (8) ___
15. Val has a check, but Kevin has cash. (8) ___
16. Val has a check, and Kevin has cash (8) ___
17. Bennet is ill, but he will not admit it. (9) ___
18. Tell Devin to get his mess off the bed. (9) ___
19. Can you discuss the illness with Mom or Dad? (9) ___
20. Ross is in a huff and will not kiss Mom. (10) ___

Extra Practice: More Challenging

21. Tess will wish Ben well on that big fitness run. (10) ___
22. Did Kevin get his kitten to a vet for her checkup? (11) ___
23. Chet and Russ ran off, but I will not fib for them. (12) ___
24. Bess is sick, so it will not be as much fun at the big kickoff. (15) ___