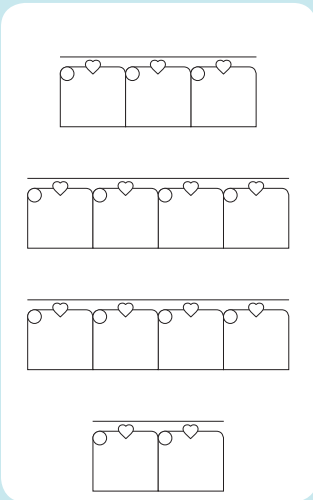


This activity allows students to practice spelling Heart Words (high-frequency words) with irregular letter-sound relationships by filling in a heart above the irregular part of the word that must be learned "by heart." Below are some suggested directions and sample scripts to use with the words **said**, **have**, **from**, and **the**.

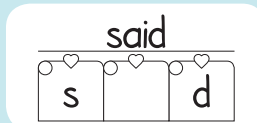
Suggested Directions:

1. Choose the set of irregularly spelled high-frequency words to practice with.
2. Build a template page by cutting and pasting the Heart Word templates (based on the number of phonemes in each word) onto a new page. If a word has three phonemes, choose a three-box template. An example might look like this:

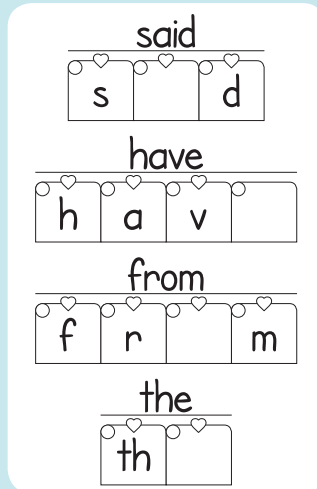


3. Write the target words above each set of boxes, then fill in the predictable sound-symbol relationships and leave the irregular spelling(s) blank. For instance, in the word **said**, the first and the last phonemes have predictable

spellings, **s** and **d**, thus the first and last boxes would be prefilled for the students. The middle box would be left blank. It should look like this:

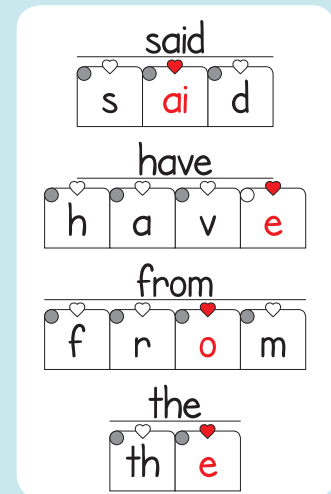


4. A prefilled page might look like this:













5. The teacher uses the suggested script to think/talk through the word with the students. The goal is to leverage their phonemic awareness to help anchor these words into their sight word memory for effortless retrieval. See example scripts on pages 3 and 4.









6. Then the students and teacher write the irregular part(s) of the word and fill in the blank heart (aligned to the tricky part they have to learn by heart). A completed page might look like this:



7. Note that a blank template blackline master is available on page 5. You may choose to use this sheet and simply tell students how many boxes will be used for each word based on the number of phonemes in that word. Students can color in one dot for each phoneme in the word, and then you can proceed with the steps for identifying the spellings.

 	 
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Script for **said**:

- "This is the word **said**.
- **Said** rhymes with **head** and **bed**.
- **Said** has three sounds (teacher fills in three dots while saying the sounds – /s/ /ě/ /d/).
- (touch the dots and say the sounds) /s/ /ě/ /d/, (blend together and say the word) **said**.
- The first sound I hear in **said** is /s/ (touches the first dot), the next sound I hear is /ě/ (touches the next dot), and finally I hear /d/ (touches the last dot).
- We know that /s/ is spelled with the letter **s** and /d/ is spelled with the letter **d**. Now let's take a look at the letters that are spelling /ě/. It is not an **e** that is spelling /ě/; it is **ai**. That is the part we must know by heart. (Teacher and students write in **ai**.) Let's touch and say together...
- Now, let's review the word **said**.
- What is the first sound in **said**? (/s/)
- What letter spells /s/? (**s**)
- At the end of the word **said** we hear /d/. What letter spells /d/? (**d**)
- What sound did we hear in the middle? (/ě/)
- Yes. Remember, the sound /ě/ in the word **said** is not spelled with the letter **e** though.
- What are the letters that spell /ě/ in **said**? (**ai**)
- That is the tricky part we have to learn by heart. Let's color in the heart above the tricky part."

Script for **have**:

- "This is the word **have**.
- **Have** has three sounds (teacher fills in three dots while saying the sounds – /h/ /ă/ /v/).
- (touch the dots and say the sounds) /h/ /ă/ /v/, (blend together and say the word) **have**.
- The first sound I hear in **have** is /h/ (touches the first dot), the next sound I hear is /ă/ (touches the next dot), and finally I hear /v/ (touches the last dot). (Note that there should be a fourth box where you will add the final **e**, but you should not color in the dot since the **e** does not make its own sound.)
- We know that /h/ is spelled with the letter **h** and /ă/ is spelled with the letter **a**. Now let's take a look at the letters that are spelling /v/. It is not just a **v** that is spelling /v/; it is **ve**. That is the part we must know by heart. (Teacher and students write in **ve**.) Let's touch and say together...
- Now let's review the word **have**.
- What is the first sound in **have**? (/h/)
- What letter spells /h/? (**h**)
- What is next sound we hear? (/ă/)
- What letter spells /ă/? (**a**)
- At the end of the word **have** we hear /v/. What letters spell /v/ in this word? (**ve**)
- Yes, and remember /v/ in the word **have** is not spelled with just the letter **v**; we spell it with **ve**.
- The **e** is the tricky part we have to learn by heart. Let's color in the heart above the tricky part."

Script for **from**:

- This is the word **from**.
- **From** rhymes with **drum** and **thumb**.
- **From** has four sounds (teacher fills in four dots while saying the sounds – /f/ /r/ /ŭ/ /m/).
- (touch the dots and say the sounds) /f/ /r/ /ŭ/ /m/, (blend together and say the word) **from**.
- The first sound I hear in from is /f/ (touches the first dot), the next sound I hear is /r/ (touches the next dot), next sound I hear is /ŭ/ (touches the next dot), and finally I hear /m/ (touches the last dot).
- We know that /f/ is spelled with the letter **f**, /r/ is spelled with the letter **r**, and /m/ is spelled with the letter **m**. Now let's take a look at the letter that is spelling /ŭ/. It is not a **u** that is spelling /ŭ/; it is the letter **o**. That is the part we must know by heart. (Teacher and students write in **o**.) Let's touch and say together...
- Now let's review the word **from**.
- What is the first sound in **from**? (/f/)
- What letter spells /f/? (**f**)
- What is the next sound in **from**? (/r/)
- What letter spells /r/? (**r**)
- At the end of the word **from** we hear /m/. What letter spells /m/? (**m**)
- Now in the middle, what vowel sound did we hear? (/ŭ/)
- Yes, and remember /ŭ/ in the word **from** is not spelled with the letter **u**.
- What is the letter that spells /ŭ/ in **from**? (**o**)
- That is the tricky part we have to learn by heart. Let's color in the heart above the tricky part."

Script for **the**:

- This is the word **the**.
- **The** has two sounds (teacher fills in two dots while saying the sounds – /th/ /ŭ/).
- (touch the dots and say the sounds) /th/ /ŭ/, (blend together and say the word) **the**.
- The first sound I hear in **the** is /th/ (touches the first dot), and the next sound I hear is /ŭ/ (touches the next dot).
- We know that /th/ is spelled with the digraph **th**. Now let's look at the letter that spell /ŭ/. It is not a **u** that is spelling /ŭ/; it is the letter **e**. That is the part we must know by heart. (Teacher and students write in **e**.) Let's touch and say together...
- Now let's review the word **the**.
- What is the first sound in **the**? (/th/)
- What letters spell /th/? (**th**)
- At the end of the word **the** we hear /ŭ/. What letter spells /ŭ/? (**e**)
- That is the tricky part we have to learn by heart. Let's color in the heart above the tricky part."

1.

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2.

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3.

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4.

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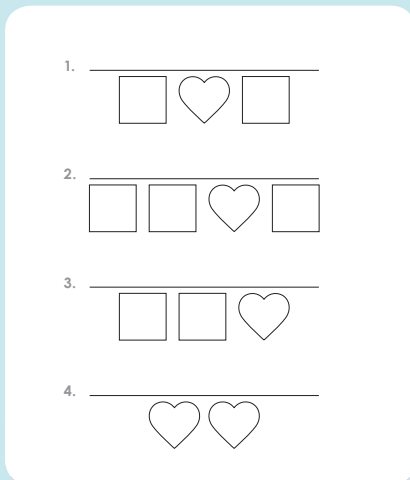
5.

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This activity allows students to practice spelling Heart Words (high-frequency words) with irregular letter-sound relationships by listening to the individual phonemes in a word and then writing down the corresponding spellings. The teacher can give students the spelling for the irregular part of the word that must be learned "by heart." Below are some suggested directions and sample scripts to use with the words **said**, **from**, **his**, and **of**.

Suggested Directions:

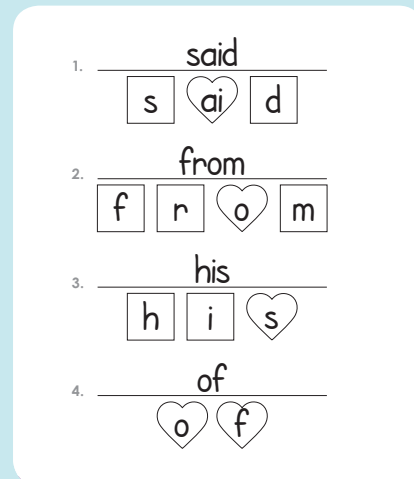
1. Choose a set of irregularly spelled high-frequency words to practice with.
2. Build a template page by cutting and pasting the Heart Word templates (based on the number of phonemes and the position of the tricky spelling that must be learned by heart in each word) onto a new page. Use the appropriate template for each word. An example page might look like this:



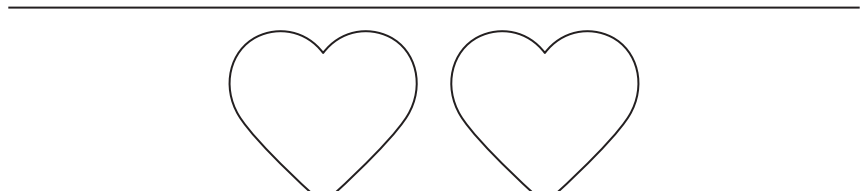
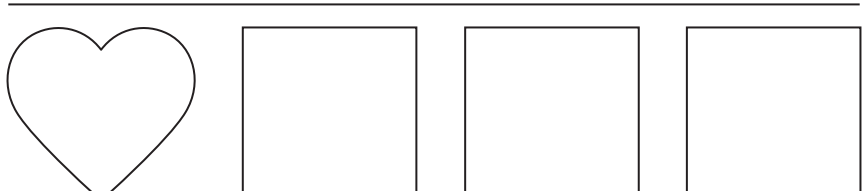
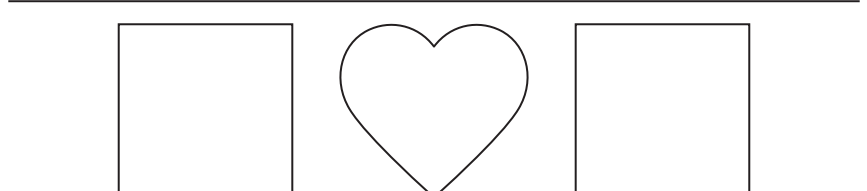
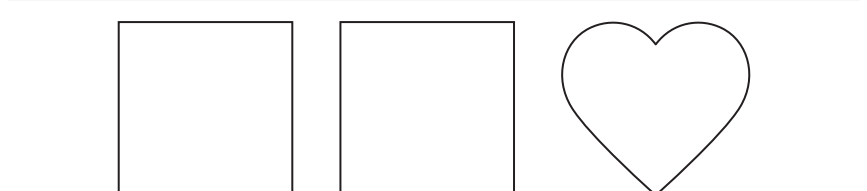
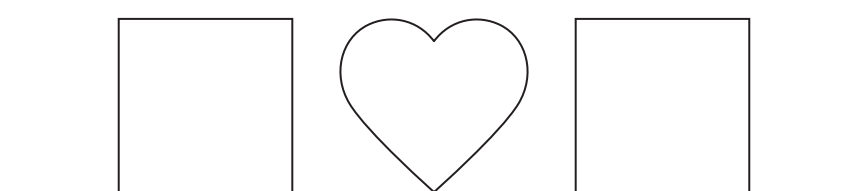
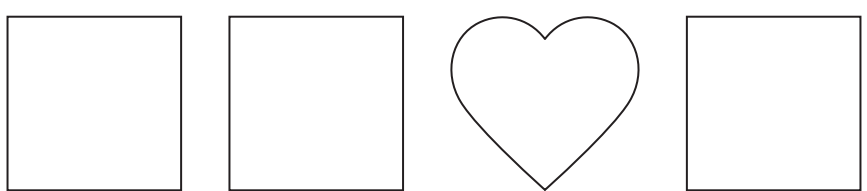
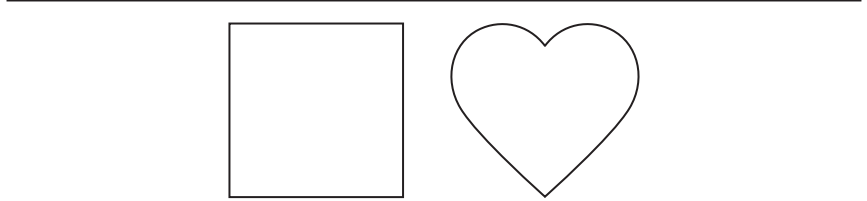
3. Make one copy of the template page for each student.
4. Read each word aloud for students (or have students read the words with you).
5. Have students say the individual phonemes in each word, touching one shape from left to right as they say each sound.
6. Then, together with students, write each grapheme in the corresponding box,

beginning with the spellings students can figure out based on the phonemes they hear (e.g., **s** for /s/ and **d** for /d/ in the word **said**). Finally, together with students, write the grapheme for the irregular part(s) of the word inside of the heart shape(s) (aligned to the tricky part(s) students have to learn by heart). (If students cannot remember the spelling for a tricky part of the word, you may give it to them.)

7. Students write the whole word on the line above the shapes.
8. A completed page might look like this:



9. Touch and Say the graphemes one at a time, then blend to read the whole word.
10. If desired, students can color in the heart(s) once they have written each grapheme.
11. Sample scripts can be found on pages 3-4.



Script for **said**:

- “This is the word **said**.”
- **Said** rhymes with head and bed.
- **Said** has three sounds – /s/ /ě/ /d/.”
- *(Touch the shapes, one at a time from left to right, while saying the sounds again) “/s/ /ě/ /d/, (blend together and say the word) **said**.*
- The first sound I hear in **said** is /s/ *(touch the first shape)*. We know that /s/ is spelled with the letter **s**.” *(Write an **s** in the first box.)*
- “The last sound I hear in **said** is /d/ *(touch the third shape)*. We know that /d/ is spelled with the letter **d**.” *(Write a **d** in the final box.)*
- “Now let’s take a look at the letters that are spelling /ě/. It is not an **e** that is spelling /ě/; it is **ai**. That is the part we must know by heart.” *(Teacher and students write **ai** in the heart.)*
- “Let’s touch and say together, *(touch each shape while saying the sounds) /s/ /ě/ /d/, **said**.*
- Now, let’s review the word **said**.
- What is the first sound in **said**? (/s/)
- What letter spells /s/? (**s**)
- At the end of the word **said** we hear /d/. What letter spells /d/? (**d**)
- What sound did we hear in the middle? (/ě/)
- Yes. Remember, the sound /ě/ in the word **said** is not spelled with the letter **e**.
- What are the letters that spell /ě/ in **said**? (**ai**)
- That is the tricky part we have to learn by heart.
- Now write the whole word on the line.”

Script for **from**:

- “This is the word **from**.”
- **From** rhymes with some and hum.
- **From** has four sounds – /f/ /r/ /ũ/ /m/.”
- *(Touch the shapes, one at a time from left to right, while saying the sounds again) “/f/ /r/ /ũ/ /m/, (blend together and say the word) **from**.*
- The first sound I hear in **from** is /f/ *(touch the first shape)*. We know that /f/ is spelled with the letter **f**.” *(Write an **f** in the first box.)*
- “The next sound I hear in **from** is /r/ *(touch the second shape)*. We know that /r/ is spelled with the letter **r**.” *(Write an **r** in the final box.)*
- “The last sound I hear in **from** is /m/ *(touch the final shape)*. We know that /m/ is spelled with the letter **m**.” *(Write an **m** in the final box.)*
- “Now let’s take a look at the letter that is spelling /ũ/. It is not a **u** that is spelling /ũ/; it is an **o**. That is the part we must know by heart.” *(Teacher and students write **o** in the heart.)*
- “Let’s touch and say together, *(touch each shape while saying the sounds) /f/ /r/ /ũ/ /m/, **from**.*
- Now, let’s review the word **from**.
- What is the first sound in **from**? (/f/)
- What letter spells /f/? (**f**)
- What is the next sound in **from**? (/r/)
- What letter spells /r/? (**r**)
- At the end of the word **from** we hear /m/. What letter spells /m/? (**m**)
- What sound did we hear after /r/? (/ũ/)
- Yes. Remember, the sound /ũ/ in the word **from** is not spelled with the letter **u**.
- What is the letter that spells /ũ/ in **from**? (**o**)
- That is the tricky part we have to learn by heart.
- Now write the whole word on the line.”

Script for **his**:

- “This is the word **his**.”
- **His** rhymes with **is** and **whiz**.
- **His** has three sounds – /h/ /i/ /z/.”
- *(Touch the shapes, one at a time from left to right, while saying the sounds again) “/h/ /i/ /z/, (blend together and say the word) **his**.*
- The first sound I hear in **his** is /h/ *(touch the first shape)*. We know that /h/ is spelled with the letter **h**.” *(Write an **h** in the first box.)*
- “The next sound I hear in **his** is /i/ *(touch the third shape)*. We know that /i/ is spelled with the letter **i**.” *(Write an **i** in the second box.)*
- “Now let’s take a look at the letter that is spelling /z/. It is not a **z** that is spelling /z/; it is an **s**. That is the part we must know by heart.” *(Teacher and students write **s** in the heart.)*
- “Let’s touch and say together, *(touch each shape while saying the sounds) /h/ /i/ /z/. **his**.*
- Now, let’s review the word **his**.
- What is the first sound in **his**? (/h/)
- What letter spells /h/? (**h**)
- What is the next sound in **his**? (/i/)
- What letter spells /i/? (**i**)
- Yes. Remember, the sound /z/ in the word **his** is not spelled with the letter **z**.
- What is the letter that spells /z/ in **his**? (**s**)
- Yes. That is the tricky part we have to learn by heart.
- Now write the whole word on the line.”

Script for **of**:

- “This is the word **of**.”
- **Of** rhymes with love.
- **Of** has two sounds – /ū/ /v/.”
- *(Touch the shapes, one a time from left to right, while saying the sounds again) “/ū/ /v/, (blend together and say the word) **of**.*
- The first sound I hear in **of** is /ū/, short u *(touch the first shape)*. It is not a **u** that is spelling /ū/; it is an **o**. That is one of the parts we must know by heart.” *(Teacher and students write **o** in the first heart.)*
- “The next sound I hear in **of** is /v/ *(touch the second shape)*. We know that /v/ is usually spelled with the letter **v**, but it is not a **v** that is spelling /v/; it is an **f**. That is the other part we must know by heart.” *(Teacher and students write **f** in the second heart.)*
- “Let’s touch and say together, *(touch each shape while saying the sounds) /ū/ /v/. **of**.*
- Now, let’s review the word **of**.
- What is the first sound in **of**? (/ū/)
- Yes. Remember, the sound /ū/ in the word **of** is not spelled with the letter **u**. What letter spells /ū/ in **of**? (**o**)
- What is the next sound in **of**? (/v/)
- Yes. Remember, the sound /v/ in the word **of** is not spelled with the letter **v**. What letter spells /v/ in **of**? (**f**)
- Yes. That is the other tricky part we have to learn by heart.
- This word has two tricky parts. We have to learn both parts of this word by heart.
- Now write the whole word on the line.”

This activity allows students to practice dissecting Heart Words (high-frequency words) with irregular letter-sound relationships by listening to the individual phonemes in a word and then filling in the corresponding spellings. They fill in a heart above the irregular part of the word that must be learned “by heart” and write that tricky part again. Below are some suggested directions and sample scripts to use with the words **said**, **from**, **his**, **of**, and **could**.

Suggested Directions:

1. Choose a set of irregularly spelled high-frequency words to practice with.
2. Print a copy of the “Dissect a Word Spelling Grid” for each student.
3. Display the words to be dissected. Read each word aloud for students (or have students read the words with you).
4. Have students write the word to be dissected in the “Say and Write Word” box.
5. Have students say the individual phonemes in the word and color in one dot for each phoneme they hear.
6. Then the students and teacher write a grapheme in the corresponding box to spell each phoneme.
7. Students fill in the blank heart above the grapheme that represents the tricky part of the word (the part they have to learn by heart).
8. Students then write the tricky part again in the final box for the row.
9. A completed page might look like this:

	Say and Write Word	Write Graphemes	Tricky Part
1.	said	s ai d	ai
2.	from	f r o m	o
3.	his	h i s	s
4.	of	o f	o,f
5.	could	c oul d	oul

Script for **said**:

- “This is the word **said**.” (Display the word.)
“**Said** rhymes with head and bed.
- Write the word **said** in the first box.” (Teacher and students write **said** in the first box.)
- “**Said** has three sounds – /s/ /ě/ /d/.” (Fill in three dots while saying the sounds again, /s/ /ě/ /d/.)
- “The first sound I hear in **said** is /s/ (touch the first dot). We know that /s/ is spelled with the letter **s**.” (Write an **s** in the first box.)
- “The last sound I hear in **said** is /d/ (touch the third dot). We know that /d/ is spelled with the letter **d**.” (Write a **d** in the final box.)
- “Now let’s take a look at the letters that are spelling /ě/. It is not an **e** that is spelling /ě/; it is **ai**. This is the part we must know by heart.” (Teacher and students write **ai** in the second box.)
- “Let’s color in the heart above the **ai** since this is the tricky part we must know by heart.” (Color in the heart above **ai**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /s/ /ě/ /d/, **said**.”
- Now, let’s review the word **said**.
- What is the first sound in **said**? (/s/)
- What letter spells /s/? (**s**)
- At the end of the word **said**, we hear /d/. What letter spells /d/? (**d**)
- What sound did we hear in the middle? (/ě/)
- Yes. Remember, the sound /ě/ in the word **said** is not spelled with the letter **e**.
- What are the letters that spell /ě/ in **said**? (**ai**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (Write **ai** in the Tricky Part box.)

Script for **from**:

- “This is the word **from**.” (Display the word.) “**From** rhymes with some and hum.
- Write the word **from** in the first box.” (Teacher and students write **from** in the first box.)
- “**From** has four sounds – /f/ /r/ /ũ/ /m/.” (Fill in four dots while saying the sounds again, /f/ /r/ /ũ/ /m/.)
- “The first sound I hear in **from** is /f/ (touch the first dot). We know that /f/ is spelled with the letter **f**.” (Write an **f** in the first box.)
- “The next sound I hear in **from** is /r/ (touch the second dot). We know that /r/ is spelled with the letter **r**.” (Write a **r** in the second box.)
- “The last sound I hear in **from** is /m/ (touch the fourth dot). We know that /m/ is spelled with the letter **m**.” (Write an **m** in the last box.)
- “Now let’s take a look at the letter that is spelling /ũ/. It is not a **u** that is spelling /ũ/; it is **o**. That is the part we must know by heart.” (Teacher and students write **o** in the third box.)
- “Let’s color in the heart above the **o** since this is the tricky part we must know by heart.” (Color in the heart above **o**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /f/ /r/ /ũ/ /m/, **from**.”
- Now, let’s review the word **from**.
- What is the first sound in **from**? (/f/)
- What letter spells /f/? (**f**)
- What is the second sound in **from**? (/r/)
- What letter spells /r/? (**r**)
- At the end of the word **from**, we hear /m/. What letter spells /m/? (**m**)
- What sound did we hear after /r/? (/ũ/)
- Yes. Remember, the sound /ũ/ in the word **from** is not spelled with the letter **u**.
- What is the letter that spells /ũ/ in **from**? (**o**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (Write **o** in the Tricky Part box.)

Script for **his**:

- “This is the word **his**.” (Display the word.) “**His** rhymes with is and whiz.
- Write the word **his** in the first box.” (Teacher and students write **his** in the first box.)
- “**His** has three sounds – /h/ /i/ /z/.” (Fill in three dots while saying the sounds again, /h/ /i/ /z/.)
- “The first sound I hear in **his** is /h/ (touch the first dot). We know that /h/ is spelled with the letter **h**.” (Write an **h** in the first box.)
- “The next sound I hear in **his** is /i/ (touch the second dot). We know that /i/ is spelled with the letter **i**.” (Write an **i** in the second box.)
- “Now let’s take a look at the letter that is spelling /z/. It is not a **z** that is spelling /z/; it is **s**. That is the part we must know by heart.” (Teacher and students write **s** in the third box.)
- “Let’s color in the heart above the **s** since this is the tricky part we must know by heart.” (Color in the heart above **s**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /h/ /i/ /z/, **his**.”
- Now, let’s review the word **his**.
- What is the first sound in **his**? (/h/)
- What letter spells /h/? (**h**)
- What is the second sound in **his**? (/i/)
- What letter spells /i/? (**i**)
- Yes. Remember, the sound /z/ in the word **his** is not spelled with the letter **z**.
- What is the letter that spells /z/ in **his**? (**s**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (Write **s** in the Tricky Part box.)

Script for **of**:

- “This is the word **of**.” (Display the word.) “**Of** rhymes with love.
- Write the word **of** in the first box.” (Teacher and students write **of** in the first box.)
- “**Of** has two sounds – /ū/ /v/.” (Fill in two dots while saying the sounds again, /ū/ /v/.)
- “Let’s take a look at the letter that is spelling /ū/. It is not a **u** that is spelling /ū/; it is **o**. That is a part we must know by heart.” (Teacher and students write **o** in the first box.)
- “Let’s color in the heart above the **o** since this is a tricky part we must know by heart.” (Color in the heart above **o**.)
- “Now, let’s look at the letter that is spelling /v/. It is not a **v** that is spelling /v/; it is **f**. That is another part we must know by heart.” (Teacher and students write **f** in the second box.)
- “Let’s color in the heart above the **f** since this is also a tricky part we must know by heart.” (Color in the heart above **f**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /ū/ /v/, **of**.”
- Now, let’s review the word **of**.
- Remember, the sound /ū/ in the word **of** is not spelled with the letter **u**.
- What is the letter that spells /ū/ in **of**? (**o**)
- And the sound /v/ in the word **of** is not spelled with the letter **v**.
- What is the letter that spells /v/ in **of**? (**f**)
- That is another tricky part we have to learn by heart. Write this part one more time in the final box after the **o**.” (Write **o** and **f** in the Tricky Part box.)

Script for **could**:

- "This is the word **could**." (*Display the word.*)
"Could rhymes with wood and hood."
- Write the word **could** in the first box." (*Teacher and students write **could** in the first box.*)
- "**Could** has three sounds – /k/ /ōō/ /d/." (*Fill in three dots while saying the sounds again, /k/ /ōō/ /d/.*)
- "The first sound I hear in **could** is /k/ (*touch the first dot*). In this word /k/ is spelled with the letter **c**." (*Write a **c** in the first box.*)
- "The last sound I hear in **could** is /d/ (*touch the third dot*). We know that /d/ is spelled with the letter **d**." (*Write a **d** in the third box.*)
- "Now let's take a look at the letters that are spelling /ōō/. /ōō/ is spelled with **oul** in this word. That is the part we must know by heart." (*Teacher and students write **oul** in the second box.*)
- "Let's color in the heart above the **oul** since this is the tricky part we must know by heart." (*Color in the heart above **oul**.*)
- "Let's touch and say together, (*touch each box while saying the sounds*) /k/ /ōō/ /d/, **could**."
- Now, let's review the word **could**.
- What is the first sound in **could**? (/k/)
- What letter spells /k/? (**c**)
- At the end of the word **could**, we hear /d/. What letter spells /d/? (**d**)
- What sound did we hear in the middle? (/ōō/)
- What are the letters that spell /ōō/ in **could**? (**oul**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box." (*Write **oul** in the Tricky Part box.*)



Say and Write Word

Write Graphemes

Tricky Part

1.

2.

3.

4.

5.

	♥	♥	♥	♥	♥	
	♥	♥	♥	♥	♥	
	♥	♥	♥	♥	♥	
	♥	♥	♥	♥	♥	
	♥	♥	♥	♥	♥	