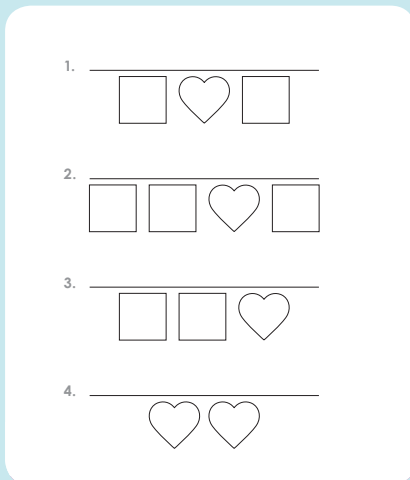


This activity allows students to practice spelling Heart Words (high-frequency words) with irregular letter-sound relationships by listening to the individual phonemes in a word and then writing down the corresponding spellings. The teacher can give students the spelling for the irregular part of the 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:

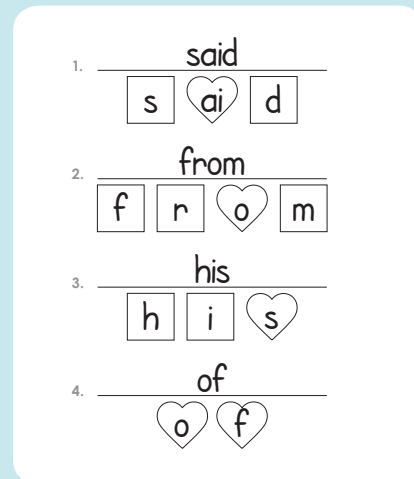
1. Choose a set of irregularly spelled high-frequency words to practice with.
2. Build a template page by cutting and pasting the Heart Word templates (based on the number of phonemes and the position of the tricky spelling that must be learned by heart in each word) onto a new page. Use the appropriate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



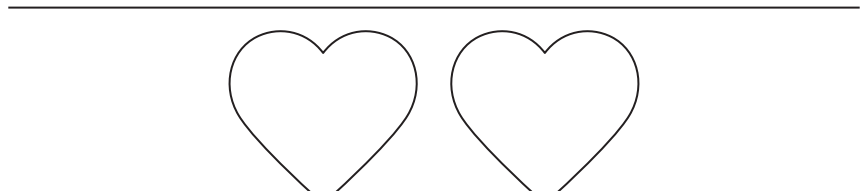
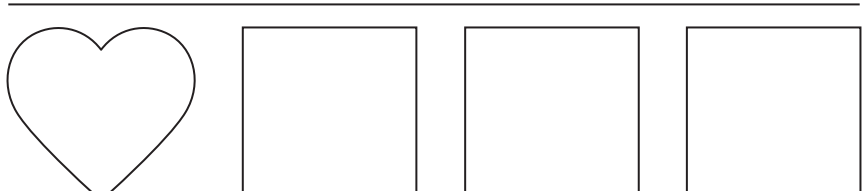
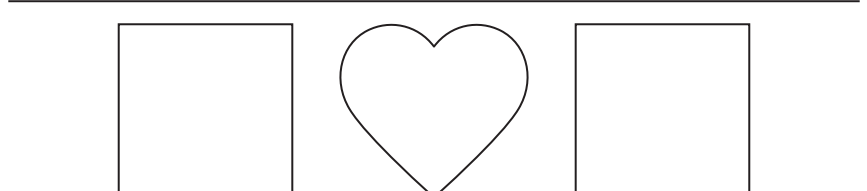
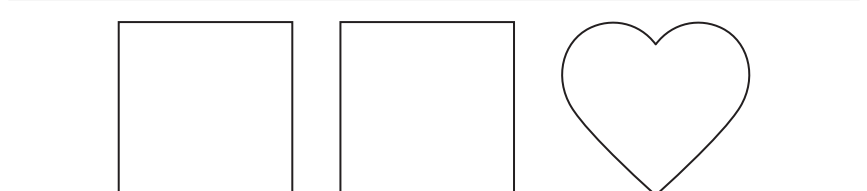
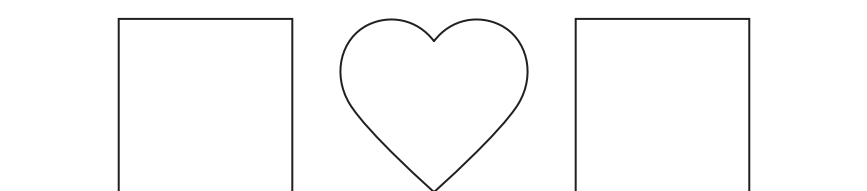
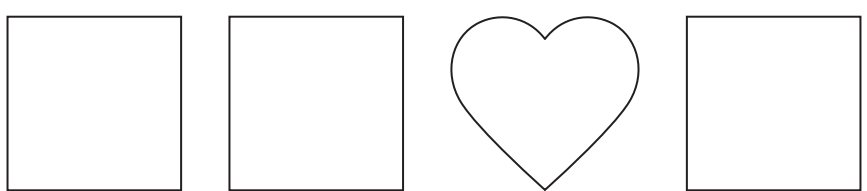
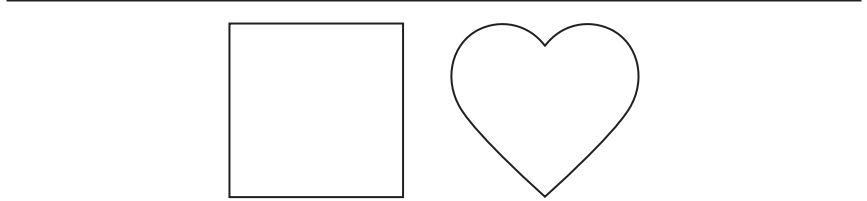
3. Make one copy of the template page for each student.
4. Read each word aloud for students (or have students read the words with you).
5. Have students say the individual phonemes in each word, touching one shape from left to right as they say each sound.
6. Then, together with students, write each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