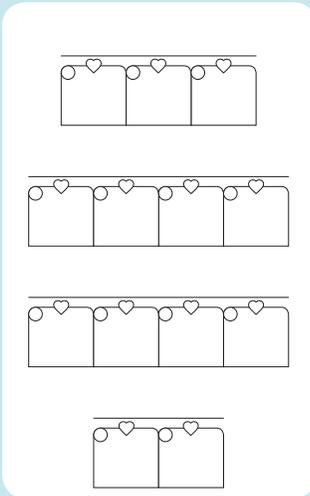


This activity allows students to practice spelling Heart Words (high-frequency words) with irregular letter-sound relationships by filling in a heart above the irregular part of the word that must be learned "by heart." Below are some suggested directions and sample scripts to use with the words **said**,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

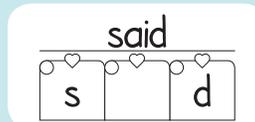
Suggested Directions:

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:

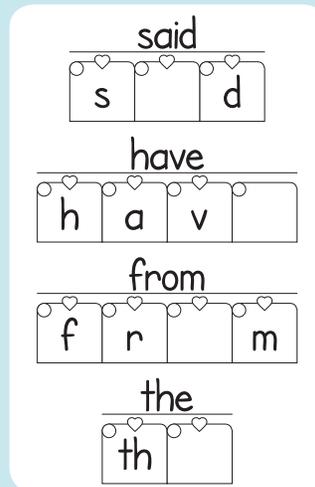


3. Write the target words above each set of boxes, then fill in the predictable sound-symbol relationships and leave the irregular spelling(s) blank. For instance, in the word **said**, the first and the last phonemes have predictable

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:

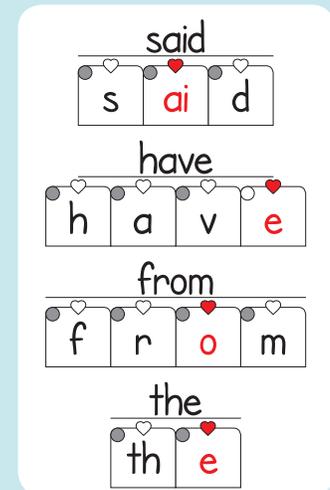


4. A prefilled page might look like this:

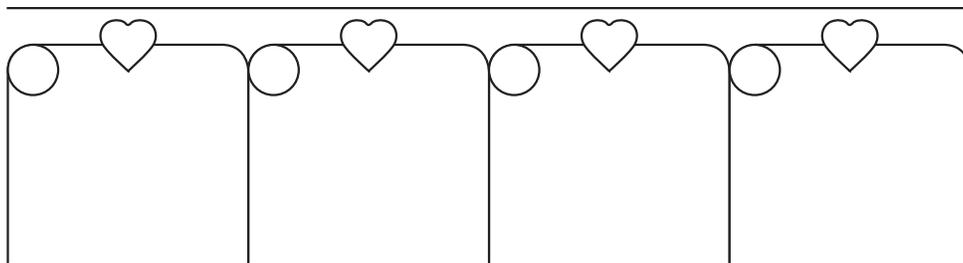
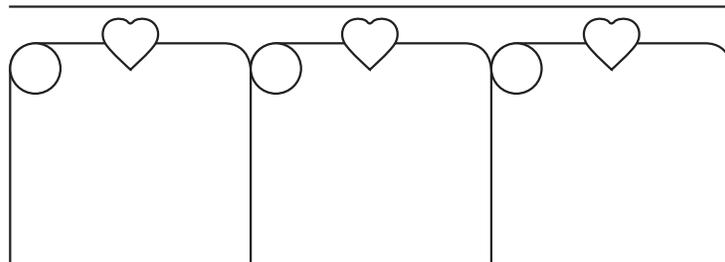
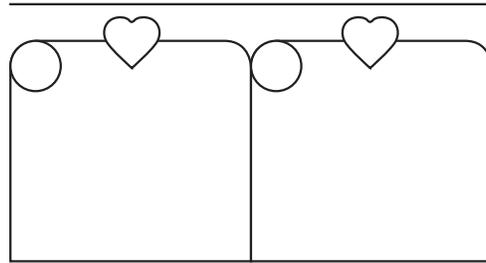


5. The teacher uses the suggested script to think/talk through the word with the students. The goal is to leverage their phonemic awareness to help anchor these words into their sight word memory for effortless retrieval. See example scripts on pages 3 and 4.

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.



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/ /ū/ /m/).
- (touch the dots and say the sounds) /f/ /r/ /ū/ /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 /ū/ (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 /ū/. It is not a **u** that is spelling /ū/; 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? (/ū/)
- Yes, and remember /ū/ in the word **from** is not spelled with the letter **u**.
- What is the letter that spells /ū/ 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/ /ū/).
- (touch the dots and say the sounds) /th/ /ū/, (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 /ū/ (touches the next dot).
- We know that /th/ is spelled with the digraph **th**. Now let's look at the letter that spell /ū/. It is not a **u** that is spelling /ū/; 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 /ū/. What letter spells /ū/? (**e**)
- That is the tricky part we have to learn by heart. Let's color in the heart above the tricky part."

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2.

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3.

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4.

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5.

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