

Level 2 Sample

Table of Contents

Program Overview	2
Lesson Materials Overview	
Lesson Guide	
Blackline Masters	
Teaching and Testing Phases	
Dictation Phase	
Score Sheet	
Lesson Steps	7
Teaching Phase	
Testing Phase	
Dictation Phase	7
Sample Materials	
Lesson Guide: Lesson 6.	
Lesson Form: Lesson 6	
Dictation Form: Set B	
Score Sheet	

Program Overview

You can use Signs for Sounds as:

- A spelling program presented for a whole class.
- Differentiated spelling instruction presented for small groups.
- A spelling intervention presented for small groups.
- An individualized spelling intervention for a student.
- Support for reading instruction.

Signs for Sounds 1 addresses first-grade-level skills needed by beginning spellers and readers. Students learn to spell about 400 words with regular spelling patterns and the first 50 high-frequency words.

Signs for Sounds 2 reviews the skills taught in level 1 at a faster pace and then continues on to present second- and third-grade-level phonics skills. Nearly half of the lessons deal with words that have two or more syllables. Students learn to spell 800 more words with regular spelling patterns and the first 100 high-frequency words.

Signs for Sounds 1	Signs for Sounds 2								
■ Consonant review	■ Short vowels: a , e , i , o , u								
■ Short vowels: a , e , i , o , u	■ Long vowels/silent e : a_e , i_e , o_e , u_e								
■ Consonant blends: sl, fl, cl, fr, tr, dr, cr, gr, br, sc, sk, sm, sn, sp, st, sw, str, scr	Consonant blends: cl, fl, gl, pl, sl, br, cr, dr, fr, gr, tr, sc, sk, sm, sn, sp, st, sw, str, scr, ft, lt, nk								
■ Long vowel/silent e : a_e , i_e , o_e , u_e	■ Consonant digraphs: sh , th , ch , wh , ng								
■ More vowels: ay , oy	■ Double consonants: ll, ss, ff, ck								
■ Consonant digraphs: sh , th	$lacktriangledown$ Other consonants: soft ${f c}$, soft ${f g}$								
	■ Silent consonants: kn , wr								
	Other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ü/, ow /ō/, ow /ou/, ew, igh, alk, all, oo /ú/, ou, ir, or								
	■ Adding suffixes: s , es , ing , ed , er , est , double final consonant, drop final e , change y to i								
	 Syllable patterns: second syllable dy, dle, der and first syllable open/closed 								
	■ Prefix un								
	■ Suffix tion								
First 50 high-frequency words	First 100 high-frequency words								

Lesson Materials Overview

The materials you will need to work through a Signs for Sounds lesson are described below. These materials are included in each level of Signs for Sounds. Examples of the lesson materials follow.

Lesson Guide

The *Signs for Sounds Lesson Guide* for each level provides information that will guide the teacher through the teaching, testing, and dictation phases. The steps overview in the front of the guide provides a quick review of the steps.

The first page of the instructions for each lesson indicates what is being taught and/or reviewed in the teaching and testing phases, including:

- An explanation of the phonics element or syllable pattern being taught.
- Tips for the teacher.
- Information about the lesson forms.
- The list of sound-out words for practice and testing.
- \blacksquare The spell-out word(s).

The second page for each lesson provides spell-out words to review and dictation sentences.

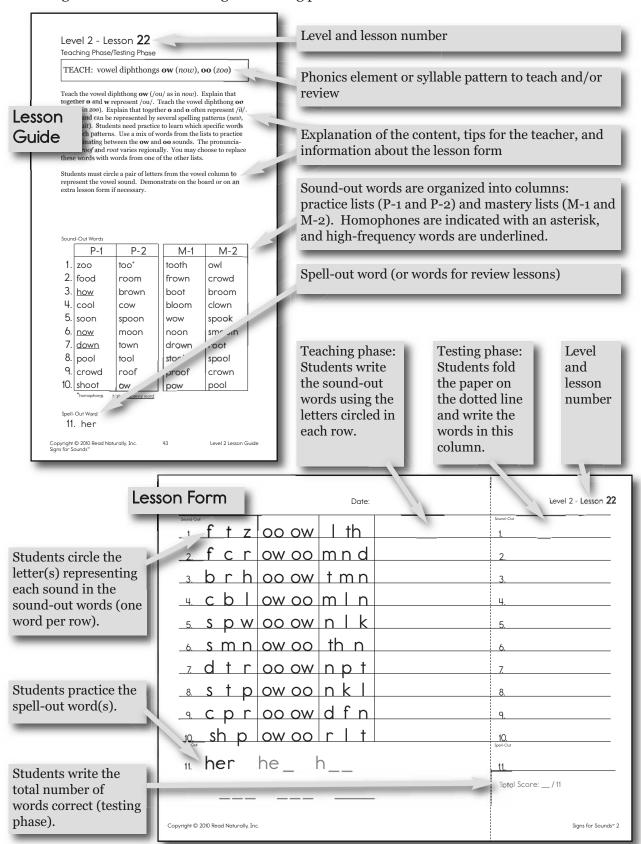
Blackline Masters

The Signs for Sounds Blackline Masters book for each level includes the following materials.

- **Lesson forms**: The forms correspond with the lessons.
- **Dictation forms**: Each level has two dictation forms for the dictation sentences. One form corresponds to set A (shorter sentences), and one form corresponds to set B (longer sentences).
- **Score sheets**: Students use the score sheets to record their scores for the testing and dictation phases. Students can see visual evidence of their own success as they fill in their scores following each lesson.

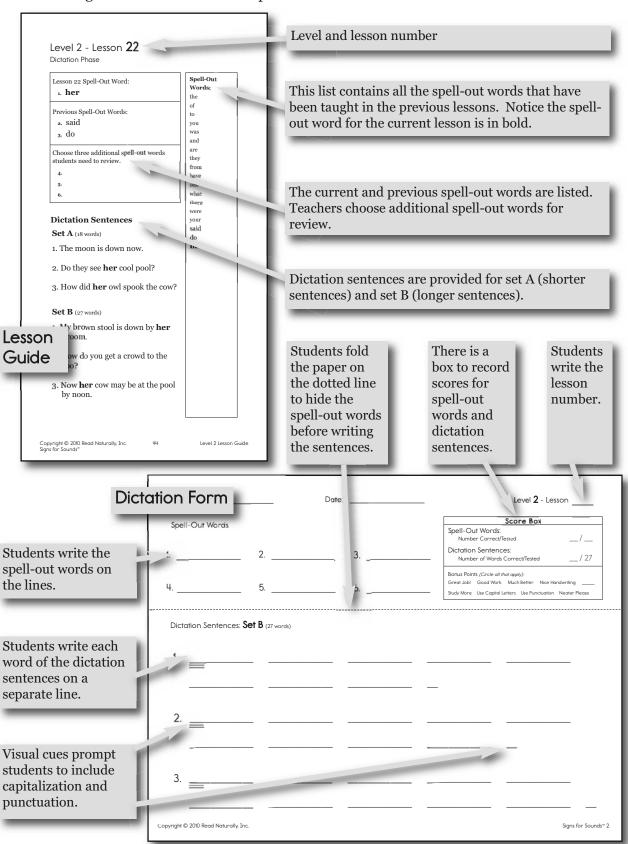
Teaching and Testing Phases

The following images highlight the features of the lesson guide and student lesson form pages used in the Signs for Sounds 2 teaching and testing phases.



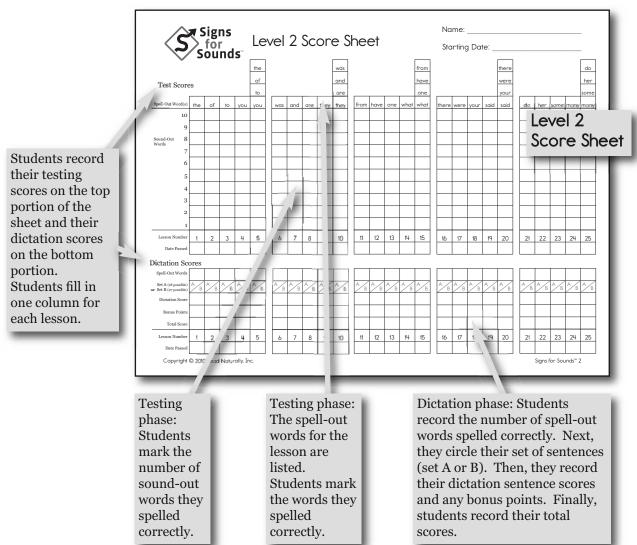
Dictation Phase

The following images highlight the features of the lesson guide and student dictation form pages used in the Signs for Sounds 2 dictation phase.



Score Sheet

The following image highlights the features of the score sheet, which is used to record students' testing and dictation scores.



Lesson Steps

Direct the student(s) through the following steps in each lesson of Signs for Sounds.

Teaching Phase

- Use the Teaching Phase/Testing Phase page from the lesson guide. Introduce the new element by saying the sound that the element makes. Then, show students the corresponding letter or letters by writing them on the board. Present a few words from the sound-out words lists to the students to practice the featured elements.
- Dictate the first sound-out word, which is a word with a regular spelling pattern, from the practice list, and tell students to listen to the sounds. Then, tell students to look at the first row of the lesson form and circle the letter or letters in each column that represent each sound or syllable in the word you just dictated.
 - After students circle the letters, they write the word in the unnumbered, blank column. Immediately write the word on the board, and direct students to check and correct their words, letter by letter. Dictate the next sound-out word from the list, and guide students to check and correct that word. Continue this process for all the words in the list.
- 3 Introduce the spell-out word, which is a high-frequency word with an irregular spelling pattern, by saying the word and saying each letter as you write the letters on the board. Tell students to practice saying and spelling the word.
- 4 Ask students to independently practice writing the spell-out word. Students should say and spell the word quietly as they trace the gray letters and write the missing letters. Students should continue until they have spelled the word in each of the given spaces. Then, tell students to check and correct the last word they wrote.

Testing Phase

- Tell students to fold their lesson forms on the dotted line to hide the practice words. Dictate each sound-out word from the sound-out words list you used in the teaching phase, and ask students to write each sound-out word in the numbered spaces on their lesson forms.
- 6 Dictate the spell-out word, and tell students to write the word on their lesson forms.
- Tell students to unfold their forms to check and correct their tests. Tell students to record their scores on their score sheets. Students should first complete the teaching and testing phases with a practice list then with a mastery list. When students score 80 percent or higher on a mastery list, move to the dictation phase. If students score less than 80 percent, repeat the teaching and testing phases with an alternate list on a new lesson form.

Dictation Phase

- 8 Use the Dictation Phase page from the lesson guide. Dictate the first spell-out word, and tell students to write the word on their dictation forms. (Show them the correct set of blanks to use on the forms.) Write the word on the board, and ask students to check and correct the words. Continue with the remaining spell-out words.
- Tell students to fold their dictation forms on the dotted line. Dictate a set of sentences (set B for this sample). Tell students to write each sentence on their dictation forms.
- 10 Collect and correct the sentences. Ask students to record their scores on their score sheets.

Sample Materials

The following pages include the materials needed to work through Signs for Sounds 2 lesson 6.

- Lesson guide pages for the teacher: the Teaching Phase/Testing Phase page and the Dictation Phase page
- Lesson form for the student
- Dictation form for the student (for set B sentences)
- Score sheet for the student

Use the Lesson Steps and the following materials to try Signs for Sounds 2 lesson 6 with your students.

Level 2 - Lesson 6

Teaching Phase/Testing Phase

TEACH: long o—silent e

REVIEW: long/short **a**, **i**, short **o**

when the first vowel $\bf o$ is followed by one consonant and the vowel $\bf e$, the $\bf o$ represents its long sound, $/\bar{o}/$, and the $\bf e$ is silent. Use a mix of words from lists P-1 and P-2 to practice discriminating between the sounds of long and short ${\bf o}$. Review the sounds of long and short a and i. Use a mix of words from lists M-1 and Teach the long vowel sound of \mathbf{o} ($/\bar{\mathbf{o}}/$ as in *hole*). Explain that M-2 to practice discriminating between the vowel sounds in this

students must trace the dotted e. When the vowel says its short silent e. Demonstrate on the board or on an extra lesson form if sound and the silent e is not needed, they must cross out the When the vowel says its long sound and the silent e is needed,

Sound-Out Words

	P-1	P-2	M <u>-1</u>	M-2
. `	hope	rode _*	rose	pop
5	hop	rod	bake	hike
$\dot{\omega}$	note	vote	dog	date
F	not	hole*	has	pole
ĊΊ	joke	job	woke	coke
6	bone	cone	like	bike
.7	hot	hose	pot	log
$\dot{\infty}$	nose	got	fine	fit
ڡ	rope	robe	fin	hope
0	10. top	rob	nose	nap

*homophone

high-frequency word

Spell-Out Word

11. was

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Level 2 Lesson Guide

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Level 2 - Lesson 6

Dictation Phase

Lesson 6 Spell-Out Word: 1. Was the Words: Spell-Out

Previous Spell-Out Words

2. the

3. of

4. to 5. you

Note: The remaining space for a spell-out word on the student dictation form will not be used in this lesson.

Dictation Sentences

Set A (18 words)

- 1. It was fun to vote.
- 2. You did not like the note.
- 3. Was the rope on top of it?

Set B (27 words)

- 1. I hope you can hop to the rope.
- 2. The cone was not on top of the
- 3. **Was** his job to fit the pipe in the hole?

ō of

you **was**

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13

Level 2 Lesson Guide

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Level 2 - Lesson _

Spell-Out Words

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Spell-Out Words: Dictation Sentences: Number of Words Correct/Tested Number Correct/Tested Score Box / 27

Bonus Points (Circle all that apply):

Study More Use Capital Letters Use Punctuation Neater Please Great Job! Good Work Much Better Nice Handwriting

Dictation Sentences: **Set B** (27 words)

Ņ

ယ



Level 2 Score Sheet

Name:

Starting Date:

Date Passed	Lesson Number	Total Score	Bonus Points	Dictation Score	Set A (18 possible) or Set B (27 possible)	Spell-Out Words	Dictation Scores	Date Passed	Lesson Number	1	2	3	4	51	6	7	Sound-Out 8	9	10	Spell-Out Word(s)	0	Test Scores		<
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