Routine for Teaching Irregular Words/Heart Words
This routine is modeled with the word said as an example.

I. Introduce the Word
   a. Teacher says the word. ("said")
   b. Teacher and students say the word together ("said")
   c. Teacher and students stretch sounds and tap them out
   d. Teacher asks what is the word? ("said")
   e. Teacher asks how many sounds in the word ________________?
   f. Students respond with the correct number of sounds. (3)

II. Match Sounds and Letters
   a. Teacher draws a line on the board for each sound. _____ _____ _____
   b. Teacher asks students to say the word and tap the sounds again.
   c. Teacher asks what is the first sound we hear? Students respond with the
      sound. The teacher asks, “What letter spells that sound?” The
      students should respond chorally. (s)
   d. Teacher asks, “What’s the word?” All students respond chorally.
   e. Teacher asks, “What is the last sound I hear?” Students respond with the
      sound /d/). The teachers asks, “What letter spells that sound? “
      The students should respond chorally (d).
   f. Teacher asks, “What’s the word?” (said) All students respond chorally.
   g. Teacher asks “What is the middle sound in my word? ” /e/ Correct. In the
      word said we spell the /e/ sound with the letters ai. Teacher says, “These are
      the letters you will have to remember by heart. “ Teacher asks the student to
      name the letters (ai). Draw a heart over the letters ai. Teacher says, “The
      other parts of the word you can use your phonics skills to help you.”

III. Read and Spell the Word Aloud
   a. Teacher asks students to read the word aloud
   b. Teacher asks students to spell the word aloud chorally.

IV. Air-Write the Word (from memory)
   a. Teacher asks students to take a picture of the word in their minds, and then
      erases the word from the board.
   b. Teacher leads students in air-writing the word without showing it.
   c. Students “spray paint” the wall while spelling the word, saying the letter
      names. (Be sure students look at the wall as they air-write)
V. Question Students about the Word (from memory)
   a. What is the first/last letter?
   b. What letter is before/after (name a letter)?
   c. What are the heart letters?

VI. Students Spell the Word on an Erasable Surface
   a. Teacher asks students to spell the word.
   b. Students write the word, underlining the heart letters and drawing a heart above them.
   c. Teacher checks students’ spelling.

VII. Create Practice Card-Students write the word on an index card. They underline the heart letters and draw above the letters.

Adapted From Judi Dodson’s *Fifty Nifty Activities for 5 Components and 3 Tiers of Reading Instruction*