

## 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*