



Level 2 Sample

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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
<ul style="list-style-type: none"> ■ Consonant review ■ Short vowels: a, e, i, o, u ■ Consonant blends: sl, fl, cl, fr, tr, dr, cr, gr, br, sc, sk, sm, sn, sp, st, sw, str, scr ■ Long vowel/silent e: a_e, i_e, o_e, u_e ■ More vowels: ay, oy ■ Consonant digraphs: sh, th 	<ul style="list-style-type: none"> ■ Short vowels: a, e, i, o, u ■ Long vowels/silent e: a_e, i_e, o_e, u_e ■ 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 ■ Consonant digraphs: sh, th, ch, wh, ng ■ Double consonants: ll, ss, ff, ck ■ Other consonants: soft c, soft 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 /ü/, 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.
- 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.

Level 2 - Lesson 22
Teaching Phase/Testing Phase

TEACH: vowel diphthongs **ow** (*now*), **oo** (*zoo*)

Teach the vowel diphthong **ow** (/ou/ as in *now*). Explain that together **o** and **w** represent /ou/. Teach the vowel diphthong **oo** (/oo/ as in *zoo*). Explain that together **o** and **o** often represent /i/. and can be represented by several spelling patterns (*new*, *it*). Students need practice to learn which specific words each pattern. Use a mix of words from the lists to practice matching between the **ow** and **oo** sounds. The pronunciation of **ow** and **oo** varies regionally. You may choose to replace these words with words from one of the other lists.

Students must circle a pair of letters from the vowel column to represent the vowel sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

	P-1	P-2	M-1	M-2
1.	zoo	too*	tooth	owl
2.	food	room	frown	crowd
3.	<u>how</u>	brown	boot	broom
4.	cool	cow	bloom	clown
5.	soon	spoon	wow	spook
6.	<u>now</u>	moon	noon	smooch
7.	<u>down</u>	town	drown	root
8.	pool	tool	store	spool
9.	crowd	roof	proof	crowd
10.	shoot	ow	paw	pool

*homophone high frequency word

Spell-Out Word
11. her

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Level and lesson number

Phonics element or syllable pattern to teach and/or review

Explanation of the content, tips for the teacher, and information about the lesson form

Sound-out words are organized into columns: practice lists (P-1 and P-2) and mastery lists (M-1 and M-2). Homophones are indicated with an asterisk, and high-frequency words are underlined.

Spell-out word (or words for review lessons)

Teaching phase:
Students write the sound-out words using the letters circled in each row.

Testing phase:
Students fold the paper on the dotted line and write the words in this column.

Level and lesson number

Lesson Form

Date: _____

Level 2 - Lesson 22

Sound-Out	Sound-Out	Sound-Out
1.	f t z oo ow l th	1.
2.	f c r ow oo m n d	2.
3.	b r h oo ow t m n	3.
4.	c b l ow oo m l n	4.
5.	s p w oo ow n l k	5.
6.	s m n ow oo th n	6.
7.	d t r oo ow n p t	7.
8.	s t p ow oo n k l	8.
9.	c p r oo ow d f n	9.
10.	sh p ow oo r l t	10.
11.	her he _ h _ _	11.
	Total Score: ___ / 11	

Students circle the letter(s) representing each sound in the sound-out words (one word per row).

Students practice the spell-out word(s).

Students write the total number of words correct (testing phase).

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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.

Level and lesson number

This list contains all the spell-out words that have been taught in the previous lessons. Notice the spell-out word for the current lesson is in bold.

The current and previous spell-out words are listed. Teachers choose additional spell-out words for review.

Dictation sentences are provided for set A (shorter sentences) and set B (longer sentences).

Students fold the paper on the dotted line to hide the spell-out words before writing the sentences.

There is a box to record scores for spell-out words and dictation sentences.

Students write the lesson number.

Lesson Guide

Students write the spell-out words on the lines.

Students write each word of the dictation sentences on a separate line.

Visual cues prompt students to include capitalization and punctuation.

Dictation Form

Date: _____

Level 2 - Lesson _____

Score Box	
Spell-Out Words: Number Correct/Tested	___ / ___
Dictation Sentences: Number of Words Correct/Tested	___ / 27
Bonus Points (Circle all that apply): Great Job! Good Work Much Better Nice Handwriting _____ Study More Use Capital Letters Use Punctuation Neater Please _____	

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Score Sheet

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

Signs for Sounds™ Level 2 Score Sheet

Name: _____
Starting Date: _____

Test Scores

Spell-Out Word(s)	the	of	to	you	you	was	and	are	they	they	from	have	one	what	what	there	were	your	said	said	do	her	some	more	more
10																									
9																									
8																									
7																									
6																									
5																									
4																									
3																									
2																									
1																									
Lesson Number	1	2	3	4	5	6	7	8	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Date Passed																									

Dictation Scores

Spell-Out Words	the	of	to	you	you	was	and	are	they	they	from	have	one	what	what	there	were	your	said	said	do	her	some	more	more
Set A (18 possible) or Set B (17 possible)	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B
Dictation Score																									
Bonus Points																									
Total Score																									
Lesson Number	1	2	3	4	5	6	7	8	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Date Passed																									

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Level 2 Score Sheet

Students record their testing scores on the top portion of the sheet and their dictation scores on the bottom portion. Students fill in one column for each lesson.

Testing phase: Students mark the number of sound-out words they spelled correctly.

Testing phase: The spell-out words for the lesson are listed. Students mark the words they spelled correctly.

Dictation phase: Students record the number of spell-out words spelled correctly. Next, they circle their set of sentences (set A or B). Then, they record their dictation sentence scores and any bonus points. Finally, students record their total scores.

Lesson Steps

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

Teaching Phase

- 1 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.
- 2 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

- 5 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.
- 7 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.
- 9 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**

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

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

Sound-Out Words

	P-1	P-2	M-1	M-2
1.	hope	rode*	rose	pop
2.	hop	rod	bake	hike
3.	note	vote	dog	date
4.	<u>not</u>	hole*	<u>has</u>	pole
5.	joke	job	wake	coke
6.	bone	cone	<u>like</u>	bike
7.	hot	hose	pot	log
8.	nose	got	fine	fit
9.	rope	robe	fin	hope
10.	<u>top</u>	rob	nose	nop

*homophone

high-frequency word

Spell-Out Word

11. was

Level 2 - Lesson 6

Dictation Phase

Lesson 6 Spell-Out Word:

1. **was**

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 gate.
3. **Was** his job to fit the pipe in the hole?

Spell-Out
Words:

the
of
to
you
was

Name: _____

Date: _____

Level 2 - Lesson **6**

Sound-Out				Sound-Out			
1.	p r h	a i o	d s p	1.			
2.	h b r	a i o	d p k	2.			
3.	n d v	a i o	n g t	3.			
4.	p h n	a i o	t l s	4.			
5.	c j w	a i o	b k l	5.			
6.	b l c	a i o	f n k	6.			
7.	l p h	a i o	g s t	7.			
8.	f n g	a i o	s t n	8.			
9.	f r h	a i o	b n p	9.			
10.	n t r	a i o	s p b	10.			

11. **WAS** **wa** **w**

Total Score: ___/11

Name: _____

Date: _____

Level 2 - Lesson _____

Spell-Out Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Score Box	
Spell-Out Words:	
Number Correct/Tested	__ / __
Dictation Sentences:	
Number of Words Correct/Tested	__ / 27
Bonus Points (Circle all that apply): Great Job! Good Work Much Better Nice Handwriting _____ Study More Use Capital Letters Use Punctuation Neater Please	

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

1. _____

2. _____

3. _____
