



Level 1 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
■ 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	■ 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 1 teaching and testing phases.

Lesson Guide

Level 1 - Lesson 9
Teaching Phase/Testing Phase

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

Review the short sounds of the vowels **a** (/ă/ as in *at*), **i** (/ĭ/ as in *it*), and **o** (/ŏ/ as in *on*). Remind students that when a one-syllable word has only one vowel, and the vowel is followed by a consonant, the vowel represents its short sound. Use a mix of words from the lists to practice discriminating between the short sounds of the vowels **a**, **i**, and **o**. (Each word is a closely related to the previous word.) Have students suggest how to change one letter to make a new word. For example, change *it* to *at* or *tap* to *tip*.

Students must circle one letter in each column to represent each sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

	A	B	C
1.	if	in	on
2.	it	an	in
3.	at	ax	it
4.	cat	tax*	pit
5.	hat	tap	pot
6.	hit	tip	pat
7.	hot	top	fat
8.	hop	pop	fit*
9.	mop	pot	fix
10.	map	rip	fox

*homophone
high-frequency

Spell-Out Word
11. and

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Level 1 Lesson Guide

Level and lesson number

Phonics element 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: lists A, B, and C. 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 1 - Lesson 9

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).

Sound-Out	Sound-Out
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. p t c a i o n x t	4. _____
5. p h t a i o d t p	5. _____
6. p t h a i o t n p	6. _____
7. t f h a i o g p t	7. _____
8. f h p a i o g t p	8. _____
9. m p f a i o t x p	9. _____
10. f m p a i o p x t	10. _____
11. and an _ a _ _	11. _____
_____	Total Score: ____ / 11

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Signs for Sounds™ 1

Dictation Phase

The following images highlight the features of the lesson guide and student dictation form pages used in the Signs for Sounds 1 dictation phase.

Level 1 - Lesson 9
Dictation Phase

Lesson 9 Spell-Out Word: 1. and	Spell-Out Words: a I the will to you and
Previous Spell-Out Words: 2. to 3. you	
Choose three additional spell-out words students need to review. 4. 5. 6.	

Dictation Sentences

Set A (12 words)
1. Hit to him.
2. You mop **and** hop.
3. Tap **and** tip the pot.

Set B (21 words)
1. Will I hop to the pot?
2. Can sit **and** fix an ax.
3. You pat the cat **and** not the dog.

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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).

Lesson Guide

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.

Dictation Form

Date: _____

Level 1 - Lesson _____

Spell-Out Words

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Dictation Sentences: **Set A** (12 words)

1. _____

2. _____

3. _____

Visual cues prompt students to include capitalization and punctuation.

Score Box			
Spell-Out Words:	Number Correct/Tested	___ / ___	
Dictation Sentences:	Number of Words Correct/Tested	___ / 12	
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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Signs for Sounds™ 1

Students write the spell-out words on the lines.

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

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 1 Score Sheet

Name: _____
Starting Date: _____

Test Scores

Spell-Out Word(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
a																				
I																				
the																				
the																				
will																				
to																				
you																				
you																				
and																				
are																				
of																				
of																				
for																				
they																				
have																				
have																				
was																				
one																				
or																				
or																				

Dictation Scores

Spell-Out Words	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Set A (12 possible)	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Set B (12 possible)	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Dictation Score																				
Bonus Points																				
Total Score																				
Lesson Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Date Passed																				

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Level 1 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 phonics 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 in order to practice the featured elements.
- 2 Dictate the first sound-out word, which is a word with a regular spelling pattern, and tell students to listen to the sounds. Then, tell students to look at the first row on 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 lesson forms to check and correct their tests. Tell students to record their scores on their score sheets. When students score 80 percent correct or higher on the sound-out words, 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 A 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 1 lesson 14.

- 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 A sentences)
- Score sheet for the student

Use the Lesson Steps and the following materials to try Signs for Sounds 1 lesson 14 with your students.

Level 1 - Lesson 14

Teaching Phase/Testing Phase

TEACH: consonant b	REVIEW: short vowels
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Teach the sound of the consonant **b**. Many students need repeated practice on **b** because the letters **b**, **d**, and **p** are visually similar. This lesson gives concentrated practice on **b** in both the initial and final positions. Review the short sounds of the vowels. Use a mix of words from the lists to practice discriminating between the short sounds of the vowels. Watch for reversals of the letter **b**. Help students correct errors immediately.

Students must circle one letter in each column to represent each sound. Demonstrate on the board or on an extra lesson form if necessary.

Sound-Out Words

	A	B	C
1. bat	bug	bus	
2. bus	big	sub	
3. bed	bag	big	
4. big	rub	bat	
5. box	cab	cub	
6. sub	tub	bag	
7. rob	bib	rob	
8. cub	but	box	
9. bag	bit	but	
10. but	bat	bed	

high-frequency word

Spell-Out Word

11. they

Level 1 - Lesson 14

Dictation Phase

Lesson 14 Spell-Out Word: 1. they	Spell-Out Words: a I the will to you and are of for they
Previous Spell-Out Words: 2. of 3. for	
Choose three additional spell-out words students need to review. 4. 5. 6.	

Dictation Sentences

Set A (12 words)

1. Rub the bed.
2. **They** bat for you.
3. Will **they** rob a cub?

Set B (21 words)

1. Are **they** in a big bed?
2. You got a tub for the sub.
3. **They** rob a box but not a bag.

Name:

Date:

Sound-Out			Sound-Out
1.	s b n	a e i o u	s g t
2.	n s b	a e i o u	b s g
3.	g f b	a e i o u	t g d
4.	r b n	a e i o u	t g b
5.	b w c	a e i o u	x n b
6.	b s t	a e i o u	b g s
7.	r l b	a e i o u	g n b
8.	n b c	a e i o u	b t x
9.	j r b	a e i o u	t g s
10.	c b f	a e i o u	d n t
Spell-Out			Spell-Out

11. they the _ th _ _ t _ _ _

Total Score: __ / 11

Name: _____

Date: _____

Level 1 - 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		___ / 12	
Bonus Points (<i>Circle all that apply</i>):			
Great Job!	Good Work	Much Better	Nice Handwriting
Study More	Use Capital Letters	Use Punctuation	Neater Please

Dictation Sentences: **Set A** (12 words)

1. _____

2. _____

3. _____



Level 1 Score Sheet

Name: _____

Starting Date: _____

Test Scores

[illegible]

Dictation Scores

[illegible]