

This activity allows students to practice dissecting Heart Words (high-frequency words) with irregular letter-sound relationships by listening to the individual phonemes in a word and then filling in the corresponding spellings. They fill in a heart above the irregular part of the word that must be learned “by heart” and write that tricky part again. Below are some suggested directions and sample scripts to use with the words **said**, **from**, **his**, **of**, and **could**.

Suggested Directions:

1. Choose a set of irregularly spelled high-frequency words to practice with.
2. Print a copy of the “Dissect a Word Spelling Grid” for each student.
3. Display the words to be dissected. Read each word aloud for students (or have students read the words with you).
4. Have students write the word to be dissected in the “Say and Write Word” box.
5. Have students say the individual phonemes in the word and color in one dot for each phoneme they hear.
6. Then the students and teacher write a grapheme in the corresponding box to spell each phoneme.
7. Students fill in the blank heart above the grapheme that represents the tricky part of the word (the part they have to learn by heart).
8. Students then write the tricky part again in the final box for the row.
9. A completed page might look like this:

	Say and Write Word	Write Graphemes	Tricky Part
1.	said	s ai d	ai
2.	from	f r o m	o
3.	his	h i s	s
4.	of	o f	o,f
5.	could	c oul d	oul

Script for **said**:

- “This is the word **said**.” (Display the word.) “**Said** rhymes with head and bed.
- Write the word **said** in the first box.” (Teacher and students write **said** in the first box.)
- “**Said** has three sounds – /s/ /ĕ/ /d/.” (Fill in three dots while saying the sounds again, /s/ /ĕ/ /d/.)
- “The first sound I hear in **said** is /s/ (touch the first dot). We know that /s/ is spelled with the letter **s**.” (Write an **s** in the first box.)
- “The last sound I hear in **said** is /d/ (touch the third dot). We know that /d/ is spelled with the letter **d**.” (Write a **d** in the final box.)
- “Now let’s take a look at the letters that are spelling /ĕ/. It is not an **e** that is spelling /ĕ/; it is **ai**. This is the part we must know by heart.” (Teacher and students write **ai** in the second box.)
- “Let’s color in the heart above the **ai** since this is the tricky part we must know by heart.” (Color in the heart above **ai**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /s/ /ĕ/ /d/, **said**.”
- Now, let’s review the word **said**.
- What is the first sound in **said**? (/s/)
- What letter spells /s/? (**s**)
- At the end of the word **said**, we hear /d/. What letter spells /d/? (**d**)
- What sound did we hear in the middle? (/ĕ/)
- Yes. Remember, the sound /ĕ/ in the word **said** is not spelled with the letter **e**.
- What are the letters that spell /ĕ/ in **said**? (**ai**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (Write **ai** in the Tricky Part box.)

Script for **from**:

- “This is the word **from**.” (Display the word.) “**From** rhymes with some and hum.
- Write the word **from** in the first box.” (Teacher and students write **from** in the first box.)
- “**From** has four sounds – /f/ /r/ /ŭ/ /m/.” (Fill in four dots while saying the sounds again, /f/ /r/ /ŭ/ /m/.)
- “The first sound I hear in **from** is /f/ (touch the first dot). We know that /f/ is spelled with the letter **f**.” (Write an **f** in the first box.)
- “The next sound I hear in **from** is /r/ (touch the second dot). We know that /r/ is spelled with the letter **r**.” (Write a **r** in the second box.)
- “The last sound I hear in **from** is /m/ (touch the fourth dot). We know that /m/ is spelled with the letter **m**.” (Write an **m** in the last box.)
- “Now let’s take a look at the letter that is spelling /ŭ/. It is not a **u** that is spelling /ŭ/; it is **o**. That is the part we must know by heart.” (Teacher and students write **o** in the third box.)
- “Let’s color in the heart above the **o** since this is the tricky part we must know by heart.” (Color in the heart above **o**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /f/ /r/ /ŭ/ /m/, **from**.”
- Now, let’s review the word **from**.
- What is the first sound in **from**? (/f/)
- What letter spells /f/? (**f**)
- What is the second sound in **from**? (/r/)
- What letter spells /r/? (**r**)
- At the end of the word **from**, we hear /m/. What letter spells /m/? (**m**)
- What sound did we hear after /r/? (/ŭ/)
- Yes. Remember, the sound /ŭ/ in the word **from** is not spelled with the letter **u**.
- What is the letter that spells /ŭ/ in **from**? (**o**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (Write **o** in the Tricky Part box.)

Script for **his**:

- “This is the word **his**.” (Display the word.) “**His** rhymes with is and whiz.
- Write the word **his** in the first box.” (Teacher and students write **his** in the first box.)
- “**His** has three sounds – /h/ /i/ /z/.” (Fill in three dots while saying the sounds again, /h/ /i/ /z/.)
- “The first sound I hear in **his** is /h/ (touch the first dot). We know that /h/ is spelled with the letter **h**.” (Write an **h** in the first box.)
- “The next sound I hear in **his** is /i/ (touch the second dot). We know that /i/ is spelled with the letter **i**.” (Write an **i** in the second box.)
- “Now let’s take a look at the letter that is spelling /z/. It is not a **z** that is spelling /z/; it is **s**. That is the part we must know by heart.” (Teacher and students write **s** in the third box.)
- “Let’s color in the heart above the **s** since this is the tricky part we must know by heart.” (Color in the heart above **s**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /h/ /i/ /z/, **his**.”
- Now, let’s review the word **his**.
- What is the first sound in **his**? (/h/)
- What letter spells /h/? (**h**)
- What is the second sound in **his**? (/i/)
- What letter spells /i/? (**i**)
- Yes. Remember, the sound /z/ in the word **his** is not spelled with the letter **z**.
- What is the letter that spells /z/ in **his**? (**s**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (Write **s** in the Tricky Part box.)

Script for **of**:

- “This is the word **of**.” (Display the word.) “**Of** rhymes with love.
- Write the word **of** in the first box.” (Teacher and students write **of** in the first box.)
- “**Of** has two sounds – /ŭ/ /v/.” (Fill in two dots while saying the sounds again, /ŭ/ /v/.)
- “Let’s take a look at the letter that is spelling /ŭ/. It is not a **u** that is spelling /ŭ/; it is **o**. That is a part we must know by heart.” (Teacher and students write **o** in the first box.)
- “Let’s color in the heart above the **o** since this is a tricky part we must know by heart.” (Color in the heart above **o**.)
- “Now, let’s look at the letter that is spelling /v/. It is not a **v** that is spelling /v/; it is **f**. That is another part we must know by heart.” (Teacher and students write **f** in the second box.)
- “Let’s color in the heart above the **f** since this is also a tricky part we must know by heart.” (Color in the heart above **f**.)
- “Let’s touch and say together, (touch each box while saying the sounds) /ŭ/ /v/, **of**.”
- Now, let’s review the word **of**.
- Remember, the sound /ŭ/ in the word **of** is not spelled with the letter **u**.
- What is the letter that spells /ŭ/ in **of**? (**o**)
- And the sound /v/ in the word **of** is not spelled with the letter **v**.
- What is the letter that spells /v/ in **of**? (**f**)
- That is another tricky part we have to learn by heart. Write this part one more time in the final box after the **o**.” (Write **o** and **f** in the Tricky Part box.)

Script for **could**:

- “This is the word **could**.” (*Display the word.*)
“**Could** rhymes with wood and hood.”
- Write the word **could** in the first box.” (*Teacher and students write **could** in the first box.*)
- “**Could** has three sounds – /k/ /ōō/ /d/.” (*Fill in three dots while saying the sounds again, /k/ /ōō/ /d/.*)
- “The first sound I hear in **could** is /k/ (*touch the first dot*). In this word /k/ is spelled with the letter **c**.” (*Write a **c** in the first box.*)
- “The last sound I hear in **could** is /d/ (*touch the third dot*). We know that /d/ is spelled with the letter **d**.” (*Write a **d** in the third box.*)
- “Now let’s take a look at the letters that are spelling /ōō/. /ōō/ is spelled with **oul** in this word. That is the part we must know by heart.” (*Teacher and students write **oul** in the second box.*)
- “Let’s color in the heart above the **oul** since this is the tricky part we must know by heart.” (*Color in the heart above **oul**.*)
- “Let’s touch and say together, (*touch each box while saying the sounds*) /k/ /ōō/ /d/, **could**.”
- Now, let’s review the word **could**.
- What is the first sound in **could**? (/k/)
- What letter spells /k/? (**c**)
- At the end of the word **could**, we hear /d/. What letter spells /d/? (**d**)
- What sound did we hear in the middle? (/ōō/)
- What are the letters that spell /ōō/ in **could**? (**oul**)
- That is the tricky part we have to learn by heart. Write this part one more time in the final box.” (*Write **oul** in the Tricky Part box.*)

