

Name: _____

said

Say it

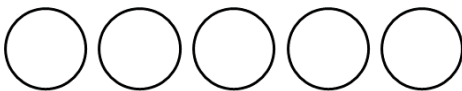


said

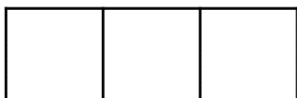
Heart it

said

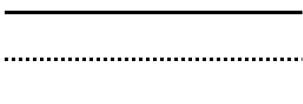
Map it



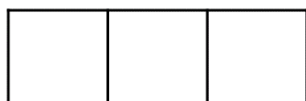
Graph it



Write it



Build it



t s m f ai l d

Name: _____

like

Say it

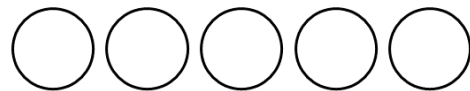
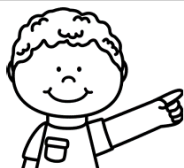


like

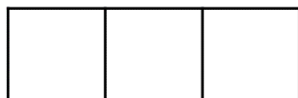
Heart it

like

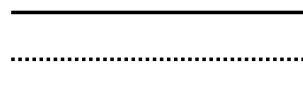
Map it



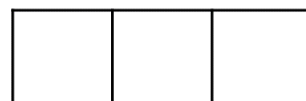
Graph it



Write it



Build it



p e l n i t k e

Name: _____

just

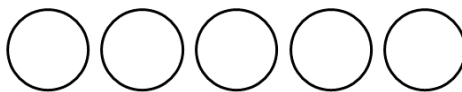
Say it

just

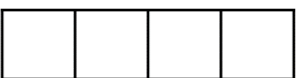
Heart it

just

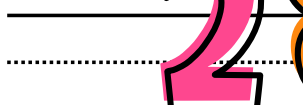
Map it



Graph it



Write it



Build it



o p j g u t s

Name: _____

her

Say it



her

Heart it

her

Map it



Graph it



Write it



y t e r s n u h

285+

WORKSHEETS

Students say, heart, map graph and write the words.

Name: _____ **said**

Say it
♡
said

Heart it
♡
said

Map it
○○○○○

Graph it
s a i d

Write it
said

Build it
🔧 s a i d

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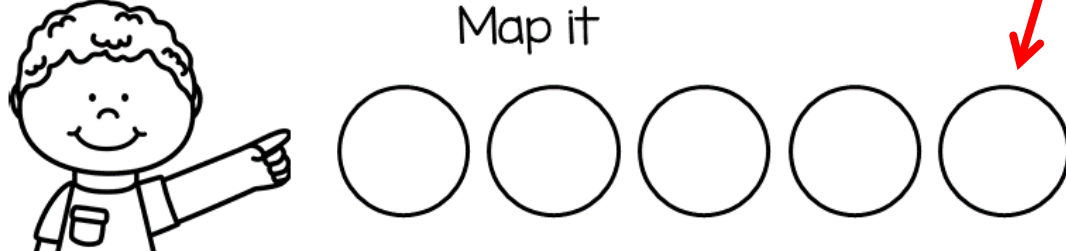
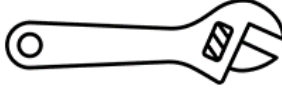


Students build the words using the cut-out letters/graphemes.

Irregular sounds and graphemes that young readers may have difficulty reading are hearted

Phonemic awareness developed through sound mapping

Name: _____ **about**

<p>Say it</p>  <p>about</p>	<p>Heart it</p> <p>about</p>							
<p>Map it</p> 								
<p>Graph it</p> <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>					<p>Write it</p> <hr/> <hr/> <hr/>			
<p>Build it</p>  <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>								
<table border="1"><tr><td>b</td><td>a</td><td>n</td><td>ou</td><td>s</td><td>t</td><td>p</td></tr></table>		b	a	n	ou	s	t	p
b	a	n	ou	s	t	p		

Students split the word into graphemes

Students build the word using graphemes


Also includes **blank pages** with no hearts/symbols

Name: _____ **his**

Say it Heart it

his his

Map it

 ○ ○ ○ ○ ○


Graph it Write it

Name: _____ **away**

Say it Heart it

away away

Map it

 ○ ○ ○ ○ ○

Graph it Write it

Name: _____ **find**

Say it Heart it

find find

Map it

 ○ ○ ○ ○ ○

Graph it Write it

Build it

 □ □ □ □


t i n c d w f y o v j n e r d

Name: _____ **over**

Say it Heart it


over over

Map it

 ○ ○ ○ ○ ○




Graph it Write it

Build it

 □ □ □ □

t i n c d w f y o v j n e r d

Key for Symbols

Example	Feature	What is it?
	Gray letters topped with hearts	The irregular or untaught parts of a word.
	Black solid line	Digraph. Indicates that the two letters make a single sound.
	Picture of girl making a 'sh' sound.	Indicates that the letter is silent.
	Dashed black line	A 'glued' or 'welded' chunk of letters. Note: Not all SOR curriculums utilize this concept and prefer to teach these sounds separately. Alternate options are provided.
	Dotted black line	A prefix or suffix.

Word List

The words in the file are listed alphabetically.

a	big	eat	hand	laugh	never	point	sound	too	wish
about	black	eight	had	learn	new	pretty	spell	try	with
after	blue	end	has	let	nine	pull	start	turn	words
again	both	even	have	letter	no	put	still	two	work
air	boy	every	he	light	not	ran	stop	under	world
all	bring	fall	help	line	now	read	study	up	would
also	brown	far	her	let	number	red	such	upon	write
always	but	fast	here	like	of	ride	take	us	wrote
am	buy	find	him	little	off	right	tell	use	years
America	by	first	his	live	oil	round	ten	very	yellow
an	call	five	hold	long	old	run	than	walk	yes
and	called	fly	home	look	on	said	thank	want	you
animal	came	follow	hot	made	once	same	that	warm	your
another	can	form	house	make	one	saw	the	was	
answer	carry	found	how	man	only	say	their	wash	
any	change	four	hurt	many	open	see	them	water	
are	clean	from	i	may	or	set	then	way	
around	cold	full	if	me	other	seven	there	we	
as	come	funny	in	means	our	shall	these	well	
ask	could	gave	into	men	out	she	they	went	
at	cut	get	is	more	over	should	things	were	
ate	day	give	it	most	own	show	think	what	
away	did	go	its	mother	page	sing	this	when	
back	do	goes	jump	move	part	sit	those	where	
be	does	going	just	much	people	six	three	which	
because	done	good	keep	must	pick	sleep	through	white	
been	down	got	kind	my	picture	small	time	with	
before	draw	great	knew	myself	place	so	to	who	
best	drink	green	know	name	play	some	today	why	
better	each	grow	land	need	please	soon	together	will	