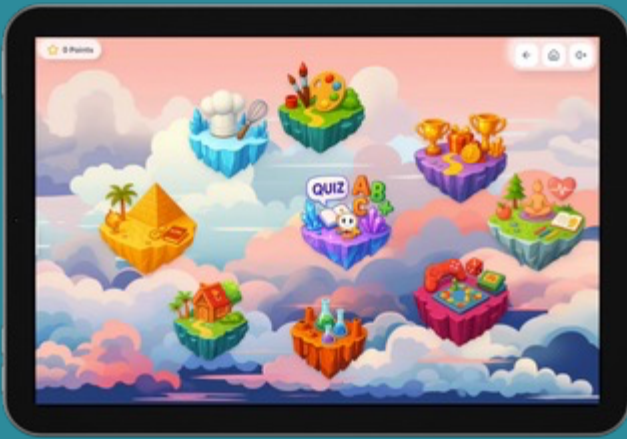


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Notice the Unusual Part – Foundation

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NOTICE THE UNUSUAL PART

the

to

of

is

was

said

Before you teach

Learning focus: Read and pronounce words by mapping regular parts and explicitly learning an unusual part.

Core words: the, to, of, is, was, said

Equipment: letter tiles, counters, pencils, word cards, challenge cards, teacher key

Entry check: Show *is* and *said* without answers. Record the exact reading and what the learner notices.

Mapping key:

the — final **e** needs attention

to — **o**

of — **f** represents /v/

is — **s** represents /z/

was — **a** and **s**

said — **ai** represents /e/

Pronunciation may vary. Discuss reduced spoken forms without treating dialect as an error.



FIVE-LESSON TEACHING GUIDE



Lessons 1 to 3



1

Lesson 1 — Say and use the word orally.

Use the display and first word cards. Ask learners to use each word in a spoken caption.



2

Lesson 2 — Map and mark

Use counters and phoneme/grapheme boxes. Complete Guided Practice, then explain one changed example.



3

Lesson 3 — Retrieve in new print and contexts.

Model one complete game turn. Use Core Practice and the partner game. Observe the explanation, not only the turn.



Check: Can the learner say the word, map the regular part and name the unusual part?





FIVE-LESSON TEACHING GUIDE



4

Lessons 4 and 5

Lesson 4 – Write after delay.

Use Transfer Practice and the rehearsal sheets. Give one correction linked to the unusual part, then try a fresh caption.



5

Lesson 5 – Assess and plan the next step.

Read six words. Spell four selected words after a short delay. Diagnose two unusual parts. Use the rubric and record exact evidence.



Support: fewer already-taught graphemes and oral rehearsal.



Core: mixed retrieval without a visible word list.



Extension: use two target words in one natural caption.



Game key: the — e; to — o; of — f;
is — s; was — a and s; said — ai.



Do not accept word-shape guessing as the explanation.

NOTICE THE UNUSUAL PART

Map every part. Remember the unexpected part.



said:

s

regular

ai

d

regular

unusual: ai represents /e/



is:

i

regular

s

unusual: s represents /z/



of:

o

regular

f

unusual: f represents /v/

SAY • MAP • MARK • COVER • WRITE • CHECK

the cat

th

e



remember the complete spelling

the sun

th

e



say it naturally, then map it

to me

t

o



o is the part to remember



to Mum

t

|

o

o is the part to remember



of it

o

|

f

f represents /v/



a cup of milk

o

|

f

f represents /v/



is red

i

s

s represents /z/



is big

i

s

s represents /z/



was wet

w

a

s

a and s need attention

it was fun

w a s

a and s need attention



Sam said yes

s ai ed

ai represents /e/



Mum said stop

s ai d

ai represents /e/



GUIDED PRACTICE



Name: _____

Say each word. Map it. Box the unusual letters. Copy the complete word.

1. **the**

th | e

Unusual letters: _____

Write: _____

2. **is**

i | s

Unusual letters: _____

Write: _____

3. **of**

o | f

Unusual letters: _____

Write: _____

4. **said**

s | ai | d

Unusual letters: _____

Write: _____



A word is not a picture. I can explain the letters and sounds.

GUIDED PRACTICE



Name: ANSWERS

Say each word. Map it. Box the unusual letters. Copy the complete word.

1. **the**

th | e

Unusual letters: e

Write: the

2. **is**

i | s

Unusual letters: s

Write: is

3. **of**

o | f

Unusual letters: f

Write: of

4. **said**

s | ai | d

Unusual letters: ai

Write: said



A word is not a picture. I can explain the letters and sounds.

CORE PRACTICE

Name: _____

Your teacher says each word. Map it without a word list. Write it, then circle the unusual letters.

1 _____

Why does this part need attention? _____

2 _____

Why does this part need attention? _____

3 _____

Why does this part need attention? _____

4 _____

Why does this part need attention? _____

5 _____

Why does this part need attention? _____

6 _____

Why does this part need attention? _____

Teacher words: to, was, the, of, is, said. Say them in mixed order.

CORE PRACTICE

Name: ANSWERS

Your teacher says each word. Map it without a word list. Write it, then circle the unusual letters.

1

t

o

--

to

Why does this part need attention? o

2

w

a

s

was

Why does this part need attention? a and s

3

t

h

e

the

Why does this part need attention? final e

4

o

f

--

--

of

Why does this part need attention? f

5

i

s

--

is

Why does this part need attention? s

6

s

ai

d

said

Why does this part need attention? ai

Teacher words: to, was, the, of, is, said. Say them in mixed order.

TRANSFER PRACTICE

Name: _____

Listen to each whole caption. Write the missing word after a short delay.
Box the unusual letters and explain one choice.

1. _____ cat is wet.



My word: _____

The unusual part is _____ because _____

2. Sam _____, 'Go to Mum.'



My word: _____

The unusual part is _____ because _____

3. The cup _____ milk was hot.



My word: _____

The unusual part is _____ because _____

Read each complete caption to your teacher.

TRANSFER PRACTICE

Name: ANSWERS

Listen to each whole caption. Write the missing word after a short delay.
Box the unusual letters and explain one choice.

1. the cat is wet.



My word: the

The unusual part is final e because complete spelling

2. Sam said, 'Go to Mum.'



My word: said

The unusual part is ai because ai represents /e/

3. The cup of milk was hot.



My word: of

The unusual part is f because f represents /v/

Read each complete caption to your teacher.

REMEMBER-THE-PART PARTNER GAME

You need: 12 word cards, 12 challenge cards, counters and the teacher key.



- 1.** Place the word cards face down.



- 2.** Turn one card and say the word.



- 3.** Map the sounds to letters.



- 4.** Point to the unusual part and explain it.



- 5.** Check with your partner and the teacher. Keep the card if the explanation is accurate.



- 6.** Swap turns. First to six cards wins.



WORKED TURN



Card: said

Sounds: /s/ /e/ /d/

Letters: s | ai | d

Explanation: ai represents /e/ in said.

Every turn includes reading, mapping and explaining.

THE



Say it in 'the cat'. Map it.
Point to the part to remember.

TO



Say it in 'Go to Mum'. Map it.
Point to the part to remember.

OF



Say it in 'a cup of milk'. Map it.
What does f represent?

IS



Say it in 'It is red'. Map it.
What does s represent?

WAS



Say it in 'It was wet'. Map it.
Which two letters need attention?

SAID



Say it in 'Sam said yes'. Map it.
What does ai represent?



Repair: 'I know
the because of
its shape.'

Give a sound-spelling
explanation.



Repair: 'The f in
of represents /f/.'

Give a sound-spelling
explanation.



Repair: 'The s in
is represents /s/.'

Give a sound-spelling
explanation.



Repair: 'Only one
letter in was needs
attention.'

Give a sound-spelling
explanation.



Repair: 'The ai in
said represents
/ai/.'

Give a sound-spelling
explanation.



Repair: 'I copied
to once, so I can
spell it.'

Give a sound-spelling
explanation.

PREVIEW

REHEARSAL: THE AND WAS



Name: _____

Teacher says: 'The dog was wet.' Listen. Hide the prompt.
Wait five seconds.

Write the first target word: _____

Write the second target word: _____

Box the unusual letters in each word.

Read the complete caption: The dog was wet.

Explain one unusual part: _____

Repair this thinking: 'I knew it because the word has a tall-and-short shape.'

My sound-spelling explanation: _____

REHEARSAL: THE AND WAS

Name: ANSWERS



Teacher says: 'The dog was wet.' Listen. Hide the prompt.
Wait five seconds.

Write the first target word: the

Write the second target word: was

Box the unusual letters in each word.

Read the complete caption: The dog was wet.

Explain one unusual part: the: remember the complete spelling and final e
was: a and s need attention

Repair this thinking: 'I knew it because the word has a tall-and-short shape.'

My sound-spelling explanation: I named the letters, mapped the sounds and
checked the unusual part.

REHEARSAL: SAID AND TO

Name: _____

Teacher says: 'Sam said, Go to Dad.' Listen. Hide the prompt. Wait five seconds.



Write the first target word: _____

Write the second target word: _____

Box the unusual letters in each word.

Read the complete caption: Sam said, 'Go to Dad.'

Explain one unusual part: _____

Repair this thinking: 'I copied each word, so I know it.'

How can you prove retrieval? _____

REHEARSAL: SAID AND TO

Name: ANSWERS

Teacher says: 'Sam said, Go to Dad.' Listen. Hide the prompt. Wait five seconds.



Write the first target word: said

Write the second target word: to

Box the unusual letters in each word.

Read the complete caption: Sam said, 'Go to Dad.'

Explain one unusual part: said: ai represents /e/
to: o is the part to remember

Repair this thinking: 'I copied each word, so I know it.'

How can you prove retrieval? Hide the model, wait, write the word, then check every letter.

UNUSUAL-PART ASSESSMENT

Name: _____

Date: _____

A. READ

Read each word when your teacher points: the to of is was said

Teacher records exact reading: _____

B. SPELL AFTER A DELAY

Your teacher selects four words, says each in a sentence, hides the model and waits five seconds.

1. _____
2. _____
3. _____
4. _____

C. DIAGNOSE

Choose two words you wrote. Circle the unusual letters. Explain what each part represents.

D. NEW CAPTION

Use one target word in a new caption.

Teacher observation: _____

UNUSUAL-PART ASSESSMENT

Name: ANSWERS

Date: _____

A. READ

Read each word when your teacher points: the to of is was said

Teacher records exact reading: Record the exact attempt.

B. SPELL AFTER A DELAY

Your teacher selects four words, says each in a sentence, hides the model and waits five seconds.

1. Credit four accurately retrieved selected words.
2. _____
3. _____
4. _____

C. DIAGNOSE

Choose two words you wrote. Circle the unusual letters. Explain what each part represents.

the — final e; to — o — t represents /v/

is — s represents /z/; was — a and s; said — ai represents /e/

D. NEW CAPTION

Use one target word in a new caption.

Caption: natural, meaningful use of a target word.

Teacher observation: Accept supported pronunciation variation; assess the taught sound-spelling explanation.

LEARNING EVIDENCE RUBRIC

Notice the Unusual Part

Criterion	Needs support	Developing with support	Target met independently
Concept and accuracy	Uses word shape or sound to guess the word; inaccurate mapping.	Maps familiar examples with a prompt but is insecure on the unusual part.	Maps the regular parts and accurately identifies the unusual part in a fresh word.
Application and procedure	Cannot yet read and spell the selected word after a delay.	Completes the task with a model or step-by-step prompts.	Reads six selected words and spells four after a delay while keeping the target skill.
Reason and evidence	Gives a guess, preference or shape description only.	Names a relevant letter or sound but needs help to connect it to the word.	Explains the response with a specific sound-spelling detail.
Transfer and communication	Cannot yet use the word in a clear new caption.	Uses the word with support; the fresh context is still insecure.	Uses the same mapping routine in a clear new caption.

Exact evidence observed: _____

Targeted next step: _____

Accessible response mode or pronunciation variation used: _____



Our learning goal

Read and spell six unusual words by mapping parts we know and remembering one unexpected part. Success: for one word, map its sounds, point to the unusual letters, then write it after a play. Prompt: "Read this word: is." "What do you notice in said?"





Words for our thinking

frequent: a word we hear often; regular: letters show the sound we expect; unusual:
letters show a different sound we need to remember; map: connect sounds to letters;
retrieve: bring a word back from memory.





Regular parts and an unusual part

We still map the whole word. In some words, some parts are regular. ai is the unusual part because it represents /e/. i is regular and s represents /z/. We do not guess from the word's shape.





Example: said

Say said in the caption. Sam said s. Stretch the sounds /s/ /e/ /d/. Map them to s | ai
| d. Mark ai as the part to remember. Cover the word, wait, write it, then check every
letter.





A useful contrast: of

Say of in "a cup of of". Map /o/ /v/ to . The f represents /v/, so it is the unusual part.
The word is still mapped and by sound; it is not learned as a picture.

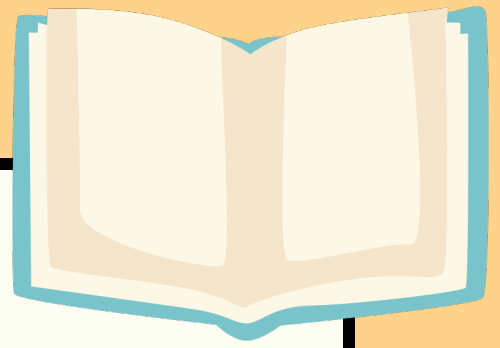




Pause and decide

Word: the. Say it in the cat. Map the sounds you hear. Which letters can you connect to a sound? Which parts need to be remembered? Explain before revealing the answer.





Reason for the decision

In the, th represents the opening sound and the final e belongs to the taught spelling even when the word is reduced in connected speech. Pronunciation may vary. Map the spoken word you use and remember the complete spelling t-h-e.





Map and remember was

Say was in "The door was wet." Map the word. w represents /w/. The a and final s need explicit attention. This word. Cover it, wait five seconds, write it and check those letters.





A complete game turn

Turn the card saying the word. Map /d/ to s | ai | d. Point to ai. Explain: "The letters ai represent /ai/." Check with the key, then keep the card.





Your independent challenge

Card: is. Say it in "is." Map it. Point to the unusual part. Explain what the final s represents. Use is in a spoken caption before checking the key.





A misconception to repair

"I know the because it is a tall-and shape." A shape does not show how to read or spell the word. Repair the thinking: name the letters, connect the taught sound, identify the part to remember and retrieve the complete spelling.

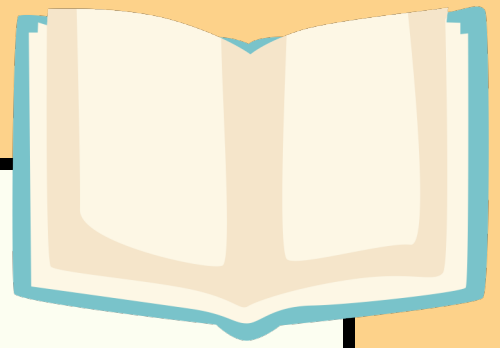




Fresh transfer: said and to

Teacher says: "Say and, 'Go to Dad.' first. After the prompt is hidden, write said and to. Box the unknown letters. Read the whole caption and explain one choice.





Three routes, one target

Support: rehearse orally and use letter cards with counters. Core: retrieve the mixed set without a visual word list. Extension: use two target words in a natural new caption. Every row will map sounds to letters and checks the unusual part.





Independent assessment

Read these six words with the teacher and write them: the, to, of, is, was, said. Spell four selected words after a short delay. For two words, point to the unusual letters and explain the sound-spelling connection. Finish with one new caption. No word bank.

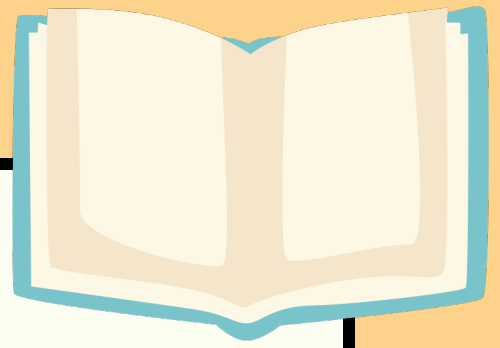




Evidence and next step

Record the exact reading and spelling attempt. Ask: "Which part did I map?" "Which part did I need to remember?" Choose one next step: practise one word, compare two words, or move the word in a new caption.





The whole routine

Say the word in a real sentence. Match the sounds to letters. Mark the unusual part.
Cover, wait and write. Check every letter and explain the correction. Useful words
become easy through reading and spelling, not shape guessing.





Question 1

In said, which letters are the unusual pair? A. s B. ai C. d. Explain how you know.

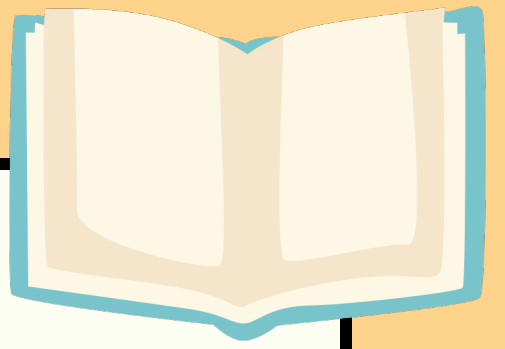




Answer 1

B. ai. The sounds are /a/ /e/ /d/. The letters a and d show the expected sounds. In this word, ai represents /a/.





Question 2

In of, a learner says "the final letter represents /f/." What should the learner change in that explanation?





Answer 2

The final f represents /v/ in of. A complete explanation names the sound and the letters:
"The letter f is the last part because it represents /v/."





Question 3

Read the, to, of, is, said. Choose 1 over them, wait five seconds and write them. For one word, write the unusual letters.





Answer 3

Check the four selected spellings for the letter. Accepted mappings include: the final e remembered; to f; is s a and s, a ai. Explain the actual spoken form without treating a fact difference as an error.

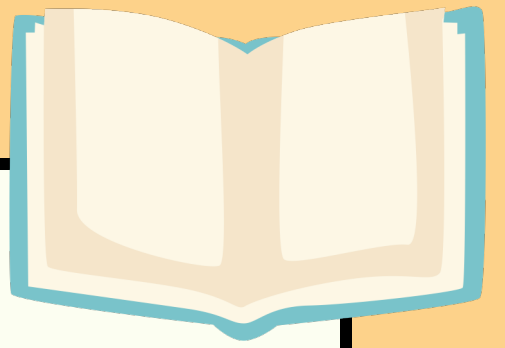




Question 4

Map is. Which part is regular and which part is unusual? Use the caption "It is red."





Answer 4

The i represents , the f represents , so s is the unusual part in is.





Question 5

Compare is and was. Both end in s. Do the ending represent the same sound in both words? What else did you mention in was?





Answer 5

The final s represents /z/ in both words. As the a also needs explicit attention. The same final-s relationship exists, but was has an additional unusual part.





Question 6

A learner says, "I know the because it like a tall letter followed by two short letters." Identify the error and repair the explanation.





Answer 6

Word shape does not explain reading or spelling. Name and map the letters: t-h-e.
Connect the taught opening sound to th, then remember the complete ending and spelling





Question 7

Game challenge: ... in "Go to Munich" ... it. Point to the part to remember. Then use
to in a different situation.





Answer 7

Map t | o. The t represents /t/. The o is the usual part in this word. A valid new caption
uses to naturally, "I walk to Dad."





Question 8

Compare said and f. Name one similarity and one difference in their unusual parts.





Answer 8

Similarity: each word still has regular phonemes that can be mapped. Difference: said has the letter team ai representing /e/, while of has final f representing /v/.





Question 9

Teacher says: "The dog was wet." After the words are hidden, write the and was. Box the unusual letters in each word.





Answer 9

Write the and was, attend to the and the full spelling. In was, attend to a and final s. Credit for spelling plus a relevant explanation.





Question 10

What evidence would show that you remembered said instead of copying it?





Answer 10

The learner hears and writes the word. When the model is removed, a short delay occurs, and the learner writes and accurately. The learner can then identify ai as the unusual part and explain the mapping.





Question II

Claim: "Every high frequency word is regular, so we should memorise the whole shape." Is the claim correct? Give a reason.





Answer II

No. Frequency tells how often a word occurs, not whether every part is unusual. Map every regular sound to its spelling part and explicitly teach only the unexpected part.





Question 12

Apply the final success criterion to our new caption. What should you do, and what evidence would show independent success?





Answer 12

Say and use of, map w/ to o | t, as the unusual part, write of after a delay,
then read the ne option dependent success includes an accurate attempt and a
specific c ation.





PREVIEW

Well done!

