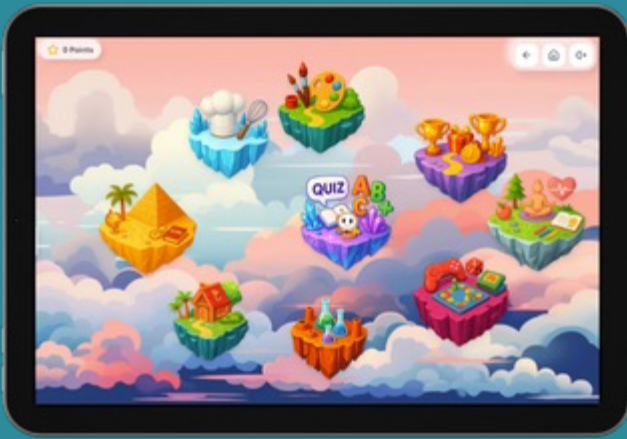


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Say It, Stretch It, Try It - Foundation

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Teacher Guide: Overview and Preparation

PURPOSE

Learners complete the sound sequence in an unfamiliar but orally known word by choosing taught or plausible graphemes, then rereading and repairing the attempt.

SUCCESS EVIDENCE

The learner can say the intended word and meaning, stretch and count its sounds without using letter names, represent each sound, reread the same sequence and explain one choice.

TEACHING CORPUS

Core: map, sat, tap, pin, sun, dog, cup, fish, ship, shop, mud, log.

Matched new assessment words: nap, pit, pop, dig, mug, dish.

Natural purposes: map label, fish tank label and shop sign.

PREPARATION

Use the routine to split, worked model cards, sound-position counters or blank tiles and a mixed bank of taught graphemes: m, a, p, s, t, i, n, u, d, o, g, c, f, h, l. Teach only one sound before using ship, shop, fish or dish.

Teacher Guide: Lessons 1-3

LESSON 1 — SAY THE INTENDED WORD

Establish meaning before writing. Use map, sat and tap. Ask learners to say the word, use it orally and explain what it means. Record the first attempt without correcting it.

LESSON 2 — STRETCH AND COUNT SOUNDS

Model slow oral segmentation without letter names. Use pin, sun and dog. Learners place one counter for each sound, then sweep and bring the sequence back into the whole word.

LESSON 3 — CHOOSE PLAUSIBLE GRAPHEME

Use cup, fish, ship and the taught bank. Model that sh uses two letters for one sound. Compare complete and incomplete attempts. Acknowledge plausible choices while keeping the check focused on whether every sound is represented.

CHECKPOINT

Ask: “What word do you mean? What sounds can you hear? Which grapheme will represent each sound?” Do not display the target spelling before the learner commits to an attempt.

Teacher Guide: Lessons 4-5 and Assessment

LESSON 4 — REREAD AND REPAIR

Use the Spelling Clinic routine with mud, log, shop and the fixed contrast for ship. Shp is missing the vowel /i/. Sip has three positions, but it begins with /s/ rather than the taught /sh/ correspondence. Feedback should name the evidence and return the pen to the learner.

LESSON 5 — WRITE FOR A PURPOSE

Learners apply the routine to a short label or message. Use a fish label, fish tank label or shop sign. Keep the first attempt visible, reread, make one justified repair and share the finished message.

INDEPENDENT ASSESSMENT

Present sit, top and mug orally in natural label prompts. Do not show the words. Collect the first attempt, any repair and a brief oral explanation.

RESPOND TO EVIDENCE

Support: fewer grapheme choices and oral rehearsal. Core: mixed retrieval.

Extension: use a useful label. Set a precise next step such as listening for a middle sound or checking the taught sh correspondence.

Say It, Stretch It, Map It, Try It

1



Say the word and its meaning.

2



Stretch every sound.

3



Map one sound to each position.

4



Try a taught or plausible grapheme.

5



Reread and check.

map



/m/ /a/ /p/

m

a

p

ship



/sh/ /i/ /p/

sh

i

p

sh is one sound written with two letters.

Check the whole word.

shp



Missing /i/.

sip



Starts with /s/, not /sh/.

Worked Models 1

map



/m/ /a/ /p/

m

a

p

Every sound has a place.

sat



/s/ /a/ /t/

s

a

t

The middle /a/ is represented.

tap



/t/ /a/ /p/

t

a

p

Reread: tap.

Worked Models 2

pin



/p/ /i/ /n/

p

i

n

Every sound has a place.

sun



/s/ /u/ /n/

s

u

n

The middle /u/ is represented.

dog



/d/ /o/ /g/

d

o

g

Reread: dog.

Worked Models 3



cup

/k/ /u/ /p/

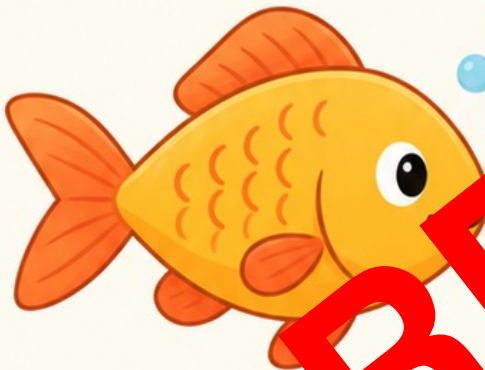
c

u

p



Every sound has a place.



fish

/f/ /i/ /sh/

f

i

sh



sh is one sound written with two letters.



ship

/sh/ /i/ /p/

sh

i

p



sh is one sound written with two letters.

Worked Models 4

mud



/m/ /u/ /d/

m

u

d

Every sound has a place.

log



/l/ /o/ /g/

l

o

g

The middle /o/ is represented.

shop



/sh/ /o/ /p/

sh

o

p

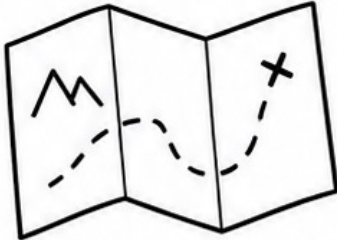
sh is one sound written with two letters.

Name: _____

Guided Sound Decisions

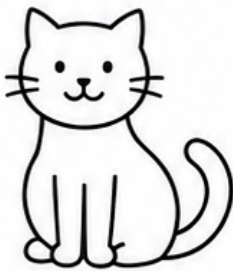
Listen to the word. Say it. Stretch it. Write one grapheme for each sound.

1. Word: **map**



Point to each sound.

2. Intended word: **sat**
Attempt: **st**



Which sound is missing?

Repair: _____

3. Word: **pin**



What sound is in the middle?

4. Intended word: **ship**
Attempt: **shp**



Which sound is missing?

Repair: _____

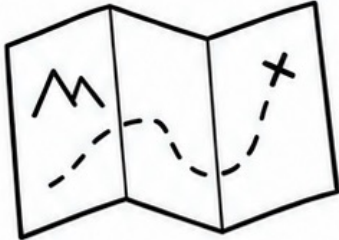
sh is one sound.

Name: **ANSWERS**

Guided Sound Decisions

Listen to the word. Say it. Stretch it. Write one grapheme for each sound.

1. Word: **map**



Point to each sound.

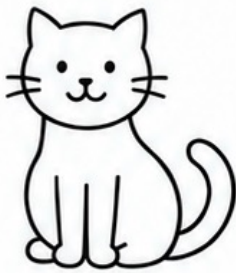
m

a

p

map

2. Intended word: **sat**
Attempt: **st**



s

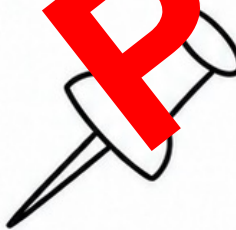
a

t

Which sound is missing? **/a/**

Repair: **sat**

3. Word: **pin**



What sound is in the middle?

p

i

n

pin

4. Intended word: **ship**
Attempt: **shp**



sh

i

p

Which sound is missing? **/i/**

Repair: **ship**

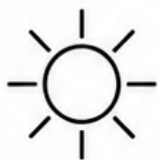
sh is one sound.

Name: _____

Core Sound Mapping

Your teacher will say each word. Stretch it, write it, then check every sound.

1 sun



--	--	--

☐ said it ☐ stretched it ☐ checked every sound

2 dog



--	--	--

☐ said it ☐ stretched it ☐ checked every sound

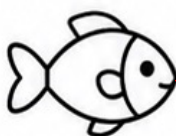
3 cup



--	--	--

☐ said it ☐ stretched it ☐ checked every sound

4 fish



--	--	--

sh can fill one sound position.

☐ said it ☐ stretched it ☐ checked every sound

5 mud



--	--	--

☐ said it ☐ stretched it ☐ checked every sound

6 log



--	--	--

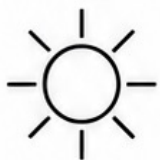
☐ said it ☐ stretched it ☐ checked every sound

Name: **ANSWERS**

Core Sound Mapping

Your teacher will say each word. Stretch it, write it, then check every sound.

1 sun



s u n

sun

☐ said it ☐ stretched it ☐ checked every sound

2 dog



d o g

dog

☐ said it ☐ stretched it ☐ checked every sound

3 cup

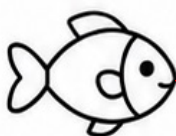


c u p

cup

☐ said it ☐ stretched it ☐ checked every sound

4 fish



f i sh

sh can fill one sound position.

fish

☐ said it ☐ stretched it ☐ checked every sound

5 mud



m u d

mud

☐ said it ☐ stretched it ☐ checked every sound

6 log



l o g

log

☐ said it ☐ stretched it ☐ checked every sound

Name: _____

Transfer and Explain

Listen to each new word. Write one grapheme for every sound. Then explain your check.

1 nap



--	--	--

My attempt: _____

How do you know nothing is missing?

2 top

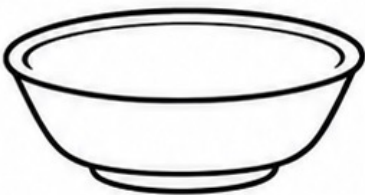


--	--	--

My attempt: _____

How do you know nothing is missing?

3 dish



--	--	--

My attempt: _____

How do you know nothing is missing?

sh can be one sound.

Name: _____ **ANSWERS**

Transfer and Explain

Listen to each new word. Write one grapheme for every sound. Then explain your check.

1 nap



n **a** **p**

My attempt: nap

How do you know nothing is missing?

I can point to one grapheme for each sound I hear.

2 top



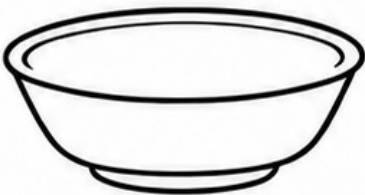
t **o** **p**

My attempt: top

How do you know nothing is missing?

I can point to one grapheme for each sound I hear.

3 dish



d **i** **sh**

My attempt: dish

How do you know nothing is missing?

I can point to one grapheme for each sound I hear.

sh can be one sound.

Spelling Clinic

Partner rules and worked turn

Equipment: Letter tiles, counters, pencils and reader cards

1

Keep the reader card hidden from the speller.



2

Reader says the word and its meaning.



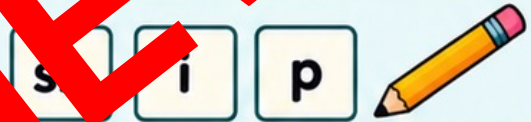
3

Speller says and stretches the word.



4

Speller builds or writes one choice for every sound.



5

Partner points to each sound and gives one specific repair.



6

Swap roles.



Worked turn

Word: ship

Attempt: shp

Partner check: The middle /i/ is missing.

Repair: ship

/sh/ /i/ /p/



Finish after each partner completes six words.

Spelling Clinic Reader Cards 1-6

Keep this page hidden from the speller. Read the word and meaning cue aloud.

1 map



a picture that shows where to go

2 sat



was sitting

3 tap



a small knob or water fitting

4 pin



a small pointed fastener

5 sun



the star we see in the sky

6 dog



a pet animal

Spelling Clinic Reader Cards 7-12

Keep this page hidden from the speller. Read the word and meaning cue aloud.

7

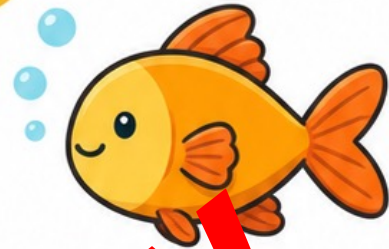
cup



a small drinking container

8

fish



an animal that swims
sh is one sound.

9

ship



a large boat
sh is one sound.

10

mud



wet soil

11

log



a thick piece of a tree

12

shop



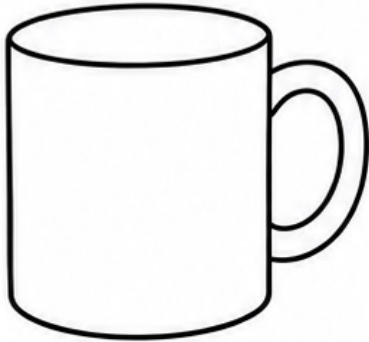
a place that sells things
sh is one sound.

Name: _____

Useful Labels

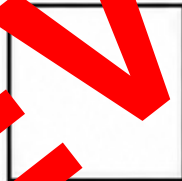
Listen to each teacher prompt. Say the word, stretch every sound, then write the useful label.

1. Kitchen shelf: mug



Reread and point to every sound.

2. Toy box: top



Reread and point to every sound.

3. Plate shelf: dish



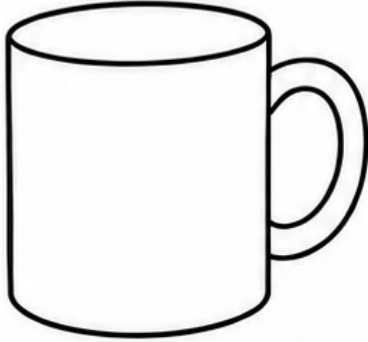
Reread and point to every sound.
sh can be one sound.

Name: **ANSWERS**

Useful Labels

Listen to each teacher prompt. Say the word, stretch every sound, then write the useful label.

1. Kitchen shelf: mug



m

u

g

mug

Reread and point to every sound.

2. Toy box: top



t

o

p

top

Reread and point to every sound.

3. Plate shelf: dish



d

i

sh

dish

Reread and point to every sound.
sh can be one sound.

Name: _____

Repair and Explain

Stretch the intended word. Find the missing or mismatched sound. Repair the attempt and explain one change.

1.



Intended word: **mug**

Attempt: **mg**

What sound is missing or mismatched?

Repair: _____

I changed _____ because _____

2.



Intended word: **fish**

Attempt: **dsh**

What sound is missing or mismatched?

Repair: _____

I changed _____ because _____

sh can be one sound.

3.



Intended word: **top**

Attempt: **tap**

What sound is missing or mismatched?

Repair: _____

I changed _____ because _____

Name: **ANSWERS**

Repair and Explain

Stretch the intended word. Find the missing or mismatched sound. Repair the attempt and explain one change.

1.



Intended word: **mug**

Attempt: **mg**

What sound is missing or mismatched? **/u/**

Repair: **mug**

I changed **mg to mug** because **ug has a middle /u/ sound.**

2.



Intended word: **dish**

Attempt: **dsh**

sh can be one sound.

What sound is missing or mismatched? **/i/**

Repair: **dish**

I changed **dsh to dish** because **dish has a middle /i/ sound.**

3.



Intended word: **top**

Attempt: **tap**

What sound is missing or mismatched? **/o/ replaces /a/**

Repair: **top**

I changed **a to o** because **top has a middle /o/ sound.**

Name: _____ Date: _____

Independent Useful-Label Record

Part A Three oral words

Listen to each word. Say it, stretch it and write one grapheme for every sound.

1 nap 

--	--	--

2 dig 

--	--	--

3 dish 

--	--	--

sh can be one sound.

Part B One useful message or label

Your teacher will choose one context and say the target word.



Dog card message: sit



Toy-box label: top



Kitchen label: mug

Reread and point to every sound.

Part C Explain your check

I checked _____

Teacher record

Exact attempt: _____

Observed read/spell sample: _____

Learner explanation: _____

Specific next step: _____

Name: ANSWERS Date: _____

Independent Useful-Label Record

Part A Three oral words

Listen to each word. Say it, stretch it and write one grapheme for every sound.

1 nap 

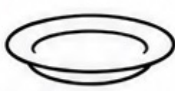
n	a	p
---	---	---

nap

2 dig 

d	i	g
---	---	---

dig

3 dish 

d	i	sh
---	---	----

dish

sh can be one sound.

Part B One useful message or label

Your teacher will choose one context and say the target word.



Dog card message: sit

Toy-box label: top

Chosen label: mug

Accepted example for the chosen prompt

sit top or mug

Mark only the word the teacher selected.

Reread and point to every sound.

Part C Explain your check

I checked one grapheme for each sound I heard.

Teacher record

Exact attempt: Retain the learner's exact spelling.

Observed read/spell sample: Learner rereads and points to each sound.

Learner explanation: Record the learner's own reason.

Specific next step: Choose one: stretch the middle sound; use taught sh; or apply the routine to a new word.

Learning Evidence Rubric

Name: _____

Date: _____

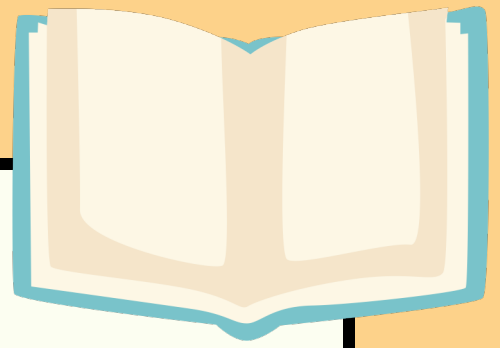
Criterion	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Uses the recorded misconception or an inaccurate representation.	Correct on familiar models with a prompt; insecure on the contrast.	Correctly applies the defining relation to a fresh assessment case.
Application and procedure	Cannot complete the meaningful task yet.	Completes with a model or step-by-step prompts.	Completes the actual assessment task independently, retaining the target skill.
Reason and evidence	Guess, unsupported opinion or label only.	Gives a relevant detail but needs prompting to connect it.	Explains the response with a specific appropriate detail, model or reason.
Transfer and communication	Cannot make the response interpretable or transfer method.	Readable or clear with support; fresh context remains insecure.	Communicates a coherent response and applies the same learning in a fresh matched context.

Exact attempt recorded.

Learner explanation:

Specific next teaching step:

Accept an accessible response mode or justified alternative. Do not grade effort or neatness.



What we are learning

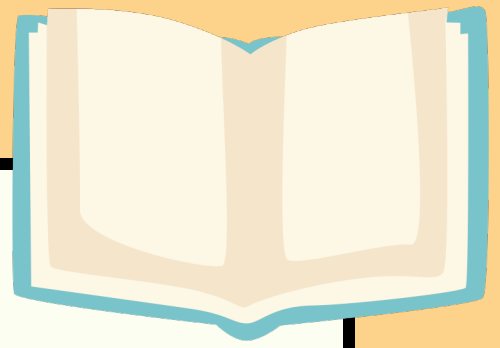
We are learning to represent every sound in an unfamiliar but once known word.

Success looks like this:

1. Say the intended word and explain its meaning.
2. Stretch the word and notice every sound.
3. Choose a taught or plausible grapheme for each sound.
4. Reread the attempt and check it.

Try saying more words slowly so not to write yet





Words for the work

Say – speak the whole word clearly.

Stretch – slow the word so each sound can be heard.

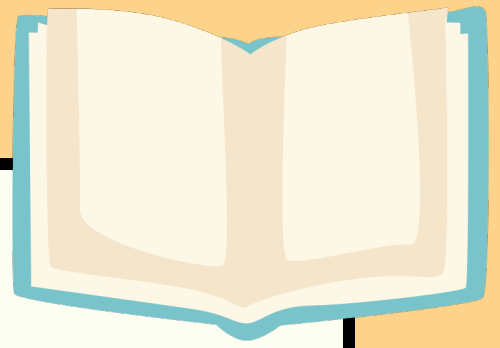
Sound – something we hear in a spoken word.

Letter or grapheme – what we write to represent a sound.

Attempt – the spelling we try before checking.

Check – reread and decide whether every sound is represented.

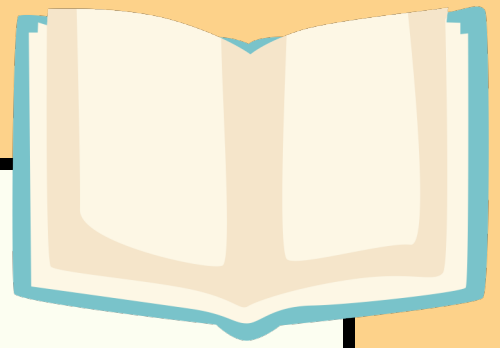




Our spelling routine

1. SAY IT — name the word and its meaning.
2. STRETCH IT — listen for each sound.
3. MAP IT — give each sound a place.
4. TRY IT — choose a taught or planned grapheme.
5. CHECK IT — reread, point and repair if needed.





Model: map

Purpose: label a map for an outing.

Say it: map. A map helps us find where to go.

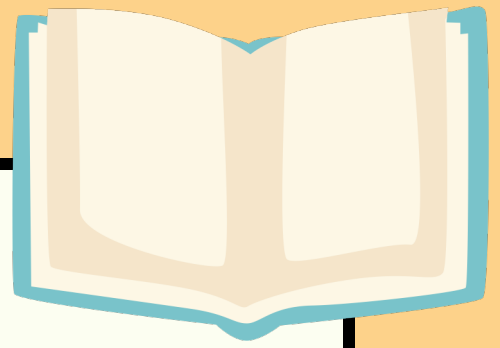
Stretch it: /m/ /a/ /p/.

Map it: three sound positions.

Try it: m – a – p.

Check it: point to m, a and p when reading map. Every sound has a place.





One sound can use two letters

Say it: ship. A ship travels on water.

Stretch it: /sh/ /i/ /p/.

There are three sounds. The taught grapheme sh uses two letters to represent one sound.

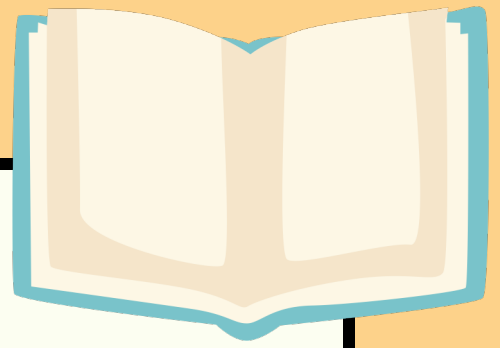
Compare:

shp is missing the middle /i/

sip has three positions, but it has the sound /s/, not the taught /sh/ correspondence.

A complete check listens to the sounds and links the graphemes.





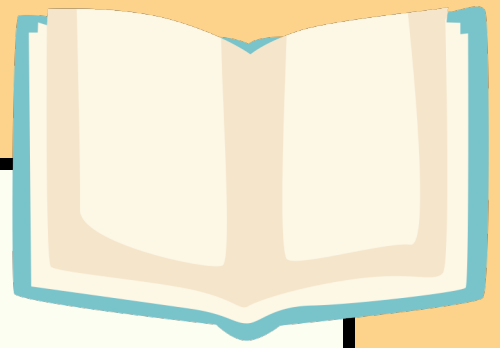
Your turn: sat

Listen to the teacher say sat.

1. Say the word and show its meaning with a quick action.
2. Stretch the word without naming letters.
3. Show one place for each sound.
4. Choose a grapheme for each place.

Pause here. Be ready to explain what you heard before seeing the answer.





Check: sat

Sat stretches to /s/ /a/ /t/.

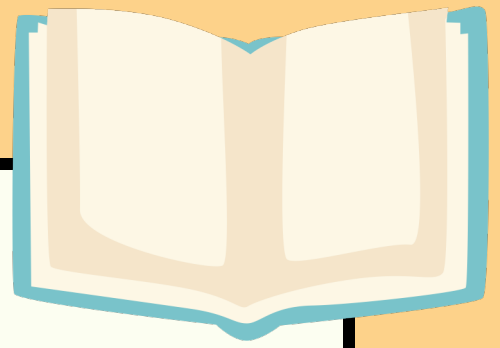
The three sounds map to s – a – t.

The attempt st is not complete because it does not represent the middle sound.

Point and reread: s, a, t – sat.

Evidence: every heard sound has a matching written phoneme.





Fresh decision: pin

Listen to pin.

Say the word and explain what a pin can be.

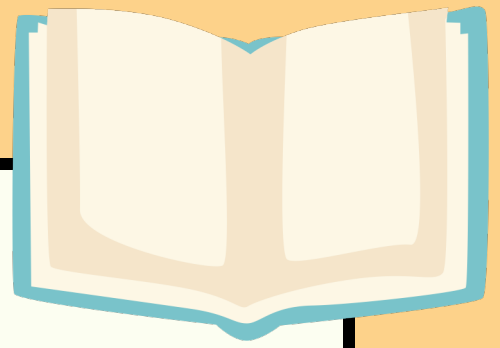
Stretch: /p/ /i/ /n/.

How many sound positions do you find?

Which sound sits in the middle?

Map the sounds, write a complete word, then point and reread to check.





A Spelling Clinic turn

Intended word: ship.

First attempt: shp.

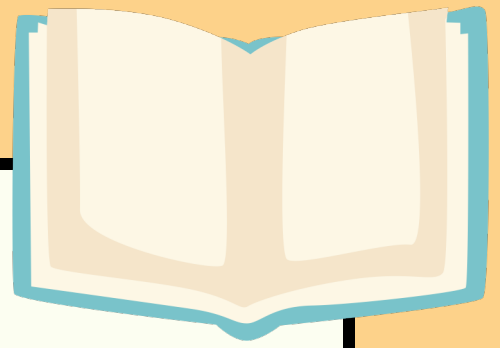
Partner check: "I can hear /sh/ and /p/, but the middle / has no grapheme."

Repair: add i to make ship.

Final check: point to sh, i and p while saying /sh/ /i/ /p/.

Helpful feedback names the missing sound and lets the writer repair it.





Partner challenge: dog

Listen to dog.

Say it and explain the meaning.

Stretch every sound.

Map one place for each sound.

Write a complete attempt.

Reread and point to your grapheme.

Tell your partner "I wrote ___ for the sound ___."

Your explanation matters much more than your finished attempt.





Check the first sound

Intended word: ship.

Claim: sip is complete because it has three sound positions.

The position count is not enough. Sip begins with /s/. Ship begins with a different sound /sh/, represented by sh.

Repair sip by changing the first grapheme to sh.

Reread ship and point to /sh/.





Transfer to a useful lab

Purpose: make a shelf label for a mug.

Say mug and confirm the meaning.

Stretch: /m/ /u/ /g/.

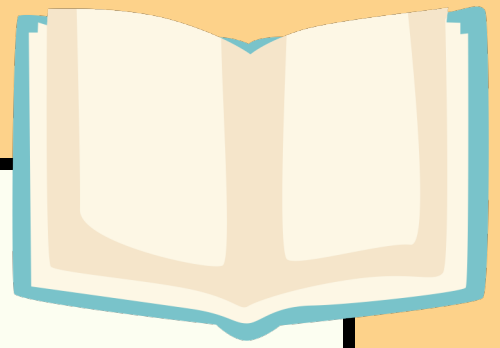
Map three positions.

Write mug.

Reread and point to m u and

Compare mg and mug. The letter m g need repair because the middle /u/ is missing.





Choose the right access route

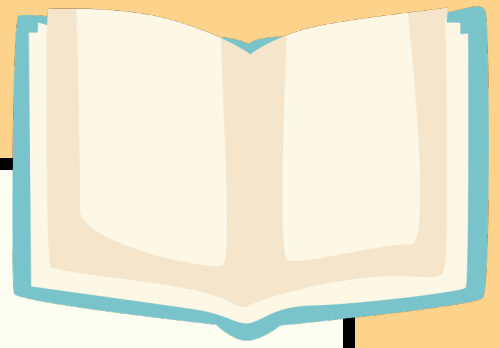
Support — rehearse orally, use a smaller bank of taught graphemes and map one sound at a time.

Core — retrieve from a mixed taught bank without a visible word list.

Extension — apply the same routine to a fresh natural label or spoken message, then justify one grapheme choice.

The learning goal stays the same — represent the complete sound sequence.





Independent assessment

Listen to three orally presented words.

Write a purposeful label or short message for each attempt.

Keep your exact first attempt.

Stretch and reread before making a repair.

For one word, explain how a syllable represents what you heard.

Your teacher is looking for more than a complete sound representation and an independent check.





Reflect on your evidence

Choose one attempt and answer:

Which sound did I hear?

What did I write for it?

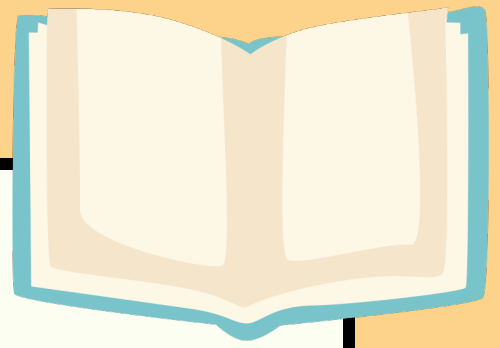
Did every sound have a place?

What did I repair after rereading?

What will I check next time?

A useful next step is to specify, such as, "I will listen for the middle sound before I finish."





Bring the routine together

Complete sound representation grows from four connected decisions

Meaning – know the intended word.

Oral segmentation – hear the sound sequence.

Grapheme choice – represent each sound precisely from the target bank.

Rereading – check the same evidence and repair what is missing.

Keep the next teaching step precisely connected to the learner's evidence.



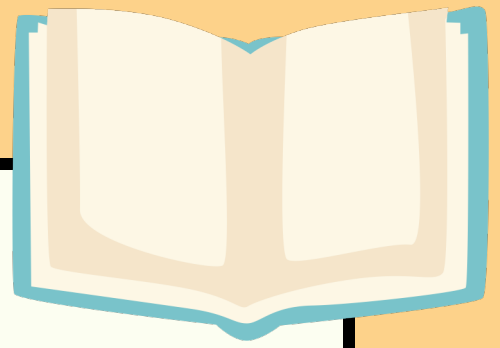


Question 1

Teacher says map. Which action comes first?

- A. Copy letters
- B. Say the intended word and confirm meaning
- C. Guess from a picture





Answer 1

B. Say the intended word and confirm its meaning.

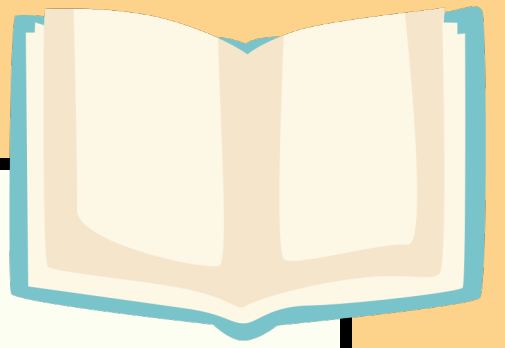
This fixes the intended word before spelling it out, so the learner knows exactly what the written attempt must represent.



Question 2

Teacher says ship. How many sounds are in ship?

Explain the role of sh in the word.





Answer 2

Ship has three sounds: /sh/ /i/ /p/.

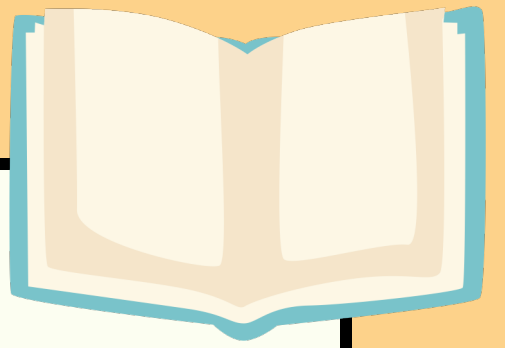
The taught grapheme sh uses two letters to represent one sound, /sh/.

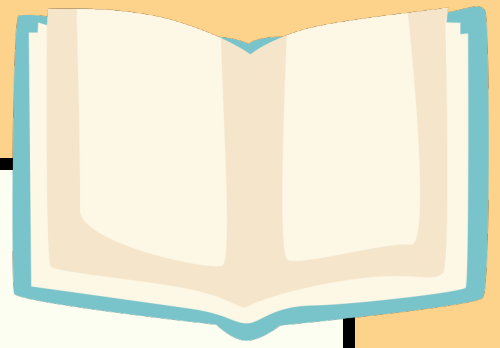


Question 3

Teacher says mug for a shelf label.

Show the full routine before writing the label.





Answer 3

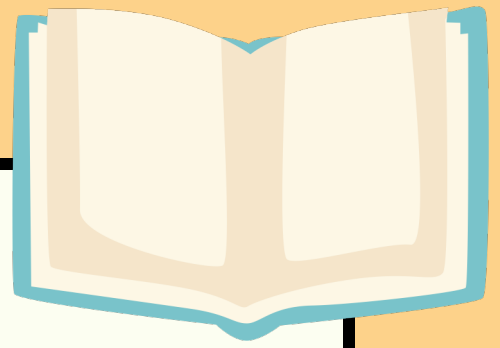
Say mug and confirm its meaning. Stretch /m/ /u/ /g/. Map to the position. Write mug. Reread and point to m, u and g to check every sound.

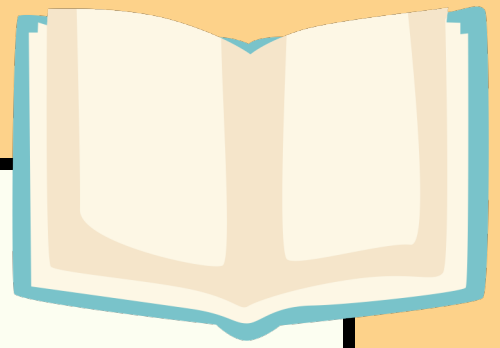


Question 4

Teacher says sun. Choose the complete attempt and explain your de

- A. sn
- B. sun
- C. sin





Answer 4

B. Sun represents /s/ /u/ /n/.

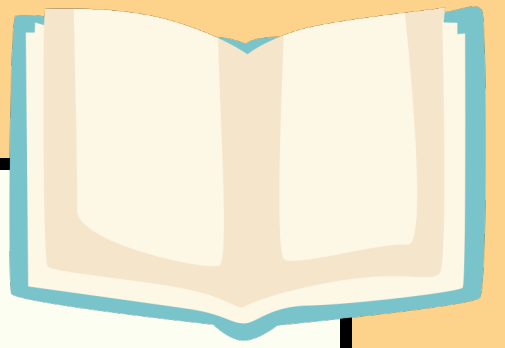
Sn omits the middle /u/. Sin changes the middle sound to /i/.

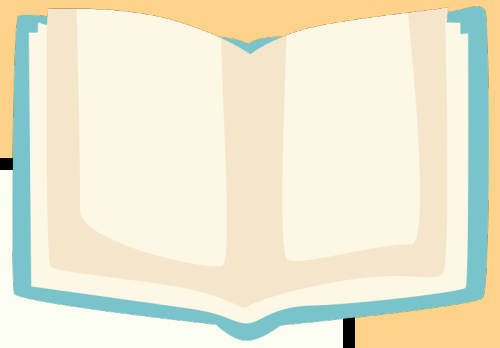


Question 5

Compare map and tap.

What stays the same? What changes?





Answer 5

The middle /a/ and final /p/ stay the same.

The first sound and grapheme change from *n* represented by n to *t* represented by t.



Question 6

Intended word: ship.

First attempt: shp.

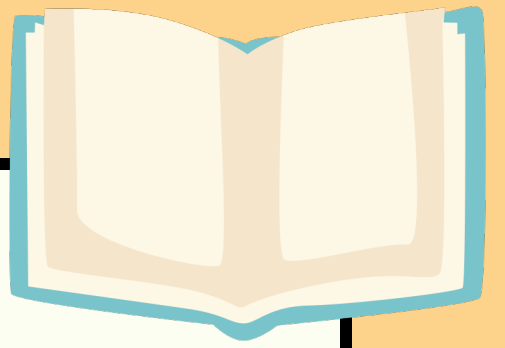
What is missing, and how should the user report the attempt?



Answer 6

The middle sound /i/ is missing.

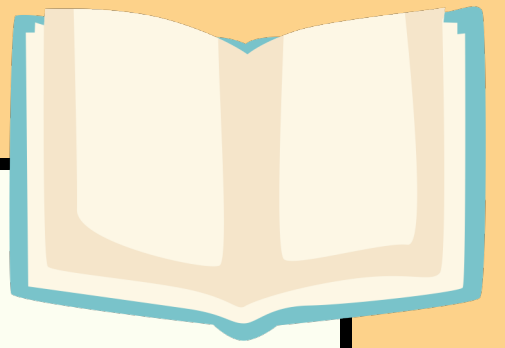
Insert i between sh and p to make ship, then t and p to read /sh/ /p/.



Question 7

Spelling Clinic challenge: teacher says dog.

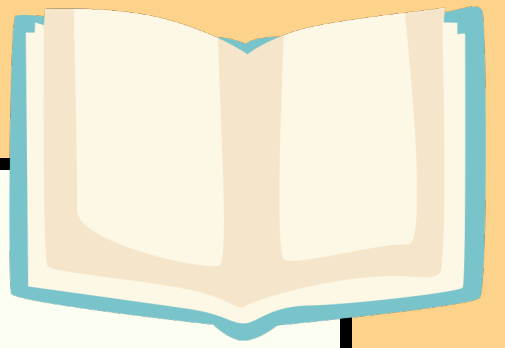
Map every sound and explain one grapheme choice.



Answer 7

/d/ /o/ /g/ maps to d – o – g.

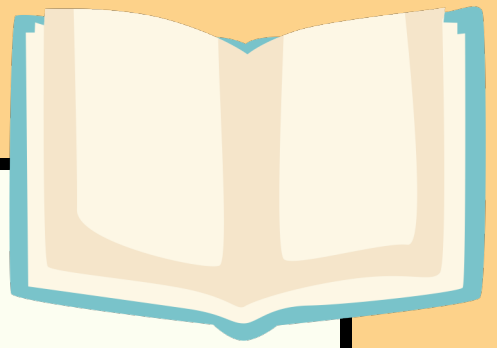
Each heard sound has a matching grapheme. For example, d represents the first sound /d/.

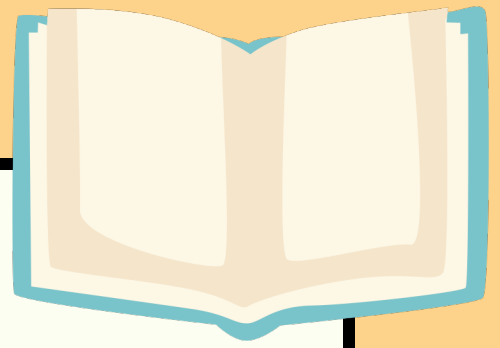


Question 8

Compare fish and ship.

Name one useful similarity and one difference.





Answer 8

Both words use sh for the sound /sh/.

Fish ends with /sh/, while ship begins with /sh/. Their other sounds differ.



Question 9

Teacher says nap.

Write a plausible complete attempt without model.





Answer 9

Nap maps /n/ /a/ /p/ to n – a – p.

A valid alternative must represent all three sounds with a single orthographic grapheme.

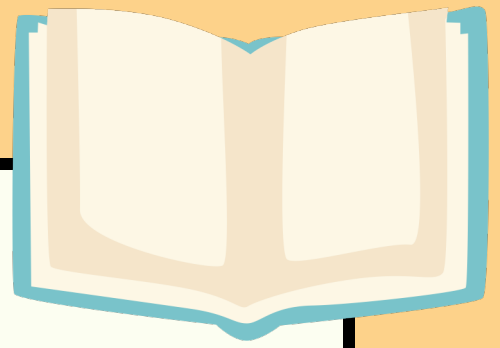




Question 10

What evidence proves that the Question 9 attempt is complete?





Answer 10

Point to one written grapheme for each heard sound, then read the sequence.

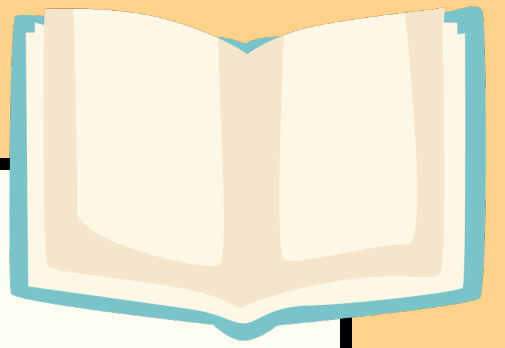
The oral and written sequences should match position by position.



Question II

Claim: sip is a good attempt for ship because both have the same sound.

Is the claim complete? Explain.





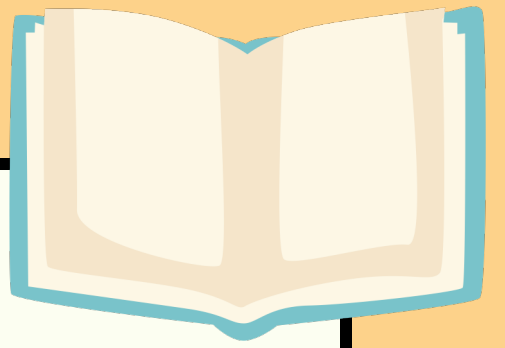
Answer II

No. Sip begins with /s/. After sh has been taught, ship needs /sh/ correspondence at the start. Position count alone is not enough.



Question 12

Teacher says dish. After writing dsh, what should the learner next do?



Answer 12

Stretch and reread. Add i for the missing middle /i/ to make then to /d/ /i/ /sh/ to check the complete sequence.

