

- 1 The skill should be mastered
- 2 The skill is developing

ASSESSMENT G

Area	Skill	Mastery
Systematic Phonics	Read the sounds, in order of frequency, of the multi-letter phonograms ew , ui , oe .	1
	Read the sounds, in order of frequency, of the multi-letter phonograms ed , aw , au , augh .	2
Spelling	Spell words by choosing the correct phonograms from a limited set of options.	2
Comprehension & Fluency	Demonstrate understanding of a two-syllable word the student has independently decoded.	2
	Demonstrate understanding of a sentence the student has independently decoded.	2
Fluency	Read high-frequency words.	1
Handwriting	Copywork: Translate type into handwriting.	1

Systematic Phonics

Reading Phonograms

Ask the students to read each of the phonogram cards.
(ew, ui, oe, ed, aw, au, augh)

Basic Phonogram Cards ew, ui,
oe, ed, aw, au, augh

What's That Phonogram?

G.1 What's That Phonogram? – page 212

On your page are groups of four phonograms. I will say a phonogram's sound(s). Color the correct phonogram with your highlighter.

1. /ō-ō/
2. /ed-d-t/ past tense ending.
3. /ă/ that you may use at the end of English words.
4. /ö-ü/ that you may use at the end of English words.
5. /ä/ that you may not use at the end of English words.
6. /ä-ăf/

Highlighter

Spelling

Spelling

G.2 Spelling – page 213

Scissors

Cut out the phonogram tiles and place them on the table in front of the student so that every letter is oriented correctly.

I will say a word. Using the phonograms, drag them into place to spell the word. You will use each phonogram only once.

planted
saw

give
eight

Handwriting

Copywork

G.3 Handwriting – page 215

Choose the line size that you prefer. Copy the sentence.

Comprehension & Fluency

Comprehension

G.4 Matching – page 216

Match the sentences to the pictures.

Index cards



Teacher Tip

Listen to students read each sentence aloud. Note how the student reads the various types of words. Many students at this stage will still struggle with two-syllable words.

Fluency

High-Frequency Words

G.5 High-Frequency Words – page 218

Read each word aloud.

Multi-Sensory Fun



Write each word on an index card. Ask the student to read it, then run across the room and put it in a pile.

Practice Ideas

Handwriting

If the student continues to struggle with writing, review how to form each of the letters using either *Foundations A and B* or *The Rhythm of Handwriting*. Incorporate daily handwriting games as found in *Foundations A and B* to provide additional practice.

Phonograms

- “Matching Phonograms - Individual” on page 181
- “Blind Writing” on page 187
- “Go Fish” on page 191
- “Phonogram Tic-Tac-Toe” on page 195
- “Dolphin Phonogram Hunt - Individual” on page 200
- “Phonogram Treasure Hunt - Individual” on page 215
- “Phonogram Hopscotch - Individual” on page 221
- “Texture Writing” on page 226
- “Phonogram Fishing” on page 234
- “Phonogram Flip” on page 238

Words with the Schwa Sound

Practice reading the words on the Lazy Vowel Chart each day for a month.

Past Tense Words

- “Reading -ED Words” on page 215
- “Past Tense Memory Game” on page 222
- “Reading -ED Words” on page 241

Words Ending in Y

- “Reading Y Words” on page 227
- “Reading Words Ending in Y” on page 233

Silent Final E Words

- “Silent E Ladders and Slides” on page 156
- “Decoding New Words” on page 183
- “Silent Final E Game” on page 187
- “Silent E Ladders and Slides” on page 201

Reading Comprehension

Have the student re-read one of the readers or texts from the workbook. Discuss the text together.

Practice reading the *Bob Books* listed in previous lessons. Discuss the stories together.

- “On the Farm” on page 131
- “Follow Directions” on page 148

High-Frequency Words

- “High-Frequency Word Game” on page 135
- “High-Frequency Word Race” on page 172
- “Reading Basketball - Individual” on page 204
- “High-Frequency Board Game” on page 241

Squirt gun

Multi-Sensory Fun



Write words with a schwa on a whiteboard. Provide students with a squirt gun. Ask the student to read the word, then squirt it.

ASSESSMENT G

Name _____

G.1 What's That Phonogram?

1. oe gn wr gu

2. gn bu ed ch

3. ew ow au aw

4. ew oa ear kn

5. au aw oe ed

6. ear augh eigh ough

G.2 Spelling

Name _____

g	v	s	t
p	l	n	t
ed	i	aw	eigh
a	<u>e</u>		

G.3 Handwriting

Name _____



The sun is setting over the bay.

Handwriting practice lines consisting of multiple sets of blue and green horizontal lines.

G.4 Matching

Name _____

The biggest pan of cupcakes is for the party.



The thinnest snowman is wearing a cowboy hat.



The fattest snowman is wearing a top hat.



The smallest pan of cupcakes is for grandma and grandpa.



G.4 Matching continued

Name _____

Sam is riding the shortest trike.



Mom is riding the longest bike with four kids.



The smallest puppy is running and playing with Jon.



We walk the biggest dog early in the morning.



G.5 High-Frequency Words

Name _____

knew

sounded

kind

late

find

sister

both

uncle

over

aunt

opened

going