Blow the Lid Off of the Reading Skills Tests!

In ONLY 20 Turbo-Charged Lessons!

Skill Focus: R-Controlled Mastery

Guide 4
Introduction

*Blow the Lid Off of the Reading Test Guides* should be used to fast-track your reader to benchmark or as a boost for on-level students to reach benchmark more quickly!

While phonics instruction is only one part of learning to read, it is the main part – and the single most common spot that struggling students may suffer. Research has shown that a good reader must have foundational skills, such as phonemic awareness and phonics before they can successfully move onto fluently read text, vocabulary development and independently comprehending what they read.

The guides in this series cover all of the phonics elements that are essential for prepping each of your students for **TOTAL COMPREHENSION MASTERY**!

**Special note:** *Each lesson in the guide has been designed to be delivered in sequence until complete. If you find your students are performing well during the program, that’s fantastic! If you find that they are struggling to keep up or have regressed, you should feel confident in repeating a lesson until the skills are firm. For maximum results, complete all of the lessons contained with the Guide.*
**How to Use the *Guides to Mastery***

Each lesson in the *Guides to Mastery* follows an explicit lesson sequence. Here is a look at each section:

**Phonemic Awareness Activity**

Every lesson begins with a phonemic awareness warm up requiring students to blend and segment words. This is to be done orally with the whole group. The National Reading Panel (2000) found that segmenting and blending phonemes into words contributes to learning to read and spell more than any of the other phonological awareness skills. Think of the Phonemic Awareness Activity as the ACTIVATOR for the lesson!

Segmenting is the first activity students will complete in this section. For this activity, the teacher says the word “wax” and has the students repeat the word. Then students count out each sound they hear in the word “wax”. Students say /w/ /a/ /x/.

Next, the teacher has a list of words the students need to blend. The teacher will say the sounds in the word “tip” - /t/ /i/ /p/ - they do not say the word “tip”, just the sounds. The students then will blend the sounds together and say the word “tip”.

**Sound Spelling**

Research recommends teaching a phonics sound spelling explicitly in isolation. Students’ mastery of sound spellings will help strengthen decoding skills. Following the **Phonemic Awareness Activity**, there will be sound spelling/s that will either be new for the day or a review from the previous lesson. Typically, once a sound spelling/s is introduced, it is reviewed for several days before a new sound is introduced.
When introducing the new sound spelling/s the teacher simply tells students the sound and how it is spelled and that will be their focus for the next several days.

**Words to Blend**

This section contains a list of 15 words the teacher will have the students blend using Sound by Sound Blending. All of the words in this section contain the new sound spelling, along with sound spelling/s that have been previously introduced.

**Procedure for Sound by Sound Blending:**

1. Print the first letter of the word *Sam* on the board.
2. Point to the *S* and say, “Sound?” Let the students say the sound.
3. Print the letter *a* on the board, point right under it and say, “Sound?” Let the students say the sound.
4. Place your finger back to the beginning of the word and say, “Blend.”
5. After you say, “Blend”, swoop your finger under the *Sa* while students say “SSSaaa”.
6. Print the letter *m* on the board, point right under it and say, “Sound”? Let the students say the sound.
7. Place your finger back at the beginning of the word and say “Blend”. After you say, “Blend”, swoop your finger under the *Sam* while students say “SSSaaammm”.

Repeat this procedure with the rest of the words in this section.
Automatic Word Recognition

This section appears for the first time in Guide to Consonant Blend Mastery. The goal of phonics instruction is to prepare students to be able to fluently read words. Studies have shown that when students are able to read words without having to sound them out, their brain power is freed up, in a sense, to begin the more complex task of making meaning.

Students need to practice reading words automatically in isolation as well as in decodable text. Every Automatic Word Recognition section contains 15 words that contain a previously taught sound spelling. Teachers have the option to write these words on the board, or use the pages in the resource section. This section is different from the Words to Blend section because students are required to read these words as a whole word with no sounding out. The teacher simply points to the word, pauses a second, says, “Word”? and swoops her hand under the word as students read it.

Decodable

This is where the reading practice comes in. We are now at the part of the lesson where the students will apply what they have learned. This is why it’s so important to deliver the lesson in sequence!

The decodable passages that have been provided contain words that have spelling patterns that have already been introduced to students. This is the opportunity for students to practice their automaticity.
An important thing to remember about decodable text, this is for practicing phonics and fluency, this is not for working on comprehension skills, so you will notice that we have not included comprehension question in the Guide. However, a simple “who, what, when, where, why, how” retell is a great add-in as you have an extra minute!

Give the students the decodable passages and read through the decodable several times as a group, prompting re-reads as students make errors. We recommend that students keep the passages in a notebook to practice reading daily, once they have been introduced.

**Word Work**

Incorporating **Word Work** into every lesson allows students the opportunity to practice not only reading words, but also spelling. These **Guides** include four (4) rotated activities to add a variety of work for students. Here is a peek at the 4 activities:

**Elkonin Boxes**

The Elkonin Box activity helps students to bridge the sounds in words to the actual writing. Each Elkonin activity has approximately ten (10) words. The teacher gives the students the letter cards provided for that day and follows this procedure:

1. Students are provided the cards for the activity and an Elkonin mat (which can be found on the Resource Section).

2. The teacher says the word to the student and the student repeats it.
3. The student then places the letters for the sounds they hear in the boxes on the mat.

4. Once all the letters are placed on the mat, the student reads the word.

5. Repeat with the rest of the words.

**Word Sort**

Word sorting requires students to pay attention to the different elements of words and categorize them based on their spellings. The way the words are to be sorted is listed at the top of the page that provides the cards. For example, “Words are to be sorted into two piles – one pile include words with short a, the other pile short i. The teacher checks for accuracy once the student finishes the sort.

**Dictation**

This is an important way for teachers to see how their students are progressing in apply their sound spelling, phonics and phonemic awareness skills. It is important for students to know dictation is not a graded test, but just practice for them. Teachers dictate the words for students to spell, sound-by-sound. There is also a sentence for students to write in each dictation activity.

Teachers have the option of two different ways for students to do their dictation. These can be found in the Resource Section.
Word Building

The word building section allows students to see how changing one letter of a word changes the whole word. Teachers are provided a sequence of words. Each word builds on the previous one, by either adding a letter, taking one away or just changing one. The word building activities are linked to the sound spelling focus of the day.
Day 1

**Sound Spelling:** Introduce *ar*

**Words to Blend:**
- car  park  arm
- dart  part  bark
- march  spark  bar
- charm  far  barn
- Mark  yarn  harp

**Automatic Word Recognition:**
- fan  twin  math
- flat  rip  back
- grin  rock  not
- mug  wish  grip
- flap  red  deck

**Decodable:** (see page 8)

**Word Work:** Elkonin Box (see page 9)
Decodable Work
Day 1

How far is it to the park?
Our farm has pigs.
Barb wants to get the star roll.
Don’t park your car too close to the van.
The barn is filled with pigs.
Barb and Carl go down the path.
Let’s pack the car now and get to bed.
Ted is at the car.
Word Work Day 1
Elkonin Boxes

Words for the lesson:
car  charm
park  harp
arm  mark
dart

Letter Cards

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>ar</td>
<td>p</td>
<td>k</td>
<td>m</td>
</tr>
<tr>
<td>d</td>
<td>t</td>
<td>ch</td>
<td>h</td>
<td></td>
</tr>
</tbody>
</table>
Day 2

**Sound Spelling:** ar

**Words to Blend:**
- Barb
- smart
- hard
- cart
- harp
- farm
- start
- mark
- shark
- star
- jar
- art
- sharp
- shark
- scar

**Automatic Word Recognition:**
- map
- flap
- dash
- grip
- hit
- peck
- moth
- best
- mop
- let
- vast
- path
- dust
- fun
- gush

**Decodable:** (see page 11)

**Word Work:** Word Sort (see page 12)
Decodable Work

Day 2

Did they start to go to the park?
The car is at a stop.
They will pack the car at ten.
Fill the glass jar.
There will be a scar from the cut.
Don has an art class in the park.
Carl took the bags to the yard.
Park the car in the barn.
Word Work – Day 2
Sort the following words according to **r-controlled vowels and digraphs**

**Word Sort**

<table>
<thead>
<tr>
<th>cart</th>
<th>rock</th>
<th>star</th>
</tr>
</thead>
<tbody>
<tr>
<td>moth</td>
<td>mark</td>
<td>deck</td>
</tr>
<tr>
<td>jar</td>
<td>math</td>
<td>harp</td>
</tr>
<tr>
<td>sash</td>
<td>farm</td>
<td>whim</td>
</tr>
<tr>
<td>scar</td>
<td>pitch</td>
<td>lick</td>
</tr>
</tbody>
</table>
Sound Spelling: ar

Words to Blend:
part  card  chart
tart  Bart  marsh
scarf  tar  yard
Clark  harm  dart
start  dark  carve

Automatic Word Recognition:
cat  fish  ramp
peck  pot  land
pond  mesh  tin
top  lock  bump
slip  bun  bath

Decodable: (see page 14)

Word Work: Dictation (see page 15)
Decodable Work
Day 3

Look at my arms and legs.
Do you have a card?
Meg has a cut on her arm.
Tim has a mark on his hand.
Beth sits in the yard.
Mark does art in the park.
Put the harp on the rug.
Fred sent a card to Mark.
Word Work – Day 3

Dictation

Line 1:  part  star
Line 2:  sharp  harm
Sentence:  Peg saw the star.
Day 4

**Sound Spelling:** ar

**Words to Blend:**
- mar  par  char
- spar  yard  lard
- spark  stark  smart
- car  bark  arm
- dart  hart  bark

**Automatic Word Recognition:**
- bun  flip  path
- nest  rag  sash
- chap  frog  rub
- den  when  grip
- damp  chest  nod

**Decodable:** (see page 17)

**Word Work:** Word Building (see page 18)
Decodable Word Work

Day 4

The park is far from the van.
Mom will park the car in back.
Throw the dart at the wall.
Your chart is in the box.
Mark and Barb walk in the park.
He has a scar on his arm.
The dog is in the park.
The vet will get the dog from the barn.
Word Work – Day 4
Word Building

Words for the lesson:

far  term
star  perk
start
stern

Letter Cards

<table>
<thead>
<tr>
<th>a</th>
<th>f</th>
<th>r</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>t</td>
<td>e</td>
<td>n</td>
</tr>
<tr>
<td>m</td>
<td>p</td>
<td>k</td>
<td></td>
</tr>
</tbody>
</table>
Day 5

**Sound Spelling:** Introduce or

**Words to Blend:**
corn   worn   wore
more   torch  form
sore   for    horse
nor    fork    lord
horn   core    sport

**Automatic Word Recognition:**
tot     tack    lend
chap   pep     pump
sand   bunch   fun
lug    peck    fund
nest   mop     fish

**Decodable:** (see page 20)

**Word Work:** Elkonin Boxes (see page 21)
The kids made a fort in the barn.
This is the top she wore at the park.
The box broke in the storm.
Go north to the park.
She goes to the shore to do her art.
The fort is on the north shore.
I must get to the fort to speak to Carl.
She ate pork and corn.
Word Work Day 5
Elkonin Boxes

**Words for the lesson:**
corn       horse
worn       core
torch       nor
store

**Letter Cards**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>or</td>
<td>n</td>
<td>w</td>
<td>t</td>
</tr>
<tr>
<td>ch</td>
<td>s</td>
<td>e</td>
<td>h</td>
<td></td>
</tr>
</tbody>
</table>
Day 6

**Sound Spelling:** or

**Words to Blend:**
- fort  port  short
- pork  snore  fort
- north  storm  torn
- thorn  stork  chore
- core  shore  tore

**Automatic Word Recognition:**
- Fred  fret  sketch
- dump  hip  ditch
- chap  wind  pet
- cap  whack  band
- slop  hem  rich

**Decodable:** (see page 23)

**Word Work:**  Word Sort (see page 24)
Decodable Work

Day 6

Nan tore her red scarf.
The horse is in the barn.
The ship is in the port.
Tom will sort the maps.
Meg must go to the barn.
Peg and Sam will go to the fort.
When were the twins born?
I can eat all the corn.
## Word Work – Day 6
Sort the following words according to *r-controlled vowels or, ar*

<table>
<thead>
<tr>
<th>car</th>
<th>port</th>
<th>scarf</th>
</tr>
</thead>
<tbody>
<tr>
<td>fort</td>
<td>cart</td>
<td>stark</td>
</tr>
<tr>
<td>pork</td>
<td>storm</td>
<td>Clark</td>
</tr>
<tr>
<td>spar</td>
<td>yard</td>
<td>shore</td>
</tr>
<tr>
<td>horn</td>
<td>sort</td>
<td>bark</td>
</tr>
</tbody>
</table>
Day 7

**Sound Spelling:** or

**Words to Blend:**

tore  born  cord
sore  sort  chore
snore  cork  fork
form  north  storm
snort  sport  corn

**Automatic Word Recognition:**
cot  pond  lunch
slim  fit  clutch
mash  lump  bet
jig  thump  fund
chat  fun  bran

**Decodable:** (see page 26)

**Word Work:**  Dictation (see page 27)
Decodable Work

Day 7

The ship will stop at the port.

Do not eat the corn with a fork.

Jill is very short.

A thorn cut my leg at the pond.

The fort is just past the shore.

She will need a short rest.

Carl does art by the shore.

I can see the torch.
Word Work – Day 7

Dictation

Line 1: form snort

Line 2: sport corn

Sentence: Tom and Bob have corn and a cup.
Day 8

**Sound Spelling:** or

**Words to Blend:**
worn    store    car
park    harp    march
tart    spark    yard
charm    carve    hard
spark    cart    scarf

**Automatic Word Recognition:**
rug    snip    dish
brim    get    bunch
map    slap    sop
thrash    sip    rust
clam    top    chat

**Decodable:** (see page 29)

**Word Work:**   Word Building (see page 30)
Decodable Work

Day 8

The plan is to storm the port.
She was born to her mom.
She wants more corn.
The thorns on the plant are sharp.
The fort is just past the shore.
She was a good sport when she lost.
The stork brings good luck.
Why do you snore?
Word Work – Day 8

Word Building

Words for the lesson:

fir    forth
first  north
firm
form

Letter Cards

<table>
<thead>
<tr>
<th>f</th>
<th>i</th>
<th>r</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>m</td>
<td>o</td>
<td>h</td>
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<tr>
<td></td>
<td>n</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 9

**Sound Spelling:** er

**Words to Blend:**
- her
- perk
- perch
- smart
- sport
- verb
- Bert
- stark
- nerve
- lard
- clerk
- spark
- dart
- Carve
- serve

**Automatic Word Recognition:**
- sub
- brat
- blush
- club
- hem
- pluck
- hog
- west
- pit
- whack
- fan
- clap
- frog
- slim
- crop

**Decodable:** (see page 32)

**Word Work:** Elkonin Boxes (see page 33)
Decodable Work

Day 9

The fern is by the shore.

What did you get in math last term?

The tracks of the herd went to the water.

Herb was in the van.

Pam will perk up at the park.

My last term will be my best.

The verbs are on the chart.

The clerk is at her desk.
**Word Work Day 9**

Elkonin Boxes

**Words for the lesson:**

<table>
<thead>
<tr>
<th>her</th>
<th>dart</th>
</tr>
</thead>
<tbody>
<tr>
<td>perk</td>
<td>clerk</td>
</tr>
<tr>
<td>perch</td>
<td>spark</td>
</tr>
<tr>
<td>lard</td>
<td></td>
</tr>
</tbody>
</table>

**Letter Cards**

<table>
<thead>
<tr>
<th>h</th>
<th>er</th>
<th>p</th>
<th>k</th>
<th>ch</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>ar</td>
<td>d</td>
<td>t</td>
<td>c</td>
</tr>
<tr>
<td>s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 10

**Sound Spelling:** er

**Words to Blend:**
verse    stern    swerve
berg     corn      scar
char     fern      torn
jerk     snore     germ

**Automatic Word Recognition:**
lad       snip      thump
clap      job       chip
bed       mint      pup
chest     bag       skin
met       hush      mask

**Decodable:** (see page 35)

**Word Work:** Word Sort (see page 36)
Decodable Work

Day 10

Jerk the strings to make it go.

Herb and Bart do art at the shore.

My mom will serve me a hot meal.

The nerve in my leg is cut.

Serve the tart while it is hot.

She will be a clerk at first.

You must have nerve to do that.

Each verse has a verb.
Word Work – Day 10
Sort the following words according to *r-controlled vowels* er, or, ar

<table>
<thead>
<tr>
<th>Verse</th>
<th>Worn</th>
<th>Spark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chore</td>
<td>Berg</td>
<td>Bark</td>
</tr>
<tr>
<td>Char</td>
<td>Form</td>
<td>Fern</td>
</tr>
<tr>
<td>Thorn</td>
<td>Term</td>
<td>Carve</td>
</tr>
<tr>
<td>Clerk</td>
<td>Sport</td>
<td>Dart</td>
</tr>
</tbody>
</table>
Day 11

**Sound Spelling:** er

**Words to Blend:**
- herd
- herb
- her
- smart
- perk
- form
- perch
- jar
- verb
- horn
- Bert
- snore
- nerve
- barn
- clerk

**Automatic Word Recognition:**
- mug
- crop
- bench
- drum
- hem
- munch
- witch
- clad
- lot
- cab
- thrush
- clutch
- match
- tip
- crab

**Decodable:** (see page 38)

**Word Work:** Dictation (see page 39)
Decodable Work

Day 11

Her dress is on the line.
Herb will park the car.
Be stern when you tell them no.
Perk up and go to the shore.
Rose can put on her hat.
Bert can send a card.
The jar is full of herbs.
Beth can say each verse.
Word Work – Day 11

Dictation

Line 1: herd smart
Line 2: barn verb

Sentence: The cat and dog are in the barn with the horse.
Day 12

**Sound Spelling:** er

**Words to Blend:**
- serve
- verse
- stern
- arm
- swerve
- torch
- berg
- spark
- fern
- Lord
- jerk
- charm
- germ
- pork
- stork

**Automatic Word Recognition:**
- fit
- drip
- patch
- past
- pup
- luck
- inch
- plum
- got
- when
- men
- grub
- cap
- snip
- rash

**Decodable:** (see page 41)

**Word Work:** Word Building (see page 42)
Decodable Work

Day 12

The fern is by the shore.
Perk up and go to the shore.
Rose can put on her hat.
The tracks of the herd went to the water.
Bert can send a card.
Be stern when you tell them no.
Her dress is on the line.
My mom will serve me a hot meal.
Words for the lesson:

- turn
- purr
- burn
- curl
- burst
- purse

Letter Cards

<table>
<thead>
<tr>
<th>t</th>
<th>u</th>
<th>r</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>s</td>
<td>p</td>
<td>e</td>
</tr>
<tr>
<td>r</td>
<td>c</td>
<td>l</td>
<td></td>
</tr>
</tbody>
</table>
Day 13

**Sound Spelling:** Introduce *ir*

**Words to Blend:**

- fir, thirst, twirl
- dirt, bird, whirl
- stir, skirt, swirl
- first, chirp, girl
- firm, sir, birch

**Automatic Word Recognition:**

- ten, crop, thump
- spot, hip, chunk
- sock, crab, bus
- hug, fund, thick
- clock, log, desk

**Decodable:** (see page 44)

**Word Work:** Elkonin Boxes (see page 45)
Decodable Work

Day 13

Stir the corn.

That girl does art by the shore.

Why do you have to be the first on the mat?

The girl went to the park.

The bird has a nest.

The pigs are in the dirt.

Bart thirsts for a drink.

The birds chirp in the nest.
Word Work Day 13
Elkonin Boxes

Words for the lesson:

fir  chirp

dirt  bird

stir  thirst

firm

Letter Cards

<table>
<thead>
<tr>
<th>f</th>
<th>ir</th>
<th>d</th>
<th>t</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>ch</td>
<td>p</td>
<td>b</td>
<td>th</td>
</tr>
</tbody>
</table>
Day 14

**Sound Spelling:** ir

**Words to Blend:**
- birth, Kirk, third
- fir, farm, serve
- Barb, thirst, herd
- horse, carve, twirl
- dirt, bird, fort

**Automatic Word Recognition:**
- him, throb, snip
- chap, top, mask
- crab, chug, tan
- bun, inch, grab
- flush, pop, spill

**Decodable:** (see page 47)

**Word Work:** Word Sort (see page 48)
You must be firm when you are with the dog.
Will you pick up the girl at six?
The man said that the girl had to stop.
The girl will stir the corn.
The first bird will be in the nest.
Bert’s shirt is on the mat.
The skirt twirls when she spins.
The bird is on his shirt.
Word Work – Day 14
Sort the following words according to **r-controlled vowels** ir, er, or

<table>
<thead>
<tr>
<th>birth</th>
<th>serve</th>
<th>horn</th>
</tr>
</thead>
<tbody>
<tr>
<td>verse</td>
<td>fir</td>
<td>snore</td>
</tr>
<tr>
<td>corn</td>
<td>germ</td>
<td>Kirk</td>
</tr>
<tr>
<td>berg</td>
<td>third</td>
<td>torn</td>
</tr>
<tr>
<td>twirl</td>
<td>snore</td>
<td>nerve</td>
</tr>
</tbody>
</table>
Day 15

**Sound Spelling:** ir

**Words to Blend:**
whirl stir skirt
core swirl art
first store chirp
fort girl scarf
firm pore sir

**Automatic Word Recognition:**
rug crop bench
past tap whack
thug lump hip
bed plan slush
sped lot mash

**Decodable:** (see page 50)

**Word Work:** Dictation (see page 51)
Decodable Work
Day 15

The girl will stir the corn.
Bert’s shirt is on the mat.
Stir the corn.
That girl does art by the shore.
Why do you have to be the first on the mat?
The skirt twirls when she spins.
The girl went to the park.
The bird has a nest.
Word Work – Day 15

Dictation

Line 1:   stir   chirp
Line 2:   firm   girl
Sentence: The girl will see the bird chirp.
Day 16

**Sound Spelling:** ir

**Words to Blend:**
- birch
- shirt
- birth
- Kirk
- park
- clerk
- horse
- third
- snore
- march
- verb
- fir
- thirst
- char
- whirl

**Automatic Word Recognition:**
- hop
- hand
- batch
- snap
- tap
- flush
- whim
- trim
- rut
- set
- club
- lunch
- truck
- fit
- clip

**Decodable:** (see page 53)

**Word Work:** Word Building (see page 54)
Decodable Work

Day 16

The first bird will be in the nest.
Bert’s shirt is on the mat.
You must be firm when you are with the dog.
The girl will stir the corn.
Will you pick up the girl at six?
The man said that the girl had to stop.
The skirt twirls when she spins.
The bird is on his shirt.
# Word Work – Day 16

## Word Building

**Words for the lesson:**

- her
- fern
- herd
- hard
- card
- bark

**Letter Cards**

```
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>e</td>
<td>r</td>
<td>f</td>
</tr>
<tr>
<td>n</td>
<td>d</td>
<td>a</td>
<td>c</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td>k</td>
</tr>
</tbody>
</table>
```
Day 17

**Sound Spelling:** Introduce ur

**Words to Blend:**
- burn  fur  purr
- blur  cure  hurt
- spur  hurl  purse
- lurch  turn  churn
- burp  curb  curl

**Automatic Word Recognition:**
- rat  snap  math
- frog  pep  back
- rock  twig  lug
- pup  sled  cash
- mesh  rib  fund

**Decodable:** (see page 56)

**Word Work:** Elkonin Boxes (see page 57)
Decodable Work
Day 17

The fox has long fur.
That girl hurt her leg.
Go past the church to get to the van.
A mink has soft fur.
The car made a left turn.
Do not step off the curb when there are cars.
Mom lost her purse.
Bob will hurl the ball.
**Word Work Day 17**

**Elkonin Boxes**

**Words for the lesson:**

<table>
<thead>
<tr>
<th>burn</th>
<th>blur</th>
</tr>
</thead>
<tbody>
<tr>
<td>fur</td>
<td>churn</td>
</tr>
<tr>
<td>spurt</td>
<td>hurl</td>
</tr>
<tr>
<td>hurt</td>
<td></td>
</tr>
</tbody>
</table>

**Letter Cards**

<table>
<thead>
<tr>
<th>b</th>
<th>ur</th>
<th>n</th>
<th>f</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>t</td>
<td>h</td>
<td>l</td>
<td>ch</td>
</tr>
</tbody>
</table>
Day 18

**Sound Spelling:** ur

**Words to Blend:**
- curve  burb  blurt
- church burst curl
- churn hurl burr
- blurt lurk spur
- surf burn fur

**Automatic Word Recognition:**
- gas  ramp  lock
- lump rip path
- kick snip tan
- dish job brim
- mug snob deck

**Decodable:** (see page 59)

**Word Work:**  Word Sort (see page 60)
Kat lost her purse on the shore.
The cat sat on the curb.
The path had a sharp curve.
Do not blurt out the task.
Turn left after the curve on the path.
The twins have blond curls.
The cat will purr when I pet his fur.
Don’t hurt the birds in the nest.
Word Work – Day 18
Sort the following words according to **r-controlled vowels ur, ir, ar**

<table>
<thead>
<tr>
<th>curve</th>
<th>birch</th>
<th>char</th>
</tr>
</thead>
<tbody>
<tr>
<td>thirst</td>
<td>Burb</td>
<td>art</td>
</tr>
<tr>
<td>Barb</td>
<td>birth</td>
<td>burst</td>
</tr>
<tr>
<td>arm</td>
<td>curl</td>
<td>shirt</td>
</tr>
<tr>
<td>blurt</td>
<td>whirl</td>
<td>smart</td>
</tr>
</tbody>
</table>
Day 19

**Sound Spelling:** ur

**Words to Blend:**
- purr  blur  cure
- chart  hurt  perk
- spurt  fern  hurl
- first  purse  scar
- lurch  shirt  turn

**Automatic Word Recognition:**
- wed  clip  gush
- trip  pot  pack
- sash  wind  ten
- fish  log  clan
- gut  best  rack

**Decodable:** (see page 62)

**Word Work:** Dictation (see page 63)
Decodable Work
Day 19

The fox has long fur.
Kat lost her purse on the shore.
That girl hurt her leg.
The cat sat on the curb.
Go past the church to get to the van.
The path had a sharp curve.
A mink has soft fur.
Do not blurt out the task.
Word Work – Day 19

Dictation

Line 1: whirl stir
Line 2: firm chirp

Sentence: The girl will go to church.
Day 20

**Sound Spelling:** ur

**Words to Blend:**
- churn
- hurl
- purse
- stark
- lurch
- perch
- blurt
- horse
- church
- skirt
- lurk
- chirp
- spur
- spar
- burn

**Automatic Word Recognition:**
- jig
- lamp
- patch
- fret
- tin
- wham
- fetch
- hand
- dot
- lunch
- sip
- test
- tub
- brat
- latch

**Decodable:** (see page 65)

**Word Work:** Word Building (see page 66)
Turn left after the curve on the path.
The cat will purr when I pet his fur.
Turn left after the curve on the path.
The twins have blond curls.
Don’t hurt the birds in the nest.
The twins have blond curls.
Don’t hurt the birds in the nest.
The cat will purr when I pet his fur.
Word Work – Day 20
Word Building

Words for the lesson:

or
for
born
turn
burst

Letter Cards

<table>
<thead>
<tr>
<th>r</th>
<th>o</th>
<th>f</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>t</td>
<td>u</td>
<td>s</td>
</tr>
</tbody>
</table>
Resources
Automatic Word Recognition Charts
<table>
<thead>
<tr>
<th>Day 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>fan</td>
<td>twin</td>
<td>math</td>
</tr>
<tr>
<td>flat</td>
<td>rip</td>
<td>back</td>
</tr>
<tr>
<td>grin</td>
<td>rock</td>
<td>not</td>
</tr>
<tr>
<td>mug</td>
<td>wish</td>
<td>grip</td>
</tr>
<tr>
<td>flap</td>
<td>red</td>
<td>deck</td>
</tr>
</tbody>
</table>
Day 2

map    flap    dash

grip    hit    peck

moth    best    mop

let    vast    path

dust    fun    gush
Day 3

cat    fish    ramp
peck   pot     land
pond   mesh    tin
top    lock    bump
slip   bun     bath
<table>
<thead>
<tr>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>bun</td>
</tr>
<tr>
<td>nest</td>
</tr>
<tr>
<td>chap</td>
</tr>
<tr>
<td>den</td>
</tr>
<tr>
<td>damp</td>
</tr>
</tbody>
</table>
Day 5

tot  tack  lend
chap  pep  pump
sand  bunch  fun
lug  peck  fund
nest  mop  fish
<table>
<thead>
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<th>Day 6</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Fred</td>
<td>sketch</td>
<td>fret</td>
</tr>
<tr>
<td>dump</td>
<td>hip</td>
<td>ditch</td>
</tr>
<tr>
<td>chap</td>
<td>wind</td>
<td>pet</td>
</tr>
<tr>
<td>cap</td>
<td>whack</td>
<td>band</td>
</tr>
<tr>
<td>slop</td>
<td>hem</td>
<td>rich</td>
</tr>
</tbody>
</table>
Day 7

cot  pond  lunch

slim  fit  clutch

mash  lump  bet

jig  thump  fund

chat  fun  bran
Day 8

rug   snip   dish
brim  bunch  get
map   slap   sop
thrash  sip   rust
clam   top   chat
Day 9

<table>
<thead>
<tr>
<th>sub</th>
<th>brat</th>
<th>blush</th>
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</thead>
<tbody>
<tr>
<td>club</td>
<td>hem</td>
<td>pluck</td>
</tr>
<tr>
<td>hog</td>
<td>west</td>
<td>pit</td>
</tr>
<tr>
<td>whack</td>
<td>fan</td>
<td>clap</td>
</tr>
<tr>
<td>frog</td>
<td>slim</td>
<td>crop</td>
</tr>
<tr>
<td>Day 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>mug</td>
<td>bench</td>
<td>crop</td>
</tr>
<tr>
<td>drum</td>
<td>munch</td>
<td>hem</td>
</tr>
<tr>
<td>witch</td>
<td>clad</td>
<td>lot</td>
</tr>
<tr>
<td>cab</td>
<td>thrush</td>
<td>clutch</td>
</tr>
<tr>
<td>match</td>
<td>tip</td>
<td>crab</td>
</tr>
</tbody>
</table>
Day 12

fit  drip  patch
past  pup  luck
inch  plum  got
when  men  grub
cap  snip  rash
## Day 13

<table>
<thead>
<tr>
<th>ten</th>
<th>thump</th>
<th>crop</th>
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</thead>
<tbody>
<tr>
<td>spot</td>
<td>hip</td>
<td>chunk</td>
</tr>
<tr>
<td>sock</td>
<td>crab</td>
<td>bus</td>
</tr>
<tr>
<td>hug</td>
<td>fund</td>
<td>thick</td>
</tr>
<tr>
<td>clock</td>
<td>log</td>
<td>desk</td>
</tr>
<tr>
<td>Day 14</td>
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<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>him</td>
<td>throb</td>
<td>snip</td>
</tr>
<tr>
<td>chap</td>
<td>top</td>
<td>mask</td>
</tr>
<tr>
<td>crab</td>
<td>chug</td>
<td>tan</td>
</tr>
<tr>
<td>bun</td>
<td>inch</td>
<td>grab</td>
</tr>
<tr>
<td>flush</td>
<td>pop</td>
<td>spill</td>
</tr>
<tr>
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<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>rug</td>
<td>bench</td>
<td>crop</td>
</tr>
<tr>
<td>past</td>
<td>whack</td>
<td>tap</td>
</tr>
<tr>
<td>thug</td>
<td>lump</td>
<td>hip</td>
</tr>
<tr>
<td>bed</td>
<td>plan</td>
<td>slush</td>
</tr>
<tr>
<td>sped</td>
<td>lot</td>
<td>mash</td>
</tr>
</tbody>
</table>
Day 16

hop          hand          batch

snap         tap           flush

whim         trim           rut

set          club          lunch

truck        fit           clip
Day 17

rat  snap  math
frog  pep  back
rock  twig  lug
pup  sled  cash
mesh  rib  fund
Day 18

gas    ramp    lock
lump   rip     path
kick   snip    tan
dish   job     brim
mug    snob    deck
Day 19

wed  clip  gush
trip  pot  pack
sash  wind  ten
fish  log  clan
gut  best  rack
<table>
<thead>
<tr>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>jig</td>
</tr>
<tr>
<td>fret</td>
</tr>
<tr>
<td>fetch</td>
</tr>
<tr>
<td>lunch</td>
</tr>
<tr>
<td>tub</td>
</tr>
</tbody>
</table>
Elkonin Boxes

<p>| | | | |</p>
<table>
<thead>
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<th></th>
<th></th>
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<tbody>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dictation

Day 3

Name _______________________

Line 1: __________  __________  __________

Line 2: __________  __________  __________

Sentence: ___________________________________________

Day 7

Name _______________________

Line 1: __________  __________  __________

Line 2: __________  __________  __________

Sentence: ___________________________________________

Day 11

Name _______________________

Line 1: __________  __________  __________

Line 2: __________  __________  __________

Sentence: ___________________________________________
Dictation Journal
R-Controlled

Name ____________________________
Day 3

Line 1: _____________  _____________  _____________

Line 2: _____________  _____________  _____________

Sentence: ____________________________________________

________________________________________________________________________
Day 7

Line 1: ___________  ___________  ___________

Line 2: ___________  ___________  ___________

Sentence: __________________________________________

________________________________________________________________________
Day 15

Line 1: ____________  ____________  ____________

Line 2: ____________  ____________  ____________

Sentence: ________________________________________________________________________________