Blow the Lid Off of the Reading Skills Tests!

*In ONLY 20 Turbo-Charged Lessons*

Skill Focus: CVC Mastery

Guide 1
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**

Each lesson in Mastery Guides 1 and 2 begins with a phonemic awareness warm up requiring students to blend and segment words. This is to be done orally with the 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. That is why every lesson begins with students blending and segmenting words.

Segmenting is the first activity students need to do 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. 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. Sound spelling cards can be located in Appendix A.

**Words to Blend**

This section contains a list of 12 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 *Your Complete 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 is free to begin to comprehend what it is reading.

Students need to practice reading words automatically in isolation as well as in decodable text. Every **Automatic Word Recognition** section contains 12 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 Appendix B. This section is different from the **Words to Blend** section because students are required to read these words as a whole word, 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. You can now see why it is important to follow the sequence of this lesson. We are now at the part of the lesson where the students will apply what they have learned.

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.
Give the students the decodable passages and have them practice reading it several times. Students can keep them in a notebook to practice reading daily.

**Word Work**

Incorporating **Word Work** into every lesson allows students the opportunity to practice not only reading words, but also spelling. These **Guides to Mastery** include 4 activities that are rotated to add a variety of work for students. Here is a look 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 about 10 words. The teacher gives the students the letter cards provided for that day. Let’s take a look at the procedure:

1. Students are provided the cards for the activity and an Elkonin mat which can be found on the Appendix C.
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 includes words with short a, the other pile short i. The teacher checks for accuracy once the student finishes the sort. Sorting mats with sound spelling picture and sorting mats without pictures can be found in Appendix D.

**Dictation**

This is a great way for teachers to see how their students are progressing. It is important for students to know dictation is not a graded test, but just practice for them. Here is the procedure for dictation:

1. Teacher says the word.
2. Students repeat the word.
3. Students count the sounds in the word.
4. Students write the word.

When dictating the sentence, read the whole sentence to the student. The teacher may need to read the sentence several times as the students write it out.

A dictation journal can be found in Appendix E.

**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.

**Assessments**

After every 5 lessons there is an assessment for the previous five lessons that were taught. The students read a row of real words and then a row of nonsense words. Students need to score 9/10 to pass.

Each assessment has a row of 5 real words that include the sound spelling previously taught. The second row is made up of 5 nonsense words that also include the previously taught sound spelling. The purpose for having them read nonsense words is because many words students may have memorized so having them read nonsense words ensures they have internally learned the sound spelling taught in the previous lessons.
Lesson 1

Phonemic Awareness Activity:
Segmenting: wax, mat, hip, kite, had
Blending: tip, joke, ran, hug, sight

Spelling a, i

Words to Blend:
in  am  sat
Sam  fat  lip
man  sad  mix
fan  ran  fit

Tip
As you listen to student responses, ask yourself if each response is correct. It is imperative that you provide immediate corrective feedback so students aren’t practicing incorrectly.

Decodable: (see next page)

Word Work: Elkonin Box
Decodable Work

Lesson 1

The man ran to his van.
The bib has a rib.
Jim and Dad ran.
Sam sat on the mat.
A ham is in the can.
A pin was in the hat.
Nan has six maps.
The fox hid from the dog.
Word Work Lesson 1
Elkonin Boxes

**Words for the lesson:**

<table>
<thead>
<tr>
<th>Sam</th>
<th>fan</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>rip</td>
</tr>
<tr>
<td>lip</td>
<td>fit</td>
</tr>
<tr>
<td>man</td>
<td>fix</td>
</tr>
<tr>
<td>sad</td>
<td>mix</td>
</tr>
</tbody>
</table>

**Letter Cards**

<table>
<thead>
<tr>
<th>S</th>
<th>a</th>
<th>m</th>
<th>f</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>i</td>
<td>p</td>
<td>n</td>
<td>d</td>
</tr>
<tr>
<td>r</td>
<td>x</td>
<td>s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2

Phonemic Awareness Activity:
Segmenting: miss, rock, lug, ham, fast
Blending: path, deck, wed, hen, beg

Sound Spelling: a, i

Words to Blend:
sip  wax  bat
mix  tan  map
six  man  his
rat  tin  ad

Tip
Once students have sorted the words in the word work section, have them practice their fluency by going through the list and reading all the words.

Decodable: (see next page)
Word Work: Word Sort (Sound mats available in Appendix C)
Decodable Work

Lesson 2

Dad has gas in the van.
The cat is in the bag.
Gas can go in the can.
The fox hid from the dog.
Dan sat on Pat.
Ham is in the can.
Pam has a big fat hat.
The mat has a rip.
Word Work – Lesson 2

Sort the following words according to the vowels a, i

Word Sort

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>sat</td>
<td>lip</td>
</tr>
<tr>
<td>had</td>
<td>six</td>
<td>tan</td>
</tr>
<tr>
<td>rat</td>
<td>tip</td>
<td>dip</td>
</tr>
<tr>
<td>sad</td>
<td>map</td>
<td>fan</td>
</tr>
<tr>
<td>mad</td>
<td>bit</td>
<td>fix</td>
</tr>
</tbody>
</table>
Lesson 3

Phonemic Awareness Activity:
Segmenting: sat, math, hush, ramp, goat
Blending: dug, neck, path, bent, team

Sound Spelling: a, i

Words to Blend:
sip wax bat
mix tan map
six man his
rat tin ad

Decodable: (see next page)
Word Work: Dictation

Tip
Remind students that dictation is practice and not a test.
Decodable Work

Lesson 3

It is a fig.
He hid the wig.
It is a bib.
She lit it.
It is a big fat yam.
Dan has a van and a fan.
The man is sad.
Pat has a bag and a fan.
Word Work – Lesson 3

Dictation

Line 1: sip man
Line 2: had tin

Sentence: The man had a bat.
Lesson 4

**Phonemic Awareness Activity:**
Segmenting: am, hit, cash, mend, dust
Blending: six, jot, peck, lamp, rope

**Sound Spelling:** a, i

![Aa](image1.png) ![li](image2.png)

**Words to Blend:**
- map  fix  rat
- tap  bat  hit
- pat  can  hid
- gas  six  mat

**Tip**
Provide specific praise for students. The purpose for praise is to strengthen future performance. Make it meaningful when given.

**Decodable:** (see next page)
**Word Work:** Word Building
Decodable Work
Lesson 4

I had a hat.
The cat sat on a mat.
She is not sad.
I ran to her dad.
I can pat the cat.
She is sad.
Dad has a big van.
Jim and Dad sat on a big mat.
Word Work – Lesson 4

Word Building

Words for the lesson:

at    bit
rat    pit
bat    it

Letter Cards

<table>
<thead>
<tr>
<th>a</th>
<th>t</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>i</td>
<td>p</td>
</tr>
</tbody>
</table>
Lesson 5

Phonemic Awareness Activity:
Segmenting: pat, hot, chin, lump, cast
Blending: cub, ten, thud, pond, sent

Sound Spelling: a, i

Words to Blend:
- pat, bib, hid
- hit, pad, Jim
- bat, sap, mix
- rip, sit, has

Decodable: (see next page)
Word Work: Elkonin Boxes

Tip
Deliver your lesson at a brisk pace. Students will be more likely engaged with the lesson.
Decodable Work
Lesson 5

The cat is fat.
Sam taps Pam’s map.
The bib has a rib.
Nan has six maps.
Jim and Dan ran.
Hip has a hat.
Pam’s map is on the mat.
The cat is in the bag.
**Word Work Lesson 5**  
**Elkonin Boxes**

**Words for the lesson:**
- bib  pin
- gas  tip
- bat  can
- mix  pat
- hid  ham

**Letter Cards**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>b</td>
<td>i</td>
<td>g</td>
<td>a</td>
<td>s</td>
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<td>t</td>
<td>m</td>
<td>x</td>
<td>h</td>
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<td>p</td>
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<td>c</td>
<td>b</td>
<td></td>
</tr>
</tbody>
</table>
Assessment for short *a* and *i*

**Student Sheet**

<table>
<thead>
<tr>
<th>fat</th>
<th>mat</th>
<th>hip</th>
<th>tin</th>
<th>hat</th>
</tr>
</thead>
<tbody>
<tr>
<td>lig</td>
<td>fim</td>
<td>dag</td>
<td>hib</td>
<td>sab</td>
</tr>
</tbody>
</table>
Lesson 6

Phonemic Awareness Activity:
Segmenting: ham, bet, chop, past, rash
Blending: dog, mop, whip, desk, lamp

Sound Spelling: o

Words to Blend:
- ox, mob, on
- mop, max, rat
- nod, fox, Bob
- rid, rot, map

Reminder
Once students have sorted the words in the word work section, have them practice their fluency by going through the list and reading all the words.

Decodable: (see next page)

Word Work: Word Sort (Sound mats available in Appendix C)
Decodable Work

Lesson 6

Did you jog here?

Can you box?

I had a job.

Sit on the cot.

Did the log rot?

The hog is a pig.

It is too hot to jog.

Did Mom see the box?
Word Work – Lesson 6

Sort the following words according to the vowels a, i, o

<table>
<thead>
<tr>
<th>ox</th>
<th>hit</th>
<th>tap</th>
</tr>
</thead>
<tbody>
<tr>
<td>bib</td>
<td>nod</td>
<td>bat</td>
</tr>
<tr>
<td>mop</td>
<td>can</td>
<td>pin</td>
</tr>
<tr>
<td>rid</td>
<td>rat</td>
<td>fox</td>
</tr>
<tr>
<td>rod</td>
<td>bin</td>
<td>ham</td>
</tr>
</tbody>
</table>
Lesson 7

Phonemic Awareness Activity:
Segmenting: hum, rod, when, bump, rush
Blending: log, Jim, shed, pest, wind

Sound Spelling: o

Words to Blend:
Bob    dot    hop
fox    tip    rot
map    cob    jot
fix    win    tot

Decodable: (see next page)

Word Work: Dictation

Tip
Provide enough think time for students. About 2-3 seconds is enough for most students to respond.
Decodable Work

Lesson 7

A cot is on the mat.

It is not my box.

Can you hop?

This is not my dog.

Can you hop on the mat?

Is the pig for me?

He had the rod.

I had six dogs and hogs.
Word Work – Lesson 7

Dictation

Line 1: map job
Line 2: win hop
Sentence: The map had a dot.
Lesson 8

Phonemic Awareness Activity:
Segmenting: van, rug, mash, mend, ship
Blending: mix, dog, sock, lamb, shop

Sound Spelling: o

Words to Blend:
got  cat  box
jog  pot  tip
hot  job  Bob
cab  not  sob

Decodable: (see next page)

Word Work: Word Building
Decodable Work

Lesson 8

She had a big dot on her cap.

Bob is in a van.

The dog ran to the fox.

The fox hid from the dog.

Bob can mop the mat.

The dog hid.

Bob hid the mop.

Dan is not mad.
Word Work – Lesson 8

Word Building

Words for the lesson:

an  rat
fan  rot
fat

Letter Cards

<table>
<thead>
<tr>
<th>a</th>
<th>o</th>
<th>n</th>
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<tbody>
<tr>
<td>f</td>
<td>t</td>
<td>r</td>
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</tbody>
</table>
Lesson 9

Phonemic Awareness Activity:
Segmenting: dip, rub, deck, hand, shed
Blending: hit, bus, sack, lamp, chat

Sound Spelling: o

Words to Blend:
cat    mop    pit
dot    cab    rid
tin    on    map
fan    bit    nod

Decodable: (see next page)
Word Work: Elkonin Boxes

Tip
Don’t forget to remind your student/s that you have positive expectations for them and you believe in their ability to do well.
Decodable Work
Lesson 9

Bob has a big box.
Pam has a job.
The hot pot is on the rug.
He is in a cab on the job.
The mat was hot.
Dan sees Nan at her job.
The box had a dot.
He ran from the ox.
**Word Work Lesson 9**  
Elkonin Boxes

**Words for the lesson:**
- cat    hot
- fan    map
- hip    rib
- bit    pot
- nod    cap

**Letter Cards**

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<tr>
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<td>f</td>
<td>n</td>
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<td>h</td>
<td>i</td>
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<tr>
<td>d</td>
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</tbody>
</table>
Lesson 10

Phonemic Awareness Activity:
Segmenting: mop, run, dock, lick, whiz
Blending: can, hot, path, hint, chin

Sound Spelling: o

Words to Blend:
rat  jig  log
dot  fox  had
bat  tip  sit
pop  can  pat

Reminder
Once students have sorted the words in the word work section, have them practice their fluency by going through the list and reading all the words.

Decodable: (see next page)

Word Work: Word Sort (Sound mats available in Appendix C)
Decodable Work

Lesson 10

The pan was hot.
Bob can jot on a pad.
Mom has a job.
Tom is on the lot.
The box had a top.
She is not sad.
Tim was on the cot.
Word Work – Lesson 10

Sort the following words according to the vowels a, i, o

**Word Sort**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dot</td>
<td>map</td>
<td>jig</td>
</tr>
<tr>
<td>Dan</td>
<td>sip</td>
<td>pop</td>
</tr>
<tr>
<td>him</td>
<td>hot</td>
<td>cat</td>
</tr>
<tr>
<td>cab</td>
<td>rib</td>
<td>Bob</td>
</tr>
<tr>
<td>job</td>
<td>hip</td>
<td>rat</td>
</tr>
<tr>
<td>mop</td>
<td>cop</td>
<td>job</td>
</tr>
<tr>
<td>-----</td>
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<td>-----</td>
</tr>
<tr>
<td>con</td>
<td>fot</td>
<td>bof</td>
</tr>
</tbody>
</table>
Lesson 11

Phonemic Awareness Activity:
Segmenting: sap, mug, duck, mesh, whip
Blending: lid, pup, bath, tack, shop

Sound Spelling: u

Words to Blend:
us up sun
fun hot bun
rug map mud
hit mug fan

Decodable: (see next page)

Word Work: Dictation

Tip
Celebrate the accomplishments so far!
Decodable Work
Lesson 11

She had fun with the bat.

Did the buns rot?

Did you run here?

It is fun to jog.

She had my cup on the mat.

The rug is on the cot.

The pup bit the box.

Pam sat on the rug with the cup.
Word Work – Lesson 11
Dictation

Line 1: fun mug

Line 2: sun fan

Sentence: The fan is on if it is hot.
Lesson 12

Phonemic Awareness Activity:
Segmenting: bran, chip, mend, kick, kit
Blending: spot, fast, sand, tuck, pot

Sound Spelling: u

Words to Blend:
- pup
- cut
- tub
- log
- tip
- ham
- sob
- gut
- mutt
- rub
- hut
- rob

Tip
Remember you are teaching for lesson mastery. Be listening for errors and provide corrective feedback immediately.

Decodable: (see next page)
Word Work: Word Building
The nuts are in a box.
The cub hid on the mat.
He hid my gum.
She cut the log.
Did Dan hug you?
The mug is on the rug.
Mom’s rug is on the cot.
Jim is in the mud.
Word Work – Lesson 12

Word Building

Words for the lesson:

it   but
sit   cut
bit   cub

Letter Cards

<table>
<thead>
<tr>
<th>u</th>
<th>i</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>s</td>
<td>c</td>
</tr>
</tbody>
</table>
Lesson 13

Phonemic Awareness Activity:

Segmenting: ship, chap, fund, pick, hen

Blending: trap, best, desk, gush, leg

Sound Spelling: u

Words to Blend:

fun pin up
rug sun bag
pun mug cab
nut bus rub

Decodable: (see next page)

Word Work: Elkonin

Tip

Have student/s read and reread the decodable text at least 5 times for additional fluency practice.
Decodable Work

Lesson 13

The sun is hot.
The dog is in the tub.
The cat sat on a rug.
Pam and Tom had fun.
The cat is in the mud.
The fox hid in the mud.
The sun is up.
The bus sat in the sun.
**Word Work Lesson 13**  
**Elkonin Boxes**

**Words for the lesson:**
- fun  
- tip  
- mug  
- bag  
- bus  
- cab  
- pin  
- ham  
- hit  
- nut

**Letter Cards**

<table>
<thead>
<tr>
<th>f</th>
<th>u</th>
<th>n</th>
<th>m</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>s</td>
<td>p</td>
<td>i</td>
<td>h</td>
</tr>
<tr>
<td>t</td>
<td>a</td>
<td>c</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 14

Phonemic Awareness Activity:
Segmenting: slim, shut, sent, mash, yes
Blending: drip, desk, cast, sock, pat

Sound Spelling: u

Words to Blend:
hug  tip  tub
rig  bat  rub
bus  hot  pup
got  run  cot

Decodable: (see next page)

Word Work: Word Sort (Sound mats available in Appendix C)
Decodable Work

Lesson 14

The cub got up with the sun.
The sun is hot.
The pig ran in the mud.
A rat ran from the hut.
The dog dug in a pit.
Kim has a nut in the cup.
Pam can rub mud on the cat.
It is fun to run in the sun.
Word Work – Lesson 14

Sort the following words according to the vowels a, i, o, u

**Word Sort**

<table>
<thead>
<tr>
<th>rug</th>
<th>wax</th>
<th>dim</th>
</tr>
</thead>
<tbody>
<tr>
<td>lit</td>
<td>bus</td>
<td>tan</td>
</tr>
<tr>
<td>mob</td>
<td>mix</td>
<td>nut</td>
</tr>
<tr>
<td>sun</td>
<td>tug</td>
<td>win</td>
</tr>
<tr>
<td>rip</td>
<td>dug</td>
<td>got</td>
</tr>
</tbody>
</table>
Lesson 15

**Phonemic Awareness Activity:**
Segmenting: grip, then, bump, dock, yet
Blending: crop, test, nest, bath, beg

**Sound Spelling:** u

**Words to Blend:**
- sub
- rug
- bus
- hot
- tip
- sad
- fox
- tug
- run
- up
- hop

**Decodable:** (see next page)

**Word Work:** Dictation

**Tip**
Remind students that dictation is practice and not a test.
Decodable Work
Lesson 15

The tot has a bug.
The cub ran to the mud.
Dan and Tom have a nut.
The rug is in the sun.
Kit has a pup.
Tim and Kit run with the pup.
The cub dug up a nut.
Meg has a pup on the mat.
Word Work – Lesson 15
Dictation

Line 1: rug sat
Line 2: hop bus
Sentence: We had fun in the hot sun.
## Assessment for short $u$

### Student Sheet

<table>
<thead>
<tr>
<th>rug</th>
<th>bus</th>
<th>pup</th>
<th>sub</th>
<th>up</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>rud</td>
<td>sug</td>
<td>lun</td>
<td>cun</td>
</tr>
</tbody>
</table>
Lesson 16

Phonemic Awareness Activity:
Segmenting: clam, ship, hint, duck, doll
Blending: frog, risk, hand, path, mess

Sound Spelling: e

Words to Blend:
fed  bid  men
fit  met  led
rod  get  cat
let  red  lot

Decodable: (see next page)

Word Work: Word Building

Tip
When reading the decodable text with students, ask them to put their finger on the first word. This ensures they are paying attention, and you as the teacher can do a quick check that everyone is where they need to be.
Decodable Work

Lesson 16

The rug is very wet.
The pup bit my leg.
The cub hid in the den.
Ed fed his dog.
He let the dog get the red pen.
The men sat on the red rug.
Sam had a red bug on the web.
Six men sit on a bed.
Word Work – Lesson 16
Word Building

Words for the lesson:

at       set
mat       bet
sat       bat

Letter Cards

<table>
<thead>
<tr>
<th>e</th>
<th>a</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>s</td>
<td>b</td>
</tr>
</tbody>
</table>
Lesson 17

Phonemic Awareness Activity:
Segmenting: fail, keep, raid, save, night
Blending: play, team, clean, lick, tray

Sound Spelling: e

Words to Blend:
beg  hen  pep
den  hum  Ned
pat  leg  pot
lug  ten  tap

Decodable:  (see next page)

Word Work:  Elkonin Boxes

Tip
Have student/s go back and practice reading for fluency the previously used passages in this guide.
Decodable Work
Lesson 17

Ed fed his dog.
He fed the big cat.
The bed is on the rug.
I am in the bed.
Nan met six dogs.
She led Pam to the mat.
Pam wed the man.
The box has a red tag.
Word Work Lesson 17
Elkonin Boxes

Words for the lesson:
den      bit
leg      gas
rug      pad
nut      dot
tin      log

Letter Cards

<table>
<thead>
<tr>
<th>d</th>
<th>e</th>
<th>n</th>
<th>l</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>u</td>
<td>p</td>
<td>t</td>
<td>i</td>
</tr>
<tr>
<td>b</td>
<td>a</td>
<td>s</td>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 18

Phonemic Awareness Activity:
Segmenting: tail, beach, reach, pine, crate
Blending: maid, feed, sheep, side, tap

Sound Spelling: u

Words to Blend:
- hum
- bed
- hat
- mud
- lug
- net
- ten
- bug
- cup
- bus
- set
- Mom

Reminder
Once students have sorted the words in the word work section, have them practice their fluency by going through the list and reading all the words.

Decodable: (see next page)

Word Work: Word Sort (Sound mats available in Appendix C)
Did you see my net?
I had ten cats.
My hat is wet.
She had a pet rat.
I had a red bag.
Let me run in the mud.
Did he beg you for the pet?
Get me the red net.
Word Work – Lesson 18

Sort the following words according to the vowels a, e, i, o, u

<table>
<thead>
<tr>
<th>fed</th>
<th>hum</th>
<th>cod</th>
</tr>
</thead>
<tbody>
<tr>
<td>lug</td>
<td>met</td>
<td>lap</td>
</tr>
<tr>
<td>Nan</td>
<td>pit</td>
<td>red</td>
</tr>
<tr>
<td>hug</td>
<td>cup</td>
<td>set</td>
</tr>
<tr>
<td>tot</td>
<td>beg</td>
<td>rim</td>
</tr>
</tbody>
</table>
Lesson 19

Phonemic Awareness Activity:
Segmenting: ray, sea, speak, drive, fame
Blending: mail, week, spray, ram, slap

Sound Spelling: u

Words to Blend:
rat  met  up
bed  mud  pat
tub  pen  set
cap  ten  led

Tip
An extra activity students can do with the sound cards is to lay them out on a table and sort words used throughout this guide. It’s a nice culminating activity.

Decodable: (see next page)
Word Work: Dictation
Decodable Work
Lesson 19

I met him at the jet.
Tim and Dan had a red pen.
She set the cat on my lap.
Can you see the big hen?
Meg has a pet hen.
Pam led the hen to the pen.
Ten men get in the jet.
I bet Ted can run in the mud.
Word Work – Lesson 19

Dictation

Line 1: hit pen
Line 2: set rat

Sentence: Ben’s pet is on the bed.
Lesson 20

Phonemic Awareness Activity:
Segmenting: paint, beef, soap, fin, trade
Blending: train, eat, soak, pave, flake

Sound Spelling: e

Words to Blend:
red  get  sit
tap  bet  bed
ten  hip  lot
hem  lad  pen

Tip
Look back with your student/s at all they have accomplished and learned while going through these lessons. Celebrate the success!

Decodable: (see next page)
Word Work: Word Building
Decodable Work

Lesson 20

The cub is in the den.

I bet Ted can run in the mud.

Ed fed the pet cat.

Tom and Ted get in the van.

Tim fed his pet dog.

Pet the dog on the mat.

Ted let the men in.

Ben can wed Pam.
Word Work – Lesson 20
Word Building

Words for the lesson:
in    ten
fin   pen
tin   pet

Letter Cards

<table>
<thead>
<tr>
<th>e</th>
<th>i</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>t</td>
<td>p</td>
</tr>
</tbody>
</table>
Assessment for e and u
Student Sheet

fed       rut       get       tug       sum

lef       lud       sem       zum       ket
Resources
Aa
Uu
Appendix B

Automatic Word Recognition Charts

(Not Included in the CVC Mastery Guide)
Appendix C

Elkonin Mats
Elkonin Boxes
Appendix D

Word Sort Mats
Lesson 2

<table>
<thead>
<tr>
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<th>i</th>
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<p>| | | |</p>
<table>
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Lesson 6
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<td><img src="image2" alt="Pig" /></td>
<td><img src="image3" alt="Fox" /></td>
</tr>
<tr>
<td>a</td>
<td>i</td>
<td>o</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td><img src="image.png" alt="Cat" /></td>
<td><img src="image.png" alt="Pig" /></td>
<td><img src="image.png" alt="Fox" /></td>
</tr>
</tbody>
</table>

Lesson 14
## Lesson 18

<table>
<thead>
<tr>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
</table>

```csharp

```
Appendix E

Dictation Journal
Dictation Journal

Short Vowels

Name ___________________________________________
Day 3

Line 1: ____________  ____________

Line 2: ____________  ____________

Sentence:
____________________________________________________
____________________________________________________
Day 7

Line 1: ____________  ____________

Line 2: ____________  ____________

Sentence:

__________________________________________________________________________

__________________________________________________________________________
Day 11

Line 1: ___________  ___________

Line 2: ___________  ___________

Sentence:
_________________________________________________________________________
_________________________________________________________________________
Day 15

Line 1: ____________  ____________

Line 2: ____________  ____________

Sentence:
________________________________________________________________________

________________________________________________________________________
Day 19

Line 1: ____________  ____________

Line 2: ____________  ____________

Sentence:
____________________________________________________
____________________________________________________