Blow the Lid Off of the Reading Skills Tests!

*In ONLY 20 Turbo-Charged Lessons!*

Skill Focus: Digraph Mastery

Guide 3
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.

**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 A. 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 B.
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 C.

**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 D.
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

**Sound Spelling:** Introduce ck, th, sh

**Words to Blend:**
- math
- back
- sack
- pack
- wish
- bath
- fish
- rock
- moth
- tuck
- cash
- with

**Automatic Word Recognition:**
- fled
- sled
- bran
- crib
- flat
- Fred
- brim
- sped
- twig
- flap
- slid
- clam

**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

Tim put his math in the box.
Jack put the flag in his pack.
Meg gets a fish.
Mom tucks the tot into bed.
Jill jogs on the path.
Jan will put the cash back in the box.
Bill will wish for cash.
Dan will kick the rock.
Word Work Lesson 1
Elkonin Boxes

Words for the lesson:
math   sack
bath   rock
back   pack
fish   moth

Letter Cards

<table>
<thead>
<tr>
<th>m</th>
<th>a</th>
<th>th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>bck</td>
</tr>
<tr>
<td>f</td>
<td>l</td>
<td>sh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s</td>
</tr>
<tr>
<td>o</td>
<td>p</td>
<td>i</td>
</tr>
</tbody>
</table>
Lesson 2

**Sound Spelling:** Review ck, th, sh

**Words to Blend:**
dash  gush  math  
peck  dish  moth  
lock  hush  path  
bath  dock  sash

**Automatic Word Recognition:**
snap  skin  stop  
slip  frog  snip  
skid  flag  trip  
skip  Stan  club

**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

The cash is in the box.
The dog is on the deck with the cat.
Put the sack in the van.
The pup will have a bath.
Beth gets a moth with a net.
Bob went down the path with his dog.
The mesh is on the box.
Word Work – Lesson 2
Sort the following words according to **digraphs sh, ck, th**

## Word Sort

<table>
<thead>
<tr>
<th>dash</th>
<th>bath</th>
<th>peck</th>
</tr>
</thead>
<tbody>
<tr>
<td>moth</td>
<td>lock</td>
<td>sash</td>
</tr>
<tr>
<td>lick</td>
<td>gush</td>
<td>math</td>
</tr>
<tr>
<td>path</td>
<td>mesh</td>
<td>deck</td>
</tr>
<tr>
<td>peck</td>
<td>with</td>
<td>rock</td>
</tr>
</tbody>
</table>
Lesson 3

**Sound Spelling:** Review ck, th, sh

**Words to Blend:**
tack  mesh  path
sash  lick  with
lock  bath  gush
pack  moth  dish

**Automatic Word Recognition:**
brim  trap  rust
past  clan  test
trim  jump  snob
club  ramp  wind

**Tip**
Remind students that dictation is not a test and will not be graded. It is a time for practice.

**Decodable:** (see next page)

**Word Work:** Dictation
Decodable Work
Lesson 3

Sam will lock the bus.
The hen can peck at the box.
The red dish is on the rack.
Dad will tell them to hush.
I was on the dock when the sun came up.
I saw a tan duck on the dock.
The pup will lick the dish.
Mom put on the red sash.
Word Work – Lesson 3

Dictation

Line 1: tack bath
Line 2: wish deck

Sentence: Pat will wish she had a bath.
Lesson 4

Sound Spelling: Review ck, th, sh

Words to Blend:
lock peck wish
rush tuck bath
math cash back
path rash kick

Automatic Word Recognition:
skin grab flag
desk skin band
dust twin bran
drop plum wind

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
Mel sat on a big tack.
The dish is on the rack.
Jill and Peg will rush to the bus.
Nick will run down the path.
Pam has a rash on her back.
The cash is in the box.
Jill jogs on the path.
Bill and Tom get a moth with the net.
Word Work – Lesson 4

Word Building

Words for the lesson:

ash
lash
flash
flush
lush
mush

Letter Cards

<table>
<thead>
<tr>
<th>a</th>
<th>s</th>
<th>h</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>u</td>
<td>m</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5

**Sound Spelling:** Review ck, th, sh

**Words to Blend:**
tack  bath  mesh
pick  gush  path
math  rock  fish
Nick  dash  with

**Automatic Word Recognition:**
drum  flax  sped
grin  list  flap
dust  flat  twig
Stan  west  must

**Tip**
Deliver your lesson at a brisk pace. Students will be more likely engaged with the lesson.

**Decodable:** (see next page)

**Word Work:** Elkonin Boxes
Decodable Work
Lesson 5
Review

Tim put his math in the box.
Bill will wish for cash.
The dog is on the deck with the cat.
Peg will lock the box.
The pup will lick the dish.
I was on the dock when the sun came up.
The dish is on the rack.
Meg gets a fish.
Word Work Lesson 5
Elkonin Boxes

**Words for the lesson:**
lick      dock
mesh      moth
lock
dash

**Letter Cards**

<table>
<thead>
<tr>
<th></th>
<th>l</th>
<th>i</th>
<th>ck</th>
<th>m</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh</td>
<td>o</td>
<td>d</td>
<td>a</td>
<td>th</td>
<td></td>
</tr>
</tbody>
</table>
Assessment for ck, th, sh

Student Sheet

tack    math    fish    shut    click

gick    thap    shem    mish    clet
Lesson 6

**Sound Spelling:** Introduce ch, wh, tch

**Words to Blend:**
catch  such  wham
itch  chap  patch
whim  witch  chat
pitch  which  chest

**Automatic Word Recognition:**
frog  lend  slip
slim  Fred  slap
pond  band  ramp
lump  snip  clan

**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

Tom will catch the cat.
Scratch the itch on your back.
Let’s go to the dock on a whim.
Bill will pitch the ball to Jack.
The dog and cat will catch the rag.
The dock is such a hot spot.
Which box has six nuts?
When the sun is up, the dogs are hot.
Word Work – Lesson 6
Sort the following words according to **digraphs** **ch**, **wh**, **tch**

**Word Sort**

<table>
<thead>
<tr>
<th>catch</th>
<th>chest</th>
<th>wham</th>
</tr>
</thead>
<tbody>
<tr>
<td>chip</td>
<td>which</td>
<td>bunch</td>
</tr>
<tr>
<td>whim</td>
<td>chug</td>
<td>itch</td>
</tr>
<tr>
<td>munch</td>
<td>pitch</td>
<td>clutch</td>
</tr>
<tr>
<td>witch</td>
<td>bench</td>
<td>when</td>
</tr>
</tbody>
</table>
Lesson 7

**Sound Spelling:** Review ch, wh, tch

**Words to Blend:**
- clutch
- bunch
- whack
- wham
- witch
- inch
- batch
- which
- scratch
- lunch
- ditch
- whim

**Automatic Word Recognition:**
- club
- twin
- west
- damp
- trip
- flat
- rest
- skid
- crab
- spin
- grip
- tent

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

**Decodable:** (see next page)

**Word Work:** Dictation
Decodable Work

Lesson 7

The patch of grass is in the sun.

Meg and Tom chat on the bench.

Jeff has a big chest.

Chop the nuts and put them in your hand.

Clutch the box so the wind doesn’t get in.

A batch of stamps is in the box.

How much gas is in the van?

Bob will whack the log with a stick.
Word Work – Lesson 7

Dictation

Line 1: bunch chap

Line 2: wham clutch

Sentence: Pam will bunch up the box.
Lesson 8

**Sound Spelling:** Review ch, wh, tch

**Words to Blend:**
- twitch
- wham
- chunk
- whim
- latch
- lunch
- ditch
- chug
- sketch
- whack
- clutch
- which

**Automatic Word Recognition:**
- skit
- west
- sped
- tent
- drip
- past
- slip
- crab
- grab
- fast
- plop
- stem

**Tip**
Be prepared. Be sure to preview the lesson and make sure you have all the necessary materials needed.

**Decodable:** (see next page)

**Word Work:** Word Building
Decodable Work

Lesson 8

We can have lunch on the sand.
The box is an inch.
Tom has an itch on his chin he has to scratch.
My hand has a twitch.
Zac is a very rich man.
The red dish has a chip.
The dog and cat jump on the bench.
Chip sat in his nest.
Word Work – Lesson 8

Word Building

Words for the lesson:
itch
ditch
pitch
patch
latch

Letter Cards

<table>
<thead>
<tr>
<th>i</th>
<th>t</th>
<th>c</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>p</td>
<td>a</td>
<td>l</td>
</tr>
</tbody>
</table>
Lesson 9

**Sound Spelling:** Review ch, wh, tch

**Words to Blend:**
- chop
- whack
- fetch
- hatch
- chip
- when
- which
- match
- chest
- patch
- whim
- clutch

**Automatic Word Recognition:**
- flip
- twig
- fled
- rest
- grab
- twin
- grin
- grill
- lost
- test
- best
- flat

**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:** (see next page)

**Word Work:** Elkonin Boxes
The latch is on the drum set.

Put a bunch of sand in your hand.

A bunch of frogs will jump in the ditch.

How much gas is in the van?

Tim put his math in the box.

Pat will put the cash on the mat.

The red dish is on the rack.

Mom put on the red sash.
Word Work Lesson 9
Elkonin Boxes

Words for the lesson:
chop        lunch
hatch       sash
rich        path
clutch

Letter Cards

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td>o</td>
<td>p</td>
<td>h</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>tch</td>
<td>r</td>
<td>i</td>
<td>c</td>
<td>l</td>
<td></td>
</tr>
<tr>
<td></td>
<td>u</td>
<td>n</td>
<td>s</td>
<td>sh</td>
<td>th</td>
</tr>
</tbody>
</table>
Lesson 10

**Sound Spelling:** Review ch, wh, tch

**Words to Blend:**
- bunch
- wham
- bench
- chip
- inch
- whim
- when
- whip
- lunch
- which
- munch
- branch

**Automatic Word Recognition:**
- land
- pond
- bump
- band
- slid
- fund
- jump
- Fred
- slip
- dump
- lamp
- slap

**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
Review

Tom and Meg will catch the cat on the mat.

Bill will pitch the ball to Matt.

The dock is such a hot spot.

Clutch the box so the wind doesn’t get it.

Put a bunch of sand in your hand.

How much gas is in the van?

Zac is a very rich man.

The dog and cat jump on the bench.
Word Work – Lesson 10
Sort the following words according to **digraphs sh, ck, th,ch**

**Word Sort**

<table>
<thead>
<tr>
<th>thrash</th>
<th>branch</th>
<th>brush</th>
</tr>
</thead>
<tbody>
<tr>
<td>bench</td>
<td>throb</td>
<td>mock</td>
</tr>
<tr>
<td>crush</td>
<td>black</td>
<td>thrill</td>
</tr>
<tr>
<td>thrush</td>
<td>slush</td>
<td>inch</td>
</tr>
<tr>
<td>fish</td>
<td>flock</td>
<td>thumb</td>
</tr>
</tbody>
</table>
## Assessment for short *ch, wh, tch*

**Student Sheet**

<table>
<thead>
<tr>
<th>finch</th>
<th>whip</th>
<th>chip</th>
<th>itch</th>
<th>wham</th>
</tr>
</thead>
<tbody>
<tr>
<td>whef</td>
<td>chas</td>
<td>sitch</td>
<td>whid</td>
<td>fach</td>
</tr>
</tbody>
</table>
Lesson 11

Sound Spelling: Review

Words to Blend:
mash   catch   than
patch   trash   thrash
mush   stretch   dish
that   hush   clutch

Tip
Celebrate the accomplishments so far!

Automatic Word Recognition:
brim   Brad   bran
grip   clan   test
snip   snap   best
snob   twig   sled

Decodable: (see next page)

Word Work: Dictation
When did the fish fall in the tub?
I had to check the math.
Pam ran with that bunch of kids.
The chick pecks and pecks at the bag of gum.
The big ranch has six pigs, a hen, a dog, and ten cats.
I sat on the bench in the back of the shed.
Where did you put my lunch?
The man can sing songs in the bank.
Word Work – Lesson 11

Dictation

Line 1:  mash  trash

Line 2:  hush  catch

Sentence:  Tom will run with the trash.
Lesson 12

**Sound Spelling:** Review

**Words to Blend:**
- rush
- fetch
- thick
- hatch
- gush
- shell
- mash
- match
- thin
- thrill
- blush
- pitch

**Automatic Word Recognition:**
- flap
- sped
- crop
- task
- skit
- mask
- spin
- frog
- flag
- risk
- lump
- crib

**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
Decodable Work
Lesson 12
Review

The mesh is on the box.
Dad will tell them to hush.
The pup will lick the dish.
Tom sat on the big tack.
Jan will put the cash back in the box.
The hen can peck at the box.
Bill will wish for cash.
Mom tucks the tot into bed.
Word Work – Lesson 12

Word Building

Words for the lesson:

am
ham
wham
whim
which

Letter Cards

<table>
<thead>
<tr>
<th>a</th>
<th>m</th>
<th>h</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>i</td>
<td>h</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 13

Sound Spelling: Review

Words to Blend:
brush  witch  throb
scratch  crush  thud
slush  batch  flush
thug  mash  ditch

Automatic Word Recognition:
crop  past  bran
spot  mask  step
drum  wind  pest
fast  plum  sped

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

Decodable: (see next page)

Word Work: Elkonin Boxes
Decodable Work

Lesson 13

Review

The path led Pam to the shack.
The rich king was on the ship.
I got cash back when I sat on the jet.
The big fat rat ran from the fast chick.
The king can run fast and bring back the black ball.
Pam can pick a gift for Dad.
The duck will quack and sing in the pond.
Mom tucks the tot into bed.
Word Work Lesson 13

Elkonin Boxes

Words for the lesson:

- brush
- mash
- thud
- fetch
- throb
- rush
- chug

Letter Cards

<table>
<thead>
<tr>
<th>b</th>
<th>r</th>
<th>u</th>
<th>sh</th>
<th>th</th>
</tr>
</thead>
<tbody>
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<tr>
<td>a</td>
<td>f</td>
<td>e</td>
<td>tch</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 14

Sound Spelling: Review

Words to Blend:
cash  clutch  whim
latch  trash  lunch
fish  sketch  rash
thump  dish  stitch

Automatic Word Recognition:
slab  cast  sped
slip  plus  flat
drag  drill  clog
slop  mend  bump

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 14
Review

I was on the dock when the sun came up.
Nick will run down the path.
Meg gets a fish.
Jack got the rod from his pack.
Tom sat on a rock.
Jack went after the fish with a net.
Nick is hot and will dash for the pond.
He will get his legs and neck wet.
Word Work – Lesson 14
Sort the following words according to **digraphs sh, wh, ch**

**Word Sort**

<table>
<thead>
<tr>
<th>cash</th>
<th>wham</th>
<th>bunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>whim</td>
<td>flush</td>
<td>trash</td>
</tr>
<tr>
<td>dish</td>
<td>lunch</td>
<td>branch</td>
</tr>
<tr>
<td>chest</td>
<td>chip</td>
<td>whack</td>
</tr>
<tr>
<td>bench</td>
<td>fish</td>
<td>when</td>
</tr>
</tbody>
</table>
Lesson 15

**Sound Spelling:** Review

**Words to Blend:**
- wish
- switch
- ship
- twitch
- mush
- thumb
- thrush
- catch
- hush
- rush
- fetch
- thrill

**Automatic Word Recognition:**
- clam
- brim
- club
- trip
- clip
- twig
- past
- snap
- flag
- brat
- bran
- jump

**Tip**
Remind students that dictation is not a test and will not be graded. It is a time for practice.

**Decodable:** (see next page)

**Word Work:** Dictation
Tom will catch the cat.
A batch of stamps is in the box.
Chop the nuts and put them in your hand.
The red dish has a chip.
My hand has a twitch.
Bill will pitch the ball to Jack.
Bob will whack the log with a stick.
We can have lunch on the sand.
Word Work – Lesson 15

Dictation

Line 1: wish patch

Line 2: lock hush

Sentence: I will lock the box when you wish.
<table>
<thead>
<tr>
<th>trash</th>
<th>stretch</th>
<th>thick</th>
<th>pitch</th>
<th>mash</th>
</tr>
</thead>
<tbody>
<tr>
<td>litch</td>
<td>shan</td>
<td>thas</td>
<td>gack</td>
<td>cham</td>
</tr>
</tbody>
</table>
Lesson 16

Sound Spelling: Review

Words to Blend:
shell  stretch  thrash
match  mash  that
brush  clutch  thick
hatch  thin  crush

Automatic Word Recognition:
grid  club  flag
lump  snip  crib
risk  desk  spot
sent  snip  grab

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: (see next page)

Word Work: Word Building
Decodable Work
Lesson 16
Review

A bunch of frogs will jump in the ditch.
Zac is a very rich man.
The dog and cat jump on the bench.
Let’s go to the dock on a whim.
The cash is in the box.
Bob went down the path with his dog.
Tim put his math in the box.
I was on the dock when the sun came up.
Word Work – Lesson 16

Word Building

**Words for the lesson:**

- at
- chat
- chap
- chop
- shop

**Letter Cards**

<table>
<thead>
<tr>
<th>a</th>
<th>t</th>
<th>c</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>p</th>
<th>o</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 59 | © Jackson Consulting, 2012
Lesson 17

Sound Spelling: Review

Words to Blend:
flush  fetch  wham
match  mash  that
brush  clutch  thick
hatch  thin  crush

Automatic Word Recognition:
bent  skin  pond
slim  mint  lent
twin  damp  dusk
plot  plum  lump

Decodable: (see next page)

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

Word Work: Elkonin Boxes
Decodable Work
Lesson 17
Review

Jack sat on a rock.
He saw the fish in the pond.
Nick is hot and will dash for the tub.
The mutt will have a bath in the tub.
Meg put the dish on the rack.
The cash is in the box.
A fish is in the net.
Dad will pack the van.
**Word Work Lesson 17**

**Elkonin Boxes**

**Words for the lesson:**

- flush
- slush
- fetch
- trump
- smock
- fish

**Letter Cards**

<table>
<thead>
<tr>
<th>f</th>
<th>l</th>
<th>u</th>
<th>sh</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tch</td>
<td>s</td>
<td>m</td>
<td>o</td>
</tr>
<tr>
<td>i</td>
<td>t</td>
<td>r</td>
<td></td>
<td>p</td>
</tr>
</tbody>
</table>
Lesson 18

Sound Spelling: Review

Words to Blend:
- rash
- scratch
- whim
- batch
- fish
- whack
- cash
- pitch
- mash
- witch
- trash
- when

Automatic Word Recognition:
- crib
- snip
- flat
- list
- plan
- flax
- cram
- spill
- grub
- plat
- slam
- step

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 18
Review

The tot gets a bath.
The hen can peck at the box.
A moth is in the web.
The kids did not rush off the bus.
Mom will not rush to the bath.
Peg tucks the tot into bed.
He will lock the bus.
She gets the moth with a net.
Word Work – Lesson 18
Sort the following words according to *digraphs tch, th, ck*

**Word Sort**

<table>
<thead>
<tr>
<th>clutch</th>
<th>clock</th>
<th>throb</th>
</tr>
</thead>
<tbody>
<tr>
<td>thrill</td>
<td>fetch</td>
<td>tack</td>
</tr>
<tr>
<td>luck</td>
<td>thug</td>
<td>hatch</td>
</tr>
<tr>
<td>twitch</td>
<td>ditch</td>
<td>mock</td>
</tr>
<tr>
<td>flock</td>
<td>pitch</td>
<td>witch</td>
</tr>
</tbody>
</table>
Lesson 19

Sound Spelling: Review

Words to Blend:

hush  latch  which
sketch  rush  blush
shell  stitch  gush
thick  mash  switch

Automatic Word Recognition:

rest  gram  stop
lost  past  dust
flat  fist  flag
flap  grill  grab

Tip

Place the automatic word recognition charts in a folder students can use to practice reading the words fluently when they have a few extra minutes.

Decodable: (see next page)

Word Work: Dictation
Put the sack in the van.
The pup will have a bath.
The hen can peck at the box.
Bill has a very thin chin.
The dog and cat will fetch the rag.
Jeff has a big chest.
The box is an inch.
The latch is on the drum set.
Word Work – Lesson 19

Dictation

Line 1: sketch thick

Line 2: blush bench

Sentence: Peg will sketch the bench.
Lesson 20

**Sound Spelling:** Review

**Words to Blend:**
- clutch
- trash
- wham
- chunk
- truck
- hatch
- blush
- whim
- tick
- chip
- ditch
- crush

**Automatic Word Recognition:**
- sand
- sled
- lamp
- pond
- Brad
- trip
- snip
- flag
- bran
- sled
- must
- twin

**Decodable:** (see page next page)

**Word Work:** Word Building

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

Mom tucks the tot into bed.

Bill will wish for cash.

I saw a tan duck on the dock.

Dad will tuck us into bed.

The dish is on the rack.

Bob will kick the rock.

The duck got a bath.
### Word Work – Lesson 20

#### Word Building

**Words for the lesson:**

- dock
- lock
- clock
- click
- slick
- lick

**Letter Cards**

<table>
<thead>
<tr>
<th>d</th>
<th>o</th>
<th>c</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>l</td>
<td>i</td>
<td>s</td>
</tr>
</tbody>
</table>
Assessment Review
Student Sheet

tock  moth  swish  ship  black

dith  chag  whap  gitch  whep
Resources
Appendix A
Automatic Word Recognition Charts
Lesson 1

fled       sled       bran
crib       flat       Fred
brim       sped       twig
flap       slid       clam
<table>
<thead>
<tr>
<th>Lesson 2</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>snap</td>
<td>skin</td>
<td>stop</td>
<td></td>
</tr>
<tr>
<td>slip</td>
<td>frog</td>
<td>snip</td>
<td></td>
</tr>
<tr>
<td>skid</td>
<td>flag</td>
<td>trip</td>
<td></td>
</tr>
<tr>
<td>skip</td>
<td>Stan</td>
<td>club</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

brim  trap  rust
past  clan  test
trim  jump  snob
club  ramp  wind
Lesson 4

skin       grab       flag

desk       skip       band

dust       twin       bran

drop       plum       wind
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>drum</td>
<td>flax</td>
<td>sped</td>
</tr>
<tr>
<td>grin</td>
<td>list</td>
<td>flap</td>
</tr>
<tr>
<td>dust</td>
<td>flat</td>
<td>twig</td>
</tr>
<tr>
<td>Stan</td>
<td>west</td>
<td>must</td>
</tr>
</tbody>
</table>
Lesson 6

frog       lend       slip
slim       Fred       slap
pond       band       ramp
lump       snip       clan
Lesson 7

club  twin  west

damp  trip  flat

rest  skid  crab

spin  grip  tent
Lesson 8

skit       west       sped

tent       drip       past

slip       crab       grab

fast       plop       stem
<table>
<thead>
<tr>
<th>flip</th>
<th>twig</th>
<th>fled</th>
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</thead>
<tbody>
<tr>
<td>rest</td>
<td>grab</td>
<td>twin</td>
</tr>
<tr>
<td>grin</td>
<td>grill</td>
<td>lost</td>
</tr>
<tr>
<td>test</td>
<td>best</td>
<td>flat</td>
</tr>
</tbody>
</table>
Lesson 10

land      pond      bump
band      slid      fund
jump      Fred      slip
dump      lamp      slap
Lesson 11

brim      Brad      bran

grip      clan      test

snip      snap      best

snob      twig      sled
Lesson 12

flap       sped       crop

task       skit       mask

spin       frog       flag

risk       lump       crib
Lesson 13

crop  past  bran
spot  mask  step
drum  wind  pest
fast  plum  sped
<table>
<thead>
<tr>
<th>slab</th>
<th>cast</th>
<th>sped</th>
</tr>
</thead>
<tbody>
<tr>
<td>slip</td>
<td>plus</td>
<td>flat</td>
</tr>
<tr>
<td>drag</td>
<td>drill</td>
<td>clog</td>
</tr>
<tr>
<td>slop</td>
<td>mend</td>
<td>bump</td>
</tr>
</tbody>
</table>
Lesson 16

grid       club     flag
lump       snip     crib
risk       desk     spot
sent       snap     grab
Lesson 17

bent      skin      pond
slim      mint      lent
twin      damp      dusk
plot      plum      lump
Lesson 18

<table>
<thead>
<tr>
<th>crib</th>
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<tbody>
<tr>
<td>list</td>
<td>plan</td>
<td>flax</td>
</tr>
<tr>
<td>cram</td>
<td>spill</td>
<td>grub</td>
</tr>
<tr>
<td>plat</td>
<td>slam</td>
<td>step</td>
</tr>
</tbody>
</table>
Lesson 19

rest
lost
flat
flap

gram
past
fist
grill

stop
dust
flag
grab
Lesson 20

sand      slip      lamp
pond      Brad      trip
snip      flag      bran
sled      must      twin
Appendix B

Elkonin Mats
Elkonin Boxes

<p>| | | | | | |</p>
<table>
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</table>
Appendix C

Word Sort Mats
Lesson 2

<table>
<thead>
<tr>
<th>sh</th>
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<tbody>
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</tbody>
</table>
## Lesson 6

<table>
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<tr>
<th>ch</th>
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<th>tch</th>
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<tbody>
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Lesson 10

<table>
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<th>th</th>
<th>ch</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Lesson 14

<table>
<thead>
<tr>
<th>sh</th>
<th>wh</th>
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<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 3

Line 1: __________________  ______________  _____________

Line 2: __________________  ______________  _____________

Sentence: ____________________________

____________________________________
Day 19

Line 1: _____________  _____________  _____________

Line 2: _____________  _____________  _____________

Sentence: ____________________________________________

____________________________________________________