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 done orally with the group. The National Reading Panel 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/. He/she does 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.
Sound spelling cards can be located in Appendix A of the CVC Guide. The pictures on each card have the short vowel sound in the middle of the word.

**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 previously introduced.

Procedure for Sound by Sound Blending using the word *Sam*:

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. Once the routine is well established with students, the teacher should remove his/her voice and use signals, such as the swooping of the finger, for when to blend. This will increase the pace of the lesson.
**Automatic Word Recognition**

This section appears for the first time in *Consonant Blend Mastery Guide*. The goal of phonics instruction is to prepare students 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 they are 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, without 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.

**Decodables**

This is where the reading practice comes in. You can now see why it is important to follow the sequence of this lesson. We now come to the part of the lesson where the students will apply what they have learned.

The decodable passages 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 is that it 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 them 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 **Mastery Guides** include 4 activities that are rotated to add variety to the students’ work. Here is a look at the 4 activities:

**Elkonin Boxes**

The Elkonin Box activity helps students to connect the sounds in words to the written letters. 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 students and the students repeats it.

3. The students then place 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 to categorize them based on their spellings. The way the words are to be sorted is listed at the top of the page containing the cards. For example, words may need
to be sorted into two piles – one pile includes words containing short a, the other pile short i. The teacher checks for accuracy once the students have finished the sort. Sorting mats with and without sound spelling 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, the teacher reads the whole sentence to the students. 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 letters of a word changes the whole word. Teachers are provided a sequence of words. Each word builds on the previous one, by either adding, taking away, or changing letters.
Assessments

After every 5 lessons there is an assessment for the contents of those five lessons. 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 previously taught sound spellings. The second row contains 5 nonsense words that also include the previously taught sound spelling. The purpose for having them read nonsense words is because they may have memorized many words, so having them read nonsense words ensures they have learned the sound spellings taught in the previous lessons.
Lesson 1

Sound Spelling: Introduce oo, ew

Words to Blend:

- moon noon new
- boost chew moose
- drew snooze root
- room booth grew

Automatic Word Recognition:

- name home mule
- slope date cute
- use note plane
- cape cube hose

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
Soon we shall be home.

I need to get a broom.

Pam likes to eat with her spoon.

It is hard to choose a winner.

The rooster is in the barn.

Meg is on the scooter in the yard.

The moonlight is bright.

Tim’s tooth is loose.
Word Work Lesson 1
Elkonin Boxes

Words for the lesson:

moon    bloom
crush    stew
room
grew

Letter Cards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>oo</th>
<th>m</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>ew</td>
<td>g</td>
<td>r</td>
<td>ch</td>
</tr>
<tr>
<td>o</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2

**Sound Spelling:** oo, ew

**Words to Blend:**

- cool
- hoop
- chew
- crew
- tool
- flew
- stool
- grew
- dew
- drew
- room
- shoot

**Automatic Word Recognition:**

- safe
- cube
- hope
- lake
- joke
- gave
- mule
- fuse
- fume
- smoke
- gate
- choke

**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)
We were born at noon.

We have to eat soft food.

She drew a cape on a moose.

Food might get stuck in your teeth.

The dog likes to bark at the moon.

We met at noon and flew to the game.

The moose will roam the forest at night.

Mom will take a snooze before we eat.
Word Work - Lesson 2

Sort the following words according to:

*variant vowels oo, ew*

<table>
<thead>
<tr>
<th>Word Sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool</td>
</tr>
<tr>
<td>grew</td>
</tr>
<tr>
<td>stew</td>
</tr>
<tr>
<td>root</td>
</tr>
<tr>
<td>booth</td>
</tr>
</tbody>
</table>
Lesson 3

**Sound Spelling:** oo, ew

**Words to Blend:**
- chew  boost  shrew
- snooze  grew  moose
- tool  root  brew
- blew  hoop  mood

**Automatic Word Recognition:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>late</td>
<td>fume</td>
<td>woke</td>
</tr>
<tr>
<td>close</td>
<td>tape</td>
<td>cube</td>
</tr>
<tr>
<td>mule</td>
<td>stone</td>
<td>bake</td>
</tr>
<tr>
<td>base</td>
<td>cute</td>
<td>broke</td>
</tr>
</tbody>
</table>

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

**Decodable:** (see next page)

**Word Work:** Dictation
Is that a new hair band?

I like stew that is made with corn.

Kick the ball on the roof.

The dew was on the leaves of the tree.

Tim’s mood will be better after he takes a nap.

The bird flew to his nest on the tree.

Go get me the hoop and the scooter.

Meg grew one inch.
Word Work - Lesson 3
Dictation

Line 1: chew snooze

Line 2: mood grew

Sentence: We have to eat soft food.
Lesson 4

**Sound Spelling:** *Introduce aw, au*

**Words to Blend:**

- yawn
- fault
- haul
- cause
- lawn
- fraud
- vault
- law
- crawl
- paw
- claw
- thaw

**Automatic Word Recognition:**

- bike
- theme
- slope
- eve
- bite
- name
- cube
- these
- dime
- fine
- vote
- same

**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
The cat’s claw is sharp.

The truck will haul its load to the junk yard.

Mark and Bob had to crawl to the cave.

Look at how green the lawn is!

Whose fault is it for the stain on the rug?

The baby will crawl on the mat.

Draw me a tree by the shore.

The baby will yawn before her nap.
Words for the lesson:

yawn    fault
law    vault
lawn
launch

**Letter Cards**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>aw</td>
<td>l</td>
<td>n</td>
</tr>
<tr>
<td>au</td>
<td>ch</td>
<td>f</td>
<td>t</td>
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<tr>
<td>v</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5

**Sound Spelling:** aw, au

**Words to Blend:**

- cause
- yawn
- lawn
- fault
- haul
- crawl
- fraud
- straw
- vault
- drawn
- hawk
- shawl

**Automatic Word Recognition:**

- kite
- eve
- drive
- theme
- like
- hive
- five
- these
- line
- live
- life
- mice

**Decodable:** (see next page)

**Word Work:** Elkonin Boxes

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

Is the vault made of steel?

Pam gave her mother a red shawl.

The art had a flaw on the frame.

The hawk flew to the nest in the tree.

Put the straw in the barn by the horse.

I will draw some art for the show.
Word Work Lesson 5
Elkonin Boxes

Words for the lesson:

cause       hawk
fault       lawn
fraud
drawn

Letter Cards

<table>
<thead>
<tr>
<th>c</th>
<th>au</th>
<th>s</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>t</td>
<td>r</td>
<td>d</td>
<td>aw</td>
</tr>
<tr>
<td>n</td>
<td>h</td>
<td>k</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment for oo, ew, aw, au
Student Sheet

cool
dew
yawn
fraud
vault

hew
bauf
daum
goom
maw
Lesson 6

**Sound Spelling:** aw, au

**Words to Blend:**

- draw, haul, fault
- pause, saw, claw
- Paul, haunt, crawl
- paw, launch, vault

**Automatic Word Recognition:**

- ride, these, nine
- pile, smile, eve
- prize, pipe, time
- while, theme, shine

**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

The dog’s paw had a thorn in it.

Thaw the meat on the stove.

I hope the food does not thaw on the way.

Bret broke his jaw.

Peg needs a straw.

Haul the trash with the truck to the yard.

Draw the art at the shore.

Sprawl the rug on the floor.
Word Work - Lesson 6

Sort the following words according to:
*variant vowels aw, au*

<table>
<thead>
<tr>
<th>Word Sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>draw</td>
</tr>
<tr>
<td>haul</td>
</tr>
<tr>
<td>yawn</td>
</tr>
<tr>
<td>fault</td>
</tr>
<tr>
<td>paw</td>
</tr>
<tr>
<td>pause</td>
</tr>
<tr>
<td>law</td>
</tr>
<tr>
<td>sauce</td>
</tr>
<tr>
<td>saw</td>
</tr>
<tr>
<td>launch</td>
</tr>
<tr>
<td>straw</td>
</tr>
<tr>
<td>vault</td>
</tr>
<tr>
<td>crawl</td>
</tr>
<tr>
<td>fraud</td>
</tr>
<tr>
<td>cause</td>
</tr>
</tbody>
</table>
Lesson 7

**Sound Spelling:** *Introduce oi, oy*

**Words to Blend:**

- coin
- joy
- boy
- Roy
- join
- Floyd
- coy
- toy
- oil
- point
- hoist
- broil

**Automatic Word Recognition:**

- paint
- day
- pain
- brain
- rain
- Jay
- snail
- may
- tail
- train
- play
- paid

**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

Turn the heat on if you want to boil the broth.

Roy is the name of the horse.

The rose will grow in potting soil in the yard.

This old car makes a lot of noise.

Boil the water for my food.

Floyd saw a coin in the yard.

Point me to the shore.

Where is that noise coming from?
Word Work - Lesson 7
Dictation

Line 1:    coin      joy
Line 2:    oil       broil

Sentence:  Boil the water for my food.
Lesson 8

**Sound Spelling:** *oi, oy*

**Words to Blend:**

- boil, Roy, toy
- boy, coil, coy
- hoist, moist, foil
- broil, point, toil

**Automatic Word Recognition:**

- main, stay, tail
- way, nail, waist
- rail, clay, pail
- gray, sail, rain

**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

Boil the water on the stove.

Join our club in the winter.

The hot sun may spoil the corn.

Will Floyd go to the shore and do art?

The rag must be moist so you can clean the mess.

The food will spoil in the car.

Joan will play with the toy on the rug.

I had so much joy when I went to the barn and saw the horse.
Word Work - Lesson 8
Word Building

Words for the lesson:

- toy
- broil
- boy
- moist
- coy
- coil

Letter Cards

<table>
<thead>
<tr>
<th>t</th>
<th>oy</th>
<th>c</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>oi</td>
<td>l</td>
<td>r</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9

Sound Spelling: oi, oy

Words to Blend:

hoist  coy  join
joy  moist  Roy
foil  boy  toil
broil  coil  boil

Automatic Word Recognition:

brain  pray  wait
tray  vain  nail
gain  slay  stain
tail  day  fail

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 rag must be moist so you can clean the mess.

Joan will play with the toy on the rug.

Turn the heat on if you want to boil the broth.

Roy is the name of the horse.

This old car makes a lot of noise.

The food will spoil in the car.

I had so much joy when I went to the barn and saw the horse.

The rose will grow in potting soil in the yard.
# Word Work Lesson 9

**Elkonin Boxes**

**Words for the lesson:**

- hoist
- boy
- foil
- coy
- broil
- joint

**Letter Cards**

<table>
<thead>
<tr>
<th></th>
<th>h</th>
<th>oi</th>
<th>s</th>
<th>t</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>l</td>
<td>b</td>
<td>r</td>
<td>j</td>
<td>n</td>
</tr>
<tr>
<td>oy</td>
<td></td>
<td>c</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 10

**Sound Spelling:** *Introduce ou, ow*

**Words to Blend:**

- down  cloud  found
- out  frown  ground
- pound  shout  owl
- plow  proud  round

**Automatic Word Recognition:**

- bee  clean  pea
- leave  deep  weep
- sleep  sea  reel
- creek  beach  sheet

**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)
The twins saw a large owl at the zoo.

The clown was at Meg’s party.

Go down the street to the fort.

The plow is in the barn.

A large crowd was at the fair.

Her frown was gone when she saw her mom.

Tim’s brown shoes match his pants.
Word Work - Lesson 10

Sort the following words according to:  
*variant vowels ou, ow*

<table>
<thead>
<tr>
<th>Word Sort:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>cloud</td>
<td>found</td>
</tr>
<tr>
<td>pound</td>
<td>crowd</td>
<td>ground</td>
</tr>
<tr>
<td>shout</td>
<td>proud</td>
<td>owl</td>
</tr>
<tr>
<td>round</td>
<td>plow</td>
<td>count</td>
</tr>
<tr>
<td>growl</td>
<td>sound</td>
<td>frown</td>
</tr>
</tbody>
</table>
Assessment for *aw, au, oi, oy, ou*

Student Sheet

<table>
<thead>
<tr>
<th>pause</th>
<th>coin</th>
<th>saw</th>
<th>toy</th>
<th>found</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaw</td>
<td>louf</td>
<td>kaun</td>
<td>poig</td>
<td>loyal</td>
</tr>
</tbody>
</table>
Lesson 11

**Sound Spelling:** *ou, ow*

**Words to Blend:**

- clown
- mount
- loud
- bound
- down
- hound
- sound
- couch
- plow
- crouch
- crowd
- cloud

**Automatic Word Recognition:**

- feed
- each
- creep
- mean
- sleeve
- greed
- reach
- seat
- see
- reed
- beat
- deep

**Tip**
Celebrate the accomplishments so far!

**Decodable:** (see next page)

**Word Work:** Dictation
The queen is down with the crowd.

The flower is in the soil.

Meg will grow six inches in a few years.

The gown I wore was red.

Drive the van to the next town.

The couch is torn where we sit.

Dan, the hound, barks at the moon.
Word Work - Lesson 11
Dictation

Line 1: clown couch
Line 2: mound down
Sentence: The clown was at the party.
Lesson 12

**Sound Spelling:** *ou, ow*

**Words to Blend:**

- crowd
- pouch
- scout
- spout
- clown
- shout
- stout
- couch
- down
- foul
- frown
- mouth

**Automatic Word Recognition:**

- seem
- bean
- eat
- real
- beef
- flee
- scream
- teach
- geese
- tree
- dream
- keen

**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
A large crowd was at the fair.
The queen is down with the crowd.
The gown I wore was red.
Her frown was gone when she saw her mom.
Meg will grow six inches in a few years.
Tim’s brown shoes match his pants.
The flower is in the soil.
Word Work - Lesson 12
Word Building

Words for the lesson:

crowd  ground
clown  round
down
found

Letter Cards

<table>
<thead>
<tr>
<th>ow</th>
<th>c</th>
<th>n</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>ou</td>
<td>d</td>
<td>g</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 13

**Sound Spelling:** *Introduce oo and review*

**Words to Blend:**

book    stood    shook  
took    cook     brook  
found   crook    good   
look    clown    dew

**Automatic Word Recognition:**

boat    grow     show   
know    oak      snow   
blow    tow      soap   
float   slow     glow

**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
Pam shook hands with Tim.

We will cook the corn in the steamer.

Bill stood in the rain waiting for the bus.

My left foot has a scar.

The clown will act like a fool.

The hood on my coat is torn.

The coat is on the hook to the left.
Word Work Lesson 13
Elkonin Boxes

Words for the lesson:
book    growl
look    brew
brook
joy

Letter Cards

<table>
<thead>
<tr>
<th>b</th>
<th>oo</th>
<th>k</th>
<th>l</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>j</td>
<td>oy</td>
<td>g</td>
<td>ow</td>
<td>ew</td>
</tr>
</tbody>
</table>
Lesson 14

**Sound Spelling:** oo and review

**Words to Blend:**

wood  yawn  brook  
fault  foot  claw  
shook  haul  draw  
crawl  lawn  wool

**Automatic Word Recognition:**

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.

goat  crow  tow  
grown  moan  oat  
roam  low  road  
soap  boast  own

**Decodable:** (see next page)

**Word Work:** Word Sort (Sound mats available in Appendix C)
The boy and girl will jump over the brook.

The hood of the car has a dent.

Be good while you take your test.

Bob is a crook for taking the cash.

The woods are full of tall trees.

Put the extra wood by the fire.

The trip took five days by car.
**Word Work - Lesson 14**

Sort the following words according to:

*variant vowels oo, oi*

<table>
<thead>
<tr>
<th>Word Sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood</td>
</tr>
<tr>
<td>coin</td>
</tr>
<tr>
<td>join</td>
</tr>
<tr>
<td>point</td>
</tr>
<tr>
<td>shook</td>
</tr>
<tr>
<td>oil</td>
</tr>
<tr>
<td>hood</td>
</tr>
<tr>
<td>hoist</td>
</tr>
<tr>
<td>crook</td>
</tr>
<tr>
<td>soil</td>
</tr>
<tr>
<td>foot</td>
</tr>
<tr>
<td>broil</td>
</tr>
<tr>
<td>wool</td>
</tr>
<tr>
<td>foil</td>
</tr>
<tr>
<td>coil</td>
</tr>
</tbody>
</table>
Lesson 15

**Sound Spelling:** oo and review

**Words to Blend:**

- hood    straw    drawn
- vault   hook     hawk
- shawl   flaw      hoof
- law     soot      pause

**Automatic Word Recognition:**

- toast   blown     loaf
- flow    coach     cloak
- throat  flown     coal
- coast   moat      glow

**Decodable:** (see next page)

**Word Work:** Dictation

**Tip**
Remind students that dictation is not a test and will not be graded. It is a time for practice.
Decodable Work
Lesson 15 - Review

Bob is a crook for taking the cash.

My left foot has a scar.

The woods are full of tall trees.

The clown will act like a fool.

Put the extra wood by the fire.

The hood on my coat is torn.

The trip took five days by car.

The coat is on the hook to the left.
Word Work - Lesson 15
Dictation

Line 1: soot hawk

Line 2: thaw hoof

Sentence: The hood on my coat is torn.
Assessment for *ou, ow, oo*
Student Sheet

crook    clown    crouch    book    foot

goum    hoost    pows    rowm    doop
Lesson 16

**Sound Spelling:** Review

**Words to Blend:**

- sprawl  jaw  paw
- throw  launch  boil
- boy  point  Roy
- pawn  joy  soil

**Automatic Word Recognition:**

- high  ate  peak
- green  light  paint
- clay  trade  might
- night  faith  play

**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
Soon we shall be home.

I need to get a broom.

When we were born we didn’t have teeth.

We have to eat soft food.

Is that a new hair band?

I like stew that is made with corn.
Word Work - Lesson 16
Word Building

Words for the lesson:

jaw  shook
paw  book
brawl
brook

Letter Cards

<table>
<thead>
<tr>
<th>j</th>
<th>aw</th>
<th>p</th>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>l</td>
<td>oo</td>
<td>k</td>
</tr>
<tr>
<td>sh</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 17

**Sound Spelling:**  *Review*

**Words to Blend:**

- noise  join  toy
- spoil  maul  toil
- Floyd  spool  moist
- crawl  Troy  coil

**Automatic Word Recognition:**

- sale  pain  queen
- bright  reef  cream
- tray  fight  brain
- flake  lame  sigh

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

**Decodable:** (see next page)

**Word Work:**  Elkonin Boxes
The cat’s claw is sharp.

The truck will haul its load to the junk yard.

Our cow eats straw.

Is the vault made of steel?

Turn the heat on if you want to boil the broth.

Roy is the name of the horse.
**Word Work Lesson 17**

**Elkonin Boxes**

**Words for the lesson:**

- noise  crawl
- spoil  maul
- coy
- toy

**Letter Cards**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
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<td>oi</td>
<td>s</td>
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<tr>
<td>p</td>
<td>l</td>
<td>c</td>
<td>oy</td>
<td>t</td>
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<tr>
<td>au</td>
<td>r</td>
<td>aw</td>
<td></td>
<td>m</td>
</tr>
</tbody>
</table>
Lesson 18

Sound Spelling: Review

Words to Blend:

foil    pawn    toil
tool    poise    new
noise    grew    chew
stew    drawn    news

Automatic Word Recognition:

close    boat    grow
float    drove    show
tow    oat    hole
slope    flow    moat

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

Boil the water on the stove.

Join our club in the winter.

The hot sun may spoil the corn.

The food will spoil in the car.

Joan will play with the toy on the rug.

I had so much joy when I went to the barn and saw the horse.
## Word Work - Day 18

Sort the following words according to:

*variant vowels ew, aw, ow*

### Word Sort

<table>
<thead>
<tr>
<th>drew</th>
<th>yawn</th>
<th>clown</th>
</tr>
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<tr>
<td>crawl</td>
<td>stew</td>
<td>down</td>
</tr>
<tr>
<td>plow</td>
<td>law</td>
<td>grew</td>
</tr>
<tr>
<td>chew</td>
<td>crowd</td>
<td>claw</td>
</tr>
<tr>
<td>frown</td>
<td>thaw</td>
<td>brew</td>
</tr>
</tbody>
</table>
Lesson 19

**Sound Spelling:** Review

**Words to Blend:**

dew  drawn  drew  
flew  chew  paw  
threw  crew  join  
blew  grew  shown  

**Automatic Word Recognition:**

spoke  coat  crow  
foam  stove  low  
grown  goat  code  
mole  throw  moan  

**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
Go down the street to the fort.

The plow is in the barn.

A large crowd was at the fair.

Roy threw the boy his coat.

The flower is in the soil.

Meg will grow six inches in a few years.
Word Work - Lesson 19
Dictation

Line 1: 
yawn  grew

Line 2:  
frown  flew

Sentence: The bird flew over the sea.
Lesson 20

**Sound Spelling: Review**

**Words to Blend:**

- flew  paws  blew
- proof  drew  joys
- out    joint  shawl
- cloud  loose  house

**Automatic Word Recognition:**

- dome  croak  flow
- road  wrote  sow
- grow  soap  doze
- froze  tow  coach

**Decodable:** (see 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!
Bob is a crook for taking the cash.

The woods are full of tall trees.

Put the extra wood by the fire.

The trip took five days by car.

The clown will act like a fool at the party.

The hood on my coat is torn.

The coat is on the hook to the left.
**Word Work - Lesson 20**  
**Word Building**

**Words for the lesson:**

out  
stout  
shout  
shook  
book  
took

**Letter Cards**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<td>t</td>
<td>b</td>
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<tr>
<td>sh</td>
<td>t</td>
<td>oo</td>
<td>k</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Review
Student Sheet

cool    dew    yawn    fraud    vault
hew    bauf    daum    goom    maw
RESOURCES
APPENDIX A
Automatic Word Recognition Charts
Lesson 3

woke  cube  bake  broke

fume  tape  stone  cute

late  close  mule  base
drive  hive  line  mice

eve  like  these  life

kite  theme  five  live
Lesson 6

nine
eve
time
shine

these
smile
pipe
theme

ride
pile
prize
while
paint  
jay  
tail  
paid  

day  
rain  
may  
play  

paint  
brain  
snail  
train
Lesson 8

- tail
- waist
- pail
- rain

- stay
- nail
- clay
- sail

- main
- way
- rail
- gray
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<thead>
<tr>
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<th>tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>nail</td>
<td>stain</td>
<td>fail</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 10

- pea
- weep
- reel
- sheet

- clean
- deep
- sea
- beach

- bee
- leave
- sleep
- creek
Lesson 11

feed  greed  see  deep

each  sleeve  seat  beat

feed  mean  reach  reed
<table>
<thead>
<tr>
<th>Lesson 12</th>
<th></th>
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<tr>
<td>seem</td>
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<td>bean</td>
<td>beef</td>
</tr>
<tr>
<td>scream</td>
<td>tree</td>
</tr>
<tr>
<td>geese</td>
<td>keen</td>
</tr>
<tr>
<td>dream</td>
<td></td>
</tr>
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</table>
Lesson 13

- show
- snow
- soap
- glow

- grow
- oak
- tow
- slow

- boat
- know
- blow
- float
Lesson 14

tow  
oat  
road  
own  
crow  
moan  
low  
boast  
goat  
grown  
roam  
soap
Lesson 15

- toast
- blow
- flow
- coach
- coal
- flown
- cloak
- glow
- coast
- moat
<table>
<thead>
<tr>
<th>high</th>
<th>ate</th>
<th>peak</th>
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<tbody>
<tr>
<td>green</td>
<td>light</td>
<td>paint</td>
</tr>
<tr>
<td>clay</td>
<td>trade</td>
<td>might</td>
</tr>
<tr>
<td>night</td>
<td>faith</td>
<td>play</td>
</tr>
<tr>
<td>queen</td>
<td>cream</td>
<td>brain</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>pain</td>
<td>reef</td>
<td>fight</td>
</tr>
<tr>
<td>sale</td>
<td>bright</td>
<td>tray</td>
</tr>
</tbody>
</table>
Lesson 19

crow  low  code  moan

cloth  stove  goat  throw

spoke  foam  grown  mole
Lesson 20

dome

flow

croak

sow

road

doze

soap

grow

tow

froze

coach
APPENDIX B

Elkonin Mats
Elkonin Boxes
APPENDIX C

Word Sort Mats
Lesson 2

<table>
<thead>
<tr>
<th>oo</th>
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---
Lesson 6

<table>
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</table>

98 | Variant Vowels v.1
Lesson 10

<table>
<thead>
<tr>
<th>ou</th>
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<tbody>
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</table>
## Lesson 14

<table>
<thead>
<tr>
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</table>

100 | Variant Vowels v.1
Lesson 18

<table>
<thead>
<tr>
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<th>ow</th>
</tr>
</thead>
</table>
APPENDIX D
Dictation Journal
DICTATION JOURNAL

Variant Vowels

NAME ____________________________
Lesson 3

Line 1: ______________________  ______________________

Line 2: ______________________  ______________________

Sentence:

______________________________________________

______________________________________________

______________________________________________
Lesson 11

Line 1: ______________________  ______________________

Line 2: ______________________  ______________________

Sentence:

______________________________

______________________________

______________________________
Lesson 15

Line 1: ______________________  ______________________

Line 2: ______________________  ______________________

Sentence:

__________________________________________________

__________________________________________________

__________________________________________________
Lesson 19

Line 1: ________________________  ________________________

Line 2: ________________________  ________________________

Sentence:

_________________________________________________________

_________________________________________________________

_________________________________________________________