

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 "SSSaaamm".

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.

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 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

Decodable Work

Lesson 1

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

chew stew

room

grew

Letter Cards

<u>b</u>	l	oo	<u>m</u>	s
t	ew	g	r	ch
o	<u>n</u>			

Lesson 2

Sound Spelling: oo, ew

Words to Blend:

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

Automatic Word Recognition:

safe	joke	fume
cube	gave	smoke
hope	mule	gate
lake	fuse	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)

Decodable Work

Lesson 2

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

Word Sort

cool	drew	boost
grew	hoop	new
stew	flew	spool
root	stool	brew
booth	crew	shrew

Lesson 3

Sound Spelling: oo, ew

Words to Blend:

chew	boost	shrew
snooze	grew	moose
tool	root	brew
blew	hoop	mood

Automatic Word Recognition:

late	fume	woke
close	tape	cube
mule	stone	bake
base	cute	broke

Tip

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

Decodable: (see next page)

Word Work: Dictation

Decodable Work

Lesson 3

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

Decodable Work

Lesson 4

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.

Word Work - Lesson 4

Word Building

Words for the lesson:

yawn fault

law vault

lawn

launch

Letter Cards

y	aw	l	<u>n</u>
au	ch	f	t
v			

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

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

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

c	au	s	e	f
l	t	r	<u>d</u>	aw
<u>n</u>	h	k		

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

Word Sort

draw	haul	yawn
fault	paw	pause
law	sauce	saw
launch	straw	vault
crawl	fraud	cause

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

t	oy	c	<u>b</u>
oi	l	r	<u>m</u>
s			

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

Decodable Work

Lesson 9 - Review

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

h	oi	s	t	f
l	<u>b</u>	r	j	<u>n</u>
oy	c			

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)

Decodable Work

Lesson 10

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

Word Sort:

down	cloud	found
pound	crowd	ground
shout	proud	owl
round	plow	count
growl	sound	frown

Assessment for *aw, au, oi, oy, ou* Student Sheet

pause

coin

saw

toy

found

gaw

louf

kaun

poig

loy

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

Decodable Work

Lesson 11

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

Decodable Work

Lesson 12

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

ow	c	<u>n</u>	f
l	ou	<u>d</u>	g
r			

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

Decodable Work

Lesson 13

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

<u>b</u>	oo	k	l	r
j	oy	g	ow	ew

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:

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

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

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

Word Sort

wood	coin	join
point	shook	oil
hood	hoist	crook
soil	foot	broil
wool	foil	coil

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

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 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

Decodable Work

Lesson 16 - Review

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

j	aw	p	b
r	l	oo	k
sh			

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

Decodable Word Work

Lesson 17

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

<u>n</u>	oi	s	e	s
p	l	c	oy	t
au	r	aw	<u>m</u>	

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

drew	yawn	clown
crawl	stew	down
plow	law	grew
chew	crowd	claw
frown	thaw	brew

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

Decodable Work

Lesson 19 - Review

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

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 - Review

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

s	ou	t	<u>b</u>
sh	t	oo	k

Assessment Review

Student Sheet

cool

dew

yawn

fraud

vault

hew

bauf

daum

goom

maw

RESOURCES

APPENDIX A

Automatic Word Recognition Charts

Lesson 1

name

home

mule

slope

date

cute

use

note

plane

cape

cube

hose

Lesson 2

safe

joke

fume

cube

gave

smoke

hope

mule

gate

lake

fuse

choke

Lesson 3

late

fume

woke

close

tape

cube

mule

stone

bake

base

cute

broke

Lesson 4

bike

theme

slope

eve

bite

name

cube

these

dime

fine

vote

same

Lesson 5

kite

eve

drive

theme

like

hive

five

these

line

live

life

mice

Lesson 6

ride

these

nine

pile

smile

eve

prize

pipe

time

while

theme

shine

Lesson 7

paint

day

pain

brain

rain

jay

snail

may

tail

train

play

paid

Lesson 8

main

stay

tail

way

nail

waist

rail

clay

pail

gray

sail

rain

Lesson 9

brain

pray

wait

tray

vain

nail

gain

slay

stain

tail

day

fail

Lesson 10

bee

clean

pea

leave

deep

weep

sleep

sea

reel

creek

beach

sheet

Lesson 11

feed

each

creep

mean

sleeve

greed

reach

seat

see

reed

beat

deep

Lesson 12

seem

bean

eat

real

beef

flee

scream

teach

geese

tree

dream

keen

Lesson 13

boat

grow

show

know

oak

snow

blow

tow

soap

float

slow

glow

Lesson 14

goat

crow

tow

grown

moan

oat

roam

low

road

soap

boast

own

Lesson 15

toast

blown

loaf

flow

coach

cloak

throat

flown

coal

coast

moat

glow

Lesson 16

high

ate

peak

green

light

paint

clay

trade

might

night

faith

play

Lesson 17

sale

pain

queen

bright

reef

cream

tray

fight

brain

flake

lame

sigh

Lesson 18

close

boat

grow

float

drove

show

tow

oat

hole

slope

flow

moat

Lesson 19

spoke

coat

crow

foam

stove

low

grown

goat

code

mole

throw

moan

Lesson 20

dome

croak

flow

road

wrote

sow

grow

soap

doze

froze

tow

coach

APPENDIX B

Elkonin Mats

Elkonin Boxes

--	--	--	--

--	--	--	--

APPENDIX C

Word Sort Mats

Lesson 2

oo	ew

Lesson 6

aw	au

Lesson 10

ou	ow

Lesson 14

oo	oi

Lesson 18

ew	aw	ow

APPENDIX D

Dictation Journal

DICTATION JOURNAL

Variant Vowels

NAME _____

Lesson 3

Line 1: _____

Line 2: _____

Sentence:

Lesson 7

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:
