



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 125 and p. 126 in the *Student Interactive*.

OPTION 2 Independent Activity Have students draw pictures of words with digraph *sh* or *th*. Have partners identify and spell each word.

QUICK CHECK

Notice and Assess Are students able to decode and write words with consonant digraphs *sh* and *th*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T264–T265.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T264–T265.

HIGH-FREQUENCY WORDS

Write the words *all*, *goes*, *her*, *make*, *too*. Have students use them to complete the sentences.

1. The car ___ fast! (goes)
2. ___ cat has a toy. (Her)
3. The dog has a toy ___. (too)
4. I ___ the bed. (make)
5. Mom likes ___ my pets. (all)

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FOUNDATIONAL SKILLS
Read Together

Consonant Digraphs sh, th

TURN and TALK Decode these words with a partner.

	bath	math	path
	dish	fish	wish
	that	them	then
	shed	shell	shelf

MY TURN Write *sh* or *th* to finish the words.

1. Jon walks to a **sh** .
2. He is **th** his mom.

TURN and TALK Now read the sentences.

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TEKS 1.2.B.ii Decode words with initial and final consonant blends, digraphs, and trigraphs. ELPS 3.D.i Speaking; 5.A.i Writing
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PHONICS | PHONOLOGICAL AWARENESS
Read Together

Consonant Digraphs sh, th

MY TURN Read the picture names. Underline the digraph in each picture name.

fish

bath

shell

MY TURN Write a sentence that includes a word with *sh* or *th*.
Possible response:

I see a ship.

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TEKS 1.2.B.ii Decode words with initial and final consonant blends, digraphs, and trigraphs. ELPS 5.A.i Writing; 5.B.i Writing; 5.B.ii Writing
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