



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)

STUDENT INTERACTIVE, p. 125

Read Together
FOUNDATIONAL SKILLS

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 shop.
2. He is with 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

STUDENT INTERACTIVE, p. 126

PHONICS | PHONOLOGICAL AWARENESS
 Read Together

Consonant Digraphs sh, th

MY TURN Read each word. Underline the digraph in each word. Match the word to the picture.

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