



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 136 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look in the classroom for words that begin with blended sounds. Tell them to find at least one word that begins with a blended sound and one word that ends with a blended sound.

## QUICK CHECK

**Notice and Assess** Can students read and write consonant blends?

## Decide

- **If students struggle**, revisit instruction for reading consonant blends in Small Group on pp. T270–T271.
- **If students show understanding**, extend instruction for reading consonant blends in Small Group on pp. T270–T271.

## STUDENT INTERACTIVE, p. 136

PHONICS

### Consonant Blends

**MYTURN** Write and read





milk drop lamp





frog hand clap

**136**

**Directions** Have students name the pictures and use blends to finish writing the words. Then have them use letter-sound relationships to decode the CCVC and CVCC words. Model the first word: The sound for *m* is /m/. One sound for *i* is /i/. The blended sound for *ik* is /ik/. I will say the sounds together to read the word: /m/ /i/ /k/, milk.

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## ADDITIONAL PRACTICE

For additional student practice with reading consonant blends, have students complete *Phonics* p. 65 from the *Resource Download Center*.




Name \_\_\_\_\_

FOUNDATIONAL SKILLS




### Phonics

Words with Blended Sounds

**MYTURN** Read **Students should write the correct letters and then read the words.**

op flag frog

jump band desk

**TEKS K.2.B.ii** Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

**Directions** Name the pictures and have students write the letters in each word. Then have them use letter-sound relationships to decode the CCVC and CVCC words.

Grade K, Unit 2, Week 4  
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Phonics, p. 65

Open Wide! T239