



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 Read

milk drop lamp

frog hand clap

TEKS K.2.B.ii Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. **ELPS 4.C.I Reading: 4.F.viii Reading: 5.A.i Writing**

Directions Have students name the pictures and trace the letters in each word. 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 *lk* is /lk/. I will say the sounds together to read the word: /m/ /i/ /lk/, 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 trace the correct letters and then read the words.**

band flag frog

jump stop desk

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

Directions Have students name the pictures and trace 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

Phonics, p. 65

Open Wide! T239