



Tier 2 Intervention Program

Teacher Manual

Lessons 1 - 41

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Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: s, a, t, i, m

(The focus is the short vowel sounds only. Long vowel sounds are revised in lesson 1b).

Today we are going to focus on reading and spelling four different letters. I'm going to show you each letter and I want you to tell me the name of the letter and the sound it makes.

(show reading card s) The letter s spells the sound (s). (Students repeat)

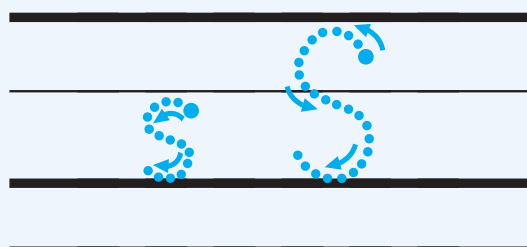
(show reading card a) The letter a spells the sound (ă). (Students repeat)

(show reading card t) The letter t spells the sound (t). (Students repeat)

(show reading card i) The letter i spells the sound (i). (Students repeat)

(show reading card m) The letter m spells the sound (m). (Students repeat)

Model letter formation of each letter on teacher whiteboard, using the 'patter' below. Students write lower case letters three times on their whiteboards, as they say (s) is s. Repeat with capital letter and then with a, t, i and m.

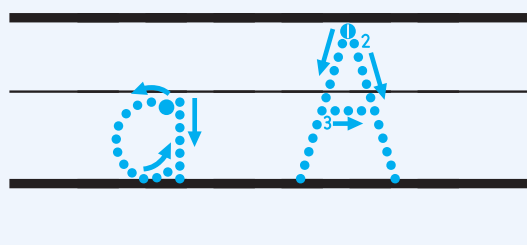


Lower-Case

One movement.
Around and around.

Upper-Case

Once movement
It's a tall letter.
Start at the top.
Around and around.

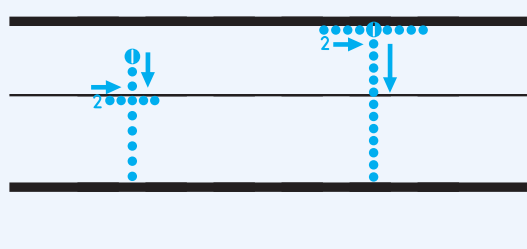


Lower-Case

One movement.
Around, up and
down.

Upper-Case

3 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Down.
Across.

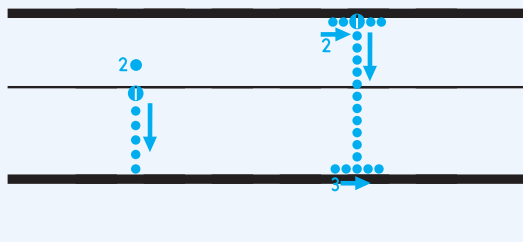


Lower-Case

2 movements.
It's a tall letter but
not all the way to the
top. Down.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Across.

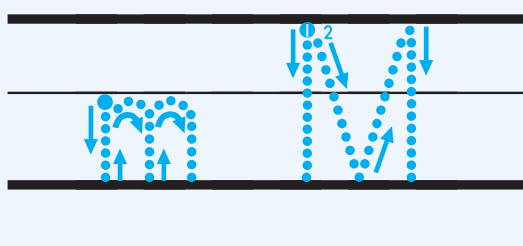


Lower-Case

2 movements.
Start at the top.
Down.
Back to the top. Dot.

Upper-Case

3 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Across.
Down to the bottom.



Lower-Case

One movement.
Down, up and over,
up and over.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Down, up,
down.

Reading Card Drill

s, a, t, i, m

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(m) (i) (t) (a) (s)

Words to Read

it, sit, at, sat, mat, am, Sam, Tam, Mim, Tim

Words to Spell

Use phoneme fingers.

☐ it (i) (t)

☐ at (a) (t)

☐ am (a) (m)

☐ sit (s) (i) (t)

☐ mat (m) (a) (t)

☐ Sam (s) (a) (m)

Heart Words

Read, tap with letter names, write. ☐ n/a

Connected Text

I read, we read, you read. It is Pam. It is Sam. Pat Sam, Pam.

Game

Read & Grab I



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: s, a, t, i, m

Reading Card Drill

s, a, t, i, m

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(m) (i) (t) (a) (s)

Words to Read

it, sit, at, sat, mat, am, Sam, Tam, Mim, Tim

Words to Spell

Use phoneme fingers.

☐ it (i) (t)

☐ at (a) (t)

☐ am (a) (m)

☐ sit (s) (i) (t)

☐ mat (m) (a) (t)

☐ Sam (s) (a) (m)

Heart Words

Read, tap with letter names, write. ☐ n/a

Dictation

Read, repeat, cover, write. It is Sam.

Game

Read & Grab I



Alphabet Activity: Letter Naming Cards Upper Case

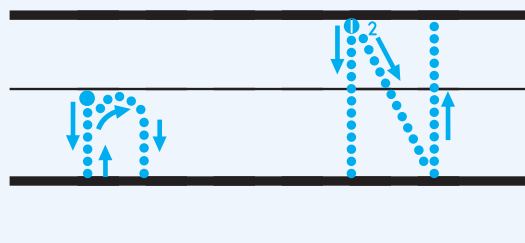
PA Activity (if required)

Lesson Focus: n

Today we are focusing on the letter n (show reading card - n).

The letter n spells the sound (n). Let's say that together... "The letter n spells the sound (n)." Hold the reading card up and ask students to say the phoneme as a group - (n).

Model letter formation on teacher whiteboard, using the 'patter' below. Students write lower case letter three times, as they say (n) is n. Repeat with upper case letter.



Lower-Case

One movement.
Down, up and over.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Down, up.

Reading Card Drill

s, a, t, i, m, n

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(n) (m) (i) (t) (ä) (s)

Words to Read

it, sit, nit, in, tin, am, sat, mat, Nim, Tim

Words to Spell

Use phoneme fingers.

☐ in (i) (n)

☐ an (ä) (n)

☐ tin (t) (i) (n)

☐ am (ä) (m)

☐ mat (m) (ä) (t)

☐ Sam (s) (ä) (m)

Heart Words

Read, tap with letter names, write. ☐ n/a

Connected Text

I read, we read, you read. It is Nan. It is Nat. Pat Nat, Nan.

Game

Read & Grab 2

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: n

Reading Card Drill

s, a, t, i, m, n

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(n) (m) (i) (t) (a) (s)

Words to Read

it, sit, nit, in, tin, am, sat, mat, Nim, Tim

Words to Spell

Use phoneme fingers.

☐ in (i) (n)

☐ am (a) (m)

☐ an (a) (n)

☐ mat (m) (a) (t)

☐ tin (t) (i) (n)

☐ Sam (s) (a) (m)

Heart Words

Read, tap with letter names, write. ☐ n/a

Dictation

Read, repeat, cover, write. It is Nan.

Game

Read & Grab 2

Alphabet Activity: Letter Naming Cards Upper Case

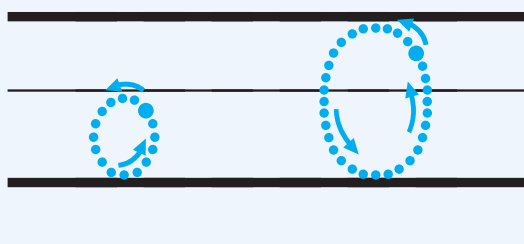
PA Activity (if required)

Lesson Focus: o **Clue Word:** orange (ö)

(The focus is the short vowel sound only. Long vowel sounds are revised in lesson 11).
Today we are focusing on the letter o (show reading card - o).

We know that the letter o is a special type of letter - it's a vowel. The letter o spells the sound (ö). Let's say that together... "The letter o spells the sound (ö)." Hold the reading card up and students say the phoneme as a group - (ö).

Model letter formation on teacher whiteboard, using the 'patter' below. Students write lower case letter three times, as they say (ö) is o. Repeat with upper case letter.



Lower-Case

One movement.
Down, up and over.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Down, up.

Reading Card Drill

s, a, t, i, m, n, o

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ö) (t) (n) (i) (ä) (s) (m)

Words to Read

in, an, on, not, tot, Tom, Tim, Tam, man, on

Words to Spell

Use phoneme fingers.

☐ on (ö) (n)
☐ not (n) (ö) (t)
☐ tot (t) (ö) (t)

☐ Nan (n) (ä) (n)
☐ man (m) (ä) (n)
☐ Tim (t) (i) (m)

Heart Words

Read, tap with letter names, write. ☐ n/a

Connected Text

I read, we read, you read. It is not Tom.

Game

Read & Grab 3



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: o

Reading Card Drill

s, a, t, i, m, n, o

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ö) (t) (n) (i) (ä) (s) (m)

Words to Read

in, an, on, not, tot, Tom, Tim, Tam, man, on

Words to Spell

Use phoneme fingers.

☐ on (ö) (n)

☐ Sam (s) (ä) (m)

☐ not (n) (ö) (t)

☐ mat (m) (ä) (t)

☐ Tom (t) (ö) (m)

☐ Mim (m) (i) (m)

Heart Words

Read, tap with letter names, write. ☐ n/a

Dictation

Read, repeat, cover, write. It is Tom.

Game

Read & Grab 3



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: p

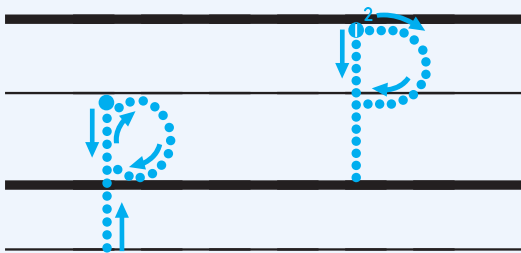
"Today we are focusing on the letter p." (show reading card - p).
"The letter p spells the sound (p). What sound does the letter p spell?"

Ensure that the educator and students are making the pure sound.

Students respond. "The letter p spells the sound (p)"

Model letter formation on the teacher whiteboard using the 'patter' below.

Students write lower case letter three times, as they say (p) is p. Repeat with upper case letter.



Lower-Case

One movement.
Down, up around,
around.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Around.

Reading Card Drill

s, a, t, i, m, n, o, p

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(p) (ö) (t) (n) (i) (ä) (s) (m)

Words to Read

in, an, on, am, pin, pan, Pam, nap, pit, tip

Words to Spell

Use phoneme fingers.

☐ pit (p) (i) (t)

☐ pip (p) (i) (p)

☐ pop (p) (ö) (p)

☐ on (ö) (n)

☐ not (n) (ö) (t)

☐ Tom (t) (ö) (m)

Heart Words

Read, tap with letter names, write. ☐ I, is

Connected Text

I read, we read, you read. I am Pop. I am not Nan. Pop is not Nan.

Game

Read & Grab 4



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: p

Reading Card Drill

s, a, t, i, m, n, o, p

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö) (t) (ä) (s) (n) (p) (m) (i)

Words to Read

pip, pop, pat, sap, nap, map, pin, pit, pot, pat

Words to Spell

Use phoneme fingers.

☐ pin (p) (i) (n)

☐ pan (p) (ä) (n)

☐ tip (t) (i) (p)

☐ sap (s) (ä) (p)

☐ nap (n) (ä) (p)

☐ pop (p) (ö) (p)

Heart Words

Read, tap with letter names, write. ☐ I, is

Dictation

Read, repeat, cover, write. I am Pop.

Game

Read & Grab 4



Alphabet Activity: Letter Naming Cards Upper Case

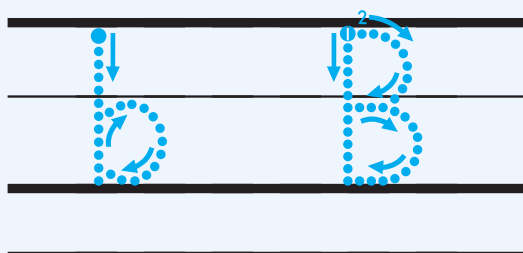
PA Activity (if required)

Lesson Focus: b

"Today, we are focusing on the letter b." (show reading card - b).

"The letter b spells the sound (b). Let's say that together... "The letter b spells the sound (b)." Hold the reading card up and ask students to say the phoneme as a group - (b).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say "(b) is b." Repeat with upper case letter.



Lower-Case

One movement.
It's a tall letter.
Start at the top.
Down, up, around.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Around
and around.

Reading Card Drill

s, a, t, i, m, n, o, p, b

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(b) (ă) (s) (m) (p) (ö) (t) (n) (i)

Words to Read

bin, ban, bib, bam, nab, nib, Bob, bop, bit, tab

Words to Spell

Use phoneme fingers.

☐ bit (b) (i) (t)

☐ bib (b) (i) (b)

☐ bop (b) (ö) (p)

☐ tab (t) (ă) (b)

☐ nab (n) (ă) (b)

☐ bat (b) (ă) (t)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the

Connected Text

I read, we read, you read. Is it Bob? It is Bob. Bob is a bat.

Game

Read & Grab 5



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: b

Reading Card Drill

s, a, t, i, m, n, o, p, b

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(b) (s) (n) (p) (m) (ö) (t) (ä) (i)

Words to Read

bin, bat, bop, Bob, bib, tab, nab, sob, Bob, mob

Words to Spell

Use phoneme fingers.

☐ bin (b) (i) (n)

☐ ban (b) (ä) (n)

☐ bit (b) (i) (t)

☐ sob (s) (ö) (b)

☐ nab (n) (ä) (b)

☐ Bob (b) (ö) (b)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the

Dictation

Read, repeat, cover, write. It is Bob.

Game

Read & Grab 5

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

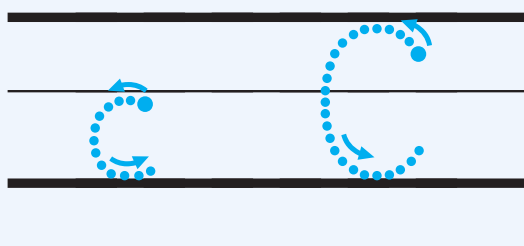
Lesson Focus: c

"Today, we are focusing on the letter c." (show reading card - c).

"The letter c spells the sound (k). Let's say that together... "The letter c spells the sound (k)." Hold the reading card up and ask students to say the phoneme as a group - (k).

Ensure that the educator and students are making the pure sound.

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letters three times, as they say "(k) is c." Repeat with upper case letter.



Lower-Case

One movement.
Around.

Upper-Case

One movement.
It's a tall letter.
Around.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(k) (m) (p) (b) (ă) (s) (ö) (t) (n) (ř)

Words to Read

cab, can, Cam, cat, cap, cob, Con, cop, cot, cob

Words to Spell

Use phoneme fingers.

☐ can (k) (ă) (n)

☐ cat (k) (ă) (t)

☐ cab (k) (ă) (b)

☐ cop (k) (ö) (p)

☐ cot (k) (ö) (t)

☐ cob (k) (ö) (b)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the

Connected Text

I read, we read, you read. It is a cat! It is a cap. It is a cat in a cap!

Game

Read & Grab 6



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: c

Reading Card Drill

s, a, t, i, m, n, o, p, b, c

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(k) (m) (p) (b) (ă) (s) (ö) (t) (n) (ï)

Words to Read

can, cab, cap, cat, Cam, cap, cop, cob, con, cot

Words to Spell

Use phoneme fingers.

☐ can (k) (ă) (n)

☐ cop (k) (ö) (p)

☐ cat (k) (ă) (t)

☐ cot (k) (ö) (t)

☐ cab (k) (ă) (b)

☐ cob (k) (ö) (b)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the

Dictation

Read, repeat, cover, write. It is the cat.

Game

Read & Grab 6



Alphabet Activity: Letter Naming Cards Upper Case

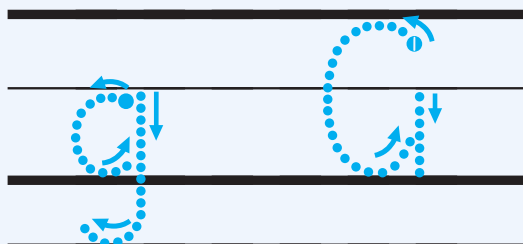
PA Activity (if required)

Lesson Focus: g

"Today, we are focusing on the letter g." (show the reading card - g).

"The letter g spells the sound (g). Let's say that together... "The letter g spells the sound (g)."
Hold the reading card up and ask students to say the phoneme as a group - (g).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letters three times, as they say, "(g) is g." Repeat with upper case letter.



Lower-Case

2 movements.

Aaround, up, down
and around.

Upper-Case

3 movements.

It's a tall letter.
Start at the top.
Around, around, up and
down. Cross.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(g) (b) (ă) (s) (k) (m) (p) (ö) (t) (n) (ř)

Words to Read

sag, bag, gag, nag, tag, pig, big, gig, Mog, cog

Words to Spell

Use phoneme fingers.

☐ bag (b) (ă) (g)

☐ pig (p) (ř) (g)

☐ tag (t) (ă) (g)

☐ big (b) (ř) (g)

☐ nag (n) (ă) (g)

☐ gig (g) (ř) (g)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the

Connected Text

I read, we read, you read. It is a pig! It is a big pig. It is a big pig in a cap!

Game

Read & Grab 7



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: g

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(g) (n) (p) (m) (ö) (k) (t) (ä) (ı) (b)

Words to Read

sag, bag, gag, nag, tag, pig, big, gig, Mog, cog

Words to Spell

Use phoneme fingers.

☐ gag (g) (ä) (g)

☐ pig (p) (ı) (g)

☐ cog (c) (ö) (g)

☐ big (b) (ı) (g)

☐ got (g) (ö) (t)

☐ gig (g) (ı) (g)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the

Dictation

Read, repeat, cover, write. It is a pig!

Game

Read & Grab 7

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

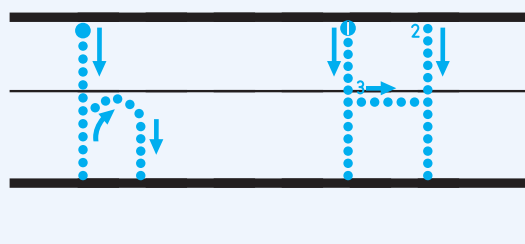
Lesson Focus: h

"Today, we are focusing on the letter h." (show the reading card - h).

"The letter h spells the sound (h)."

Ensure the educator and students are pronouncing the pure sound.

"Let's say that together... 'The letter h spells the sound (h).'" Hold the reading card up and ask students to say the phoneme as a group - (h). Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letters three times, as they say, "(h) is h." Repeat with upper case letter.



Lower-Case

2 movements.

It's a tall letter.

Start at the top.

Down, up and over.

Upper-Case

3 movements.

It's a tall letter.

Start at the top. Down.

Back to the top. Down.

Across.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(h) (k) (m) (p) (g) (b) (ă) (s) (ö) (t) (n) (ï)

Words to Read

hag, hog, hop, hip, hat, hit, him, ham, hot, HIT

Words to Spell

Use phoneme fingers.

☐ hit (h) (ï) (t)

☐ hip (h) (ï) (p)

☐ hat (h) (ă) (t)

☐ had (h) (ă) (d)

☐ hog (h) (ö) (g)

☐ hot (h) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the, my, of

Connected Text

I read, we read, you read. Is it a hog? Is it a pig? A hog is a pig!

Game

Read & Grab 8



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: h

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(g) (n) (p) (m) (ö) (k) (t) (ä) (ř) (b) (h)

Words to Read

hot, hog, him, hit, hat, ham, hop, HOP, him, hit

Words to Spell

Use phoneme fingers.

☐ hit (h) (ř) (t)

☐ hop (h) (ö) (p)

☐ him (h) (ř) (m)

☐ ham (h) (ä) (m)

☐ hat (h) (ä) (t)

☐ hot (h) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the, my, of

Dictation

Read, repeat, cover, write. A hog is a pig!

Game

Read & Grab 8

Alphabet Activity: Letter Naming Cards Upper Case

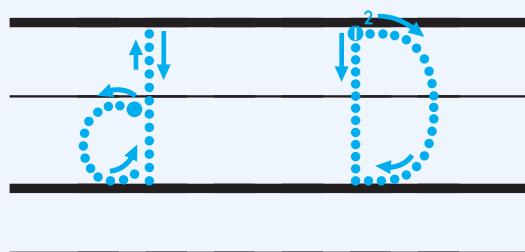
PA Activity (if required)

Lesson Focus: d

"Today, we are focusing on the letter d." (show reading card - d).

"The letter d spells the sound (d). Let's say that together... "The letter d spells the sound (d)."
Hold the reading card up and ask students to say the phoneme as a group - (d).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letters three times, as they say, "(d) is d." Repeat with upper case letter.



Lower-Case

One movement.
Around, up to the top
and down.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Around.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(d) (ö) (t) (n) (i) (h) (k) (m) (p) (g) (b) (ä) (s)

Words to Read

hag, hog, hop, hip, hat, dot, cod, dog, God, dob, dig, did, dim, dad, Dad

Words to Spell

Use phoneme fingers.

☐ did (d) (i) (d)

☐ hid (h) (i) (d)

☐ dad (d) (ä) (d)

☐ had (h) (ä) (d)

☐ dog (d) (ö) (g)

☐ sad (s) (ä) (d)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the, my, of

Connected Text

I read, we read, you read. Did Dad pat the dog? Dad did pat the dog.

Game

Read & Grab 9

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: d

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(d) (ö) (t) (n) (ř) (h) (k) (m) (p) (g) (b) (ă)

Words to Read

hot, hog, him, hit, hat, dig, dim, did, dog, dot, sad, had, dad, mad, bad

Words to Spell

Use phoneme fingers.

☐ did (d) (ř) (d)

☐ mad (m) (ă) (d)

☐ dad (d) (ă) (d)

☐ had (h) (ă) (d)

☐ dog (d) (ö) (g)

☐ dam (d) (ă) (m)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the, my, of

Dictation

Read, repeat, cover, write. Pat my dog.

Game

Read & Grab 9

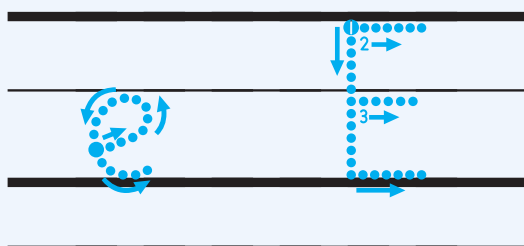
Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: e

(The focus is the short vowel sound only. Long vowel sounds are revised in lesson 11).

"Today, we are focusing on the letter e." (show reading card - e). "The letter e spells the sound (ě). Let's say that together..." "The letter e spells the sound (ě)." Hold the reading card up and ask students to say the phoneme as a group - (ě). Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say "(ě) is e." Repeat with upper case letter.



Lower-Case

One movement.
Around, around,
around.

Upper-Case

3 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Across.
Across. Across.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ě) (t) (n) (i) (h) (d) (ö) (k) (m) (p) (g) (b) (ä) (s)

Words to Read

dot, dog, dad, did, dig, bet, set, get, pet, met, ten, men, den, hen, Ben

Words to Spell

Use phoneme fingers.

☐ hen (h) (ě) (n)

☐ met (m) (ě) (t)

☐ pen (p) (ě) (n)

☐ ten (t) (ě) (n)

☐ pet (p) (ě) (t)

☐ men (m) (ě) (n)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the, my, of

Connected Text

I read, we read, you read. The hen is in the pen. It is a pet hen.

Game

Read & Grab 10

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: e

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ě) (t) (n) (ř) (h) (d) (ö) (k) (m) (p) (g) (b) (ă)

Words to Read

dig, dim, did, dog, dat, met, pet, get, set, net, hen, pen, ten, Ben, men

Words to Spell

Use phoneme fingers.

☐ set (s) (ě) (t)

☐ met (m) (ě) (t)

☐ pen (p) (ě) (n)

☐ ten (t) (ě) (n)

☐ pet (p) (ě) (t)

☐ men (m) (ě) (n)

Heart Words

Read, tap with letter names, write. ☐ I, is, a, the, my, of

Dictation

Read, repeat, cover, write. My pet is a hen.

Game

Read & Grab 10



Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words – the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 1

1.	bag	Bill has a bag.	bag
2.	sit	Sit on the bed.	sit
3.	nip	A crab can nip.	nip
4.	map	The map was lost.	map
5.	den	A bear lives in a den.	den
6.	hog	A hog is a pig.	hog
7.	cot	The baby is in the cot.	cot
8.	hem	My shirt had a hem.	hem
9.	sob	The child began to sob.	sob
10.	cod	A cod is a fish.	cod
11.	I	I am hot.	I
12.	is	The dog is wet.	is
13.	a	A bird can fly.	a
14.	the	I gave him the toy.	the
15.	my	This is my cat.	my
16.	of	The table is made of wood.	of

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: Long and Short Vowels + Consonants

"Today, we are revising consonants and vowels." Show the consonants rule card
(The consonants are not vowels). "Say that with me: The consonants are not vowels."

"But what are the vowels?" Show vowels card: (The vowels are a,e,i,o,u and sometimes y).
"Say that with me: The vowels are a,e,i,o,u and sometimes y."

"We also know that vowels have a short sound - (ă), (ĕ), (ĭ), (ĕ), (ŭ) and a long sound (ā), (ē), (ī), (ō), (ū). Let's say the short vowel sounds together." (We do/You do).

"Today, we are going to read and write words with the short vowel sound".
"Let's say the short vowel sounds together." (We do/You do).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e

Rules: Vowels, Consonants, Short Vowels, Long Vowels.

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(k) (m) (p) (g) (b) (ă) (s) (ĕ) (t) (n) (ĭ) (h) (d) (ö)

Words to Read

mat, pat, sad, gag, ten, hen, pet, get, nip, dip, sit, nib, bop, Bob, hot

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> mat	(m) (ă) (t)	<input type="checkbox"/> met	(m) (ĕ) (t)
<input type="checkbox"/> pad	(p) (ă) (d)	<input type="checkbox"/> tin	(t) (ĭ) (n)
<input type="checkbox"/> pet	(p) (ĕ) (t)	<input type="checkbox"/> hop	(h) (ö) (p)

Heart Words

Read, tap with letter names, write. ☐ give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. I have a pet. It can hop.

Game

Read & Grab II



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: Long and Short Vowels + Consonants

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e

Rules: Vowels, Consonants, Short Vowels, Long Vowels.

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(k) (m) (p) (g) (b) (ă) (ě) (t) (n) (ĩ) (h) (d) (ö)

Words to Read

dig, dim, did, dog, dot, mat, pat, get, set, net, hen, pen, ten, Ben, men

Words to Spell

Use phoneme fingers.

☐ ten (t) (ě) (n)

☐ sit (s) (ĩ) (t)

☐ men (m) (ě) (n)

☐ pot (p) (ö) (t)

☐ pan (p) (ă) (n)

☐ hot (h) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ give, have

Dictation

Read, repeat, cover, write. My pet can hop.

Game

Read & Grab II

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: A Syllable

"Today, we are focusing on what a syllable is."

Show syllable card.

"Let's say that together." (We do/You do).

"A syllable is a clap or a beat in a word.

Every syllable must have a vowel in it)".



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e

Rules: Vowels, Consonants, Short Vowels, Long Vowels.

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ă) (s) (ě) (t) (k) (m) (p) (g) (b) (n) (ř) (h) (d) (ö)

Words to Read

met, pet, had, hog, tin, pen, pot, got, nap, sip, pit, man, hop, bib, hat

Words to Spell

Use phoneme fingers.

☐ sat (s) (ă) (t)

☐ net (n) (ě) (t)

☐ had (h) (ă) (d)

☐ pin (p) (ř) (n)

☐ met (m) (ě) (t)

☐ top (t) (ö) (p)

Heart Words

Read, tap with letter names, write. ☐ give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Give my pet to Tom.

Game

Read & Grab 12



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: A Syllable

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e

Rules: Vowels, Consonants, Short Vowels, Long Vowels.

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ă) (ě) (t) (k) (m) (p) (g) (b) (n) (ř) (h) (d) (ö)

Words to Read

dog, dam, did, dig, dot, mat, pat, get, set, net, hen, pin, ten, bin, men

Words to Spell

Use phoneme fingers.

☐ pen (p) (ě) (n)

☐ pit (p) (ř) (t)

☐ hen (h) (ě) (n)

☐ hat (h) (ă) (t)

☐ ban (b) (ă) (n)

☐ not (n) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ give, have

Dictation

Read, repeat, cover, write. I have a hen.

Game

Read & Grab 12



Alphabet Activity: Letter Naming Cards Upper Case

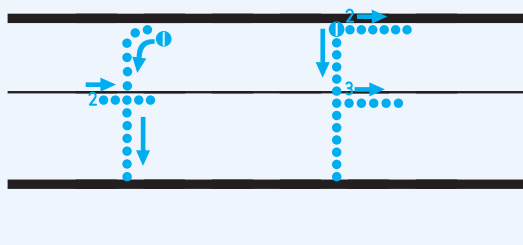
PA Activity (if required)

Lesson Focus: f

"Today, we are focusing on the letter f." (show reading card - f).

"The letter f spells the sound (f)." Let's say that together... "The letter f spells the sound (f)." Hold the reading card up and ask students to say the phoneme as a group - (f).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(f) is f." Repeat with upper case letter.



Lower-Case

2 movements.

It's a tall letter.

Start at the top.

Around and down.

Cross.

Upper-Case

3 movements.

It's a tall letter.

Start at the top. Down.

Back to the top. Across.

Across.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f

Rules: Consonants, Short Vowels, Long Vowels, A Syllable

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(f) (ă) (s) (ě) (t) (k) (m) (p) (g) (b) (n) (ř) (d) (o)

Words to Read

fan, fab, fat, fad, fed, fit, fig, fib, fin, fog, fob, fan, fed, fit, fog.

Words to Spell

Use phoneme fingers.

☐ fan (f) (ă) (n)

☐ fit (f) (ř) (t)

☐ fab (f) (ă) (b)

☐ fin (f) (ř) (n)

☐ fed (f) (ě) (d)

☐ fog (f) (ö) (g)

Heart Words

Read, tap with letter names, write. ☐ give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Have I fed the fat cat? Give it a fig!

Game

Read & Grab 13



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: f

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f

Rules: Consonants, Short Vowels, Long Vowels, A Syllable

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(f) (ă) (ě) (t) (k) (m) (p) (g) (b) (n) (ŷ) (d) (o)

Words to Read

fīb, fīt, fīn, fīg, fog, fob, fab, fan, fad, fat, fed, fat, fog, fig, fan

Words to Spell

Use phoneme fingers.

☐ fed (f) (ě) (d)

☐ fīt (f) (ŷ) (t)

☐ fan (f) (ă) (n)

☐ fīg (f) (ŷ) (g)

☐ fat (f) (ă) (t)

☐ fog (f) (ō) (g)

Heart Words

Read, tap with letter names, write. ☐ give, have

Dictation

Read, repeat, cover, write. I fed the cat a fig.

Game

Read & Grab 13

Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: v and the spelling rule +ve

"Today, we are focusing on the letter v." (show reading card - v).

"The letter v spells the sound (v). Let's say that together... "The letter v spells the sound (v)." Hold the reading card up and ask students to say the phoneme as a group - (v).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lower case letter three times, as they say, "(v) is v." Repeat with upper case letter.

	<p>Lower-Case 2 movements. It's a tall letter. Start at the top. Around and down. Cross.</p>	<p>Upper-Case 3 movements. It's a tall letter. Start at the top. Down. Back to the top. Across. Across.</p>
--	---	--

We are also revising a spelling rule. Show card (*English words never end with the letter v. There is always an e after it*). Today we will read and write some ve words.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(v) (f) (p) (g) (b) (n) (ŷ) (d) (ö) (ă) (ě) (t) (k) (m)

Words to Read

van, vet, Vin, vat, van, vet, Vin, vim, van, vet, vat, van, vim, Vin, vet

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> van	(v) (ă) (n)	<input type="checkbox"/> vet	(v) (ě) (t)
<input type="checkbox"/> vat	(v) (ă) (t)	<input type="checkbox"/> Vin	(v) (ŷ) (n)

Heart Words

Read, tap with letter names, write. ☐ give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Vin the vet has a van. Give the dog to Vin.

Game

Read & Grab 14



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: v and the spelling rule +ve

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, ve

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(v) (f) (p) (g) (b) (n) (i) (d) (o) (a) (e) (k)

Words to Read

van, vet, Vin, vat, van, vet, Vin, vim, van, vet, vat, van, vim, Vin, vet

Words to Spell

Use phoneme fingers.

☐ van (v) (a) (n)

☐ vet (v) (e) (t)

☐ vat (v) (a) (t)

☐ Vin (v) (i) (n)

Heart Words

Read, tap with letter names, write. ☐ give, have

Dictation

Read, repeat, cover, write. Vin is a vet.

Game

Read & Grab 14

Alphabet Activity: Letter Naming Cards Upper Case

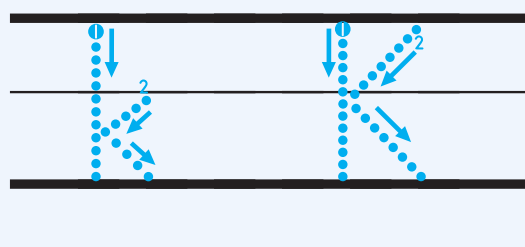
PA Activity (if required)

Lesson Focus: k

"We know that the letter c spells the sound (k). Today, we are focusing on another letter that spells the sound (k). We know the letter k also spells the sound (k)." Show the k reading card. Ensure the educator and students are pronouncing the pure sound.

"Let's say that together... "The letter k spells the sound (k)." Hold the reading card up and ask students to say the phoneme as a group - (k).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(k) is k." Repeat with upper case letter.



Lower-Case

2 movements.
It's a tall letter.
Start at the top.
Down. Down, down.

Upper-Case

3 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Down,
down.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(k)cat (k)kid (v) (f) (p) (g) (b) (ř) (d) (ö) (ă) (ě) (t) (m)

Words to Read

kid, kip, kit, Kim, kin, Ken, kid, kip, kit, Kim, kin, Ken, Kit, kid, kip

Words to Spell

Use phoneme fingers.

☐ kid (k) (ř) (d)

☐ kip (k) (ř) (p)

☐ Ken (k) (ě) (n)

☐ Kim (k) (ř) (m)

☐ kin (k) (ř) (n)

☐ kit (k) (ř) (t)

Heart Words

Read, tap with letter names, write. ☐ give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Give Ken and Kim the cat. It can have a kip.

Game

Read & Grab 15



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: k

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(k)cat (k)kid (v) (f) (p) (g) (b) (ř) (d) (ö) (ä) (ě) (h)

Words to Read

kid, kip, kit, Kim, kin, Ken, kid, kip, kit, Kim, kin, Ken, Kit, kid, kip

Words to Spell

Use phoneme fingers.

☐ kid (k) (ř) (d)

☐ Kim (k) (ř) (m)

☐ kip (k) (ř) (p)

☐ kin (k) (ř) (n)

☐ Ken (k) (ě) (n)

☐ kit (k) (ř) (t)

Heart Words

Read, tap with letter names, write. ☐ give, have

Dictation

Read, repeat, cover, write. Ken is a kid.

Game

Read & Grab 15

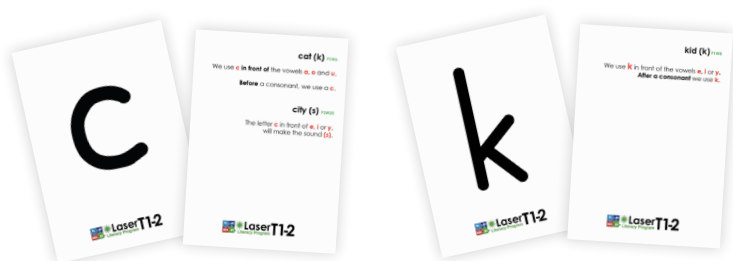
Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: c or k part 1

"Today, we are revising the spelling rule c or k part 1." Show students the rule card and read it together, then students read as a group.

"You will need to think about our rule for when to use c or k."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule 1

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(k)cat (k)kid (v) (f) (i) (d) (ö) (ä) (ë) (t) (m) (p) (g) (b)

Words to Read

kid, kip, kit, Kim, kin, Ken, kid, kip, kit, Kim, can, cat, cob, cot, cod

Words to Spell

Use phoneme fingers.

☐ kid (k) (i) (d)

☐ can (k) (ä) (n)

☐ kip (k) (i) (p)

☐ cat (k) (ä) (t)

☐ Ken (k) (ë) (n)

☐ cot (k) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Ken is a kid. Cam is a cat. Ken and Cam can kip.

Game

Spelling Game 16



Alphabet Activity: Letter Naming Cards Upper Case

PA Activity (if required)

Lesson Focus: k

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule 1

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(k)cat (k)kid (v) (f) (i) (d) (ö) (ä) (ë) (p) (g) (b) (h)

Words to Read

kid, kip, kit, Kim, kin, Ken, kid, kip, kit, Kim, can, cat, cob, cot, cod

Words to Spell

Use phoneme fingers.
(Tell students words all start with k).

☐ kid (k) (i) (d)

☐ kip (k) (i) (p)

☐ Ken (k) (e) (n)

☐ can (k) (ä) (n)

☐ cat (k) (ä) (t)

☐ cot (k) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ give, have

Dictation

Read, repeat, cover, write. Ken is a cat in a cap.

Game

Spelling Game 16

Alphabet Activity: Letter Naming Cards Lower Case

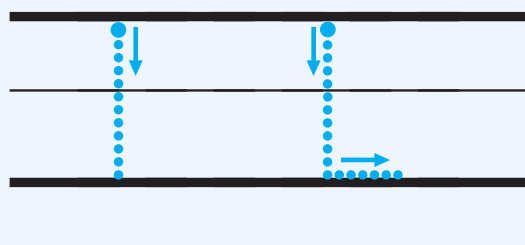
PA Activity (if required)

Lesson Focus: l

"Today, we are focusing on the letter l." (show reading card - l).

"The letter l spells the sound (l). Let's say that together... "The letter l spells the sound (l)." Hold the reading card up and ask students to say the phoneme as a group - (l).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(l) is l." Repeat with upper case letter.



Lower-Case

One movement.
Start at the top.
Down.

Upper-Case

One movement.
It's a tall letter.
Start at the top. Down.
Across.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(l) (k)cat (k)kid (v) (f) (i) (d) (ö) (ä) (ë) (t) (m) (p) (b)

Words to Read

lad, lap, lab, lag, let, Len, led, leg, lid, lip, lit, Lin, lot, lop, lob

Words to Spell

Use phoneme fingers.

☐ lid (l) (i) (d)

☐ lip (l) (i) (p)

☐ let (l) (ë) (t)

☐ lab (l) (ä) (b)

☐ lap (l) (ä) (p)

☐ lot (l) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ his, has, give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Len has his lid in his lap. His lid is on his leg.

Game

Read & Grab 17



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: l

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(l) (k) cat (k) kid (v) (f) (i) (d) (ö) (ä) (ë) (t) (b) (h) (g)

Words to Read

lad, lap, lab, lag, let, Len, led, leg, lid, lip, lit, Lin, lot, lop, lob

Words to Spell

Use phoneme fingers.

☐ lid (l) (i) (d)

☐ lip (l) (i) (p)

☐ let (l) (ë) (t)

☐ lab (l) (ä) (b)

☐ lap (l) (ä) (p)

☐ lot (l) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ his, has, give, have

Dictation

Read, repeat, cover, write. Len has his lid.

Game

Read & Grab l7

Alphabet Activity: Letter Naming Cards Lower Case

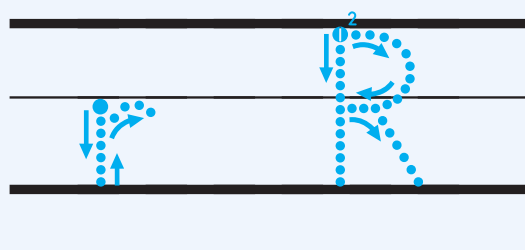
PA Activity (if required)

Lesson Focus: r

"Today, we are focusing on the letter r." (show reading card - r).

"The letter r spells the sound (r). Let's say that together... "The letter r spells the sound (r)." Hold the reading card up and ask students to say the phoneme as a group - (r).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(r) is r." Repeat with upper case letter.



Lower-Case

One movement.

Down, up and over.

Upper-Case

2 movements.

It's a tall letter.

Start at the top. Down.
Back to the top. Around,
around and down.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(r) (l) (k)cat (i) (d) (ö) (ä) (ë) (t) (m) (p) (k)kid (v) (f)

Words to Read

rat, ram, ran, rag, rap, red, rid, rip, rib, rim, rig, rod, rob, rot, Ron

Words to Spell

Use phoneme fingers.

☐ rid (r) (i) (d)

☐ rip (r) (i) (p)

☐ red (r) (ë) (d)

☐ ran (r) (ä) (n)

☐ rag (r) (ä) (g)

☐ rot (r) (ö) (t)

Heart Words

Read, tap with letter names, write. ☐ his, has, give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Ron is a red hen. Ren is a red rat.

Ron has a pen. Ren has a rod.

Game

Read & Grab 18

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: r

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(r) (l) (k)cat (k)kid (f) (b) (h) (i) (e) (n) (o) (g) (d) (a)

Words to Read

ram, run, rat, rap, red, rib, rid, rim, rig, rot, rob, Ron, rip, ran

Words to Spell

Use phoneme fingers.

☐ rat (r) (a) (t)

☐ rob (r) (o) (b)

☐ ran (r) (a) (n)

☐ rod (r) (o) (d)

☐ red (r) (e) (d)

☐ rag (r) (a) (g)

Heart Words

Read, tap with letter names, write. ☐ his, has, give, have

Dictation

Read, repeat, cover, write. Ron has a red hat.

Game

Read & Grab 18

Alphabet Activity: Letter Naming Cards Lower Case

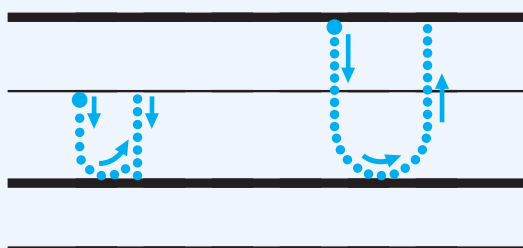
PA Activity (if required)

Lesson Focus: u

"Today, we are focusing on the letter u." (show a reading card - u).

"We know that the letter u is a vowel. The letter u spells the short sound (ŭ). Let's say that together... "The letter u spells the sound (ŭ)." Hold the reading card up and ask students to say the phoneme as a group - (ŭ).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(ŭ) is u." Repeat with upper case letter.



Lower-Case

One movement.
Start at the top.
Down, around, up
and down.

Upper-Case

One movement.
It's a tall letter.
Down, around and up.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ŭ) (r) (l) (d) (ö) (ä) (ě) (t) (m) (p) (k)kid (v) (k)cat (i)

Words to Read

bug, dug, tug, hug, rug, cup, pup, but, cut, gut, hut, mut, nut, rum, hum

Words to Spell

Use phoneme fingers.

☐ bug (b) (ŭ) (g)

☐ cup (k) (ŭ) (p)

☐ rug (r) (ŭ) (g)

☐ but (b) (ŭ) (t)

☐ hut (h) (ŭ) (t)

☐ hum (h) (ŭ) (m)

Heart Words

Read, tap with letter names, write. ☐ his, has, give, have
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Tug is a pup. Tug can run and run.
Tug can kip on his rug.

Game

Read & Grab 19



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: u

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ŭ) (r) (l) (k) cat (f) (b) (h) (i) (ě) (n) (ö) (g) (d) (ă)

Words to Read

cub, bub, hub, pub, rub, tub, gum, hum, mum, rum, tum, bug, hug, dug, rug

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> gum	(g) (ŭ) (m)	<input type="checkbox"/> cub	(k) (ŭ) (b)
<input type="checkbox"/> mum	(m) (ŭ) (m)	<input type="checkbox"/> tub	(t) (ŭ) (b)
<input type="checkbox"/> hum	(h) (ŭ) (m)	<input type="checkbox"/> bub	(b) (ŭ) (b)

Heart Words

Read, tap with letter names, write. ☐ his, has, give, have

Dictation

Read, repeat, cover, write. He has gum in his tum!

Game

Read & Grab 19

Alphabet Activity: Letter Naming Cards Lower Case

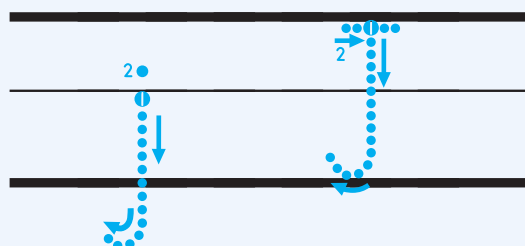
PA Activity (if required)

Lesson Focus: j

"Today, we are focusing on the letter j." (show reading card - j).

"The letter j spells the sound (j). Let's say that together... "The letter j spells the sound (j)." Hold the reading card up and ask students to say the phoneme as a group - (j).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say "(j) is j." Repeat with upper case letter.



Lower-Case

2 movements.

Start at the top.

Down, under and

around. Back to the top. Dot.

Upper-Case

2 movements.

It's a tall letter.

Start at the top. Down and around. Back to the top. Across.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(j) (ü) (r) (l) (d) (ö) (ä) (ě) (t) (m) (p) (k) kid (v) (ř)

Words to Read

jug, jut, jet, Jen, Jed, jab, jam, Jan, jag, jog, job, jot, jig, Jim, jib

Words to Spell

Use phoneme fingers.

☐ jam (j) (ä) (m)

☐ jet (j) (ě) (t)

☐ job (j) (ö) (b)

☐ Jim (j) (ř) (m)

☐ jog (j) (ö) (g)

☐ jug (j) (ü) (g)

Heart Words

Read, tap with letter names, write. ☐ he, we, his, has, give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Jim the dog can jog. Jed the cat can jog. Jim and Jed can jog.

Game

Read & Grab 20

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: j

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(j) (ü) (r) (l) (k) cat (f) (b) (n) (ö) (g) (d) (ä) (h) (ï) (ě)

Words to Read

jab, jag, jam, Jan, Jen, jet, Jed, jig, Jim, jog, jot, jug, jut, job, Jim

Words to Spell

Use phoneme fingers.

☐ jam (j) (ä) (m)

☐ Jim (j) (ï) (m)

☐ jet (j) (ě) (t)

☐ jog (j) (ö) (g)

☐ job (j) (ö) (b)

☐ jug (j) (ü) (g)

Heart Words

Read, tap with letter names, write. ☐ he, we, his, has, give, have

Dictation

Read, repeat, cover, write. We have a jet.

Game

Read & Grab 20

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

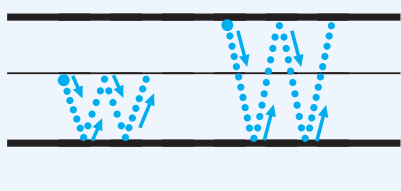
Lesson Focus: w

"Today, we are focusing on the letter w." (show the reading card - w).

"The letter w spells the sound (w). Let's say that together... "The letter w spells the sound (w)." Hold the reading card up and ask students to say the phoneme as a group - (w).

Ensure the educator and students are pronouncing the pure sound.

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(w) is w." Repeat with upper case letter.



Lower-Case

One movement.
Down, up, down, up.

Upper-Case

One movement.
It's a tall letter.
Start at the top.
Down, up, down, up.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(w) (j) (ü) (r) (l) (ö) (ä) (ë) (t) (m) (p) (k) kid (v) (ï)

Words to Read

wag, web, wed, wet, wit, win, wig, wag, web, wed, wet, wit, win, wig, web

Words to Spell

Use phoneme fingers.

☐ wag (w) (ä) (g)

☐ win (w) (ï) (n)

☐ wet (w) (ë) (t)

☐ wig (w) (ï) (g)

☐ web (w) (ë) (b)

☐ wit (w) (ï) (t)

Heart Words

Read, tap with letter names, write. ☐ he, we, his, has, give, have
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. A red bug is on the wet web. He has got a leg in the web.

Game

Read & Grab 21

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: w

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(w) (j) (ü) (f) (b) (n) (ö) (r) (l) (k) cat (g) (d) (ä) (h) (ï) (ě)

Words to Read

wag, wet, wed, web, wig, win, wit, wag, wet, wed, web, wig, win, wag, web

Words to Spell

Use phoneme fingers.

☐ wag (w) (ä) (g)

☐ win (w) (ï) (n)

☐ wet (w) (ě) (t)

☐ wig (w) (ï) (g)

☐ web (w) (ě) (b)

☐ wit (w) (ï) (t)

Heart Words

Read, tap with letter names, write. ☐ he, we, his, has, give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The web is wet.

Game

Read & Grab 21

Alphabet Activity: Letter Naming Cards Lower Case

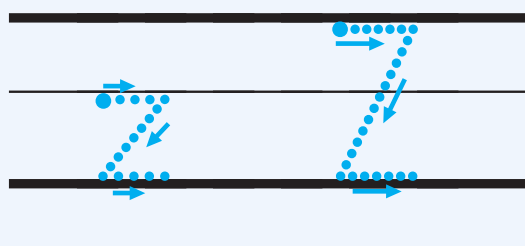
PA Activity (if required)

Lesson Focus: z

"Today, we are focusing on the letter z." (show reading card - z).

"The letter z spells the sound (z). Let's say that together... "The letter z spells the sound (z)."
Hold the reading card up and ask students to say the phoneme as a group - (z).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(z) is z." Repeat with upper case letter.



Lower-Case

One movement.
Start at the top.
Across, down, across.

Upper-Case

One movement.
It's a tall letter.
Start at the top. Across,
down, across.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable,
-ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(z) (w) (j) (ü) (r) (ö) (ä) (ë) (t) (m) (p) (k) kid (v) (ï)

Words to Read

zag, zap, zag, zed, Zen, Zeb, zip, Zog, zag, zap, zag, zed, Zen, Zeb, zit

Words to Spell

Use phoneme fingers.

☐ zag (z) (ä) (g)

☐ zap (z) (ä) (p)

☐ Zeb (z) (ë) (b)

☐ zip (z) (ï) (p)

☐ zit (z) (ï) (t)

☐ zag (z) (ä) (g)

Heart Words

Read, tap with letter names, write. ☐ he, we, his, has, give, have
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Zeb can zig-zag. Zog can zig-zag.
Zeb and Zog can zig-zag.

Game

Read & Grab 22



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: z

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(z) (w) (j) (ü) (f) (r) (l) (k) cat (g) (d) (ä) (h) (ï) (ě) (b) (n) (ö)

Words to Read

zag, zap, zag, zed, Zen, Zeb, zip, Zog, zag, zap, zag, zed, Zen, Zeb, zit

Words to Spell

Use phoneme fingers.

☐ zag (z) (ă) (g)

☐ zed (z) (ě) (d)

☐ zap (z) (ă) (p)

☐ zig (z) (ï) (g)

☐ Zeb (z) (ě) (b)

☐ zog (z) (ö) (g)

Heart Words

Read, tap with letter names, write. ☐ he, we, his, has, give, have

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Zog can zig and zag.

Game

Read & Grab 22

Alphabet Activity: Letter Naming Cards Lower Case

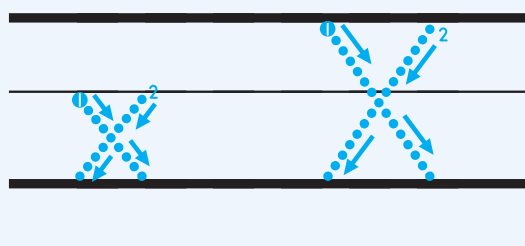
PA Activity (if required)

Lesson Focus: x

"Today, we are focusing on the letter x." (show reading card - x).

"The letter x spells the sounds (ks). Let's say that together... "The letter x spells the sounds (ks)." Hold the reading card up and ask students to say the phoneme as a group - (ks).

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(ks) is x." Repeat with upper case letter.



Lower-Case

2 movements.

Start at the top. Down.

Back to the top. Down.

Upper-Case

2 movements.

It's a tall letter.

Start at the top. Down.

Back to the top. Down.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ks) (z) (w) (ü) (r) (ö) (ä) (ë) (t) (m) (p) (k) kid (v) (ï)

Words to Read

Max, tax, wax, Tex, hex, Rex, fix, mix, six, box, fox, pox, tux, fox, six

Words to Spell

Use phoneme fingers.

☐ tax (t) (ä) (ks)

☐ wax (w) (ä) (ks)

☐ Rex (r) (ë) (ks)

☐ mix (m) (ï) (ks)

☐ six (s) (ï) (ks)

☐ fox (f) (ö) (ks)

Heart Words

Read, tap with letter names, write. ☐ to, was, she, he, we, his, has, give, have
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Rex, the fox, had to fix his tux.
His tux had red wax on it.

Game

Read & Grab 23



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: x

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ks) (z) (w) (j) (ü) (k) cat (g) (d) (ă) (h) (ř) (ě) (b) (n) (ö) (f) (r) (l)

Words to Read

wax, fax, lax, Max, sax, tax, hex, Rex, Tex, vex, fix, mix, six, fox, box.

Words to Spell

Use phoneme fingers.

☐ tax (t) (ă) (ks)

☐ mix (m) (ř) (ks)

☐ wax (w) (ă) (ks)

☐ vex (v) (ě) (ks)

☐ Rex (r) (ě) (ks)

☐ fix (f) (ř) (ks)

Heart Words

Read, tap with letter names, write. ☐ to, was, he, his, has, gave, have.
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Rex was a fox.

Game

Read & Grab 23



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

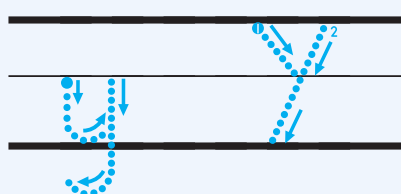
Lesson Focus: y

"Today, we are focusing on the letter y". (show a reading card - y).

"The letter y spells the sound (y). Let's say that together... "The letter y spells the sound (y)."
Hold the reading card up and ask students to say the phoneme as a group - (y).

Ensure the educator and students are pronouncing the pure sound.

Model letter formation on the teacher whiteboard using the 'patter' below. Students write lowercase letter three times, as they say, "(y) is y." Repeat with upper case letter.



Lower-Case

One movement.
Start at the top.
Down, around, up,
down, and around.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Down.
Back to the top. Down.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable,
-ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(y) (ks) (z) (w) (ü) (r) (ö) (ä) (ë) (t) (m) (p) (k)kid (v) (i)

Words to Read

yap, yam, yet, Yen, yes, yak, yip, yap, yam, yet, Yen, yes, yak, yip, yap

Words to Spell

Use phoneme fingers.

☐ yap (y) (ä) (p)

☐ yam (y) (ä) (m)

☐ yet (y) (ë) (t)

☐ yip (y) (i) (p)

☐ yes (y) (ë) (s)

☐ Yen (y) (ë) (n)

Heart Words

Read, tap with letter names, write. ☐ to, was, she, he, we, his, has, give, have
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Can a pup yap? Yes, yes, yes.
Can a pup yip? Yes, yes, yes.

Game

Read & Grab 24

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: y

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(y) (ks) (z) (w) (j) (ü) (k) cat (h) (i) (ě) (b) (n) (ö) (f) (r) (l) (g) (d) (ă)

Words to Read

yam, yap, yes, yep, yet, yip, yep, yes, yap, yip, yam, yum, yes, yap

Words to Spell

Use phoneme fingers.

☐ yap (y) (ă) (p)

☐ yip (y) (i) (p)

☐ yep (y) (ě) (p)

☐ yes (y) (ě) (s)

☐ yet (y) (ě) (t)

☐ yum (y) (ü) (m)

Heart Words

Read, tap with letter names, write. ☐ to, was, he, his, has, gave, have.
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Give the yam to Tex.

Game

Read & Grab 24



Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words – the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 2

1.	fun	It is fun to play.	fun
2.	kid	A kid is a baby goat.	kid
3.	lip	I bit my lip.	lip
4.	jug	The water is in the jug.	jug
5.	rid	Get rid of the flies.	rid
6.	zip	My zip is stuck.	zip
7.	yap	My dog can yap.	yap
8.	fix	Mum had to fix my shoes.	fix
9.	wax	Candles are made with wax.	wax
10.	Ken	Ken is a name.	Ken
11.	log	I jumped over the log.	log
12.	run	I can run.	run
13.	yam	A yam is a potato.	yam
14.	zag	I can zig and zag.	zag
15.	jet	We flew in a jet.	jet
16.	give	Give your bag to Dad.	give
17.	have	I have a dog.	have
18.	has	The dog has fleas.	has

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: -ff Floss Rule

"Today, we are focusing on the sound (f). We know that the letter f makes the sound (f). We also know that double f makes the sound (f)." (show reading card -ff).

"Double -ff is part of the Floss Rule, "We use -ff at the end of a one-syllable word after a short vowel." Students to repeat.

"Today, we will read and write words that use the -ff part of the floss rule."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(f)fish (f)cliff (y) (ë) (t) (m) (p) (k)kid (v) (ř) (ks) (z) (w) (ű) (r) (ö) (ă)

Words to Read

off, buff, huff, puff, tiff, Miff, muff, Biff, off, buff, huff, puff, Miff, Biff, off

Words to Spell

Use phoneme fingers.

- | | | | |
|-------------------------------|-------------|-------------------------------|-------------|
| <input type="checkbox"/> off | (ö) (f) | <input type="checkbox"/> muff | (m) (ű) (f) |
| <input type="checkbox"/> puff | (p) (ű) (f) | <input type="checkbox"/> Miff | (m) (ř) (f) |
| <input type="checkbox"/> huff | (h) (ű) (f) | <input type="checkbox"/> buff | (b) (ű) (f) |

Heart Words

Read, tap with letter names, write. ☐ for, see.

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Huff, puff, huff, puff.

Biff can huff and puff. Huff, puff, huff, puff. Miff can huff and puff.

Game

Read & Grab 25



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: -ff Floss Rule

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(f)fish (f)cliff (y) (ks) (z) (w) (j) (ü) (k)cat (h) (ř) (ě) (b) (n) (ö) (r) (l) (g) (d) (ă)

Words to Read

off, buff, biff, riff, huff, puff, tiff, off, buff, biff, riff, huff, puff, tiff, off

Words to Spell

Use phoneme fingers.

☐ off (ö) (f)

☐ huff (h) (ü) (f)

☐ buff (b) (ü) (f)

☐ biff (b) (ř) (f)

☐ puff (p) (ü) (f)

☐ riff (r) (ř) (f)

Heart Words

Read, tap with letter names, write. ☐ for, see.

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. I can huff and puff.

Game

Read & Grab 25

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: - ll Floss Rule

"Today, we are focusing on the sound (l). We know that the letter l makes the sound (l). We also know that double -ll makes the sound (l)." (show reading card -ll). "Double ll is part of the Floss Rule."

"We use -ll at the end of a one-syllable word after a short vowel." Students to repeat.

"Today, we will read and write words that use the -ll part of the floss rule."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(l)lion (l)bell (f)fish (f)cliff (m) (p) (k)kid (v) (ř) (ks) (z) (w) (ũ) (r) (ö) (ä) (y) (ě) (t)

Words to Read

bell, sell, tell, well, Bill, hill, Jill, pill, doll, roll, huff, puff, Miff, Biff, off

Words to Spell

Use phoneme fingers.

☐ doll (d) (ö) (l)

☐ tell (t) (ě) (l)

☐ hill (h) (ř) (l)

☐ off (ö) (f)

☐ will (w) (ř) (l)

☐ puff (p) (ũ) (f)

Heart Words

Read, tap with letter names, write. ☐ for, see.

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Tell Jill I can see the doll.

Tell Jill the doll is for Bill.

Game

Read & Grab 26



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: - ll Floss Rule

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(l)lion (l)bell (f)fish (d) (ă) (f)cliff, (y) (ks) (z) (w) (j) (ű) (k)cat (h) (ř) (ě) (b) (n) (ö) (r) (g)

Words to Read

off, buff, biff, riff, bell, tell, well, hill, pill, will, roll, doll, gull, lull

Words to Spell

Use phoneme fingers.

☐ roll (r) (ö) (l)

☐ well (w) (ě) (l)

☐ gull (g) (ű) (l)

☐ biff (b) (ř) (f)

☐ will (p) (ř) (l)

☐ riff (r) (ř) (f)

Heart Words

Read, tap with letter names, write. ☐ for, see.

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. I can roll off the hill.

Game

Read & Grab 26



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: - ss Floss Rule

"Today, we are focusing on the sound (s). We know that the letter s makes the sound (s). We also know that double -ss makes the sound (s)." (show reading card -ss).

"Double -ss is part of the Floss Rule," "We use -ss at the end of a one-syllable word after a short vowel." Students to repeat.

Today, we will be reading and writing words that use the -ss part of the floss rule.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s)snake (s)cross (l)lion (l)bell (f)fish (f)cliff (m) (v) (ř) (ks) (z) (w) (ũ) (r) (ö) (ă) (y) (ě) (t) (p) (k)kid

Words to Read

mass, boss, toss, moss, kiss, miss, hiss, mess, less, fuss, well, hill, Jill, pill, doll

Words to Spell

Use phoneme fingers.

☐ boss (b) (ö) (s)

☐ mess (m) (ě) (s)

☐ miss (m) (ř) (s)

☐ will (w) (ř) (l)

☐ hiss (h) (ř) (s)

☐ tell (t) (ě) (l)

Heart Words

Read, tap with letter names, write. ☐ for, see.

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. I see Miss Hiss on the hill. Miss Hiss is my pet. Miss Hiss can roll on the hill.

Game

Read & Grab 27

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: - ss Floss Rule

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s) sun (s) cross (f) fish (d) (ă) (f) cliff (l) bell (y) (ks) (k) cat (h) (ř) (ě) (b) (n) (ö) (r) (g) (l) lion

Words to Read

bell, tell, well, hill, roll, boss, bass, Bess, moss, mess, miss, fuss, less, Ross, toss

Words to Spell

Use phoneme fingers.

☐ toss (t) (ö) (s)

☐ mess (m) (ě) (s)

☐ fuss (f) (ů) (s)

☐ roll (r) (ö) (l)

☐ miss (m) (ř) (s)

☐ well (w) (ě) (l)

Heart Words

Read, tap with letter names, write. ☐ for, see.

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. I can see a mess.

Game

Read & Grab 27

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: - zz Floss Rule

"Today, we are focusing on the sound (z). We know that the letter z makes the sound (z). We also know that double -zz makes the sound (z)." (show reading card -zz). "Double -zz is part of the Floss Rule, "We use -zz at the end of a one-syllable word after a short vowel." Students to repeat.

"Today, we will read and write words that use the -zz part of the floss rule."



Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz
	Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (z)zip (z)buzz (s)snake (s)cross (l)lion (l)bell (f)fish (f)cliff (ks) (w) (ü) (r) (ö) (ä) (y) (ě) (t) (p) (k) kid (m) (v) (ř)
Words to Read	buzz, fuzz, fizz, jazz, Razz, Bazz, BUZZ, fuzz, fizz, jazz, boss, toss, kiss, miss, mess.
Words to Spell	Use phoneme fingers. <div><input type="checkbox"/> buzz (b) (ü) (z)</div> <div><input type="checkbox"/> fuzz (f) (ü) (z)</div> <div><input type="checkbox"/> fizz (f) (ř) (z)</div> <div><input type="checkbox"/> jazz (j) (ä) (z)</div> <div><input type="checkbox"/> boss (b) (ö) (s)</div> <div><input type="checkbox"/> miss (m) (ř) (s)</div>
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> for, see. (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Connected Text	I read, we read, you read. I see Miss Buzz on the hill. Miss Buzz can bop to jazz. Miss Buzz can sip on fizz.
Game	Read & Grab 28

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: - zz Floss Rule

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (z)zip (z)buzz (s) (f)fish (d) (ă) (f)cliff (l)bell (y) (ks) (s)cross (w) (j) (ŭ) (k)cat (h) (ŷ) (ě) (b) (n) (ö) (r) (g) (l)lion (s)sun
Words to Read	miss, fuss, less, Ross, toss, buzz, fuzz, fizz, jazz, JAZZ, buzz, fizz, fuzz, jazz, BUZZ
Words to Spell	Use phoneme fingers. <input type="checkbox"/> buzz (b) (ŭ) (z) <input type="checkbox"/> jazz (j) (ă) (z) <input type="checkbox"/> fuzz (f) (ŭ) (z) <input type="checkbox"/> mess (m) (ě) (s) <input type="checkbox"/> fizz (f) (ŷ) (z) <input type="checkbox"/> miss (m) (ŷ) (s)
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> for, see. (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Dictation	Read, repeat, cover, write. Jazz is fun for kids.
Game	Read & Grab 28

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: cvcc words

"Today, we will be reading and writing CVCC words. These are words that have a consonant followed by a vowel and then 2 more consonants."

Educator to show an example on their whiteboard (band/fist).

Code the word above each letter - cvcc.

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz						
	Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)						
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (z)zip (s)cross (l)bell (f)fish (k)s (w) (ü) (l)lion (r) (ö) (ë) (t) (p) (k)kid (m) (v) (ï) (z)buzz (s)snake (f)cliff (ä) (y)						
Words to Read	buzz, fuzz, fizz, jazz, BUZZ, sand, hand, bend, tend, mend, list, mist, cost, lost, best						
Words to Spell	Use phoneme fingers. <table border="0"> <tr> <td><input type="checkbox"/> sand (s) (ă) (n) (d)</td> <td><input type="checkbox"/> list (l) (ï) (s) (t)</td> </tr> <tr> <td><input type="checkbox"/> hand (h) (ă) (n) (d)</td> <td><input type="checkbox"/> buzz (b) (ü) (z)</td> </tr> <tr> <td><input type="checkbox"/> best (b) (ë) (s) (t)</td> <td><input type="checkbox"/> jazz (j) (ă) (z)</td> </tr> </table>	<input type="checkbox"/> sand (s) (ă) (n) (d)	<input type="checkbox"/> list (l) (ï) (s) (t)	<input type="checkbox"/> hand (h) (ă) (n) (d)	<input type="checkbox"/> buzz (b) (ü) (z)	<input type="checkbox"/> best (b) (ë) (s) (t)	<input type="checkbox"/> jazz (j) (ă) (z)
<input type="checkbox"/> sand (s) (ă) (n) (d)	<input type="checkbox"/> list (l) (ï) (s) (t)						
<input type="checkbox"/> hand (h) (ă) (n) (d)	<input type="checkbox"/> buzz (b) (ü) (z)						
<input type="checkbox"/> best (b) (ë) (s) (t)	<input type="checkbox"/> jazz (j) (ă) (z)						
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> for see, are, her (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)						
Connected Text	I read, we read, you read. Miss Fuzz sat in the sand. Her hand went in the sand. She lost her hand in the sand!						
Game	Read & Grab 29						

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: cvcc words

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (d) (ă) (l)bell (y) (ks) (s)cross (f)fish (z)zip (w) (j) (ű) (k)cat (h) (ř) (ě) (b) (z)buzz (n) (ö) (r) (f)cliff (g) (l)lion (s)sun
Words to Read	buzz, fizz, fuzz, jazz, BUZZ, must, rust, dust, and, sand, hand, end, bend, send, lend
Words to Spell	Use phoneme fingers. <input type="checkbox"/> sand (s) (ă) (n) (d) <input type="checkbox"/> bend (b) (ě) (n) (d) <input type="checkbox"/> hand (h) (ă) (n) (d) <input type="checkbox"/> buzz (b) (ű) (z) <input type="checkbox"/> must (m) (ű) (s) (t) <input type="checkbox"/> jazz (j) (ă) (z)
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> are, her, for, see. (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Dictation	Read, repeat, cover, write. Her hand must bend.
Game	Read & Grab 29

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: ccvc words

"Today, we will be reading and writing CCVC words. These are words that have 2 consonants followed by a vowel and then 1 more consonant."

Educator to show an example on their whiteboard (snip/flap).

Code the word above each letter - ccvc.

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz						
	Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)						
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (l)bell (f)fish (r) (ö) (ě) (t) (p) (k)kid (m) (v) (ř) (z)buzz (s)snake (f)cliff (ä) (y) (z)zip (s)cross (ks) (w) (ů) (l)lion						
Words to Read	jump, bump, dump, pump, rump, snap, snip, stop, spin, clap, clip, clop, plum, plop, trip						
Words to Spell	Use phoneme fingers. <table> <tr> <td><input type="checkbox"/> snap (s) (n) (ă) (p)</td><td><input type="checkbox"/> spit (s) (p) (ř) (t)</td></tr> <tr> <td><input type="checkbox"/> clap (c) (l) (ă) (p)</td><td><input type="checkbox"/> jump (j) (ů) (m) (p)</td></tr> <tr> <td><input type="checkbox"/> stop (s) (t) (ö) (p)</td><td><input type="checkbox"/> pump (p) (ů) (m) (p)</td></tr> </table>	<input type="checkbox"/> snap (s) (n) (ă) (p)	<input type="checkbox"/> spit (s) (p) (ř) (t)	<input type="checkbox"/> clap (c) (l) (ă) (p)	<input type="checkbox"/> jump (j) (ů) (m) (p)	<input type="checkbox"/> stop (s) (t) (ö) (p)	<input type="checkbox"/> pump (p) (ů) (m) (p)
<input type="checkbox"/> snap (s) (n) (ă) (p)	<input type="checkbox"/> spit (s) (p) (ř) (t)						
<input type="checkbox"/> clap (c) (l) (ă) (p)	<input type="checkbox"/> jump (j) (ů) (m) (p)						
<input type="checkbox"/> stop (s) (t) (ö) (p)	<input type="checkbox"/> pump (p) (ů) (m) (p)						
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> for see, are, her, too, two (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)						
Connected Text	I read, we read, you read. Stan can not jump. Stan has to stop. Stan is too hot.						
Game	Read & Grab 30						

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: ccvc words

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (y) (ks) (s)cross (f)fish (z)zip (w) (j) (d) (ă) (l)bell (ŭ) (k)cat (h) (ï) (ě) (b) (z)buzz (n) (ö) (r) (f)cliff (g) (l)lion (s)sun
Words to Read	must, dust, and, send, sent, stop, stem, spit, spot, drip, drop, trim, trip, plop, plum
Words to Spell	Use phoneme fingers. <div> <div> <input type="checkbox"/> stop (s) (t) (ö) (p) <input type="checkbox"/> spot (s) (p) (ö) (t) <input type="checkbox"/> drip (d) (r) (ï) (p) </div> <div> <input type="checkbox"/> plum (p) (l) (ŭ) (m) <input type="checkbox"/> send (s) (ě) (n) (d) <input type="checkbox"/> sent (s) (ě) (n) (t) </div> </div>
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> too, two, are, her, for see (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Dictation	Read, repeat, cover, write. Two spots are too big
Game	Read & Grab 30

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: ccvcc words

"Today, we will be reading and writing CCVCC words. These words have two consonants followed by a vowel and then two more consonants."

Educator to show an example on their whiteboard (stomp).

Code the word above each letter - ccvcc.

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz
	Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (r) (ö) (ě) (t) (p) (k)kid (l)bell (f)fish (m) (v) (ř) (ä) (y) (z)zip (s)cross (ks) (w) (ů) (l)lion (z)buzz (s)snake (f)cliff
Words to Read	snap, snip, clap, clip, clop, stand, brand, grand, blend, stump, plump, crust, trust, swift, drift
Words to Spell	<div>Use phoneme fingers.</div> <div> <input type="checkbox"/> stand (s) (t) (ă) (n) (d) <input type="checkbox"/> plump (p) (l) (ů) (m) (p) </div> <div> <input type="checkbox"/> grand (g) (r) (ă) (n) (d) <input type="checkbox"/> snap (s) (n) (ă) (p) </div> <div> <input type="checkbox"/> stump (s) (t) (ů) (m) (p) <input type="checkbox"/> clap (c) (l) (ă) (p) </div>

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: ccvcc words

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (y) (ks) (s)cross (f)fish (z)zip (w) (j) (d) (ă) (l)bell (ŭ) (k)cat (h) (ÿ) (ě) (b) (z)buzz (n) (ö) (r) (f)cliff (g) (l)lion (s)sun
Words to Read	prim, prop, brim, brat, grim, plump, stump, grump, blimp, grand, stand, gland, flint, glint, splint
Words to Spell	<div> <div>Use phoneme fingers.</div> <div> <input type="checkbox"/> glint (g) (l) (ÿ) (n) (t) <input type="checkbox"/> stand (s) (t) (ă) (n) (d) <input type="checkbox"/> stump (s) (t) (ŭ) (m) (p) </div> <div> <input type="checkbox"/> plump (p) (l) (ŭ) (m) (p) <input type="checkbox"/> stop (s) (t) (ö) (p) <input type="checkbox"/> spot (s) (p) (ö) (t) </div> </div>
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> little, no, too, two, are, her, for, see (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Dictation	Read, repeat, cover, write. The little stump is on the stand.
Game	Read & Grab 31



Alphabet Activity: Letter Naming Cards Lower Case

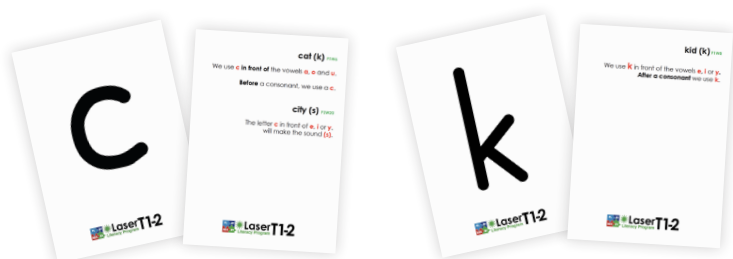
PA Activity (if required)

Lesson Focus: C or K Part 2

"Today, we are revising the spelling rule c or k part 2."

Show students the rule card and read it together, then students read as a group.

"You will need to think about our rule for when to use c or k."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(r) (ö) (ě) (t) (p) (k)kid (l)bell (f)fish (m) (v) (ř) (ă) (y) (z)zip (s)cross (ks) (w) (ů) (l)lion (z)buzz (s)snake (f)cliff

Words to Read

stand, brand, grand, swift, drift, clam, clamp, cram, cramp, scam, milk, silk, dusk, tusk, risk

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> clam	(k) (l) (ă) (m)	<input type="checkbox"/> risk	(r) (ř) (s) (k)
<input type="checkbox"/> crab	(k) (r) (ă) (b)	<input type="checkbox"/> stand	(s) (t) (ă) (n) (d)
<input type="checkbox"/> milk	(m) (ř) (l) (k)	<input type="checkbox"/> stump	(s) (t) (ů) (m) (p)

Heart Words

Read, tap with letter names, write.

☐ for see, are, her, too, two, little, no, said, you

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Clem, the little clam, said he can stand in the sand at dusk. Can you?

Game

Spelling Game 32



Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: C or K Part 2

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz)
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (f)fish (z)zip (w) (j) (d) (ă) (l)bell (ŭ) (y) (ks) (s)cross (k)cat (h) (ř) (ě) (b) (z) buzz (n) (ö) (r) (f)cliff (g) (l)lion (s)sun
Words to Read	grand, stand, gland, flint, glint, clip, clop, clap, clamp, clump, dusk, tusk, busk, risk
Words to Spell	<div> <input type="checkbox"/> Use phoneme fingers. </div> <div> <input type="checkbox"/> clap (k) (l) (ă) (p) </div> <div> <input type="checkbox"/> risk (r) (ř) (s) (k) </div> <div> <input type="checkbox"/> clamp (k) (l) (ă) (m) (p) </div> <div> <input type="checkbox"/> stand (s) (t) (ă) (n) (d) </div> <div> <input type="checkbox"/> dusk (d) (ŭ) (s) (k) </div> <div> <input type="checkbox"/> stump (s) (t) (ŭ) (m) (p) </div>
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> said, you, little, no, too, two, are, her, for, see (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Dictation	Read, repeat, cover, write. You can clap hands at dusk said Mum.
Game	Spelling Game 32

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: s (z) Plural, Noun, Suffix -s

"We are adding some new reading cards to our deck today. Let's revise them:"

Show Plural card, "A plural means more than one". Students repeat.

Show noun card, "A noun is an ordinary word for a person, place or thing." Students repeat.

Show Suffix card, "A suffix is a letter or a group of letters added to the end of a word. It changes the meaning slightly." Students repeat.

It changes the meaning slightly." Students repeat.

"We are also focusing on the letter s making the sound (z). The letter s, on its own, will usually make the (z) sound at the end of one-syllable words like 'is' and 'was'. It can also make the (z) sound when used as a suffix to make words plural.

Today, we will read and write words with s, making the (z) sound."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun

Morphology: Suffix -s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(z)zip (z)buzz (z)toes (r) (ö) (ě) (t) (p) (k)kid (l)bell (f)fish (m) (v) (ř) (ă) (y) (s)cross (ks) (w) (ů) (l)lion (s)snake (f)cliff

Words to Read

clam, clamp, crab, milk, dusk, cats, dogs, frogs, pins, pigs, runs, fans, jogs, spins, fins

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> dogs	(d) (ö) (g) (z)	<input type="checkbox"/> runs	(r) (ů) (n) (z)
<input type="checkbox"/> frogs	(f) (r) (ö) (g) (z)	<input type="checkbox"/> clam	(k) (l) (ă) (m)
<input type="checkbox"/> spins	(s) (p) (ř) (n) (z)	<input type="checkbox"/> milk	(m) (ř) (l) (k)

Continued on next page >

Heart Words

Read, tap with letter names, write.

☐ for see, are, her, too, two, little, no, said, you, down, very

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Mum said, "See the two very big dogs?"
I said, "I did not see the two very big dogs."
Mum said, "The two dogs are down on the steps."

Game

Read & Grab 33

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: s (z) Plural, Noun, Suffix -s

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun

Morphology: Suffix -s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(z)zip (z)buzz (z)toes (f)fish (w) (j) (d) (ä) (l)bell (ü) (y) (ks) (s)cross
(k)cat (h) (ř) (ě) (b) (n) (ö) (r) (f) cliff (g) (l)lion (s)snake

Words to Read

clop, clap, clamp, dusk, his, has, pins, tins, fins, helps, runs, rugs, rags, drags

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> has	(h) (ä) (z)	<input type="checkbox"/> pigs	(p) (ř) (g) (z)
<input type="checkbox"/> drags	(d) (r) (ä) (g) (z)	<input type="checkbox"/> clamp	(k) (l) (ä) (m) (p)
<input type="checkbox"/> mugs	(m) (ü) (g) (z)	<input type="checkbox"/> risk	(r) (ř) (s) (k)

Heart Words

Read, tap with letter names, write.

☐ down, very, said, you, little, no, too, two, are, her, for, see

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Dad has very big hands.

Game

Read & Grab 33

Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words - the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 3

1.	off	I can jump off the bed.	off
2.	cuff	The cuff on my shirt is wet.	cuff
3.	tell	I will tell you my name.	tell
4.	hill	Jack and Jill went up the hill .	hill
5.	boss	My boss is very nice.	boss
6.	mess	My room is a mess .	mess
7.	buzz	A bee can buzz .	buzz
8.	jazz	I do jazz ballet.	jazz
9.	sand	We built a castle in the sand .	sand
10.	lump	I have a lump on my head.	lump
11.	plan	Mum loves to plan holidays.	plan
12.	drip	The tap started to drip .	drip
13.	stamp	I can stamp my feet.	stamp
14.	blend	I can blend phonemes to read.	blend
15.	milk	I like to drink warm milk .	milk
16.	tusk	The elephant had a sore tusk .	tusk
17.	crop	The farmer planted his crop .	crop
18.	clam	A clam lives in the ocean.	clam

Tier 2 - Assessment 3

19.	fins	The shark had two fins.	fins
20.	pans	We needed two pans to cook.	pans
21.	for	Is that present for me?	for
22.	see	I can see my sister.	see
23.	are	We are in the classroom.	are
24.	her	Her brother is five years old.	her
25.	too	It was too cold for swimming.	too
26.	two	I have two legs.	two
27.	little	The little kitten was asleep.	little
28.	no	There are no pets allowed.	no
29.	said	Mum said I could go to bed.	said
30.	you	You are my friend.	you
31.	down	I sat down on the chair.	down
32.	very	It was very hot today.	very



LaserT1-2

Literacy Program

Tier 2 Intervention Program
Teacher Manual

Notes

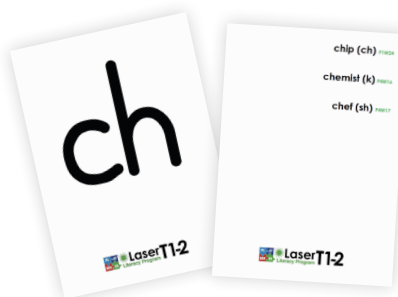
Alphabet Activity: Mixed Upper & Lower Case Alphabet Deck

PA Activity (if required)

Lesson Focus: ch

"Today, we are focusing on the consonant digraph ch."
(show the reading card - ch).

"The letters ch spell the sound (ch).
Let's say that together... "The letters ch spell the sound (ch)." Hold the reading card up and ask students to say the phoneme as a group - (ch).



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun</p> <p>Morphology: Suffix - s</p>						
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ch) (z)buzz (r) (f)cliff (ö) (ë) (t) (p) (k)kid (l)bell (f)fish (z)toes (m) (v) (ï) (ä) (y) (s)cross (ks) (w) (ü) (l)lion (s)snake (z)zip</p>						
Words to Read	<p>dogs, frogs, is, as, his, chip, chap, chop, chin, chat, chum, champ, chimp, chomp, chump</p>						
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> chop (ch) (ö) (p)</td> <td><input type="checkbox"/> chum (ch) (ü) (m)</td> </tr> <tr> <td><input type="checkbox"/> chomp (ch) (ö) (m) (p)</td> <td><input type="checkbox"/> frogs (f) (r) (ö) (g) (z)</td> </tr> <tr> <td><input type="checkbox"/> chimp (ch) (ï) (m) (p)</td> <td><input type="checkbox"/> spins (s) (p) (ï) (n) (z)</td> </tr> </table>	<input type="checkbox"/> chop (ch) (ö) (p)	<input type="checkbox"/> chum (ch) (ü) (m)	<input type="checkbox"/> chomp (ch) (ö) (m) (p)	<input type="checkbox"/> frogs (f) (r) (ö) (g) (z)	<input type="checkbox"/> chimp (ch) (ï) (m) (p)	<input type="checkbox"/> spins (s) (p) (ï) (n) (z)
<input type="checkbox"/> chop (ch) (ö) (p)	<input type="checkbox"/> chum (ch) (ü) (m)						
<input type="checkbox"/> chomp (ch) (ö) (m) (p)	<input type="checkbox"/> frogs (f) (r) (ö) (g) (z)						
<input type="checkbox"/> chimp (ch) (ï) (m) (p)	<input type="checkbox"/> spins (s) (p) (ï) (n) (z)						
Heart Words	<p>Read, tap with letter names, write. <input type="checkbox"/> old, cold</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>						
Connected Text	<p>I read, we read, you read. Chad is my old chum. Chad can chop up chips well. He is very much a champ!</p>						
Game	<p>Read & Grab 34</p>						

Alphabet Activity: Mixed Upper & Lower Case Alphabet Deck

PA Activity (if required)

Lesson Focus: ch

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix - s</p>						
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ch) (f)fish (w) (j) (d) (ă) (l)bell (ŭ) (y) (ks) (s)cross (k)cat (h) (ĩ) (ě) (b) (n) (ö) (r) (f)cliff (g) (l)lion (s)sun (z)zip (z)buzz (z)toes</p>						
Words to Read	<p>helps, runs, rags, rugs, drags, chap, champ, chaps, chip, chips, chimp, chimps, punch, lunch, pinch</p>						
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> champ (ch) (ă) (m) (p)</td> <td><input type="checkbox"/> pinch (p) (ĩ) (n) (ch)</td> </tr> <tr> <td><input type="checkbox"/> chips (ch) (ĩ) (p) (s)</td> <td><input type="checkbox"/> drags (d) (r) (ă) (g) (z)</td> </tr> <tr> <td><input type="checkbox"/> lunch (l) (ŭ) (n) (ch)</td> <td><input type="checkbox"/> mugs (m) (ŭ) (g) (z)</td> </tr> </table>	<input type="checkbox"/> champ (ch) (ă) (m) (p)	<input type="checkbox"/> pinch (p) (ĩ) (n) (ch)	<input type="checkbox"/> chips (ch) (ĩ) (p) (s)	<input type="checkbox"/> drags (d) (r) (ă) (g) (z)	<input type="checkbox"/> lunch (l) (ŭ) (n) (ch)	<input type="checkbox"/> mugs (m) (ŭ) (g) (z)
<input type="checkbox"/> champ (ch) (ă) (m) (p)	<input type="checkbox"/> pinch (p) (ĩ) (n) (ch)						
<input type="checkbox"/> chips (ch) (ĩ) (p) (s)	<input type="checkbox"/> drags (d) (r) (ă) (g) (z)						
<input type="checkbox"/> lunch (l) (ŭ) (n) (ch)	<input type="checkbox"/> mugs (m) (ŭ) (g) (z)						
Heart Words	<p>Read, tap with letter names, write. <input type="checkbox"/> old, cold</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>						
Dictation	<p>Read, repeat, cover, write. The chips are cold.</p>						
Game	<p>Read & Grab 34</p>						

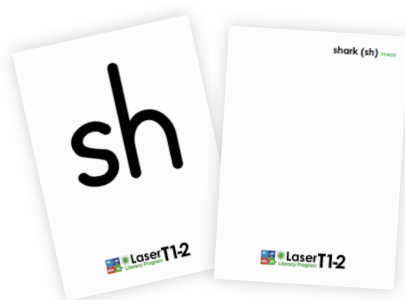
Alphabet Activity: Mixed Upper & Lower Case Alphabet Deck

PA Activity (if required)

Lesson Focus: sh

"Today, we are focusing on the consonant digraph sh."
(show the reading card - sh).

"The letters sh spell the sound (sh).
Let's say that together... "The letters sh spell the
sound (sh)." Hold the reading card up and ask
students to say the phoneme as a group - (sh).



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh</p> <hr/> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun</p> <p>Morphology: Suffix - s</p>						
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(sh) (ch) (w) (ü) (ö) (ě) (t) (p) (k)kid (l) bell (f)fish (z)toes (z)buzz (r) (f)cliff (m) (v) (i) (ä) (y) (s)cross (ks) (l)lion (s)snake (z) zip</p>						
Words to Read	<p>chip, chop, chin, chat, chimp, ship, shop, shin, shed, shell, shall, Shep, fish, dish, rush</p>						
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> shop (sh) (ö) (p)</td> <td><input type="checkbox"/> rush (r) (ü) (sh)</td> </tr> <tr> <td><input type="checkbox"/> ship (sh) (i) (p)</td> <td><input type="checkbox"/> chomp (ch) (ö) (m) (p)</td> </tr> <tr> <td><input type="checkbox"/> fish (f) (i) (sh)</td> <td><input type="checkbox"/> chimp (ch) (i) (m) (p)</td> </tr> </table>	<input type="checkbox"/> shop (sh) (ö) (p)	<input type="checkbox"/> rush (r) (ü) (sh)	<input type="checkbox"/> ship (sh) (i) (p)	<input type="checkbox"/> chomp (ch) (ö) (m) (p)	<input type="checkbox"/> fish (f) (i) (sh)	<input type="checkbox"/> chimp (ch) (i) (m) (p)
<input type="checkbox"/> shop (sh) (ö) (p)	<input type="checkbox"/> rush (r) (ü) (sh)						
<input type="checkbox"/> ship (sh) (i) (p)	<input type="checkbox"/> chomp (ch) (ö) (m) (p)						
<input type="checkbox"/> fish (f) (i) (sh)	<input type="checkbox"/> chimp (ch) (i) (m) (p)						
Heart Words	<p>Read, tap with letter names, write. <input type="checkbox"/> old, cold, say, says</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>						
Connected Text	<p>I read, we read, you read. Mum says I can have hot fish and chips from the fish and chip shop. It is fun to have hot chips and hot fish. It is not fun to have them cold!</p>						
Game	<p>Read & Grab 35</p>						

Alphabet Activity: Mixed Upper & Lower Case Alphabet Deck

PA Activity (if required)

Lesson Focus: sh

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun</p> <p>Morphology: Suffix - s</p>						
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(sh) (w) (j) (d) (ă) (l)bell (ŭ) (y) (ks) (s)cross (k)cat (h) (ř) (ě) (b) (n) (ö) (r) (f)cliff (g) (l)lion (s)sun (ch) (ř)fish (z)zip (z)buzz (z)toes</p>						
Words to Read	<p>chips, chimp, chimps, punch, lunch, ship, shop, shin, shun, sham, dash, mach, rash, mush, rush</p>						
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> mash (m) (ă) (sh)</td> <td><input type="checkbox"/> dish (d) (ř) (sh)</td> </tr> <tr> <td><input type="checkbox"/> sham (sh) (ă) (m)</td> <td><input type="checkbox"/> champ (ch) (ă) (m) (p)</td> </tr> <tr> <td><input type="checkbox"/> rush (r) (ŭ) (sh)</td> <td><input type="checkbox"/> chips (ch) (ř) (p) (s)</td> </tr> </table>	<input type="checkbox"/> mash (m) (ă) (sh)	<input type="checkbox"/> dish (d) (ř) (sh)	<input type="checkbox"/> sham (sh) (ă) (m)	<input type="checkbox"/> champ (ch) (ă) (m) (p)	<input type="checkbox"/> rush (r) (ŭ) (sh)	<input type="checkbox"/> chips (ch) (ř) (p) (s)
<input type="checkbox"/> mash (m) (ă) (sh)	<input type="checkbox"/> dish (d) (ř) (sh)						
<input type="checkbox"/> sham (sh) (ă) (m)	<input type="checkbox"/> champ (ch) (ă) (m) (p)						
<input type="checkbox"/> rush (r) (ŭ) (sh)	<input type="checkbox"/> chips (ch) (ř) (p) (s)						
Heart Words	<p>Read, tap with letter names, write. <input type="checkbox"/> say, says, old, cold</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>						
Dictation	<p>Read, repeat, cover, write. Mum says not to rush.</p>						
Game	<p>Read & Grab 35</p>						

Alphabet Activity: Mixed Upper & Lower Case Alphabet Deck

PA Activity (if required)

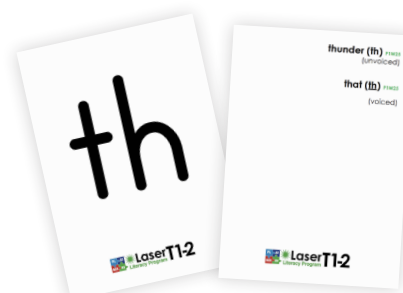
Lesson Focus: th / th

"Today, we are focusing on the consonant digraph th."
(show the reading card - th).

"This digraph has two sounds: unvoiced (th) like in 'thunder' and voiced (th) like in 'that'."

Students practise both the voiced and unvoiced sounds.

It can be use to have a small mirror on hand so students can see their tongue stick out for these phonemes.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(th)thunder (th)that (sh) (ch) (w) (ü) (ö) (ě) (t) (p) (k)kid (l)bell (f)fish
(z)toes (z)buzz (r) (f)cliff (m) (v) (i) (ä) (y) (s)cross (ks) (l)lion (s)snake (z)

Words to Read

shell, shish, fish, dish, rush, thin, with, pith, moth, thump, the, then, them, that, this

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> moth	(m) (ö) (th)	<input type="checkbox"/> then	(th) (ě) (n)
<input type="checkbox"/> thin	(th) (i) (n)	<input type="checkbox"/> ship	(sh) (i) (p)
<input type="checkbox"/> that	(th) (ä) (t)	<input type="checkbox"/> fish	(f) (i) (sh)

Heart Words

Read, tap with letter names, write. ☐ old, cold, say, says

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Dad says that I can have cold rolls with chips at lunch. Then I can give my dog, Shep, his lunch in that old dish.

Game

Read & Grab 36

Alphabet Activity: Mixed Upper & Lower Case Alphabet Deck

PA Activity (if required)

Lesson Focus: th / th

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun Morphology: Suffix - s
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (th)thunder (th)that (w) (j) (d) (ă) (l)bell (ŭ) (y) (ks) (s)cross (k)cat (h) (sh) (ï) (ě) (b) (n) (ö) (r) (f)cliff (g) (l)lion (s)sun (ch) (f)fish (z)zip (z)buzz (z)toes
Words to Read	sham, crash, smash, trash, mush, thin, with, moth, pith, thrash, this, that, then, them, the
Words to Spell	<div>Use phoneme fingers.</div> <div><div><input type="checkbox"/> thin (th) (ï) (n)</div><div><input type="checkbox"/> with (w) (ï) (th)</div><div><input type="checkbox"/> then (th) (ě) (n)</div><div><input type="checkbox"/> than (th) (ă) (n)</div><div><input type="checkbox"/> mash (m) (ă) (sh)</div><div><input type="checkbox"/> sham (sh) (ă) (m)</div></div>
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> say, says, old, cold (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)
Dictation	Read, repeat, cover, write. Stash that dish on the bench.
Game	Read & Grab 36

Alphabet Activity: Write the alphabet a-m lower case.

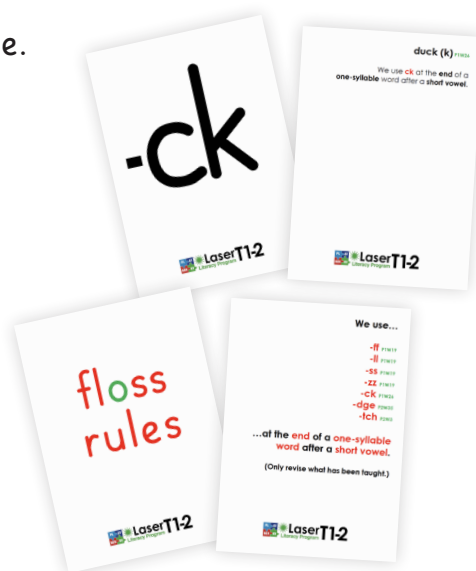
PA Activity (if required)

Lesson Focus: ck + ck spelling rule

"Today, we are focusing on the consonant digraph ck."
(show the reading card - ck).

"The letters ck spell the sound (k). Let's say that together..."
"The letters ck spell the sound (k)." Hold the reading card up and ask students to say the phoneme as a group - (k).

"We also know that -ck is part of our Floss Rule:
"We use -ck at the end of a one-syllable word after a short vowel." Students to repeat the rule.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, -ck), Suffix, Plural, Noun
Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(k)cat (k)kid (k)duck (th)thunder (th)that (sh) (ch) (w) (ü) (ö) (ë) (t) (p)
(l)bell (f) fish (z)toes (z)buzz (r) (f)cliff (m) (v) (ï) (ä) (y) (s) cross (ks)
(l) lion (s)snake (z)zip

Words to Read

thin, with, thump, them, that, back, Jack, pack, neck, peck, sick, stick, rock, sock, stuck

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> back	(b) (ä) (k)	<input type="checkbox"/> rock	(r) (ö) (k)
<input type="checkbox"/> neck	(n) (ë) (k)	<input type="checkbox"/> thin	(th) (ï) (n)
<input type="checkbox"/> sick	(s) (ï) (k)	<input type="checkbox"/> that	(th) (ä) (t)

Heart Words

Read, tap with letter names, write. ☐ old, cold, say, says, do, does
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Does a duck have socks? Does a rock have a back? Does a stick get stuck? Do kids have socks? Do kids have backs? Do kids get stuck?

Game

Read & Grab 37

Alphabet Activity: Write the alphabet a-m lower case.

PA Activity (if required)

Lesson Focus: ck + ck spelling rule

Reading Card Drill	s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, -ck), Suffix, Plural, Noun Morphology: Suffix - s													
Spelling Review	Say Phoneme (s) - students say (s) is s and write the letter s. (k)cat (k)kid (k)duck (w) (j) (d) (ă) (l)bell (ŭ) (y) (ks) (s)cross (h) (sh) (ï) (ě) (b) (n) (ö) (r) (f)cliff (th)thunder (th)that (g) (l)lion (s)sun (ch) (f)fish (z)zip (z)buzz (z)toes													
Words to Read	with, that, then, them, the, deck, dock, duck, pack, peck, pick, sack, sick, sock, suck													
Words to Spell	<table><tr><td rowspan="3">Use phoneme fingers.</td><td><input type="checkbox"/> deck</td><td>(d) (ě) (k)</td><td><input type="checkbox"/> sock</td><td>(s) (ö) (k)</td></tr><tr><td><input type="checkbox"/> pick</td><td>(p) (ï) (k)</td><td><input type="checkbox"/> with</td><td>(w) (ï) (th)</td></tr><tr><td><input type="checkbox"/> back</td><td>(b) (ă) (k)</td><td><input type="checkbox"/> then</td><td>(th) (ě) (n)</td></tr></table>	Use phoneme fingers.	<input type="checkbox"/> deck	(d) (ě) (k)	<input type="checkbox"/> sock	(s) (ö) (k)	<input type="checkbox"/> pick	(p) (ï) (k)	<input type="checkbox"/> with	(w) (ï) (th)	<input type="checkbox"/> back	(b) (ă) (k)	<input type="checkbox"/> then	(th) (ě) (n)
Use phoneme fingers.	<input type="checkbox"/> deck		(d) (ě) (k)	<input type="checkbox"/> sock	(s) (ö) (k)									
	<input type="checkbox"/> pick		(p) (ï) (k)	<input type="checkbox"/> with	(w) (ï) (th)									
	<input type="checkbox"/> back	(b) (ă) (k)	<input type="checkbox"/> then	(th) (ě) (n)										
Heart Words	Read, tap with letter names, write. <input type="checkbox"/> do, does, say, says, old, cold (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)													
Dictation	Read, repeat, cover, write. Does Dad pick up his socks?													
Game	Read & Grab 37													

Alphabet Activity: Write the alphabet a-m lower case.

PA Activity (if required)

Lesson Focus: ng

"Today, we are focusing on -ng." (show the reading card - ng).

"The letters ng spell the sound (ng). Let's say that together..."

"The letters ng spell the sound (ng)." Hold the reading card up and ask students to say the phoneme as a group - (ng).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ng) (k)cat (k)kid (k)duck (sh) (w) (ŭ) (ö) (ě) (t) (p) (l)bell (f)fish (z)toes (z)buzz (r) (f)cliff (m) (v) (i) (ä) (y) (s)cross (th)thunder (th)that (ks) (l)lion (ch) (s)snake (z)zip

Words to Read

chuck, thick, smock, stack, stuck, bang, sang, ring, sing, wing, gong, thong, bung, rung, sung

Words to Spell

Use phoneme fingers.

☐ bang (b) (ă) (ng)

☐ ring (r) (i) (ng)

☐ gong (g) (ö) (ng)

☐ sung (s) (ŭ) (ng)

☐ stick (s) (t) (i) (k)

☐ stuck (s) (t) (ŭ) (k)

Heart Words

Read, tap with letter names, write.

☐ old, cold, say, says, do, does, they, love

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. They love to sing songs on the back of the truck. They bang on the drums and ring the bells. They sing old songs and they sing so well. I wish I can sing old songs on the back of the truck too.

Game

Read & Grab 38

Alphabet Activity: Write Lower Case alphabet a-m

PA Activity (if required)

Lesson Focus: ng

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule l, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ng) (w) (k)cat (j) (d) (ă) (l)bell (ŭ) (y) (th)that (ks) (s)cross (h) (sh) (ŷ) (ě) (b) (n) (ö) (r) (f)cliff (k)duck (th)thunder (g) (l)lion (s)sun (ch) (k)kid (f)fish (z)zip (z)buzz (z)toes

Words to Read

speck, stack, stick, stock, stuck, bang, gang, fang, king, ring, sing, song, gong, rung, stung

Words to Spell

Use phoneme fingers.

☐ fang (f) (ă) (ng)

☐ king (k) (ŷ) (ng)

☐ bang (b) (ă) (ng)

☐ gong (g) (ö) (ng)

☐ back (b) (ă) (k)

☐ stock (s) (t) (ö) (k)

Heart Words

Read, tap with letter names, write.

☐ they, love, do, does, say, says, old, cold

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. They love rings on strings.

Game

Read & Grab 38



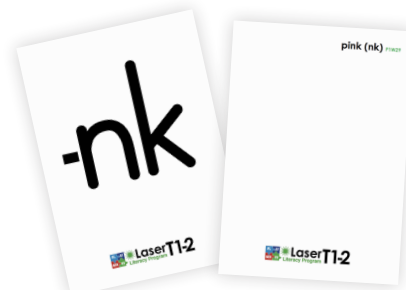
Alphabet Activity: Write the alphabet a-m lower case.

PA Activity (if required)

Lesson Focus: nk

"Today, we are focusing on -nk." (show reading card - nk).

"The letters -nk are a blend that spell the sounds (nk).
Let's say that together... "The letters nk spell the sounds (nk)."
Hold the reading card up and ask students to say the
phoneme as a group - (nk).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(nk) (sh) (w) (ü) (ö) (z)zip (ë) (t) (p) (f)fish (z)toes (k)duck (z)buzz (r) (f)cliff (m) (v) (i) (k)kid (ä) (l)bell (y) (s)cross (th)thick (th)this (k)cat (ks) (l)lion (ch) (s)snake

Words to Read

bang, thing, stung, string, strong, bank, thank, sank, wink, drink, honk, ponk, dunk, sunk, flunk

Words to Spell

Use phoneme fingers.

☐ bank (b) (ä) (nk)

☐ rink (r) (i) (nk)

☐ honk (h) (ö) (nk)

☐ sunk (s) (ü) (nk)

☐ string (s) (t) (r) (i) (ng)

☐ strong (s) (t) (r) (ö) (ng)

Heart Words

Read, tap with letter names, write.

☐ old, cold, say, says, do, does, they, love, some, come

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Some kids can skid on the rink. Some kids can honk in a truck. Some kids can wink at a duck. Some kids can rest on a bunk with a pink and black rug.

Game

Read & Grab 39

Alphabet Activity: Write Lower Case alphabet n-z

PA Activity (if required)

Lesson Focus: nk

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun</p> <p>Morphology: Suffix - s</p>						
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ngk) (ŭ) (y) (th) this (ks) (s) cross (h) (sh) (ŷ) (ě) (b) (n) (ö) (r) (f) cliff (k) duck (th) (g) (l) lion (s) sun (ch) (k) kid (ng) (w) (k) cat (j) (d) (ä) (l) bell (f) fish (z) zip (z) buzz (z) toes</p>						
Words to Read	<p>sing, sting, string, ring, bring, bank, sank, sink, rink, wink, chunk, think, plonk, stunk, skunk</p>						
Words to Spell	<p>Use phoneme fingers.</p> <table> <tr> <td><input type="checkbox"/> wink (w) (ŷ) (nk)</td><td><input type="checkbox"/> chunk (ch) (ŭ) (nk)</td></tr> <tr> <td><input type="checkbox"/> think (th) (ŷ) (nk)</td><td><input type="checkbox"/> bang (b) (ä) (ng)</td></tr> <tr> <td><input type="checkbox"/> bunk (b) (ŭ) (nk)</td><td><input type="checkbox"/> gong (g) (ö) (ng)</td></tr> </table>	<input type="checkbox"/> wink (w) (ŷ) (nk)	<input type="checkbox"/> chunk (ch) (ŭ) (nk)	<input type="checkbox"/> think (th) (ŷ) (nk)	<input type="checkbox"/> bang (b) (ä) (ng)	<input type="checkbox"/> bunk (b) (ŭ) (nk)	<input type="checkbox"/> gong (g) (ö) (ng)
<input type="checkbox"/> wink (w) (ŷ) (nk)	<input type="checkbox"/> chunk (ch) (ŭ) (nk)						
<input type="checkbox"/> think (th) (ŷ) (nk)	<input type="checkbox"/> bang (b) (ä) (ng)						
<input type="checkbox"/> bunk (b) (ŭ) (nk)	<input type="checkbox"/> gong (g) (ö) (ng)						
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> some, come, they, love, do, does, say, says, old, cold</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>						
Dictation	<p>Read, repeat, cover, write. Some tanks can stink.</p>						
Game	<p>Read & Grab 39</p>						

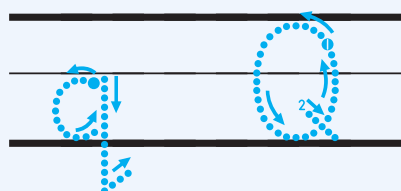
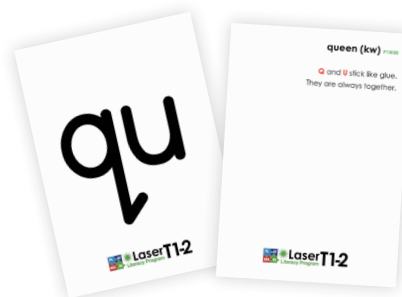
Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: qu

"Today, we are focusing on the letters q and u."
(show reading card qu).

"The letters qu spell the sounds (kw). Let's say that together...
"The letters qu spell the sounds (kw)." Hold the reading card up and ask students to say the phoneme as a group - (kw).



Lower-Case

One movement.
Around, up, down
and kick.

Upper-Case

2 movements.
It's a tall letter.
Start at the top. Around,
around. Cross.

Once the students have written a lower and upper case q tell them the following rule:

"There is also a rule about the letters q and u: 'Q and U stick like glue. They are always together.'" Students to repeat. Students are then to write and say (kw) is qu three times.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(kw) (sh) (w) (ŭ) (ö) (z) zip (ng) (ě) (t) (p) (f) fish (z) toes (k) duck (z) buzz (r) (f) cliff (m) (v) (k) kid (ă) (l) bell (y) (s) cross (th) them (ĩ) (th) thunder (k) cat (ks) (l) lion (ch) (s) snake (nk)

Words to Read

honk, plonk, drink, sunk, stink, quid, quin, quilt, quit, quench, quest, quill, quell, quack, quick

Words to Spell

Use phoneme fingers.

- | | |
|---|---|
| <input type="checkbox"/> quit (kw) (ĩ) (t) | <input type="checkbox"/> quick (kw) (ĩ) (k) |
| <input type="checkbox"/> squid (s) (kw) (ĩ) (d) | <input type="checkbox"/> shrink (sh) (r) (ĩ) (nk) |
| <input type="checkbox"/> quest (kw) (ě) (s) (t) | <input type="checkbox"/> thank (th) (ă) (nk) |

Continued on next page >

Heart Words

Read, tap with letter names, write.

☐ old, cold, say, says, do, does, they, love, some, come, done, again

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Quick! Quick! I have done it again! I have a squid stuck on my rod again. Squish! Squish! Mum had to grab the squid off my rod. She stuck it in a tub to have for lunch.

Game

Read & Grab 40

Alphabet Activity: Letter Naming Cards Lower Case

PA Activity (if required)

Lesson Focus: qu

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(kw) (s)cross (h) (sh) (ř) (ě) (b) (n) (ö) (r) (f)cliff (k)duck (th)that (g) (l)lion (s)sun (ch) (k)kid (ng) (w) (k)cat (j) (nk) (ů) (y) (th)thick (ks) (d) (ä) (l)bell (f)fish (z)zip (z)buzz (z)toes

Words to Read

chunk, clunk, plonk, stunk, skunk, quit, quilt, quill, quell, squid, squirt, quid, quench, squids, quick

Words to Spell

Use phoneme fingers.

<input type="checkbox"/> quit	(kw) (ř) (t)	<input type="checkbox"/> quick	(kw) (ř) (k)
<input type="checkbox"/> squid	(s) (kw) (ř) (d)	<input type="checkbox"/> think	(th) (ř) (nk)
<input type="checkbox"/> quest	(kw) (ě) (s) (t)	<input type="checkbox"/> bunk	(b) (ů) (nk)

Heart Words

Read, tap with letter names, write.

☐ done, again, some, come, they, love, do, does, say, says, old, cold n

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The squid shot ink on the quilt again.

Game

Read & Grab 40



Alphabet Activity: Write the alphabet n-z lower case.

PA Activity (if required)

Lesson Focus: wh

"Today, we are focusing on the digraph -wh."
(show the reading card - wh).

"The letters wh spell the sound (w). Let's say that together...
"The letters wh spell the sound (w)." Hold the reading card up and ask students to say the phoneme as a group - (wh).

"Remember, we mostly use wh to spell the sound (w) at the start of question words and old English words."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(w)whale (w)web (kw) (sh) (w) (ŭ) (ö) (z)zip (ng) (ě) (t) (p) (f)fish (z)toes
(k)duck (z)buzz (r) (f)cliff (m) (v) (k)kid (ă) (l)bell (y) (s)cross (th)thumb
(ŷ) (th)this (k)cat (ks) (l)lion (ch) (s)snake (nk)

Words to Read

quit, quilt, quest, quack, quick, when, which, whip, whisk, when, whip, which, whisk, when, whip

Words to Spell

Use phoneme fingers.

☐ when (w) (ě) (n)

☐ which (w) (ŷ) (ch)

☐ whip (w) (ŷ) (p)

☐ whisk (w) (ŷ) (s) (k)

☐ quick (kw) (ŷ) (k)

☐ quest (kw) (ě) (s) (t)

Heart Words

Read, tap with letter names, write. ☐ old, cold, say, says, do, does, they, love, some, come, done, again, what, who

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read. Which whisk can I have to whip up the mix? Who has a whisk I can have to whip up the mix? What does mum have to whip up the mix? I love when Mum or Dad whip up some-thing yum.

Game

Read & Grab 41

Alphabet Activity: Write the alphabet n-z lower case.

PA Activity (if required)

Lesson Focus: wh

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun

Morphology: Suffix - s

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(w)web (w)whale (kw) (s)cross (h) (s)sun (ch) (k)kid (ng) (sh) (ĭ) (ě) (b) (n) (ö) (r) (f)cliff (k)duck (th)thanks (g) (l)lion (w) (k)cat (j) (nk) (ü) (y) (th)that (ks) (d) (ä) (l)bell (f)fish (z)zip (z)buzz (z)toes

Words to Read

squint, quit, quench, squids, quick, when, which, whisk, whip, whisk, which, when, whip, when, which

Words to Spell

Use phoneme fingers.

☐ when (w) (ě) (n)
☐ which (w) (ĭ) (ch)
☐ whip (w) (ĭ) (p)

☐ whisk (w) (ĭ) (s) (k)
☐ quit (kw) (ĭ) (t)
☐ squid (s) (kw) (ĭ) (d)

Heart Words

Read, tap with letter names, write. ☐ what, who, done, again, some, come, they, love, do, does, say, says, old, cold

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. What is a squid?

Game

Read & Grab 4/1



Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words – the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 4

1.	chip	I ate a hot chip .	chip
2.	inch	The worm began to inch along.	inch
3.	shop	The shop was closed.	shop
4.	dish	Mum cooked a tasty dish .	dish
5.	thin	My pencil was too thin .	thin
6.	with	I like chips with sauce.	with
7.	that	That is my bag.	that
8.	then	I will shower and then get ready.	then
9.	sack	We had a sack race.	sack
10.	pack	I had to pack my school bag.	pack
11.	rung	Mum had already rung my teacher.	rung
12.	bang	The drums started to bang .	bang
13.	tank	I had to clean the fish tank .	tank
14.	bunk	He slept on the top bunk .	bunk
15.	quit	I did not want to quit playing footy.	quit
16.	quid	A quid is money in England.	quid
17.	when	When does Summer start?	when
18.	whip	Dad had to whip the cream.	whip



Tier 2 - Assessment 3

19.	old	My puppy is not very old.	old
20.	cold	It is quite cold today.	cold
21.	say	Can you say your name?	say
22.	says	Mum says 'Excuse me' all the time.	says
23.	do	Please do your homework.	do
24.	does	My brother does not like swimming.	does
25.	they	They are twins.	they
26.	love	I love to go shopping.	love
27.	some	Some kittens are tiny.	some
28.	come	Please come and sit on the mat.	come
29.	done	Have you done your homework?	done
30.	again	I would like to see you again.	again
31.	what	What is the temperature today?	what
32.	who	Who is finished?	who



Read & Grab

1. Only use the game listed in the Teacher Booklet, or one from a previous teaching point.
2. Shuffle the cards.
3. Place cards in the centre of the table face down.
4. Each player takes turns to pick up a card from the top of the pile, turn it over, and read it.
5. On subsequent turns, cards with the same symbol are placed in a downward column, in front of each player, and are all read aloud.
6. When a player picks a card off the deck with a symbol that is on a set already held by another player, they "grab" that set from the other player, and read the whole set as they place them down in front of themselves.
7. The winner is the person with the most sets once the deck in the centre of the table is gone.
8. If a player makes an error, ask them to have another go. If students are guessing (and not decoding), introduce the rule that incorrectly read cards must be placed at the bottom of the centre pile.
9. When having your turn, use it as an opportunity to model how words should be read to match the group's development.



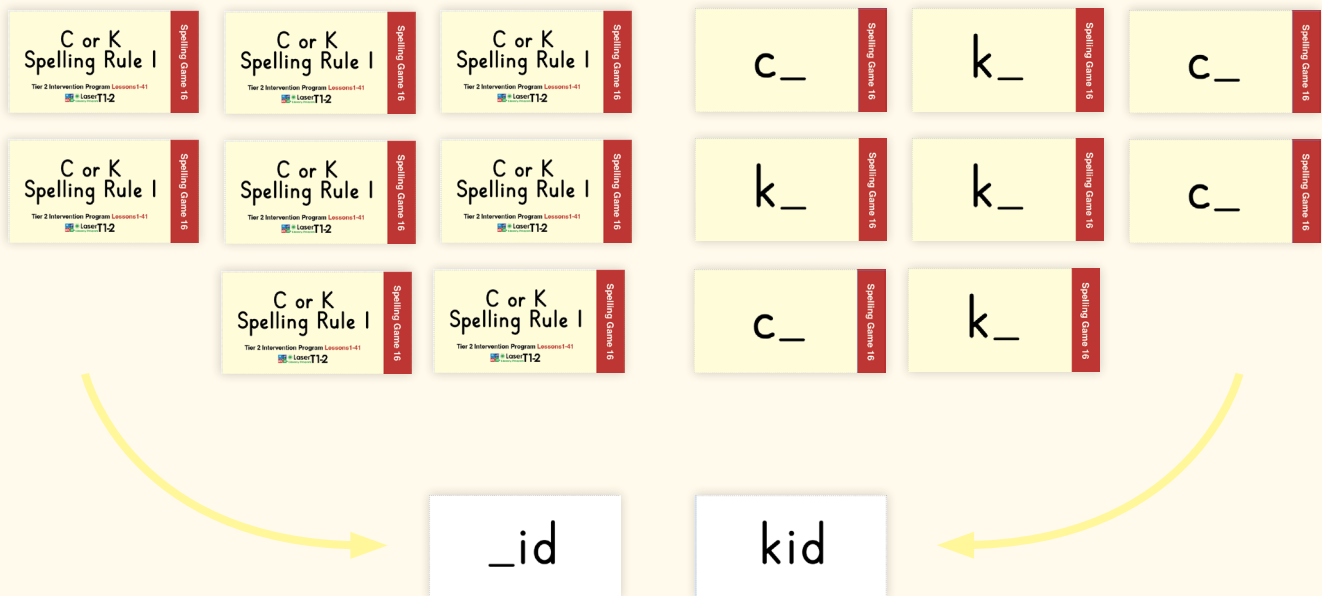


Spelling Game

- Place cards underneath each other in two groups
 - Pack 1 (yellow side up) and Pack 2 (yellow grapheme side up).



- Players pick up a card from Pack 1 first, turn it over and decide what the word should be and which spelling choice that would go on the blank line. They pick a card with that spelling choice from Pack 2, turn it over and see if it is a match. If it is a match they keep both cards. If it is not a match, the cards go back to their original places, face down.
- The winner is the player with the most pairs of cards at the end of the game.



Notes

[illegible]

