<table>
<thead>
<tr>
<th>Area</th>
<th>Skill</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting</td>
<td>Copy a sentence with an uppercase letter and punctuation.</td>
<td>1</td>
</tr>
<tr>
<td>Phonograms</td>
<td>Read ir, ur, ear, wor.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Read wr, oo.</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>Spell words by choosing the correct phonograms from a limited set of options.</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>Read compound words.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read words with a Lazy O.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Read words with the suffixes -ing and -est.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read 90% of the high frequency words.</td>
<td>1</td>
</tr>
</tbody>
</table>
Phonogram Assessment

Reading Phonograms
Ask the students to read each of the phonogram cards.
(ir, ur, ear, wor, wr, oo)

What's That Phonogram?

B.1 What's That Phonogram?
On your page are groups of four phonograms. I will say a phonogram’s sound(s). Color the correct phonogram with your highlighter.

1. /r/ two letter /r/
2. /er/ the /er/ of hurt
3. /er/ the /er/ of search
4. /oo-ü-ō/
5. /er/ the /er/ of bird
6. /wer/

Handwriting Assessment

Copywork

B.2 Handwriting
Choose the line size that you prefer. Copy the sentence.

Reading Assessment

Matching

B.3 Matching
Read the words. Match them to the correct picture.

Challenge
Dictate the phonogram and ask the student to write it on a whiteboard without visual reference.

Teacher Tip
Many students may still be struggling with fluency but be able to match the pictures independently. If possible, listen to students read each sentence aloud. Note how the student reads the various types of words.
High Frequency Words

B.4 High Frequency Words
Read each word aloud.

Spelling Assessment

Spelling

B.5 Spelling
Cut out the phonogram tiles and place them on the table in front of the student so that every letter is oriented correctly.
I will say a word. Using the phonograms, drag them into place to spell the word.
girl
boy
out

Multi-Sensory Fun
Write each of the words on the board. Ask the student to read them as quickly as possible. Each time he reads a word correctly, erase it. See if you can write faster than he can read.

Teacher Tip
If students struggle to choose the correct phonograms from so many options, limit the phonogram choices to those needed for each word.

Challenge
Ask the student to write the words on a whiteboard. Do not, however, hold back a student from continuing to learn the phonograms and rules if they are unable to complete this challenge. Spelling with the tiles is appropriate at this stage.

Practice Ideas

Handwriting
If the student continues to struggle with writing, review how to form each of the letters using either Foundations A and B or The Rhythm of Handwriting. Incorporate daily handwriting games as found in Foundations A and B to provide additional practice.
Phonograms
"Phonogram Train" on page 7
"Phonogram Choo-Choo" on page 17
"Phonogram Race" on page 23
"Phonogram Basketball" on page 32
"Phonogram Sprint" on page 38
"Phonogram Light Up" on page 42
"Phonogram Slap" on page 49
"Phonogram Board Game" on page 53

Two-Syllable Words
"Compound Words" on page 2
"Compound Words" on page 13
"Compound Words" on page 24
"Words with -ing" on page 32

Words Where O Says the Schwa Sound
Retell the story of the Lazy O. Practice reading the words on the Lazy Vowel Chart each day for a month.
"The Phonogram O" on page 30

Reading Comprehension
"Animal Card Game" on page 36
"What Are You Doing?" on page 44
"The Farm" on page 51

Spelling
If the student struggles to spell words using the letter tiles, practice this skill by placing only the phonograms needed to spell a particular word in front of the student. Use lists from previous lessons, beginning with Foundations A, in order to build the student's confidence.