

## Monitor Progress



to Differentiate Instruction  
Formal Assessment

**SPELLING** As students blend and spell words, note which students need additional help during Workshop.

### APPROACHING LEVEL

**IF ...** students need additional practice with /e/ and /ē/, **THEN ...** have them complete *Reteach 2* pages 95–96.

### ON LEVEL

**IF ...** students are on level with blending and spelling words with /e/ and /ē/, **THEN ...** have them write sentences using words with these sounds and spellings during Workshop.

### ABOVE LEVEL

**IF ...** students are ready for a challenge, **THEN ...** have them complete *Challenge Activities 2* page 48.

## Phonics

### Guided Practice

Have students use *Skills Practice 2* pages 131–132 to review words with /e/ and /ē/. Have students read the words on page 131 and write them in the /e/ or /ē/ column. Then have students complete the sentences on page 132.

UNIT 9 Lesson 3

Name \_\_\_\_\_ Date \_\_\_\_\_

### Sounds and Spellings Review

**Practice** Read each word. Write the word in the correct column to tell if the e has the long or short sound.

sleepy	tread	reason
meter	speckled	heading



Short e

- tread
- speckled
- heading



Long e

- sleepy
- reason
- meter

Skills Practice 2 • Phonics UNIT 9 • Lesson 3 131

UNIT 9 Lesson 3

**Apply** Read the story. Write the correct word to complete each sentence.

fell	cheered	season	speedy	even	loudly
team	field	pep	fence	bench	ended

This was the last game for the season. 

Our team sat on the bench in the dugout. We listened as Coach Greer gave us a pep talk. The game was almost over and the score was even. Then Steven hit the ball over the fence. It fell in the field. Steven was speedy and made a home run. The game ended. We jumped up and down and cheered loudly. 

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*Skills Practice 2*, pp. 131–132