

Monitor Progress



to Differentiate Instruction Formal Assessment

PHONICS Note how well students blend and spell words with /h/ spelled *h*.

APPROACHING LEVEL

IF ... students need additional practice with /h/ spelled *h*, **THEN ...** use **Reteach 1** pages 21–22.

ON LEVEL

IF ... students are on level with dictation, **THEN ...** during Workshop, pair them, and have them dictate words to each other to spell using the **Write-On Board** and magnetic letters.

ABOVE LEVEL

IF ... students need a challenge with dictation, **THEN ...** use **Challenge Activities 1** page 11.

Guided Practice

Have students use **Skills Practice 1** pages 37–38 for additional practice with /h/ spelled *h* and for dictation.


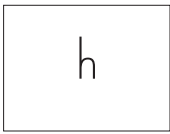
- Have students name the picture at the top of page 37. *hound* Ask them to say the sound this picture stands for. /h/ Ask which letter spells this sound. *h*
- Have students complete the top line on the page by writing *h* several times and writing *H* several times. Have students say the /h/ sound as they write the spellings.
- Have students write the words at the bottom of the page.
- On page 38, have students write *h* under each picture whose name begins with /h/. *The picture names are hand, helicopter, turtle, table, hat and house.* Students can use the bottom of the page for dictation.

UNIT 1 Lesson 9

Name _____ Date _____

Sounds and Spellings

Directions: Practice writing /h/ and H. Write the words that begin with the sound /h/.

Practice

h h h H H H




heart happy horn

heart happy horn




Skills Practice 1 • Phonics UNIT 1 • Lesson 9 37

UNIT 1 Lesson 9

Apply

h h h

h h h

Dictation

ham hit

38 UNIT 1 • Lesson 9 Phonics • Skills Practice 1

Skills Practice 1, pp. 37–38