

Activity	Description
Assessment Test - Building Vocabulary I	This assessment is based on the skills associated with Building Vocabulary I. It is based on the skills from the early part of the school year.
Basic Sight Words 1	Identify, use, and correctly spell basic sight words
Basic Sight Words 2	Identify, use and correctly spell basic sight words
Beginning Digraphs 1	Definition of a digraph; example of digraph; students complete words using digraphs ch, gh and ph
Beginning Digraphs 2	Students identify words with sh and th; two sounds of /th/
Compound Words	Recognizing and forming compound words
Final Consonants 1	Students identify words that end with k, b; sounds of ending /k/, /b/
Final Consonants 2	Students identify words that end with x, m, f; sounds of ending /x/, /m/, /f/
Final Consonants 3	Students identify words that end with t, p; sounds of ending /t/, /p/
Final Consonants 4	Students identify words that end with d, b; sounds of ending /d/, /b/
Final Consonants 5	Students identify words that end with n, g; sounds of ending /n/, /g/
Final Consonants 6	Students identify words that end with l, r; sounds of ending /l/, /r/
Final Digraphs 1	Location of digraphs in words; students complete words with correct digraphs: ch, ph, ck and sh
Final Digraphs 2	Location of digraphs in words; students complete words with correct digraphs: th, gh and ng
Initial Blends 1	Definition of a blend; students identify examples of blends; (pl, pr, fl, fr, br, tr, scr, sk, sn)
Initial Blends 2	Definition of a blend; students identify examples of blends; (gr, dr, cr, cl, gl, st, sc, sw, squ)
Initial Blends 3	Definition of a blend; students identify examples of blends; (sl, sp, bl, cl, sm, spl, spr, thur, str)

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Initial Consonants 1	Students identify words that begin with the letters b, f; sound of the letters /b/, /f/
Initial Consonants 10	Students identify words that begin with the letters w, y, z; sound of the letters /w/, /y/, /z/
Initial Consonants 2	Students identify words that begin with the letters d, g; sound of the letters /d/, /g/
Initial Consonants 3	Students identify words that begin with the letters h, j; sound of the letters /h/, /j/
Initial Consonants 4	Students identify words that begin with the letters k, c; /k/ and /c/ sometimes make the same sounds
Initial Consonants 5	Students identify words that begin with the letters l, m; sound of the letters /l/, /m/
Initial Consonants 6	Students identify words that begin with the letters n, p; sound of the letters /n/, /p/
Initial Consonants 7	Students identify words that begin with the letters q, r; sound of the letters /q/, /r/
Initial Consonants 8	Students identify words that begin with the letters s, c; sound of the letters /s/, /c/
Initial Consonants 9	Students identify words that begin with the letters t, v; sound of the letters /t/, /v/
Introduction to Sounds 1	Students are introduced to all sounds, the definition of vowels and consonants
Introduction to Sounds 2	Students are introduced to all sounds, the definition of vowels and consonants
Like and Unlike Letters	Students identify letters with similar features; (c, e, o), (b, p, q, d), (v, w, u), (j, i), (g, y, j, p), (m, n, w, v, r)
Like and Unlike Words	Students identify words that look similar to other words; (on, no, so), (an, am, and), (if, it, is, in)
Loud and Soft Sounds	Students identify various sounds according to the volume of the sound
Nonsense Sounds	Students are asked to correctly identify the correct source of a sound
Root Words	Recognizing and using root words to build vocabulary

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Sequencing Three Sounds	Students listen to a variety of sounds and identify the order of a three sound sequence
Silent Vowels	Students identify silent vowels in words; second vowel is usually silent
Similar Sounds	Students determine the difference between similar two sequence and three sequence sounds of everyday objects and animals
Sound Recognition	Students are asked to identify many sounds that would occur in public, at home, and in school. The recognition of these sounds will help the students understand their everyday world.
Sound Sequence	Students listen to a variety of sounds and identify the order of a two sound sequence
Syllables	The identification and use of closed, open, and accented syllables
The -ar- Sound	Students identify words that have the /ar/ sound in words
The -er-ir-ur- Sounds	Students identify words that have the /er/, /ur/ and /ir/ sounds
The -or- Sound	Students identify words having the /or/ sound
The Diphthong -oi- & -oy-	Student work with the spellings oi and oy representing the diphthong /oi/
The Diphthong -ou- & -ow-	Students work with spellings ow and ou representing the diphthong /ou/
The Long -a- Sound	Students identify long /a/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound
The Long -e- Sound	Students identify long /e/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound
The Long -i- Sound	Students identify long /i/ sound in examples; vowel/consonant/vowel concept in creating the long vowel sound
The Long -o- Sound	Students identify long /o/ sound in examples; vowel/consonant/vowel concept in creating the long vowel sound
The Long -oo- Sound	Students identify the long sound of /oo/
The Long -u- Sound	Students identify long /u/ sound in examples; vowel/consonant/vowel concept in creating the long vowel sound

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The Short -a- Sound	Students identify short /a/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -e- Sound	Students identify short /e/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -i- Sound	Students identify short /i/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -o- Sound	Students identify short /o/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -u- Sound	Students identify short /u/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
Word Families	Building vocabulary through the use of word families and rhyming words
Y as a Vowel	Students identify words using "y" as a vowel sound