Name: _

Blend sounds

Say the sounds in a word. Ask the student to tell you the word.

Sounds	Word	Check
/j/ /u/ /m/ /p/	jump	
/z/ /e/ /b/ /r/ /a/	zebra	
		Score:/2

Find the sound

Say a word. Have the student repeat the word then say where they hear a certain sound in a word. For example, ask: *Where do you hear the /w/ sound in water*?

Word	Sound	Answer	Check
water	/w/	beginning	
jab	/b/	end	
fox	/ks/	end	
		Sc	ore:/3

Change a sound

Say a word. Have the student repeat the word then change one sound and say the new word.

Word	Sounds	Answer	Check
vest	/v/ to /z/	zest	
yet	/y/ to /j/	jet	
fizz	/z/ to /t/	fit	
		So	core:/3

Phonics

Have the student write the lower-case letter for each sound as you say it.

Sound	Lower-case letter	Check
/b/	b	
/j/	j	
/kw/	q	
/v/	v	
/w/	w	
/ks/	x	
/y/	У	
/z/	Z	
		Score:/8

Date: _____

High-utility words

Have the student read the Unit Three high-utility words. Ask: *What is this word?*

See the Unit Three Review high-utility words.

Word	Check	Word	Check
you		what	
your		they	
put		do	
off		to	
like		where	
went		there	
	Score:/12		re:/12

Word reading

Have the student read decodable words.

Word	Check	Word	Check
can		get	
and		zip	
fox		win	
yes		vet	
jug		quit	
		Scoi	re:/10

Match the letter with the sound

Have the student match a letter to the corresponding beginning sound (end sound in **fox**) of a word.

See the Unit Three Review letter-sound correspondences.

Letter	Word	Check
Bb	banana	
Jj	jelly	
Qq	queen	
Vv	violin	
Ww	watermelon	
Xx	fox	
Yy	yak	
Zz	zebra	
	Sc	ore:/8

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Unit Three Review high-utility words

you	your	put
off	like	went
what	they	do
to	where	there

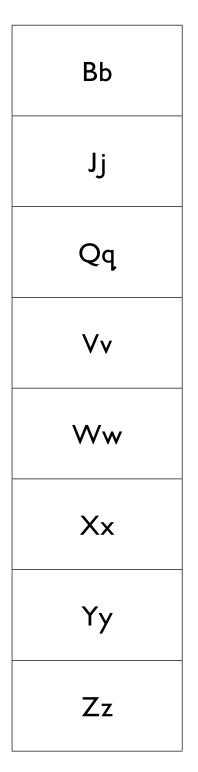
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Unit Three Review letter—sound correspondences

Match the letter with the sound

Name: _

Students draw a line to match the letter to the beginning sound (end sound in **fox**) of the word.



<u> </u>	jelly
	zebra
ACIL.	fox
\sim	banana
	queen
The second secon	yak
*	violin
	watermelon