WonderWorks
Foundational Skills Kit
Purpose of WonderWorks

- Explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, and word recognition to close identified gaps
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery
- Close gaps quickly, allowing students to accelerate and succeed!
Program Components

Each kit has the following materials:
- Foundational Skills Lesson Cards
- Large Sound-Spelling Cards
- Sound-Spelling Cards with Articulation on back
- High-Frequency Word Cards
- Sound-Spelling Workboard (6)
- Small Letter Cards
- Word Building Cards
- Practice and Assessment Book
Program Manipulatives

- Sound-Spelling Cards
- Photo Cards
- Letter Cards
- High-Frequency Word Cards
Organization of Lessons

Instructional Routines
Phonics
Structural Analysis
Fluency
ELA Block Implementation

• First 15-20 minutes of the ELA block daily
• Lesson cards follow a sequential order
• Aligned to Common Core State Standards
• Foundational Skills Lesson Cards specified in District Curriculum Guides
# Grade 3 Unit 1 Curriculum Guide

## Wonderworks
*Teachers must familiarize themselves with the routine cards and incorporate them into the phonics and structural analysis lessons.

All cards listed must be covered during the unit in sequential order.

<table>
<thead>
<tr>
<th>Phonics</th>
<th>Structural Analysis</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1A- short a</td>
<td>Lesson 1A- Plurals: s,-es</td>
<td>*Utilize fluency routine cards when working with the phonics and structural analysis passages.</td>
</tr>
<tr>
<td>Lesson 1B- short a</td>
<td>Lesson 1B- Plurals: s,-es</td>
<td>*Fluency assessment passages are optional and may be used to distinguish an individual child’s reading abilities as necessary.</td>
</tr>
<tr>
<td>Lesson 2A -short i</td>
<td>Lesson 2A- Inflectional Endings -s, -es</td>
<td></td>
</tr>
<tr>
<td>Lesson 2B -short i</td>
<td>Lesson 2B- Inflectional Endings -s, -es</td>
<td></td>
</tr>
<tr>
<td>Lesson 3A - short o</td>
<td>Lesson 3A- Inflectional Endings -ed, ing (no spelling change)</td>
<td></td>
</tr>
<tr>
<td>Lesson 3B-short o</td>
<td>Lesson 3B- Inflectional Endings -ed, ing (with spelling change)</td>
<td></td>
</tr>
<tr>
<td>Lesson 4A- short e</td>
<td>Lesson 5A-Plurals: change y to i</td>
<td></td>
</tr>
<tr>
<td>Lesson 4B-short e</td>
<td>Lesson 5B-Plurals: change y to i</td>
<td></td>
</tr>
<tr>
<td>Lesson 5A-short u</td>
<td>Lesson 11A- Prefixes re-, un-, dis-</td>
<td></td>
</tr>
<tr>
<td>Lesson 5B-short u</td>
<td>Lesson 11B- Prefixes re-, un-, dis-</td>
<td></td>
</tr>
<tr>
<td>Lesson 6A-Consonant Blends</td>
<td>Lesson 7A-VCe (final e)</td>
<td></td>
</tr>
<tr>
<td>Lesson 6B-Consonant Blends</td>
<td>Lesson 7B-VCe (final e)</td>
<td></td>
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</tbody>
</table>

For additional resources visit the WonderWorks site below:

Use your teacher username and password provided by the district.

[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)
## Instructional Routine

### Lesson Structure

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td>I Do</td>
<td>Direct, explicit instruction of the strategy or skill with the teacher modeling and thinking aloud to illustrate cognitive processes</td>
</tr>
<tr>
<td>We Do</td>
<td>Guided practice that the teacher and students do together</td>
</tr>
<tr>
<td>You Do</td>
<td>Practice that students do to demonstrate their understanding</td>
</tr>
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</table>
Lesson 18 Phonics

r-Controlled Vowels
/ür/ er, ir, ur, or

One-Syllable Words

Objective: Blend one-syllable words with r-controlled vowels /ür/ er, ir, ur, or.

**Do**
Use the Word-Building Cards and Letter Cards to form the word term on the Workboard. Say: Term. Listen as I say each sound in term: /t/ /ør/ /m/ /n/. There are three sounds. Move your finger over the word as you blend the sounds: /tüzmmn/ /m/. Underline the letters er. These letters are pronounced /ør/. Explain that when e, l, u, and o are followed by r, the r may change the vowels sound to /ør/ as in her.

**Work**
Write and say first. Let’s say each sound out loud together: /n/ /l/ /u/ /r/. Now blend the word with me: /füllurrrssst/, first. Guide students to write the word first on their Workboards and underline the letters that stand for the /ør/ sound. Repeat the blending routine with purse, squat, and fur.

**You Do**
Write and say the words stem, birth, worm, and churn. Have students blend the sounds in each word. Then have students write the words on their Workboards and circle the r-controlled vowel sound.

Give students a copy of Practice, page 52. Go over the examples in exercises A and B.

**Quick Check**
Can students blend one-syllable words with r-controlled vowels? If not, provide additional modeling and guided practice using the words in “You Do” and on Phonics Card 36.

**Write**

Objective: Write letters, words, and a sentence.

Say /ür/ and have students write ur on their Workboards. Then say /ür/ and /ir/. Have students write the letters for those sounds on their boards. Say hurt: have students write hurt. Model how to segment the word to scaffold the spelling. Use the same procedure with r-controlled spellings er, ir, and or in germ, shirt, and worm. Write the words on the board; have students self-correct. Guide them in writing a sentence, using one of the words.

**ENGLISH LANGUAGE LEARNERS**
Write and chorally read with students: stir, curl, worm, and clerk. Point to the correct mouth position. Refer to Sound-Spelling Card 38. Then write and choral read with students: The hurt girl went to the nurse. Then ask students to point to the words that have the /ør/ sound: [girl, hurt, nurse]
Routine Cards

• Each card has two sides.
  • “A” & “B”
  • Do “A” one day
  • Do “B” one day
“You Do” Suggestions

• Use examples from the workbook page, put on the board, and have students complete them on white boards.

• You can substitute the “Write” or “Read” component on the card. (If you choose the “Read” component, every student will need a copy of the page.)

• Workbook page could be used for homework.
Instructional Suggestions

• Keep a checklist of the letters you covered

• Fluency Card: Can use for IRS students and/or struggling students

• Corrective Feedback Card: Use when working in small groups

• Spelling words can be used from Wonderworks or other supplemental resources.
Foundational Skills Assessments (Optional)

- Foundational skills assessments are formative assessments that provide real information on student growth and progress
- Should be given every six weeks
- Should be used to plan future intervention lessons
- Use results to provide feedback on students strengths and weaknesses
- Use results to provide feedback on specific skills
- Use the results to address deficits
<table>
<thead>
<tr>
<th>Foundational Skills Assessments</th>
<th>Lesson Focus Correlation</th>
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<tbody>
<tr>
<td>Phonics and Structural Analysis Survey</td>
<td>Focus attention on the skills underlying the assessed task</td>
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</table>
| Oral Reading Fluency                                    | • Rate and Accuracy  
• Intonation and Expression  
• Phrasing               |
Technology Integration

• Teachers can track student usage
• Students can access digital resources from home
• IPad application available

www.connected.mcgraw-hill.com

• Resource website with free applications for teachers to download

www.mheonline.com