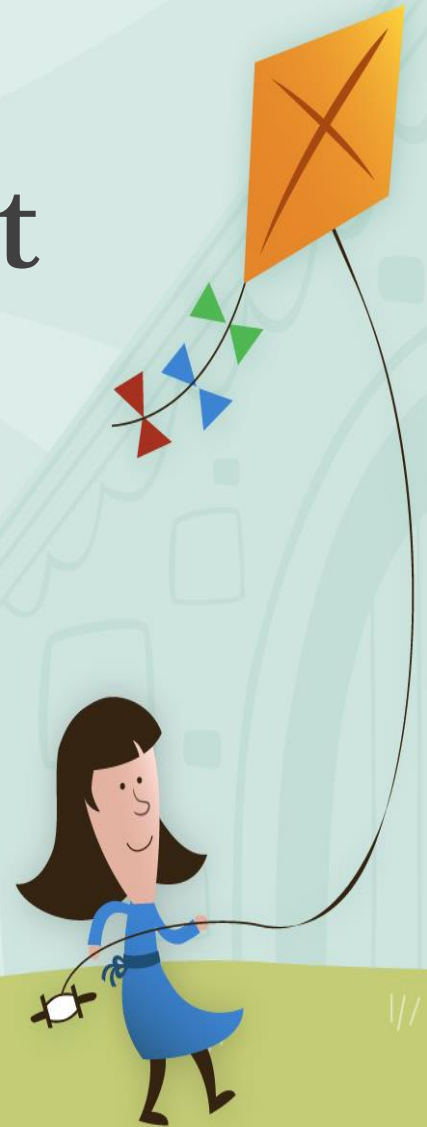


WonderWorks Foundational Skills Kit



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!



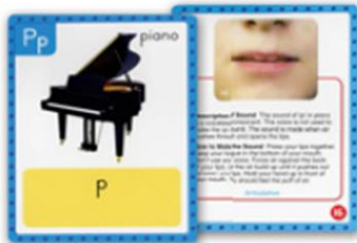
Program Components

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



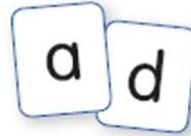
Program Manipulatives



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.

Phonics

Lesson 1A- short a
Lesson 1B-short a
Lesson 2A -short i
Lesson 2B -short i
Lesson 3A- short o
Lesson 3B-short o
Lesson 4A- short e
Lesson 4B-short e
Lesson 5A-short u
Lesson 5B-short u
Lesson 6A-Consonant Blends
Lesson 6B-Consonant Blends
Lesson 7A-VCe (final e)
Lesson 7B-VCe (final e)

Structural Analysis

Lesson 1A-Plurals: s,-es
Lesson 1B- Plurals: s,-es
Lesson 2A-Infelctional Endings –s, -es
Lesson 2B- Inflectional Endings –s, -es
Lesson 3A- Inflectional Endings –ed,ing
(no spelling change)
Lesson 3B- Inflectional Endings -ed, ing
(with spelling change)
Lesson 5A-Plurals: change y to i
Lesson 5B- Plurals: change y to i
Lesson 11A- Prefixes re-, un-, dis-
Lesson 11B- Prefixes re-, un-, dis-

For additional resources visit the WonderWorks site below:

Use your teacher username and password provided by the district.

www.connected.mcgraw-hill.com

Fluency

***Utilize fluency routine cards when working with the phonics and structural analysis passages.**

***Fluency assessment passages are optional and may be used to distinguish an individual child's reading abilities as necessary.**



Instructional Routine

Lesson Structure

I Do	Direct, explicit instruction of the strategy or skill with the teacher modeling and thinking aloud to illustrate cognitive processes
We Do	Guided practice that the teacher and students do together
You Do	Practice that students do to demonstrate their understanding



Sample Routine Card

Lesson 18 Phonics

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

Materials:
- Sound-Spelling Workboards
- Letter Cards
- Word-Building Cards
- Sound-Spelling Card 38
- Practice pp. 52–54

Go Digital
- Phonics: r-Controlled
Vowels Mini-Lesson

One-Syllable Words

RF.4.2.a RF.5.2.a CCSS

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

I 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/ /ûr/ /m/. There are three sounds. Move your finger over the word as you blend the sounds: /tûrmmm/, *term*. Underline the letters *er*. These letters are pronounced /ûr/. Explain that when *e*, *i*, *u*, and *o* are followed by *r*, the *r* may change the vowel's sound to /ûr/ as in *her*.

We Do Write and say *first*. Let's say each sound out loud together: /f/ /ûr/ /s/ /t/. Now blend the word with me: /ffûûûrrrssst/, *first*. Guide students to write the word *first* on their **WorkBoards** and underline the letters that stand for the /ûr/ sound. Repeat the blending routine with *purse*, *squirt*, and *fur*.

You Do Write and say the words *stern*, *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. Then have students complete the page.

Corrective Feedback Provide corrective feedback using **Phonics Card 34** with: *fern*, *smirk*, *word*, *hurt*, *purse*.

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

L.3.2.f CCSS

Objective Write letters, words, and a sentence

Say /ûr/ and have students write *ur* on their **Workboards**. Then say /h/ and /t/. 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 chorally read with students: *The hurt girl went to the nurse*. Then ask students to point to the words that have the /ûr/ sound. [girl, hurt, nurse]

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Routine Cards

- Each card has two sides.
- “A” & “B”
- Do “A” one day
- Do “B” one day

Lesson 11 Structural Analysis

Prefixes
re-, un-, dis-

Materials:
- Sound Spelling WorkBoards
- Letter Cards
- Word-Building Cards
- Practice, pages 130–132

Go Digital
- Structural Analysis:
Prefixes Mini-Lesson

Teach

Objective Decode words with prefixes *re-, un-,* and *dis-*.

I Do Explain to students that a prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of the word. Use the **Letter Cards** and **Word-Building Cards** to display *send*. Read aloud *send* with students. Say: Let's add the prefix *re-* to the beginning of *send*. The new word is *resend*. The prefix *re-* means "again" or "back." *Resend* means "to send again."

Write *safe*, *on the WorkBoard* and read it aloud. Let's add the prefix *un-* to the beginning of *safe*, the word becomes *unsafe*. The prefix *un-* means "not" or "the opposite of something." The word *unsafe* means "not safe." Write and read aloud the word *like*. Let's add the prefix *dis-* to the beginning of *like*, the word becomes *dislike*. The prefix *dis-* means "not" or "away." *Dislike* means "not like." Model blending the words and have students repeat chorally.

We Do Write and read the prefixes *re-, un-,* and *dis-*. Then write and read aloud: *unclean, dishonest, redo, untie*. Have students write the words on their WorkBoards. Let's identify the prefix in each word. Guide students to underline the prefix in each word. What does each word mean? (*unclean*: "not clean"; *dishonest*: "not honest"; *redo*: "do again"; *untie*: "opposite of tie") Read aloud the words with students.

You Do Write and read aloud the prefixes *re-, un-,* and *dis-* across the top of the WorkBoard. Then write the root words *build, happy,* and *agree* along the side. Say the words *rebuild, unhappy, disagree*. Have students write the words and tell the meaning of the word. (*rebuild*: "to build again"; *unhappy*: "not happy"; *disagree*: "not agree") Read aloud the words with students. Give students a copy of **Practice**, page 130. Go over the examples in exercises A and B. Then have students complete the page.

Corrective Feedback Provide corrective feedback using **Structural Analysis Card 18** with: *retell, uncover, disappear*.

Quick Check Can students decode words with prefixes? Can they tell the word's meaning? If not, provide additional modeling and guided practice using the words in "You Do" and on **Structural Analysis Card 19**.

ENGLISH LANGUAGE LEARNERS
Write and read the word *read*. Say: I can add the prefix *re-* to the beginning of *read* to make a new word. The prefix *re-* means "again." Add the prefix *re-* to *read* to make *reread*. Write and read aloud: *I like to reread books*. Have students point to the word with a prefix and say the prefix. What does the word *reread* mean? (to read again) Have students name some stories they like to reread.

A

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“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



Foundational Skills Assessments	Lesson Focus Correlation
Phonics and Structural Analysis Survey	Focus attention on the skills underlying the assessed task
Oral Reading Fluency	<ul style="list-style-type: none">●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

