

Soundcheck 2

Preliminary Assessment

Word Lists

- Give the three lists at three different times.
- The 63 words in the three lists cover all single consonants at least twice, along with the short vowel sounds, initial and final consonant blends, and the digraphs ck, sh, ch, th.
- The assessment lists generally follow the order of the skills taught in the first *SoundCheck*. Collect between tests but save correction until all three tests have been completed.

List 1	List 2	List 3	Error Analysis
1. cat	sad	ham	/a/ + consonant sounds
2. fan	van	zap	/a/ + consonant sounds
3. pig	tin	hid	/i/ + consonant sounds
4. quin	zip	did	/i/ + consonant sounds
5. wig	jig	his	/i/ + consonant sounds
6. fox	box	mop	/o/ + consonant sounds
7. got	job	rot	/o/ + consonant sounds
8. gum	hug	bud	/u/ + consonant sounds
9. but	mum	cup	/u/ + consonant sounds
10. bed	yes	hem	/e/ + consonant sounds
11. web	yet	let	/e/ + consonant sounds
12. pram	trip	grip	Consonant blends with /r/
13. plus	club	slip	Consonant blends with /l/
14. stem	swam	skim	Consonant blends with /s/
15. tent	bunk	bend	Final consonant blends with /n/
16. hump	sift	sand	Final consonant blends
17. brand	stamp	twist	Initial and final consonant blends
18. stuck	quack	speck	Consonant digraph: ck
19. shut	wish	rash	Consonant digraph: sh
20. such	chop	rich	Consonant digraph: ch
21. thud	moth	with	Consonant digraph: th

Unit 2.1: a with 'Super e' (a-e as in made)

Teaching Focus:

This is the first of five units starting *Super e*, the special *e* with the power to change short vowel sounds into long ones. In this unit, *Super e* is teamed with *a* to make the long *a* vowel sound /ā/. The most common spellings for the long *a* sound are *a-e* (*cake*), *ay* (*say*) and *ai* (*rain*). This unit focuses on the *a-e* pattern.

For *Super e* to work effectively, there is usually only one consonant between the vowel and the *e*.

If we add *Super e* to the word *cap* it turns *cap* into *cape*. What will happen if we add *Super e* to *tap*?

The challenge lists include words with both short and long *a* sounds. If the challenge word has a *Super e*, the children

should trace over the outlined *e* on the sheet. If not, they should cancel out the *e* by crossing it out.

Challenge 1 has words with three phonemes or sounds. Challenges 2 and 3 have four sounds, and include consonant blends.

Remind students that they will need to circle two letters in the first menu box.



Phonological Fun

Sound Circle contrasting the long *a* vowel sound as in *cake* with the short *a* vowel sound as in *car*. Divide children into two groups (one for long *a*, one for short *a*) and give each child a blank card. Ask the children to write the letter *a* on their cards, and to draw a visual link to remind them which vowel sound they represent (e.g., apron or cake, cat or apple). Children sit in a circle alternating by sounds. The teacher reads a list of words one at a time. When the children hear their sound, they say the sound and change places with another child. If a word contains both sounds, everyone will need to change places. Listeners need to concentrate so they can isolate sounds in a variety of positions in the words.

ambulance
ant
mate
mat
angel
tap
play
shape
man
main
Saturday

Super e !



Challenges

Challenge 1	Challenge 2	Challenge 3	Challenge 4
1. ham	1. plate	1. plan	1.
2. tape	2. trap	2. grade	2.
3. cake	3. drake	3. crate	3.
4. bad	4. brake	4. graze	4.
5. laze	5. blaze	5. brag	5.
6. rat	6. crave	6. brave	6.
7. lame	7. flap	7. flame	7.
8. lake	8. snake	8. slat	8.
9. cab	9. crab	9. scale	9.
10. take	10. state	10. spat	10.

Name _____



s o u n d

ch e c k 2

①	p	h	l	a	e	i	o	u	t	m	n	e
②	t	g	r	a	e	i	o	u	p	g	d	e
③	c	d	r	a	e	i	o	u	d	t	k	e
④	b	g	r	a	e	i	o	u	k	d	z	e
⑤	b	l	r	a	e	i	o	u	z	g	m	e
⑥	c	b	r	a	e	i	o	u	v	t	w	e
⑦	f	l	r	a	e	i	o	u	m	t	p	e
⑧	s	l	n	a	e	i	o	u	t	p	k	e
⑨	s	c	r	a	e	i	o	u	l	b	z	e
⑩	s	p	t	a	e	i	o	u	t	p	k	e

①
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⑩