

Skills Block Focus Sheet for Lessons 16–20

Photocopy this sheet
each week for each group.

Small Group Instruction/Partner Practice 2 Groups: 15 – 20 Minutes Per Group	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes
	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words
	3—NEW SOUND <i>u, /u ➔/ (umbrella)</i>		3—NEW SOUND <i>ch, /ch/ (chair)</i>		
	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis
	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>your, find, as, very, door</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>many, his, one, into, where</i>			
	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review
	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types	11—READ THE PARTS Syllable Types
	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review
	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading
14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	

Date _____ Class _____

Student Names

Small Group Assessment	Objective	Routine	Skill Level						
	Orally blend 2–5 phonemes into a word (teacher: /s ➔ //a ➔ //t/; student: <i>sat</i>)	1—WHAT WORD?	Practice						
	Orally segment words with 2–5 phonemes into individual phonemes (teacher: <i>fast</i> ; student: /f ➔ //a ➔ //s ➔ //t/)	2—SAY IT SLOWLY	Practice						
	Say the most common sound for <i>u, /u ➔/; ch, /ch/</i>	3—NEW SOUND	Introduce						
	Pronounce short vowel words in which each letter represents its most common sound, including CCVC pattern beginning with continuous initial sounds (ex: <i>stop</i>) and single-syllable open-syllable type words (ex: <i>no, we</i>)	5—WRITE, SOUND, AND SAY	Introduce						
	Pronounce featured sight words: <i>your, find, as, very, door, many, his, one, into, where</i>	8—NEW LOOK AND SAY	Introduce						
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice						
	Pronounce multisyllabic words made up of the following patterns and syllable types: CVC–CVC (ex: <i>rabbit</i>)	11—READ THE PARTS	Introduce						
	Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice						
	Read sentences made up of taught sight words and word patterns	13—BUILD SENTENCES	Practice						
Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	14—READ THE STORY	Practice							

Assessment Key: S = Struggling P = Practicing M = Mastered

Additional Comments/Observations: _____

OBJECTIVES: Say the short vowel sound for *Uu*, /u ➔/; Pronounce the words *your, find, as, very, door*; Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-CVC (rabbit); Cumulative Review

Small Group Instruction/Partner Practice

REMINDER

Detailed directions for all routines are located on routine cards in the card box and in the back of this teacher's guide.

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
grape /g//r ➔ / /ā ➔ / /p/	stamp /s ➔ / /t/ /a ➔ / /m ➔ / /p/
bright /b//r ➔ / /ī ➔ / /t/	lake /l ➔ / /ā ➔ / /k/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
lake	grape
stamp	bright

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *u/umbrella* and all cards for review
- Teacher and Student Letter Cards: *b, c, m, p, p, t, u*

WORD BANK		
bump	pump	pup
cut	tub	cup

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 16
- Partner Practice Book page 16

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *your, find, as, very, door*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 16

USE ROUTINE 11—Read the Parts

Syllable Types

MATERIALS

- Chart 16

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 16

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *can, come, his, is, the (2), where*
- Teacher and Student Sound and Say Word Cards: *in, jump, kitten, mitten, mud, rabbit, Stan, stick, stuck, us, with*
- Chart 16

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 16–20.

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 16

CLOSURE

TEACHER: *What is our Key Word for the letter u?* (Hold up Teacher Key Word Card, letter side.)

STUDENTS: *umbrella*

TEACHER: *What sound?* (Point to the letter *u* on the card.)

STUDENTS: /u ➔/

TEACHER: (Model sounding and reading words with *u* from the chart.)

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
paint /p/ /ā ➔ / /n ➔ / /t/	glass /g/ /l ➔ / /a ➔ / /s ➔ /
clean /k/ /l ➔ / /ē ➔ / /n ➔ /	light /l ➔ / /ī ➔ / /t/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
paint	glass
clean	light

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 17
- Partner Practice Book page 17

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *many, his, one, into, where*, and cards for review

REMINDER

Provide scaffolding by mixing up and flashing the new words. Then mix in the review words and flash all words.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 17

REMINDER

Be sure students continue to respond in unison during all chart work.

USE ROUTINE 11—Read the Parts

Syllable Types

MATERIALS

- Chart 17

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 17

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *can, come, his, is, the (2), where*
- Teacher and Student Sound and Say Word Cards: *in, jump, kitten, mitten, mud, rabbit, Stan, stick, stuck, us, with*
- Chart 17

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 17

REMINDER

Students say the underlined parts and then the word.

CLOSURE

TEACHER: *What new Look and Say words did we practice today?*

STUDENTS: *many, his, one, into, where*

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
prize /p/ /r → / / ī → / / z → /	blast /b/ /l → / / a → / / s → / / t/
tail /t/ /ā → / / l → /	spend /s → / / p/ /e → / / n → / / d/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
tail	spend
blast	prize

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *ch/chair* and all cards for review
- Teacher and Student Letter Cards: *ch, _ck, i, l, m, n, s, u*,

WORD BANK		
much	luck	munch
chick	chin	such

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 18
- Partner Practice Book page 18

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 18

USE ROUTINE 11—Read the Parts

Syllable Types

MATERIALS

- Chart 18

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 18

TEACHER TIP

Encourage students to compliment and praise one another.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *can, come, his, is, the (2), where*
- Teacher and Student Sound and Say Word Cards: *in, jump, kitten, mitten, mud, rabbit, Stan, stick, stuck, us, with*
- Chart 18

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 18

CLOSURE

TEACHER: What is our Key Word for the letter pattern *ch*? (Hold up Teacher Key Word Card, letter side.)

STUDENTS: *chair*

TEACHER: What sound? (Point to the letters *ch* on the card.)

STUDENTS: /ch/

TEACHER: (Model sounding and reading words with *ch* from the chart.)

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
block /b/ /l/ → /o/ → /k/	bone /b/ /ō/ → /n/ → /
green /g/ /r/ → /ē/ → /n/ → /	float /f/ → /l/ → /ō/ → /t/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
green	float
block	bone

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 19
- Partner Practice Book page 19

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 19

REMINDER

The goal is for students to say words quickly. Repeat charts as needed so students become fluent.

USE ROUTINE 11—Read the Parts

Syllable Types

MATERIALS

- Chart 19

REMINDER

Provide scaffolding by saying the sounds in each syllable one at a time. After students sound each syllable, they repeat the word.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 19

TEACHER TIP

Encourage students to compliment and praise one another.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *can, come, his, is, the (2), where*
- Teacher and Student Sound and Say Word Cards: *in, jump, kitten, mitten, mud, rabbit, Stan, stick, stuck, us, with*
- Chart 19

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 19

TEACHER TIP

Use Partner Practice time to monitor student progress and conduct individual checks.

CLOSURE

TEACHER: *We have been practicing words with the letter u in them. Let's say a few words together. (Point to words with u from the chart.)*

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
sleep /s ➔ /l ➔ /ē ➔ /p/	black /b/ /l ➔ /a ➔ /k/
three /th ➔ /r ➔ /ē ➔ /	twist /t/ /w ➔ /i ➔ /s ➔ /t/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
black	twist
sleep	three

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 20
- Partner Practice Book page 20

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 20

USE ROUTINE 11—Read the Parts

Syllable Types

MATERIALS

- Chart 20



Maintaining a fast pace during chart activities will help maintain student attention.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 20

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *can, come, his, is, the (2), where*
- Teacher and Student Sound and Say Word Cards: *in, jump, kitten, mitten, mud, rabbit, Stan, stick, stuck, us, with*
- Chart 20

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 20

TEACHER TIP

Reinforce desired behaviors during partner time. You may want to use a special pen or marker to write on their Partner Practice Book pages.

CLOSURE

TEACHER: *We have been practicing words with the letter pattern ch in them. Let's say a few words together. (Point to words with ch from the chart.)*