

Skills Block Focus Sheet for Lessons 21–25

Photocopy this sheet each week for each group.

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>a_e, /ā ➡ / (cake)</i>		3—NEW SOUND <i>ai, /ā ➡ / (train); ay, /ā ➡ / (tray)</i>		
		6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis
			7—SOUND AND SPELL SORT Word Analysis		7—SOUND AND SPELL SORT Word Analysis	
		8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>about, two, some, away</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>pretty, other, four, carry</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
		15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading
		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
		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
						4—THINK, TALK, AND WRITE Developmental Spelling

Date _____ Class _____

Student Names

Small Group Assessment	Objective	Routine	Skill Level				
	Say the most common sound for <i>a_e, ai, and ay /ā ➡ /</i>	3—NEW SOUND	Introduce				
	Write sentences or phrases that relate to a story and include words where each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	4—THINK, TALK, AND WRITE	Introduce				
	Pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVC pattern (ex: <i>grin</i>)	6—SOUND AND SAY WORDS	Introduce and Practice				
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	7—SOUND AND SPELL SORT	Introduce and Practice				
	Pronounce featured sight words: <i>about, two, some, away, pretty, other, four, carry</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-cle (ex: <i>candle</i>)	11—READ THE PARTS	Introduce				
	Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice				
	Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	14—READ THE STORY	Practice				
Apply a flexible strategy for determining the pronunciation of unknown multisyllabic words	15—SOUND, READ, AND CHECK	Introduce and Practice					

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

Additional Comments/Observations: _____

Look and Say Words: *about, two, some, away*

OBJECTIVES: Say the sound for *a_e*, / \bar{a} ➔ /; Pronounce the words *about, two, some, away*; Pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVC pattern (ex: *grin*); apply a flexible strategy for determining the pronunciation of unknown multisyllabic words; 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 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *a_e/cake* and all cards for review
- Teacher and Student Letter Cards: *a, c, e, k, m, s, t*

WORD BANK		
cake	mate	same
case	ate	tame

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 21

REMINDER

Students say the sound for the underlined word part and then say the word.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *about, two, some, away*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 21

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 21

REMINDER

Students say the underlined parts and then the word.

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 21

REMINDER

Students recite the six steps of the strategy. Model how to apply the steps with the first sentence. Students practice with the second sentence.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 21

TEACHER TIP

If you have an odd number of students in your group, partner with one student.

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 21

CLOSURE

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

STUDENTS: *cake*

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

STUDENTS: *a_e*, / \bar{a} ➔ /

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

Look and Say Words: *pretty, other, four, carry*

OBJECTIVES: Pronounce the words: *pretty, other, four, carry*; Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 22

REMINDER

Stop and correct any error, modeling as needed. Then repeat the row.

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK

words with *ing*: sing, thing, bring

words with *ink*: sink, think, drink

TEACHER TIP

The letters *-ng* represent a single sound, /ng/. For example, the sounds in *sing* are /s ➔ /i ➔ /ng/, and the sounds in *sink* are /s ➔ /i ➔ /ng/ /k/. For many students, /ng/ is difficult because of its nasal quality.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *pretty, other, four, carry*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 22

REMINDER

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

USE ROUTINE 11—Read the Parts

Syllable Types

MATERIALS

- Chart 22

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 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 22

REMINDER

Remind students to ask themselves if their word makes sense in the sentence.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 22

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 22

CLOSURE

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

STUDENTS: *pretty, other, four, carry*

TEACHER TIP

If needed, use Look and Say Teacher Word Cards or point to words on the chart.

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *ai/train*, *ay/tray* and all cards for review
- Teacher and Student Letter Cards: *ai*, *ay*, *l*, *n*, *p*, *s*, *t*

WORD BANK		
paint	play	stain
stay	pain	pay

TEACHER TIP

Generally, /ā ➔ / is spelled *ay* at the end of a word.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 23

REMINDER

Scaffold by having the students say every sound in the word and then the word (example: /f ➔ /l ➔ /ā ➔ /m ➔ /, *flame*). Stretch and connect when possible. In the example word, *flame*, each sound can be stretched and connected. In other words, do not stop between sounds.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 23

REMINDER

For all chart work, correct errors as soon as they occur. Always ask students to repeat the correct response. Then repeat the row.

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 23

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 23

REMINDER

Choose more challenging words if your students already know the italicized word.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Chart 23
- Partner Practice Book page 23

TEACHER TIP

Monitor students carefully, encouraging them to provide each other with 3–4 seconds of think time before offering help.

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 23

CLOSURE

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

STUDENTS: *tray*

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

STUDENTS: *ay, / ā ➔ /*

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 24



If students do not say the correct word, scaffold the blending process by saying the word slowly, one sound at a time. Stretch and connect the sounds.

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
words with short <i>a</i> : <i>tap, fad, rat</i>
words with <i>a_e</i> : <i>fade, tape, rate</i>



Provide corrective feedback by helping students match the letter with its sound and reminding them of Key Words.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 24

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 24



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

USE ROUTINE 15— Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 24

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 24

TEACHER TIP

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

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 24

CLOSURE

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

STUDENTS: *train*

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

STUDENTS: *ai, /ā → /*

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 25



Repeat charts or lessons until students become fluent, particularly with features that should be mastered by this lesson.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 25

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 25

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 25

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 25

TEACHER TIP

Use Partner Practice time to provide corrective feedback to students.

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 25

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 25
- Blackline Master 1

PROMPTING QUESTION

What other things could Max and Jane do while they are waiting for the cake?

CLOSURE

TEACHER: What new Look and Say words did we practice this week?

STUDENTS: *about, two, some, away, pretty, other, four, carry*

TEACHER TIP

If needed, use Look and Say Teacher Word Cards or point to words on chart.