

Skills Block Focus Sheet for Lessons 26–30

Photocopy this sheet each week for each group.

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>i_e / ī → / (bike)</i>	3—NEW SOUND <i>ie, / ī → / (tie); _y / ī → / (fly); igh, / ī → / (lightbulb);</i>	3—NEW SOUND <i>wr, /r → / (wrist)</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>give, what, again, because</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>their, into, please, why</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
		10—READ THE GROUPS Structural Analysis	10—READ THE GROUPS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis
		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>i_e, ie, _y, and igh / ī → /; wr /r → /</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	Practice				
	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	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	Practice				
	Pronounce featured sight words: <i>give, what, again, because, their, into, please, why</i>	8—NEW LOOK AND SAY WORDS	Introduce				
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice				
	Pronounce words formed by combining CVCe words with <i>-s, -ed, and -ing</i>	10—READ THE GROUPS	Introduce and Practice				
	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	Practice					

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

Additional Comments/Observations: _____

OBJECTIVES: Say the sound for *i_e* / \bar{i} → /; Pronounce the words *give, what, again, because*; 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: *i_e/bike* and all cards for review
- Teacher and Student Letter Cards: *b, d, e, h, i, k, r, t*

TEACHER TIP

The / \bar{i} → / sound is slightly changed when it is followed by /*r*/ (ex: *tire*). This is called coarticulation.

WORD BANK

ride	bite	tide
tire	hike	bride

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 26

REMINDER

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

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *give, what, again, because*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 26

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 26

REMINDER

Provide corrective feedback by saying the correct word and then repeating the row.

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 26

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 26

TEACHER TIP

Encourage students to compliment and praise one another.

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 26

CLOSURE

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

STUDENTS: *bike*

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

STUDENTS: *i_e, / \bar{i} → /*

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

OBJECTIVES: Say the sound for *ie, _y,* and *igh, / ī* ➔ /; Pronounce the words *their, into, please, why*; Cumulative Review

Small Group Instruction/Partner Practice

REMINDER Throughout lessons, provide corrective feedback as soon as an error occurs.

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *ie/tie, _y/fly, igh/lightbulb* and all cards for review
- Teacher and Student Letter Cards: *b, ie, igh, l, m, t, y*

WORD BANK		
by	might	lie
tie	light	my

TEACHER TIP

Help students select the correct spelling of / ī ➔ /. You may need to write words on a dry-erase board for students to copy.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 27

REMINDER If students are making frequent errors on review items, consider repeating some Routines or entire lessons. Multiple errors decrease the effectiveness of the charts.

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
words with <i>ang</i> : <i>sang, rang, clang</i>
words with <i>ank</i> : <i>sank, thank, blank</i>

TEACHER TIP

The nasal sound of /ng/ distorts the vowel sound that precedes it.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *their, into, please, why*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 27

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 27

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 27

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 27

TEACHER TIP

Use Partner Practice time to provide corrective feedback to students.

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 27

CLOSURE

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

STUDENTS: *their, into, please, why*

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *wr/wrist* and all cards for review
- Teacher and Student Letter Cards: *a, ck, e, i, p, s, t, wr*

WORD BANK		
wrap	stick	pack
speck	wreck	write

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 28

REMINDER

The pacing of chart work should be as quick as possible, while still providing all students with enough thinking time.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 28

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 28

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 28

REMINDER

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

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 28

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 28

CLOSURE

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

STUDENTS: *wrist*

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

STUDENTS: *wr, /r ➔ /*

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 29

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
words with <i>ong</i> : <i>song, long, strong</i>
words with <i>ing</i> : <i>sing, ring, bring</i>

TEACHER TIP

The nasal sound of /ng/ distorts the vowel sound that precedes it.

USE ROUTINE 9—Look and Say Words

**Word Recognition: High-Frequency Words:
Cumulative Review**

MATERIALS

- Chart 29

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 29

REMINDER

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

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 29

REMINDER

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

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 29

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 29

CLOSURE

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

STUDENTS: *lightbulb*

TEACHER: *What sound? (Point to the letters igh on the Teacher Card.)*

STUDENTS: *igh, /ī → /*

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

OBJECTIVES: 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; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 30

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 30

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 30

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 30

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 30

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 30

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 30
- Blackline Master 1

WORD BANK

Tell who you think won the game and why.

CLOSURE

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

STUDENTS: *give, what, again, because, their, into, please, why*

TEACHER TIP

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