

Skills Block Focus Sheet for Lessons 36–40

Photocopy this sheet each week for each group.

		Lesson 36	Lesson 37	Lesson 38	Lesson 39	Lesson 40
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>e-e / ē → / (eve); ea / ē → / (peach); e / ē → / (feet)</i>	3—NEW SOUND <i>ce / s → / (cent); ci / s → / (circus)</i>	3—NEW SOUND <i>ar / ar / (star)</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>live, kind, most</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>goes, friend, o'clock</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

		Objective	Routine	Skill Level	Student Names				
Small Group Assessment		Say the most common sound for <i>e_e, ee, and ea / ē → /; ce and ci / s → /; ar / ar → /</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 WORDS	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>live, kind, most, goes, friend, o'clock</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: CV-CVC (ex: <i>begin</i>) and CV-Cle (ex: <i>cab</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	Practice					

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

Additional Comments/Observations: _____

OBJECTIVES: Say the sound for *e_e, ea, ee, /ē* → /; Pronounce the words *live, kind, most*; 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: *e_e/eve, ea/peach, ee/feet* and all cards for review
- Teacher and Student Letter Cards: *e_e, ea, ee, l, p, s, t, v*

WORD BANK

Steve	Pete	peel
sleep	leave	steal

TEACHER TIP

Help students select the correct spelling of /ē → /. 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 36

REMINDER

Because it may be difficult to monitor student progress during unison responses, conduct occasional individual checks. Be sure to point to words in random order.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *live, kind, most*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 36

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 36

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 36

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 36

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 36

CLOSURE

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

STUDENTS: *feet*

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

STUDENTS: *ee, /ē* → /

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

OBJECTIVES: Say the sound for *ce*, *ci*, /s ➔ /; Pronounce the words *goes*, *friend*, *o'clock*;
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: *ce/cent*, *ci/circus*, and all cards for review
- Teacher and Student Letter Cards: *a*, *c*, *e*, *f*, *i*, *l*, *p*, *r*

WORD BANK

place	ice	rice
race	face	lace

TEACHER TIP

Assist students to select correct spelling of /s ➔ /. 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 37

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK

words with <i>i</i> : <i>pickle</i> , <i>hid</i> , <i>fin</i>
words with <i>i_e</i> : <i>pipe</i> , <i>hide</i> , <i>fine</i>

REMINDER

If students struggle to spell a word, repeat the word slowly, emphasizing each sound.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *goes*, *friend*, *o'clock*, and cards for review

USE ROUTINE 9—Look and Say Words

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

MATERIALS

- Chart 37

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 37

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 37

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 37

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 37

CLOSURE

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

STUDENTS: *goes*, *friend*, *o'clock*

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *ar/star* and all cards for review
- Teacher and Student Letter Cards: *a, b, c, k, n, p, t*

WORD BANK

bark	barn	car
part	bar	park

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 38

REMINDER

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

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 38

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 38

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 38

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 38

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 38

CLOSURE

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

STUDENTS: *star*

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

STUDENTS: *ar*, /ar ➔ /

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 39

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK

words with *e*: *men, set, pet*

words with *ea*: *mean, steam, peanut*

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 39

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 39

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 39

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 39

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 39

CLOSURE

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

STUDENTS: *cent*

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

STUDENTS: /s ➔ /

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say words

Phonics: Word Analysis

MATERIALS

- Chart 40

USE ROUTINE 9—Look and Say words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 40

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 40

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 40

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 40

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 40

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 40
- Blackline Master 1

WRITING PROMPT

What fear have you faced and
how did you face it?

CLOSURE

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

STUDENTS: *live, kind, most, goes, friend, o'clock*