

Skills Block Focus Sheet for Lessons 41–45

Photocopy this sheet each week for each group.

		Lesson 41	Lesson 42	Lesson 43	Lesson 44	Lesson 45
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND u_e / ū ➔ / (ice cube); ui / ū ➔ / (fruit); ue / ū ➔ / (blue)	3—NEW SOUND al /awl/ (salt)	3—NEW SOUND or /or ➔ / (fork)		
		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>almost, head, eyes</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>school, eight, clothes</i>			
		9—LOOK AND SAY WORDS High-Frequency Words	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 (optional)	15—SOUND, READ, AND CHECK Strategic Reading (optional)	15—SOUND, READ, AND CHECK Strategic Reading (optional)	15—SOUND, READ, AND CHECK Strategic Reading (optional)	15—SOUND, READ, AND CHECK Strategic Reading (optional)
		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 u_e, ui, and ue / ū ➔ /; al, /awl/; and or, /or/	3—NEW SOUND	Introduce				
	Write sentences or phrases that relate to a story and include words in which 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 CCVCC pattern (<i>stamp</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>almost, head, eyes, school, eight, clothes</i>	8—NEW LOOK AND SAY	Introduce				
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice				
	Pronounce common contractions	10—READ THE GROUPS	Introduce/ Master				
	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 (optional)	15—SOUND, READ, AND CHECK	Master					

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

Additional Comments/Observations: _____

OBJECTIVES: Say the sound for *u_e, ui, ue*, /ū ➔ /; Pronounce the words *almost, head, eyes*; 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 Cards: *u_e/ice cube, ui/fruit, ue/blue*, and cards for review
- Teacher and Student Letter Cards: *b, c, e, f, j, l, r, t, u, ue, ui*

WORD BANK		
cute	juice	clue
blue	cube	fruit

REMINDER Use the Key Word Card to model the new sound. Students then apply the new sound by spelling words. Finally, have students practice all previously taught Key Words.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 41

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *almost, head, eyes*, and cards for review

REMINDER Students look at the word when you hold up the card and say the word when you tap it. If students make an error, repeat the word until all students say the word correctly. Mix cards and repeat.

TEACHER TIP You may choose to teach students other words in which *ea* represents the /ē ➔ / sound, such as *dead, lead, read, bread, dread, spread, thread, tread*.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIALS

- Chart 41

REMINDER Students look at the word when you point to it and say the word in unison when you tap it.

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 41

USE ROUTINE 15—Sound, Read, and Check (optional)

Word Recognition: Strategic Reading

MATERIALS

- Teacher-selected sentences

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 41

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 41

CLOSURE

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

STUDENTS: *ice cube*

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

STUDENTS: /ū ➔ /

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

OBJECTIVES: Say the sound for *al*, /awl/; Pronounce the words *school, eight, clothes*; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *al/salt* and cards for review
- Teacher and Student Letter Cards: *a, l, b, c, i, s, t, w*

WORD BANK		
all	call	salt
tall	stall	wall

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 42

REMINDER

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

TEACHER TIP

Point out that the /awl/ sound is often spelled *all* when it is the last sound in a word.

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
Words with <i>u</i> : <i>tub, cut, luck</i>
Words with <i>u_e</i> : <i>tube, cute, Luke</i>

REMINDER

Students write *tub* and *tube* at the top of each column. Call out remaining words in a random order. Students write the words under the appropriate column.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *school, eight, clothes* and cards for review

TEACHER TIP

You may choose to teach students other words in which *ei* represents the /ā → / sound, such as *eight, neigh, rein, weigh, weight, eighth, freight, reign, veil, sleigh, weigh*.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 42

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 42

USE ROUTINE 15—Sound, Read, and Check (optional)

Word Recognition: Strategic Reading

MATERIALS

- Teacher-selected sentences

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 42

REMINDER

Students read the rows to another student or to the teacher.

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 42

CLOSURE

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

STUDENTS: *school, eight, clothes*

TEACHER TIP

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

Small Group Instruction/Partner Practice

REMINDER

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

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *or/fork* and cards for review
- Teacher and Student Letter Cards: *b, c, f, n, or, t, th*

WORD BANK		
corn	born	torn
for	or	north

REMINDER

Provide corrective feedback by modeling the correct sound. As students build words, say each word slowly and emphasize each sound.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 43

REMINDER

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

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 43

REMINDER

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

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 43

REMINDER

Students look at the word when you point to it and say the word in unison when you tap it.

USE ROUTINE 15—Sound, Read, and Check (optional)

Word Recognition: Strategic Reading

MATERIALS

- Teacher-selected sentences

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 43

REMINDER

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

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 43

CLOSURE

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

STUDENTS: *fork*

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

STUDENTS: */or/*

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

TEACHER TIP

Consider ways for students requiring extra practice to consistently spend time reviewing charts and/or Partner Practice Book pages. Older students, peers, volunteers, and families are resources to consider.

Small Group Instruction/Partner Practice

REMINDER

Lessons incorporate cumulative review; therefore, students should only make occasional errors. Repeat charts and/or lessons as needed.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 44

REMINDER

If students do not say the correct sound, remind them of the Key Word associated with that sound.

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
Words with <i>ar</i> : <i>farm, car, hard</i>
Words with <i>or</i> : <i>sport, for, corn</i>

REMINDER

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

TEACHER TIP

While you are assisting students who need additional help, challenge other students to write additional words, such as *storm, torch, short, north, morning, smart, shark, sharp, scarf*.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 44

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 44

REMINDER

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

USE ROUTINE 15—Sound, Read, and Check (optional)

Word Recognition: Strategic Reading

MATERIALS

- Teacher-selected sentences

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 44

TEACHER TIP

Encourage students to compliment and praise one another.

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 44

REMINDER

Students read the story to another student or to the teacher.

TEACHER TIP

The story includes the word *wear*. You may choose to teach students other words in which *ea* represents the /ā ➔ / sound, such as *bear, pear, swear, break, great, steak*.

CLOSURE

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

STUDENTS: *fruit*

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

STUDENTS: /ū ➔ /

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

Small Group Instruction/Partner Practice

REMINDER

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

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 45

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 45

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 45

USE ROUTINE 15—Sound, Read, and Check (optional)

Word Recognition: Strategic Reading

MATERIALS

- Teacher-selected sentences

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 45

REMINDER

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

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 45

REMINDER

Monitor student reading carefully, encouraging students to assist each other and reminding them to repeat sentences until they can read them easily and fluently, with no errors.

TEACHER TIP

Words are italicized in the stories to indicate that they are either irregular words (or include spelling patterns that are rare) or that they include spelling patterns that will be taught in a later lesson. Encourage students to apply the Sound, Read, and Check strategy if they do not recognize these words.

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 45
- Blackline Master 1

WRITING PROMPT

What do you dream about doing when you are older?

REMINDER

Use the Writing Prompt to encourage students to write descriptive sentences related to the story. Assist students with spelling, encouraging them to apply taught sound spellings.

CLOSURE

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

STUDENTS: *almost, head, eyes, school, eight, clothes*

TEACHER TIP

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