

# Skills Block Focus Sheet for Lessons 51–55

Photocopy this sheet each week for each group.

		Lesson 51	Lesson 52	Lesson 53	Lesson 54	Lesson 55
Small Group Instruction/Partner Practice 2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>ew / oo → / (stew); oo / oo → / (spoon)</i>			3—NEW SOUND <i>ph / f → / (phone)</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	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 High-Frequency Common Words: <i>once, walk, love</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>every, those, wash</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	9—LOOK AND SAY WORDS High-Frequency Words: Cumulative Review
	10—READ THE GROUPS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis
	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	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	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>ew</i> and <i>oo / oo → /</i>	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>once, walk, love, every, those, wash</i>	8—NEW LOOK AND SAY	Introduce				
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice				
	Pronounce words formed by combining words made up of taught patterns with <i>-er</i> and <i>-est</i>	10—READ THE GROUPS	Introduce/ Practice/ 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				

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

Additional Comments/Observations: \_\_\_\_\_

**OBJECTIVES:** Say the sound for *ew, oo*, / $\overline{oo}$  ➔ /; Pronounce the words *once, walk, love*;  
Cumulative Review

### Small Group Instruction/Partner Practice

**REMINDER**

Unison responses are an important way to increase active engagement.

#### USE ROUTINE 3—New Sound

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *ew/stew, oo/spoon*, and cards for review
- Teacher and Student Letter Cards: *b, d, f, ew, kn, s, t, oo*

**WORD BANK**

few	food	knew
boot	stew	too

**TEACHER TIP**

Point out that the / $\overline{oo}$  ➔ / sound is often spelled *ew* when it is the last sound in a word.

#### USE ROUTINE 6—Sound and Say Words

**Phonics: Word Analysis**

**MATERIALS**

- Chart 51

#### USE ROUTINE 8—New Look and Say Words

**Word Recognition: Introducing High-Frequency Words**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *once, walk, love*, 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 51

#### USE ROUTINE 10—Read the Groups

**Word Recognition: Structural Analysis**

**MATERIALS**

- Chart 51

**REMINDER**

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

#### USE ROUTINE 12—Read Carefully

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 51

#### USE ROUTINE 14—Read the Story

**Word Recognition: Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 51

**TEACHER TIP**

Partner practice time is most effective when you monitor, provide corrective feedback, and reinforce desired behaviors.

#### CLOSURE

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

**STUDENTS:** *stew*

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

**STUDENTS:** / $\overline{oo}$  ➔ /

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

**Small Group Instruction/Partner Practice**

**USE ROUTINE 6—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 52

**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 *ew*: *flew, chew, drew*

Words with *oo*: *pool, roof, soon*

**REMINDER**

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

**USE ROUTINE 8—New Look and Say Words**

**Word Recognition: Introducing High-Frequency Words**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *every, those, wash*, 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 and tap it until all students say the word correctly. Mix up the cards and repeat.

**USE ROUTINE 9—Look and Say Words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 52

**USE ROUTINE 10—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIALS**

- Chart 52

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 52

**USE ROUTINE 14—Read the Story**

**Word Recognition: Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 52

**TEACHER TIP**

Words are italicized in the stories to indicate either that they are 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.

**CLOSURE**

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

**STUDENTS:** *every, those, wash*

**Small Group Instruction/Partner Practice****USE ROUTINE 3—New Sound****Phonics: Introducing New Sound****MATERIALS**

- Teacher Key Word Cards: *ph/phone* and cards for review
- Teacher and Student Letter Cards: *a, d, e, g, i, l, n, o, ph, r*

**WORD BANK**

graph

phone

dolphin

**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 53

**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 53

**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 Words****Word Recognition: Structural Analysis****MATERIALS**

- Chart 53

**USE ROUTINE 12—Read Carefully****Word Recognition: Cumulative Review****MATERIALS**

- Partner Practice Book page 53

**TEACHER TIP**

During partner practice time, reinforce desired behaviors. You may want to use a special pen or marker to write on their Partner Practice Book pages.

**USE ROUTINE 14—Read the Story****Word Recognition: Strategic and Fluent Reading****MATERIALS**

- Partner Practice Book page 53

**CLOSURE**

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

**STUDENTS:** *phone*

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

**STUDENTS:** / f ➔ /

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

**Small Group Instruction/Partner Practice**

**TEACHER TIP**

For students who require extra practice, consider spending 1–3 minutes prior to small groups pre-teaching or practicing a few items from the chart.

**USE ROUTINE 6—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 54

**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 *ace*: *race, place, grace*

Words with *ice*: *nice, rice, slice*

**TEACHER TIP**

While you are assisting students who need additional help, challenge other students to write additional words, such as *chance, glance, prance, prince, since*.

**USE ROUTINE 9—Look and Say Words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 54

**USE ROUTINE 10—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIALS**

- Chart 54

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 54

**TEACHER TIP**

Use partner practice time to monitor student progress. Occasionally you may want to take a couple of minutes to have one student read a few items or a row to you.

**USE ROUTINE 14—Read the Story**

**Word Recognition: Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 54

**REMINDER**

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

**CLOSURE**

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

**STUDENTS:** *stew*

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

**STUDENTS:** /  $\overline{oo}$  ➔ /

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

**Small Group Instruction/Partner Practice**

**REMINDER**

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

**USE ROUTINE 6—Sound and Say words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 55

**USE ROUTINE 9—Look and Say words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 55

**USE ROUTINE 10—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIALS**

- Chart 55

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 55

**USE ROUTINE 14—Read the Story**

**Word Recognition: Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 55

**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, making no errors.

**USE ROUTINE 4—Think, Talk, and Write**

**Phonics: Developmental Spelling**

**MATERIALS**

- Partner Practice Book 55
- Blackline Master 1

**WRITING PROMPT**

Write about your favorite team sport.  
Why do you like it best?

**REMINDER**

Students should only be responsible for writing correct sound spellings that they have been taught.

**CLOSURE**

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

**STUDENTS:** *once, walk, love, every, those, wash*