

Skills Block Focus Sheet for Lessons 61–65

Photocopy this sheet each week for each group.

		Lesson 61	Lesson 62	Lesson 63	Lesson 64	Lesson 65
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>oo /oo ➔ / (book)</i>		3—NEW SOUND <i>ge /j/ (cage); gi /j/ (giraffe); _dge /j/ (edge)</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>water, though, warm</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>along, heard, laugh</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
		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	Student Names			
	Say a common sound for <i>oo /öö ➔ /</i> and the most common sound for <i>ge, gi,</i> and <i>_dge /j/</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 (stamp)	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>water, though, warm, along, heard, laugh</i>	8—NEW LOOK AND SAY	Introduce					
Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice					
Pronounce y-derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>-es</i> and <i>-ed</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 *oo*, /oo ➔ /; Pronounce the words *water, though, warm*;
Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *oo/book* and words for review
- Teacher and Student Letter Cards: *b, d, g, h, k, l, oo, s, t*

WORD BANK		
book	good	look
took	stood	hood

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 61

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: *water, though, warm*, and cards for review

REMINDER

If an error occurs, repeat the word and tap it until 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 61

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 61

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 61

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 61

TEACHER TIP

Assigning new partners approximately every 4 weeks may help maintain appropriate behavior and motivation.

TEACHER TIP

The story includes the word *pilot*. In the word *pilot*, the *o* represents the schwa sound. Remind students that the schwa sound can be represented by *a, e, i, o, or u* and often occurs in unaccented syllables.

CLOSURE

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

STUDENTS: *book*

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

STUDENTS: /oo ➔ /

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 62



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

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
Words with <i>oo</i> : <i>wood, foot, cook</i>
Words with <i>o</i> : <i>clock, drop, fox</i>



Students write *wood* and *clock* at the top of each column. Call out remaining words in a random order. Students write the words in 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: *along, heard, laugh*, and cards for review



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.

TEACHER TIP

You may choose to teach students other words in which *ear* represents the /ir/ sound, such as *early* (Look and Say word from Lesson 57), *earth, learn, earn, search, pearl, yearn*.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 62

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 62

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 62

TEACHER TIP

Use partner practice time to monitor student progress and conduct individual checks.

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 62

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: *along, heard, laugh*

OBJECTIVES: Say the sound for _ge, gi, _dge, /j/; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ge/cage, gi/giraffe, _dge/edge*, and cards for review
- Teacher and Student Letter Cards: *a, c, ch, dge, e, er, g, i, m, n*

WORD BANK		
cage	change	ginger
edge	germ	age

TEACHER TIP

Generally, /j/ at the end of a syllable with a short vowel is spelled *_dge*. It is usually spelled *_ge* when it follows a long vowel.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 63

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 63



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 63

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 63

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 63



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

TEACHER TIP

The story includes the word *bottom*. In the word *bottom*, the second *o* represents the schwa sound. Remind students that the schwa sound can be represented by *a, e, i, o, u* and often occurs in unaccented syllables.

CLOSURE

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

STUDENTS: *edge*

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

STUDENTS: */j/*

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

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 64

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>ge</i> : <i>cage</i> , <i>large</i> , <i>gem</i>
Words with <i>_dge</i> : <i>bridge</i> , <i>wedge</i> , <i>dodge</i>

REMINDER

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

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 64

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 64

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 64

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 64

CLOSURE

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

STUDENTS: *cage*

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

STUDENTS: */j/*

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

Small Group Instruction/Partner Practice**REMINDER**

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

USE ROUTINE 6—Sound and Say Words**Phonics: Word Analysis****MATERIALS**

- Chart 65

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 65

USE ROUTINE 10—Read the Words**Word Recognition: Structural Analysis****MATERIALS**

- Chart 65

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

- Partner Practice Book page 65

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

- Partner Practice Book page 65

TEACHER TIP

The story includes the word *touch*. You may choose to teach students other words in which *ou* represents the /u ➔ / sound, such as *enough*, *rough*, *tough*.

USE ROUTINE 4—Think, Talk, and Write**Phonics: Developmental Spelling****MATERIALS**

- Partner Practice Book 65
- Blackline Master 1

WRITING PROMPT

Write about what it's like to visit the dentist's office.

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: *water, though, warm, along, heard, laugh*