

Skills Block Focus Sheet for Lessons 66–70

Photocopy this sheet each week for each group.

		Lesson 66	Lesson 67	Lesson 68	Lesson 69	Lesson 70
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>au /aw/ (faucet); aw /aw/ (saw)</i>		3—NEW SOUND <i>wor /wir/ (worm)</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>anything, nothing</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>done, woman</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
		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>au, aw /aw/ and wor /wir/</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 CCVC pattern (<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>anything, nothing, done, woman</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 (<i>begin</i>) and CVC-VC (<i>cabin</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				

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

Additional Comments/Observations: _____

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *au/faucet, aw/saw*, and cards for review
- Teacher and Student Letter Cards: *au, aw, c, e, f, h, l, r, s, t*

WORD BANK		
haul	fault	law
straw	sauce	claw

TEACHER TIP

The *e* at the end of the word *sauce* serves as a marker to indicate that *c* represents the soft sound, /s ➔ /.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 66

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *anything, nothing*, 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 66

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 66

REMINDER

Students say the underlined parts and then the word.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 66

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 66

TEACHER TIP

The story includes the word *second*. In the word *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 aw? (Hold up the Teacher Key Word Card.)*

STUDENTS: *saw*

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

STUDENTS: */aw/*

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

LESSON
67

Look and Say Words: *done, woman*

OBJECTIVES: Pronounce the words *done, woman*; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 67

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK

Words with *ew*: *grew, nephew, drew*

Words with *aw*: *lawn, draw, straw*

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *done, woman*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 67

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 67

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 67

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 67

CLOSURE

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

STUDENTS: *done, woman*

OBJECTIVES: Say the sound for *wor*, /wir/; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *wor/worm* and cards for review
- Teacher and Student Letter Cards: *d, i, k, l, m, p, wor, sh, th*

WORD BANK		
work	worm	word
world	worth	worship

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 68

REMINDER

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

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 68

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 68

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 68

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 68

CLOSURE

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

STUDENTS: *worm*

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

STUDENTS: /wir/

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

Small Group Instruction/Partner Practice



Unison responses are an important way to maintain active engagement.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 69



On all chart work, 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 <i>wor</i> : <i>work, word, worship</i>
Words with <i>ar</i> : <i>park, card, garden</i>

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 69

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 69

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 69

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 69

CLOSURE

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

STUDENTS: *faucet*

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

STUDENTS: */aw/*

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

Small Group Instruction/Partner Practice

TEACHER TIP

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

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 70

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 70

USE ROUTINE 11—Read the Parts

Word Recognition: Syllable Types

MATERIALS

- Chart 70

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 70

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 70

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 70
- Blackline Master 1

WRITING PROMPT

Write about what it would be like to go on a camping trip in the woods.

CLOSURE

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

STUDENTS: *anything, nothing, done, woman*