

Skills Block Focus Sheet for Lessons 71–75

Photocopy this sheet
each week for each group.

		Lesson 71	Lesson 72	Lesson 73	Lesson 74	Lesson 75
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	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>another, through</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>together, sure</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				
	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>another, through, together, sure</i>	8—NEW LOOK AND SAY	Introduce				
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice				
	Pronounce <i>y</i> -derivative words formed by changing the <i>y</i> to <i>i</i> and adding <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: _____

LESSON
71

Look and Say Words: *another, through*

OBJECTIVES: Pronounce the words *another, through*; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 71

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *another, through*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 71

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 71

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 71

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 71

TEACHER TIP

The story includes the word *villages*. In the word *villages*, *a* 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 new Look and Say words did we practice today?*

STUDENTS: *another, through*

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 72

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
Words with oo / oō ➔ / (moo): ooze, balloon, shampoo
Words with oo / oo ➔ / (book): notebook, goodbye, football

TEACHER TIP

Replace the words in Routine 7 with words that feature word patterns your students are struggling to master.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *together, sure*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 72

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 72

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 72

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 72

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: *together, sure*

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 73

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 73

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 73

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 73

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 73

CLOSURE

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

STUDENTS: *spoon* and *book*

TEACHER: What sounds? (Point to the letters *oo* on the Teacher Card.)

STUDENTS: / *oo* → /, / *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 74

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK

Words with *y*: *baby, hurry, story*

Words with *-ies*: *babies, hurries, stories*

TEACHER TIP

You may prefer to replace the words in Routine 7 with words that feature word patterns your students are struggling to master.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 74

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 74

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 74

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 74

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 Teacher Card.)*

STUDENTS: */au/*

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 75

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 75

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 75

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 75

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 75

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 75
- Blackline Master 1

WRITING PROMPT

What would you wish for if you had three wishes?

CLOSURE

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

STUDENTS: *another, through, together, sure*