

Skills Block Focus Sheet for Lessons 31–35

Photocopy this sheet each week for each group.

		Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	3—NEW SOUND <i>o_e / ɔ̄ ➔ / (bone)</i>	3—NEW SOUND <i>oa, / ɔ̄ ➔ / (boat); ol / ɔ̄ / ➔ / (gold); ow, / ɔ̄ ➔ / (bow, as on a gift)</i>	3—NEW SOUND <i>kn, / n ➔ / (knot); gn, / n ➔ / (sign)</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>would, could, should</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>both, buy, hers</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
		15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading	15—SOUND, READ, AND CHECK Strategic Reading
		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>o_e, oa, and ow / ɔ̄ ➔ /; ol / ɔ̄ ➔ /; kn and gn / n ➔ /</i>	3—NEW SOUND	Introduce						
	Write sentences or phrases that relate to a story and include words where 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 (ex: <i>grin</i>)	6—SOUND AND SAY WORDS	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>would, could, should, both, buy, hers</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, including CVCe words, with <i>-s, -es, -ed, and -ing</i>	10—READ THE GROUPS	Practice						
	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	15—SOUND, READ, AND CHECK	Practice							

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

Additional Comments/Observations: _____

Look and Say Words: *would, could, should*; New Sound *o_e*

OBJECTIVES: Say the sound for *o_e*, / \bar{o} ➔ /; Pronounce the words *would, could, should*; 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 Card: *o_e/bone* and all cards for review
- Teacher and Student Letter Cards: *e, h, m, n, o, p, s, t*

WORD BANK

home	note	shone
stone	nose	hope

TEACHER TIP

The *s* in *nose* makes the / z ➔ / sound. If students spell this word with a *z*, tell them that sometimes *s* says / z ➔ /.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 31

REMINDER

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

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *would, could, should*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 31

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 31

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 31

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 31

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 31

CLOSURE

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

STUDENTS: *bone*

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

STUDENTS: *o_e*, / \bar{o} ➔ /

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

OBJECTIVES: Say the sound for *oa/ol/ow*, /ō ➔ /; Pronounce the words *both, buy, hers*;
Cumulative Review

Small Group Instruction/Partner Practice

REMINDER

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

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *oa/boat, ol/gold, ow/bow* and all cards for review
- Teacher and Student Letter Cards: *c, d, g, l, oa, ol, ow, r, t*

WORD BANK		
coat	grow	old
goat	goal	road

TEACHER TIP

Help students select the correct spelling of /ō ➔ /. You may need to write words on a dry-erase board for students to copy.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 32

REMINDER

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

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
words with <i>ung</i> : <i>hung, sung, flung</i>
words with <i>unk</i> : <i>clunk, chipmunk, junk</i>

REMINDER

Provide scaffolding by repeating the featured word followed by the current word, emphasizing the sounds they share.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *both, buy, hers*, and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 32

USE ROUTINE 10—Read the Groups

Word Recognition: Structural Analysis

MATERIALS

- Chart 32

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 32

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 32

TEACHER TIP

Monitor students carefully, encouraging them to provide each other with 3–4 seconds of think time before offering help.

USE ROUTINE 14—Read the Story

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 32

CLOSURE

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

STUDENTS: *both, buy, hers*

Small Group Instruction/Partner Practice

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *kn/knot*, *gn/sign* and all cards for review
- Teacher and Student Letter Cards: *a*, *gn*, *i*, *kn*, *o*, *ow*, *t*,

WORD BANK

know	knit	gnome
gnat	knot	knight

TEACHER TIP

Assist students in selecting *gn* or *kn* for each word. You may need to write words on a dry-erase board for students to copy.

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 33

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 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 33

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 33

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 33

REMINDER

Students recite the six steps of the strategy. Model how to apply the steps with the first sentences. Students practice with the second sentence.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Chart 33

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 33

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.

CLOSURE

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

STUDENTS: *knot*

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

STUDENTS: *kn, / n ➔ /*

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 34

USE ROUTINE 7—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Blackline Master 2

WORD BANK
words with short /o → /: <i>hot, jog, got</i>
words with long /ō → /: <i>joke, hold, goat</i>

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 34

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 34

REMINDER

Since lessons incorporate cumulative review, students should only make occasional errors. Repeat charts as needed.

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 34

REMINDER

Remind students to ask themselves if their word makes sense in the sentences.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 34

TEACHER TIP

Partner Practice time is a good time to jot down brief notes about student progress.

USE ROUTINE 14—Read the Story

Strategic and Fluent Reading

MATERIALS

- Partner Practice Book page 34

CLOSURE

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

STUDENTS: *boat*

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

STUDENTS: *oa, /ō → /*

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

Small Group Instruction/Partner Practice

USE ROUTINE 6—Sound and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 35

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 35

USE ROUTINE 10—Read the Words

Word Recognition: Structural Analysis

MATERIALS

- Chart 35

USE ROUTINE 15—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 35

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

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 35

USE ROUTINE 4—Think, Talk, and Write

Phonics: Developmental Spelling

MATERIALS

- Partner Practice Book 35
- Blackline Master 1

PROMPTING QUESTION

What do you do to cheer up when you are sad?

CLOSURE

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

STUDENTS: *would, could, should, both, buy, hers*