

# Skills Block Focus Sheet for Lessons 46–50

Photocopy this sheet each week for each group.

		Lesson 46	Lesson 47	Lesson 48	Lesson 49	Lesson 50
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	<b>3—NEW SOUND</b> <i>ir /er / (bird); er /er / (river); ur /er / (nurse)</i>		<b>3—NEW SOUND</b> <i>oy /oi / (boy); oi /oi / (coin)</i>		
		<b>6—SOUND AND SAY WORDS</b> Word Analysis	<b>6—SOUND AND SAY WORDS</b> Word Analysis	<b>6—SOUND AND SAY WORDS</b> Word Analysis	<b>6—SOUND AND SAY WORDS</b> Word Analysis	<b>6—SOUND AND SAY WORDS</b> Word Analysis
			<b>7—SOUND AND SPELL SORT</b> Word Analysis		<b>7—SOUND AND SPELL SORT</b> Word Analysis	
		<b>8—NEW LOOK AND SAY WORDS</b> High-Frequency Common Words: <i>more, only, color</i>	<b>8—NEW LOOK AND SAY WORDS</b> High-Frequency Common Words: <i>people, pull, thought</i>			
		<b>9—LOOK AND SAY WORDS</b> High-Frequency Words: Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words: Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words: Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words: Cumulative Review	<b>9—LOOK AND SAY WORDS</b> High-Frequency Words: Cumulative Review
		<b>11—READ THE PARTS</b> Syllable Types	<b>11—READ THE PARTS</b> Syllable Types	<b>11—READ THE PARTS</b> Syllable Types	<b>11—READ THE PARTS</b> Syllable Types	<b>11—READ THE PARTS</b> Syllable Types
		<b>15—SOUND, READ, AND CHECK</b> Strategic Reading (optional)	<b>15—SOUND, READ, AND CHECK</b> Strategic Reading (optional)	<b>15—SOUND, READ, AND CHECK</b> Strategic Reading (optional)	<b>15—SOUND, READ, AND CHECK</b> Strategic Reading (optional)	<b>15—SOUND, READ, AND CHECK</b> Strategic Reading (optional)
		<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review	<b>12—READ CAREFULLY</b> Cumulative Review
		<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading	<b>14—READ THE STORY</b> Strategic and Fluent Reading
						<b>4—THINK, TALK, AND WRITE</b> Developmental Spelling

Date \_\_\_\_\_ Class \_\_\_\_\_

Student Names

Small Group Assessment	Objective	Routine	Skill Level				
	Say the most common sound for <i>ir, er, ur, /er/; oy and oi /oi/</i>	<b>3—NEW SOUND</b>	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	<b>4—THINK, TALK, AND WRITE</b>	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> )	<b>6—SOUND AND SAY</b>	Practice				
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	<b>7—SOUND AND SPELL SORT</b>	Practice				
	Pronounce featured sight words: <i>more, only, color, people, pull, thought</i>	<b>8—NEW LOOK AND SAY</b>	Introduce				
	Fluently pronounce taught sight words	<b>9—LOOK AND SAY WORDS</b>	Practice				
	Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-VC ( <i>cabin</i> ) and CVC-CVC ( <i>rabbit</i> )	<b>11—READ THE PARTS</b>	Introduce				
	Pronounce words made up of taught spelling patterns and syllable types	<b>12—READ CAREFULLY</b>	Practice				
	Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	<b>14—READ THE STORY</b>	Practice				
Apply a flexible strategy for determining the pronunciation of unknown multisyllabic words	<b>15—SOUND, READ, AND CHECK</b>	Master					

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

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

**OBJECTIVES:** Say the sound for *ir, er, ur, /er/*; Pronounce the words *more, only, color*; 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 Cards: *ir/bird, er/river, ur/nurse*, and cards for review
- Teacher and Student Letter Cards: *d, er, h, ir, n, s, t, th, u, ur*

WORD BANK		
turn	stir	under
third	hurt	her

**TEACHER TIP**

All of these words contain the */ir/* sound. Assist students, as needed, to select correct spelling of */ir/*. 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 46

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

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

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *more, only, color*, 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 46

**USE ROUTINE 11—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIALS**

- Chart 46

**REMINDER**

Students say the underlined parts and then the word.

**USE ROUTINE 15—Sound, Read, and Check (optional)**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Teacher-selected sentences

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 46

**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 46

**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.

**CLOSURE**

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

**STUDENTS:** *bird*

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

**STUDENTS:** */ir/*

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

**Small Group Instruction/Partner Practice**

**REMINDER** Unison responses are an important way to increase active engagement.

**USE ROUTINE 6—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 47

**USE ROUTINE 7—Sound and Spell Sort**

**Phonics: Word Analysis**

**MATERIALS**

- Blackline Master 2

WORD BANK
Words with <i>ar</i> : <i>dart, sharp, scarf</i>
Words with <i>ir</i> : <i>shirt, dirt, skirt</i>

**TEACHER TIP**

Generally, /k/ is spelled with a *c* (e.g., *scarf*) when it is followed by *a*, *o*, or *u*, and spelled with a *k* (e.g., *skirt*) when it is followed by *i* or *e*.

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

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

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *people, pull, thought*, and cards for review

**TEACHER TIP**

You may choose to teach students other words in which *ou* represents the /aw/ sound, such as *ought, bought, brought, cough, fought, trough*.

**USE ROUTINE 9—Look and Say Words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 47

**REMINDER** The pacing of chart work should be as quick as possible while still providing all students with enough thinking time.

**USE ROUTINE 11—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIALS**

- Chart 47

**REMINDER**

Provide scaffolding by saying the sounds in each syllable one at a time. After students sound each syllable, they repeat the word.

**USE ROUTINE 15—Sound, Read, and Check (optional)**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Teacher-selected sentences

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 47

**TEACHER TIP**

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

**USE ROUTINE 14—Read the Story**

**Word Recognition: Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 47

**CLOSURE**

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

**STUDENTS:** *people, pull, thought*

**Small Group Instruction/Partner Practice**

**USE ROUTINE 3—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *oy/boy*, *oi/coin*, and cards for review
- Teacher and Student Letter Cards: *c, j, m, n, oi, oy, s, t*

WORD BANK		
join	soy	coins
joy	moist	toy

**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.

**TEACHER TIP**

Point out that the /oi/ sound is often spelled *oy* when it is the last sound in a word or syllable.

**USE ROUTINE 6—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 48

**REMINDER**

For all chart work, correct errors as soon as they occur. Always ask students to repeat the correct response. Then repeat the row.

**USE ROUTINE 9—Look and Say Words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 48

**USE ROUTINE 11—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIALS**

- Chart 48

**USE ROUTINE 15—Sound, Read, and Check (optional)**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Teacher-selected sentences

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 48

**TEACHER TIP**

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

**USE ROUTINE 14—Read the Story**

**Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 48

**TEACHER TIP**

The story includes the word *afraid*. You may choose to teach students other words in which *a* represents the *schwa* sound, such as *about*, *again* (Look and Say word from Lesson 26), *alive*, *alarm*, *around* (Look and Say word from Lesson 57), *along* (Look and Say word from Lesson 62), *amount*, *among*, *apart*, *asleep*.

**CLOSURE**

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

**STUDENTS:** *boy*

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

**STUDENTS:** /oi/

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

**Small Group Instruction/Partner Practice**

**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.

**USE ROUTINE 6—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 49

**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 oi: *join, spoil, boil*

Words with oy: *Roy, soy, toy*

**REMINDER**

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

**TEACHER TIP**

Point out that the /oi/ sound is often spelled *oy* when it is the last sound in a word or syllable.

**USE ROUTINE 9—Look and Say Words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 49

**REMINDER**

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

**USE ROUTINE 11—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIALS**

- Chart 49

**USE ROUTINE 15—Sound, Read, and Check (Optional)**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Teacher-selected sentences

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 49

**USE ROUTINE 14—Read the Story**

**Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 49

**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, with no errors.

**TEACHER TIP**

The story includes the word *package*. You may choose to teach students that the schwa sound is not the same in every word. Sometimes it sounds like /u/ and sometimes it sounds like /i/ as in *package*. Pronunciation of the schwa sound also varies depending on your dialect. It can be represented by *a, e, i, o, or u*. Naturally this causes students difficulty when spelling.

**CLOSURE**

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

**STUDENTS:** *coin*

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

**STUDENTS:** /oi → /

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



**Small Group Instruction/Partner Practice**

**TEACHER TIP**

For students requiring extra practice, consider spending 1–3 minutes with them prior to small groups, preteaching or practicing a few items from the chart.

**USE ROUTINE 6—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIALS**

- Chart 50

**REMINDER**

The majority of instructional time with charts should have unison responses, but conduct some individual checks as well.

**USE ROUTINE 9—Look and Say Words**

**Word Recognition: High-Frequency Words**

Cumulative Review

**MATERIALS**

- Chart 50

**USE ROUTINE 11—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIALS**

- Chart 50

**REMINDER**

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

**USE ROUTINE 15—Sound, Read, and Check (optional)**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Teacher-selected sentences

**USE ROUTINE 12—Read Carefully**

**Word Recognition: Cumulative Review**

**MATERIALS**

- Partner Practice Book page 50

**TEACHER TIP**

Monitor students carefully, encouraging them to provide each other with 3–4 seconds of think time before offering help. Remind students to repeat a row until they can read it without errors.

**USE ROUTINE 14—Read the Story**

**Strategic and Fluent Reading**

**MATERIALS**

- Partner Practice Book page 50

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

**Phonics: Developmental Spelling**

**MATERIALS**

- Partner Practice Book page 50
- Blackline Master 1

**WRITING PROMPT**

What do you think it would be like to live in a hotel?

**REMINDER**

Use the Writing Prompt to encourage students to write descriptive sentences related to the story. Assist students with spelling, encouraging them to apply taught sound spellings.

**REMINDER**

To assist students with spelling, first analyze the error. If it is an irregularly spelled word (e.g., *was*) or includes a pattern that has not been taught, simply provide the spelling to the student. For words including taught sounds, remind students of Key Words.

**CLOSURE**

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

**STUDENTS:** *more, only, color, people, pull, thought*

**TEACHER TIP**

If you have students struggling to keep up with their group, consider ways for these students to consistently spend time reviewing charts and/or Partner Practice Book pages. Older students, peers, volunteers, and families are resources to consider.