Week 3 Teaching and practice

T = teach R = review T/R = both. Numbers below refer to the full student worksheet PDF. Use A for guided practice and B after feedback.

Area	Skills and worksheet pages
Oral sounds	R Rhyme · 1–2 R Blending Onset and Rime · 3–4 R Alliteration · 5–6 R Blending Words · 7–8 R Deleting Words · 9–10 R Blending Phonemes · 11–12 R Segmenting Phonemes · 13–14
Phonics	R Short a, i · 25–26 R Short o, u · 27–28 T Short e · 29–30 T Open and Closed Syllables · 31–32 T Closed Syllable Exceptions · 33–34
Spelling	T Words with Short e · 105–106 T Words with Open and Closed Syllables · 107–108 T Words with Closed Syllable Exceptions · 109–110
Irregular words	T put, push · 181–182
Fluency	T Phrasing and Intonation · 247–248
Reading	R Ask and Answer Questions · 255–256 T Characters · 265–266
Speaking and listening	T Response to Text · 317–318
Oral vocabulary	T Oral Language & Power Words · 327–328
Word building and meaning	R Inflection –ed · 333–334
Writing	T Oral Story · 379–380
Grammar	T Action Verbs · 403–404 R Review Possessive Nouns · 405–406

Weekly check

Read in mixed order hen, wet, me, go, find, cold, sun, map. Dictate hen, wet, me, go.

Apply characters to a fresh text. Ask for one relevant detail. Add two oral-sound prompts and one sentence or oral response using the week’s grammar target. Record accuracy and support.

Give short e, open/closed syllables, and exceptions separate short lessons. Extend the week when needed.