Week 10 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	T Blending Onset and Rime · 3–4 T Deleting Syllables · 17–18 T Blending Phonemes · 11–12 T Segmenting Phonemes · 13–14
Phonics	T Initial Two-Consonant Blends · 47–48 T Contractions with am, is, has, and not · 49–50
Spelling	T Words with Initial Two-Consonant Blends · 123–124 T Words with Contractions with am, is, has, and not · 127–128
Irregular words	T our, out, about · 195–196
Fluency	T Phrasing and Intonation · 247–248
Reading	T Ideas and Support · 267–268 T Topic and Central Idea · 263–264 T Evaluate · 293–294 T Point of View · 289–290 T Response to Text · 283–284
Speaking and listening	T Give and Follow Instructions · 325–326
Oral vocabulary	T Oral Language & Power Words · 327–328
Word building and meaning	T Compound Words · 343–344
Vocabulary strategies	T Context Clues · 371–372
Writing	T Procedural Text · 383–384
Grammar	T Prepositions and Prepositional Phrases · 427–428 R Review Statements · 429–430

Weekly check

Read in mixed order flag, clap, frog, I'm, isn't, don't, ring, sun. Dictate flag, clap, frog, I'm.

Apply ideas and support 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.

Teach blends and contractions in separate short lessons. Expand a contraction before spelling it.