# Week 4 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 Syllables · 15–16<br>T Blending Onset and Rime · 3–4<br>T Deleting Syllables · 17–18<br>T Blending Phonemes · 11–12<br>T Segmenting Syllables · 19–20<br>T Segmenting Phonemes · 13–14 |
| Phonics | T Floss Rule · 35–36 |
| Spelling | T Floss Rule · 111–112 |
| Irregular words | T my, by, why · 183–184 |
| Fluency | T Accuracy and Self-Correction · 243–244 |
| Reading | T Ideas and Support · 267–268<br>T Text Organization · 269–270<br>T Retell · 271–272<br>T Setting · 273–274<br>T Response to Text · 283–284 |
| Speaking and listening | T Social Communication · 321–322 |
| Oral vocabulary | T Oral Language & Power Words · 327–328 |
| Word building and meaning | T Words About Places and Things · 335–336 |
| Vocabulary strategies | T Antonyms · 367–368 |
| Writing | T Descriptive Essay · 381–382 |
| Grammar | T Adjectives: Size and Shape and Articles · 407–408<br>R Review Action Verbs · 409–410 |

## Weekly check

Read in mixed order puff, bell, mess, buzz, hill, off, hen, cup. Dictate puff, bell, mess, buzz.

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.