

Skills Block Focus Sheet for Lessons 111–115

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 111	Lesson 112	Lesson 113	Lesson 114	Lesson 115
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention and Strategic Instruction 9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>full, today, often</i>	Intensive Intervention and Strategic Instruction 4—NEW SOUND <i>ge /j/ (cage); gi /j/ (giraffe)</i>	Intensive Intervention 7—SOUND AND SAY WORDS Word Analysis	Intensive Intervention and Strategic Instruction 4—NEW SOUND <i>_dge /j/ (edge)</i>	Intensive Intervention or Strategic Instruction 8—SOUND AND SPELL SORT Word Analysis
		6—WRITE THE ENDING Invented Spelling	7—SOUND AND SAY WORDS Word Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	7—SOUND AND SAY WORDS Word Analysis	Benchmark Instruction
			10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	11—READ THE WORDS Structural Analysis	17—SOUND, READ, AND CHECK Strategic Reading	8—SOUND AND SPELL SORT Word Analysis
			11—READ THE WORDS Structural Analysis	8—SOUND AND SPELL SORT Word Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	17—SOUND, READ, AND CHECK Strategic Reading
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS
		5—THINK AND WRITE	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	11—READ THE WORDS	10—LOOK AND SAY WORDS	11—READ THE WORDS
			11—READ THE WORDS	13—READ CAREFULLY	11—READ THE WORDS	13—READ CAREFULLY
			13—READ CAREFULLY	16—READ THE STORY	13—READ CAREFULLY	16—READ THE STORY
	16—READ THE STORY		16—READ THE STORY			

Students' Names

GROUP		Intensive Intervention <input type="checkbox"/>	Strategic Instruction <input type="checkbox"/>	Benchmark Instruction <input type="checkbox"/>	Students' Names					
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level							
	Say /j/ sound for the letter <i>g</i> when it is followed by <i>e</i> or <i>i</i> and for <i>_dge</i> pattern	4—NEW SOUND	Introduce							
	Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes	5—THINK AND WRITE	Practice							
	Write sentences or phrases that relate to a “story starter” and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	6—WRITE THE ENDING	Practice							
	Pronounce words made up of letter patterns taught in <i>New Sound</i>	7—SOUND AND SAY WORDS	Practice							
	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns	8—SOUND AND SPELL SORT	Practice							
	Pronounce featured sight words <i>full, today, often</i>	9—NEW LOOK AND SAY WORDS	Introduce							
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice							
	Pronounce y-derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>es</i> and <i>ed</i>	11—READ THE WORDS	Mastery							
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Practice							
	Read a story, applying flexible strategy to determine pronunciation of unknown words; orally read an end-of-grade-level passage with appropriate prosody at least 60 words per minute by end of Grade 1	16—READ THE STORY	Practice							
Apply flexible strategy for determining the pronunciation of unknown multisyllabic words	17—SOUND, READ, AND CHECK	Practice								
Assessment Key: S = Struggling P = Practicing M = Mastered										

OBJECTIVE: Pronounce the words *full, today, often*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *full, today, often, every, those, wash, once, walk, love*

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book (Choose a story from Lessons 92–110.)
- Blackline Master 1 (optional)

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words Whole Group/Partner Practice

Use ROUTINE 5—Think and Write Partner Practice

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions

CLOSURE

TEACHER: *What New Look and Say Words did we learn today?*

STUDENTS: *full, today, often*

OBJECTIVES: Say the sound for *ge*, *gi*, /j/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ge/cage*, *gi/giraffe* and cards for review
- Teacher and Student Letter Cards: *a, c, e, g, g, i, l, m, n, r, t*

WORD BANK

cage	gentle
ginger	magic

TEACHER TIP

You may prefer to write the letters on a white board and have students write the words on paper.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart page 56

REMINDER

The majority of instructional time with Charts should involve unison responses, though you should also conduct some individual checks.

Use ROUTINE 10—Look and Say Words

**Word Recognition: High-Frequency Words
Cumulative Review**

MATERIAL

- Chart page 56

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart page 56

REMINDER

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

Whole Group/Partner Practice



Use ROUTINE 4—New Sound **Whole Group**

Use ROUTINE 7—Sound and Say Words **Whole Group**

Use ROUTINE 10—Look and Say **Whole Group**

Use ROUTINE 11—Read the Words **Whole Group**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 16—Read the Story **Whole Group/Partner Practice**

MATERIAL

- Partner Practice Book page 60

CLOSURE

TEACHER: What is our Key Word for the sound of *gi*? (Point to the letters *gi* on the Chart.)

STUDENTS: giraffe

TEACHER: What is our Key Word for the sound of *ge*? (Point to the letters *ge* on the Chart.)

STUDENTS: cage

TEACHER: What sound? (Point to the letters *gi* and *ge* on Chart.)

STUDENTS: /j/

TEACHER: (Model reading words with *ge* and *gi* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 56

REMINDER

Consider ways for students requiring extra practice to consistently have additional time to review Charts or Partner Practice Book pages. Older students, peers, volunteers, and families are resources to consider.

Use ROUTINE 10—Look and Say Words

**Word Recognition: High-Frequency Words
Cumulative Review**

MATERIAL

- Chart 56

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 56

Whole Group/Partner Practice



TEACHER TIP

Use Partner Practice time to provide corrective feedback to students.

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ew, ir, b, ch, d, f, g, k, r, s, t*
- Blackline Master 2

WORD BANK

words with <i>ir</i> : bird, skirt, first
words with <i>ew</i> : chew, stew, grew

Benchmark Instruction

REMINDER

Add other Routines as needed.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book (Choose a story from Lessons 92–112.)
- Blackline Master 1 (optional)

MATERIAL

- Partner Practice Book page 60

CLOSURE

TEACHER: What is our Key Word for the sound of *gi*? (Point to the letters *gi* on the Chart.)

STUDENTS: giraffe

TEACHER: What is our Key Word for the sound of *ge*? (Point to the letters *ge* on the Chart.)

STUDENTS: cage

TEACHER: What sound? (Point to the letters *gi* and *ge* on Chart.)

STUDENTS: /j/

TEACHER: (Model reading words with *ge* and *gi* from the Chart.)

OBJECTIVES: Say the sound for _dge, /j/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: _dge/edge and all cards for review
- Teacher and Student Letter Cards: a, b, c, d, e, f, g, h, u
- Word Bank

WORD BANK

edge	hedge
fudge	badge

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 57

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 57
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 10—Look and Say Words

**Word Recognition: High-Frequency Words
Cumulative Review**

MATERIAL

- Chart 57

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 57

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Whole Group

Use ROUTINE 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 61

CLOSURE

TEACHER: What is our Key Word for the sound _dge? (Point to _dge on the Chart.)

STUDENTS: edge

TEACHER: What sound? (Point to the letters _dge on the Chart.)

STUDENTS: /j/

TEACHER: (Model reading a word with _dge from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention or Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, c, e, g, i, l, n, p, r, s, t*
- Blackline Master 2

WORD BANK

words with <u>ge</u> : cage, stage, page
words with <u>ce</u> : nice, rice, slice

Benchmark Instruction

REMINDER Add other Routines as needed.

Whole Group/Partner Practice



REMINDER Encourage students to help one another. When needed, model for students how to provide assistance.

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, b, c, d, e, e, g, i, p, r, s, t, o*
- Blackline Master 2

WORD BANK

words with <u>ge</u> : cage, stage, page
words with <u>dge</u> : bridge, dodge, edge

TEACHER TIP

Generally, /j/ at the end of a syllable with a short vowel is spelled dge. It is generally spelled ge when it follows a long vowel.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 57
- Chart 76 (optional)
- Bookmark (optional)

MATERIAL

- Partner Practice Book page 61

CLOSURE

TEACHER: What is our Key Word for the sound of gi? (Point to the letters gi on the Chart.)

STUDENTS: giraffe

TEACHER: What is our Key Word for the sound of ge? (Point to the letters ge on the Chart.)

STUDENTS: cage

TEACHER: What is our Key Word for the sound of dge? (Point to the letters dge on the Chart.)

STUDENTS: edge

TEACHER: What sound? (Point to the letters dge on chart.)

STUDENTS: /j/

TEACHER: (Model reading words with ge, gi, and dge from the Chart.)