

Skills Block Focus Sheet for Lessons 116–120

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 116	Lesson 117	Lesson 118	Lesson 119	Lesson 120
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention and Strategic Instruction	Intensive Intervention and Strategic Instruction	Intensive Intervention	Intensive Intervention and Strategic Instruction	Intensive Intervention or Strategic Instruction
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>early, money, around</i>	4—NEW SOUND <i>au /aw/ (faucet); aw /aw/ (saw)</i>	7—SOUND AND SAY WORDS Word Analysis	4—NEW SOUND <i>a /awl/ (salt)</i>	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	12—READ THE PARTS Syllable Types	17—SOUND, READ, AND CHECK Strategic Reading	8—SOUND AND SPELL SORT Word Analysis
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	12—READ THE PARTS	10—LOOK AND SAY WORDS	12—READ THE PARTS
			12—READ THE PARTS	13—READ CAREFULLY	12—READ THE PARTS	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"/>					
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level						
	Say /aw/ sound for letter patterns <i>au, aw,</i> and /awl/ for <i>al, all</i>	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>early, money, around</i>	9—NEW LOOK AND SAY WORDS	Introduce						
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Mastery						
	Pronounce multisyllabic words made up of the following patterns and syllable types: ending in consonant y	12—READ THE PARTS	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									

LESSON
116

New Look and Say Words: *early, money, around*

OBJECTIVES: Pronounce the words *early, money, around*; Cumulative Review

Differentiated Instruction



Intensive Intervention **and** Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIAL

- Teacher and Student Look and Say Word Cards: *early, money, around, every, those, wash, full, today, often*

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book (Choose a story from Lesson 92–115.)
- Blackline Master 1 (optional)

REMINDER

Encourage students to use correct spelling for letter sounds that have been taught. Accept invented spellings for letter sounds they have not been taught.

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 to read and spell today?*

STUDENTS: *early, money, around*

OBJECTIVES: Say the sound for the patterns *au*, *aw*, /aw/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *au/faucet*, *aw/saw* and all cards for review
- Teacher and Student Letter Cards: *au*, *aw*, *d*, *f*, *l*, *s*, *t*, *r*, *c*, *e*

WORD BANK	
faucet	fault
saw	draw

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 58

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 58

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 58



Students say the underlined parts and then the word.

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 Words Whole Group

Use ROUTINE 12—Read the Parts Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

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

MATERIAL

- Partner Practice Book page 62

CLOSURE

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

STUDENTS: faucet

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

STUDENTS: saw

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

STUDENTS: /aw/

TEACHER: (Model reading words with *au* and *aw* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 58

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 58

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

USE ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 58

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ar, c, e, s, t*
- Blackline Master 2

WORD BANK

words with <i>ar</i> : car, star, scar
words with <i>are</i> : care, stare, scare

REMINDER If students struggle to spell a word, repeat the word slowly, emphasizing each sound.

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 92–118.)
- Blackline Master 1 (optional)

REMINDER If time allows, ask students to read their endings aloud.

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 12—Read the Parts Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

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

MATERIAL

- Partner Practice Book page 62

CLOSURE

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

STUDENTS: faucet

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

STUDENTS: saw

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

STUDENTS: /aw/

TEACHER: (Model reading words with *au* and *aw* from the Chart.)

OBJECTIVES: Say the sound for *al* /awl/; Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *al/salt* and cards for review
- Teacher and Student Letter Cards: *al, b, c, l, m, s, t*

WORD BANK	
salt	malt
ball	call

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 59

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 59
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 59

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 59



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 Words **Whole Group**

Use ROUTINE 12—Read the Parts **Whole Group**

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

Use ROUTINE 16—Read the Story **Partner Practice**

MATERIAL

- Partner Practice Book page 63

CLOSURE

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

STUDENTS: *salt*

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

STUDENTS: /awl/

TEACHER: (Model reading words with *al* 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: *aw, ew, d, f, l, p, r, s, t*
- Blackline Master 2

WORD BANK

words with *aw*: saw, draw, paw
words with *ew*: flew, drew, stew

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *aw, ew, c, d, f, g, h, l, n, p, r, s, t, e, u*
- Blackline Master 2

WORD BANK

words with *aw*: awful, straw, crawl
words with *ew*: nephew, drew, grew

TEACHER TIP

You may prefer to have the students write the words on paper. List the letters on a white board if students find it helpful.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 59
- Chart 76 (optional)
- Bookmark (optional)

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 12—Read the Parts Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 63

CLOSURE

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

STUDENTS: *faucet*

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

STUDENTS: *saw*

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

STUDENTS: */aw/*

TEACHER: (Model reading words with *au* and *aw* from the Chart.)