

Skills Block Focus Sheet for Lessons 31–35

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35
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
		1—WHAT WORD? Blending Phonemes	7—SOUND AND SAY WORDS Word Analysis	7—SOUND AND SAY WORDS Word Analysis	7—SOUND AND SAY WORDS Word Analysis	1—WHAT WORD? Blending Phonemes
		2—SAY IT SLOWLY Segmenting Words	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	2—SAY IT SLOWLY Segmenting Words
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>your, find, as</i>	11—READ THE GROUPS Structural Analysis	11—READ THE GROUPS Structural Analysis	11—READ THE GROUPS Structural Analysis	8—SOUND AND SPELL SORT Word Analysis
		8—SOUND AND SPELL SORT Word Analysis	5—THINK AND WRITE Invented Spelling	5—THINK AND WRITE Invented Spelling	5—THINK AND WRITE Invented Spelling	Benchmark Instruction 8—SOUND AND SPELL SORT Word Analysis Routines and activities as needed
14—BUILD SENTENCES Application	Benchmark Instruction	5—THINK AND WRITE Invented Spelling Routines and activities as needed				
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS
		14—BUILD SENTENCES	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS
			11—READ THE GROUPS	11—READ THE GROUPS	11—READ THE GROUPS	11—READ THE GROUPS
			13—READ CAREFULLY	13—READ CAREFULLY	13—READ CAREFULLY	13—READ CAREFULLY
			16—READ THE STORY	16—READ THE STORY	16—READ THE STORY	16—READ THE STORY
						14—BUILD SENTENCES

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										
	Orally blend 3–5 phonemes into a word	1—WHAT WORD?	Practice										
	Orally segment words with 3–5 phonemes into individual phonemes	2—SAY IT SLOWLY	Practice										
	Write words with up to 5 phonemes, representing each phoneme with at least one letter	5—THINK AND WRITE	Introduce										
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns and single-syllable, open-syllable type words	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>your, find, as</i>	9—NEW LOOK AND SAY WORDS	Introduce										
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice										
	Pronounce words formed by combining words made up of taught patterns with <i>s, ed, and ing</i> (excluding CVCe words)	11—READ THE GROUPS	Introduce										
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Practice										
Put words together to make phrases or sentences using word cards with taught patterns and syllable types	14—BUILD SENTENCES	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											
				Assessment Key: S = Struggling P = Practicing M = Mastered									

Look and Say Words: *your, find, as*

OBJECTIVES: Pronounce the words *your, find, as*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK
sign, /s/ /i/ /n/
doll, /d/ /o/ /l/
book, /b/ /oo/ /k/
sky, /s/ /k/ /i/

Use ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Airport Poster Scene
- Word Bank (See *What Word?* above.)

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *your, find, as, was, who, good, does, any, there*

REMINDER If an error occurs, repeat the word and tap it until students say the word correctly. Mix up the cards and repeat.

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 14—Build Sentences Partner Practice

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *b, f, g, h, n, r, u*
- Blackline Master 2

WORD BANK

words with <i>ug</i> : bug, rug, hug
words with <i>un</i> : fun, run, bun

REMINDER Provide corrective feedback by helping students match the letter with its sound and reminding them of Key Words.

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *he, to, is, likes, the, my, play, happy, a*
- Teacher and Student Sound and Say Word Cards: *and, hand, Sam, tag, best, dog, pet, lick, run*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
My pet Sam is a dog.	My dog likes to lick my hand.
Sam is the best pet.	He likes to run and play.
Sam likes to play tag.	My dog is happy.

CLOSURE

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

STUDENTS: *your, find, as*

OBJECTIVES: Read single-syllable words ending in a vowel; Spell words with up to four phonemes;
Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 19

TEACHER TIP

Tell students that when a word ends in a vowel, it usually says its name. Also, multisyllabic words with open syllables will be practiced in Lessons 56–60.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 19

REMINDER For all Chart work, correct errors as soon as they occur. Always ask students to repeat the correct response and repeat the row.

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 19

Whole Group/Partner Practice



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

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

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

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

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

REMINDER Students look at the word when you point to it and say the word when you tap it.

TEACHER TIP

You may need to model the three sounds for *ed* (as in *landed*, /ɪd/; *napped*, /ɪ/; *hugged*, /d/).

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Airport Poster Scene
- Blackline Master 1 (optional)

PROMPTING QUESTIONS

Use as needed.

1. What are the people in the picture carrying?
2. What are the people in the picture waiting for?
3. How do you think the people in the picture feel?
4. What does the weather look like outside the window?

REMINDER You may use the Prompting Questions as you lead a discussion about the Poster Scene.

REMINDER Students think of a word (or words) related to the Poster Scene, then write the word (or words).

MATERIAL

- Partner Practice Book page 23

CLOSURE

TEACHER: *We've been practicing words with the letter u in them. Let's say the Sound Sentence for u together.*

STUDENTS: *Uncle Umberto saw an umbrella.*

TEACHER: *Say the sound.* (Point to the letter *u* on the Chart.)

STUDENTS: /u/

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

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 20

REMINDER Be sure your pace is as quick as possible, but still provide enough thinking time for all students.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 20

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 20

REMINDER Scaffold as needed by using the words in a sentence.

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Airport Poster Scene
- Blackline Master 1 (optional)

PROMPTING QUESTIONS	
Use as needed.	
1.	What are the children in the picture doing?
2.	What colors do you see in the picture?
3.	What do you see on some of the people's heads?
4.	Where do you think the people are going?

Benchmark Instruction

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Airport Poster Scene
- Blackline Master 1 (optional)

REMINDER Students think of a word (or words) related to the Poster Scene, then write their word (or words).

TEACHER TIP

Use Prompting Questions from the list above.

Whole Group/Partner Practice



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

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

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

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

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

MATERIAL

- Partner Practice Book page 24

CLOSURE

TEACHER: We've been practicing words with the letter *u* in them. Let's say the Sound Sentence for *u* together.

STUDENTS: Uncle Umberto saw an umbrella.

TEACHER: Say the sound. (Point to the letter *u* on chart.)

STUDENTS: /u/

TEACHER: (Model reading a word with *u* from the chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 21

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 21

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 21

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

Whole Group/Partner Practice



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

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

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

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

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

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Airport Poster Scene
- Blackline Master 1 (optional)

PROMPTING QUESTIONS

Use as needed.

- | | |
|----|---|
| 1. | What are the different people doing while they are waiting? |
| 2. | What kinds of toys are the children playing with? |
| 3. | What kinds of clothes are the people wearing? |
| 4. | Why do you think the airport is so busy? |

REMINDER Students think of a word (or words) related to the Poster Scene, then write the word (or words).

REMINDER Students should only be responsible for writing correct sound spellings that they've been taught.

MATERIAL

- Partner Practice Book page 25

CLOSURE

TEACHER: Find two words in **Read Carefully** that look a lot alike. Read those words to your partner.

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK
read, /r/ /ē/ /d/
socks, /s/ /o/ /k/ /s/
child, /ch/ /ī/ /l/ /d/
friend, /f/ /r/ /e/ /n/ /d/

Use ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Airport Poster Scene
- Word Bank (See *What Word?* above.)

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, b, e, j, n, p, r, t*
- Blackline Master 2

WORD BANK

words with <i>at</i> : pat, rat, bat
words with <i>et</i> : jet, bet, net

REMINDER

Students spell *pat* and *jet* with the Letter Cards and then write the words out. Call out remaining words in a random order.

Benchmark Instruction

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK

words with <i>i</i> : gift, mint, list
words with <i>e</i> : pets, pest, nest

TEACHER TIP

You may prefer for students to skip building the words with Letter Cards and simply to write them out.

Whole Group/Partner Practice



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

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

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

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

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

Use ROUTINE 14—Build Sentences **Partner Practice**

MATERIALS

- Partner Practice Book page 25
- Chart 21
- Teacher and Student Look and Say Word Cards: *he, to, is, likes, the, my, play, happy, a*
- Teacher and Student Sound and Say Word Cards: *and, hand, Sam, tag, best, dog, pet, lick, run*
- Blackline Master 1

CLOSURE

TEACHER: Find two words in **Read Carefully** that look a lot alike. Read those words to your partner.