

# Skills Block Focus Sheet for Lessons 36–40

Photocopy this sheet each week for each group.

DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

		Lesson 36	Lesson 37	Lesson 38	Lesson 39	Lesson 40
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention or Strategic Instruction</b>
		<b>1—WHAT WORD?</b> Blending Phonemes	<b>4—NEW SOUND</b> Vv, /v➡/ (vest)	<b>4—NEW SOUND</b> Jj, /j/ (jar)	<b>4—NEW SOUND</b> Kk, /k/ (key)	<b>1—WHAT WORD?</b> Blending Phonemes
		<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>2—SAY IT SLOWLY</b> Segmenting Words
		<b>9—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>many, his, one</i>	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>8—SOUND AND SPELL SORT</b> Word Analysis
		<b>8—SOUND AND SPELL SORT</b> Word Analysis	<b>11—READ THE WORDS</b> Structural Analysis	<b>11—READ THE WORDS</b> Structural Analysis	<b>11—READ THE WORDS</b> Structural Analysis	<b>Benchmark Instruction</b>
<b>14—BUILD SENTENCES</b> Application	<b>5—THINK AND WRITE</b> Invented Spelling	<b>5—THINK AND WRITE</b> Invented Spelling	<b>5—THINK AND WRITE</b> Invented Spelling	<b>8—SOUND AND SPELL SORT</b> Word Analysis		
		<b>Benchmark Instruction</b>			Routines and activities as needed	
		<b>5—THINK AND WRITE</b> Invented Spelling				
		Routines and activities as needed				
Whole Group/ Partner Practice	10 Minutes	<b>9—NEW LOOK AND SAY WORDS</b>	<b>4—NEW SOUND</b>	<b>4—NEW SOUND</b>	<b>4—NEW SOUND</b>	<b>7—SOUND AND SAY WORDS</b>
		<b>14—BUILD SENTENCES</b>	<b>7—SOUND AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>
			<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>11—READ THE WORDS</b>
			<b>11—READ THE WORDS</b>	<b>11—READ THE WORDS</b>	<b>11—READ THE WORDS</b>	<b>13—READ CAREFULLY</b>
			<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>16—READ THE STORY</b>
			<b>16—READ THE STORY</b>	<b>16—READ THE STORY</b>	<b>16—READ THE STORY</b>	<b>14—BUILD SENTENCES</b>

## 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	<b>1—WHAT WORD?</b>	Practice										
	Orally segment words with 3–5 phonemes into individual phonemes	<b>2—SAY IT SLOWLY</b>	Practice										
	Say the most common sound for featured letters v /v➡/, j /j/, k /k/	<b>4—NEW SOUND</b>	Introduce										
	Write words with up to 5 phonemes, representing each phoneme with at least one letter	<b>5—THINK AND WRITE</b>	Practice										
	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	<b>7—SOUND AND SAY WORDS</b>	Practice										
	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns	<b>8—SOUND AND SPELL SORT</b>	Practice										
	Pronounce featured sight words <i>many, his, one</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce										
	Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Practice										
	Pronounce words formed by combining words made up of taught patterns with <i>s, ed, and ing</i> (excluding CVCe words)	<b>11—READ THE WORDS</b>	Mastery										
	Pronounce words made up of taught spelling patterns and syllable types	<b>13—READ CAREFULLY</b>	Practice										
	Put words together to make phrases or sentences using word cards with taught patterns and syllable types	<b>14—BUILD SENTENCES</b>	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	<b>16—READ THE STORY</b>	Practice											
				<b>Assessment Key: S = Struggling P = Practicing M = Mastered</b>									

# Look and Say Words: *many, his, one*

**OBJECTIVES:** Pronounce the words *many, his, one*; Cumulative Review



## Differentiated Instruction

### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 1—What Word?

**Phonemic Awareness: Blending Phonemes**

**MATERIALS**

- Airport Poster Scene

WORD BANK
screen, /s/ /k/ /r/ /ē/ /n/
fly, /f/ /l/ /ī/
straw, /s/ /t/ /r/ /aw/
clock, /k/ /l/ /o/ /k/

**TEACHER TIP**

Students should blend phonemes fluently by Lesson 55. For extra practice, choose words with 3–5 phonemes from children’s books.

#### 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: *many, his, one, your, find, as, was, who, good*

**REMINDER** Provide corrective feedback and scaffolding by removing review words until students can say all of the new words correctly.



## 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, h, m, o, p, r, s*
- Blackline Master 2

**WORD BANK**

words with <i>op</i> : pop, hop, mop
words with <i>ob</i> : rob, mob, sob

**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:** *many, his, one*

**OBJECTIVES:** Say the sound for Vv, /v→/; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: v/vest and all cards for review
- Teacher and Student Letter Cards: a, e, n, s, t, v

WORD BANK		
van	vet	vest

**REMINDER** Use the Key Word Card to model the new sound. Have students practice all previously taught Key Words. Then students build words.

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 22

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 22

**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 11—Read the Words** Whole Group

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

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

**Use ROUTINE 11—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 22

**Use ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

- Airport Poster Scene
- Blackline Master 1 (optional)

PROMPTING QUESTIONS	
Use as needed.	
1.	What is this man using to help him find his way? (Point to the man who is using a map.)
2.	What kinds of food do you see in the picture?
3.	What are the adults in the picture doing?
4.	What would you do if you were waiting in an airport?

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

**MATERIAL**

- Partner Practice Book page 26

**CLOSURE**

**TEACHER:** What is our Key Word for the letter v? (Point to the letter v on the Chart.)

**STUDENTS:** vest

**TEACHER:** What sound? (Point to the letter v on the Chart.)

**STUDENTS:** /v→/

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

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

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *j/jar* and all cards for review
- Teacher and Student Letter Cards: *b, e, g, j, m, o, p, u, t*

WORD BANK	
jet	job
jump	jug

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 23

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

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 23

**Use ROUTINE 11—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 23

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

**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 these children doing? (Point to the children who are playing the board game.)
2.	If you want to go to the second floor, what could you do?
3.	What are the workers at the airport doing?
4.	What would you get to eat if you were hungry at the airport?

**Benchmark Instruction**

**Use ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

- Airport Poster Scene
- Blackline Master 1 (optional)

**TEACHER TIP** Use Prompting Questions as needed.

**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 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 27

**CLOSURE**

**TEACHER:** What is our Key Word for the letter *j*? (Point to the letter *j* on the Chart.)

**STUDENTS:** *jar*

**TEACHER:** What sound? (Point to the letter *j* on the Chart.)

**STUDENTS:** /j/

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

**OBJECTIVES:** Say the sound for Kk, /k/; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *k/key* and all cards for review
- Teacher and Student Letter Cards: *a, d, e, i, k, m, s, t*

**WORD BANK**

kite	mask	desk
------	------	------

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 24

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 24

**Use ROUTINE 11—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 24

**Use ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

- Airport Poster Scene
- Blackline Master 1 (optional)

**PROMPTING QUESTIONS**

*Use as needed.*

1. What time of day is it in this picture?
2. What do you see outside the window?
3. What kinds of hats do you see in the picture?
4. What do you think is in this box? (Point to the wrapped gift sticking out of the top of the shopping bag.)



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

**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 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 28

**CLOSURE**

**TEACHER:** *What is our Key Word for the letter k?* (Point to the letter *k* on the Chart.)

**STUDENTS:** *key*

**TEACHER:** *What sound?* (Point to the letter *k* on the Chart.)

**STUDENTS:** */k/*

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



# Cumulative Review

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention or Strategic Instruction

- REMINDER** Add other Routines as needed.
- REMINDER** If students blend and segment words with 3–5 sounds easily, skip *What Word?* and *Say It Slowly*.

### Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS	WORD BANK
• Airport Poster Scene	wait, /w➡/ /ā➡/ /t/
	brown, /b/ /r➡/ /ow/ /n➡/
	straw, /s➡/ /t/ /r➡/ /aw/
	hats, /h/ /a➡/ /t/ /s➡/

### 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	WORD BANK
• Teacher and Student Letter Cards: <i>f, g, h, i, l, o, p, s, t</i>	words with <i>it</i> : sit, fit, hit
• Blackline Master 2	words with <i>ot</i> : pot, got, lot

## Benchmark Instruction

### Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS	WORD BANK
• Teacher and Student Letter Cards: <i>g, i, l, n, o, r, s, t, w</i>	words with <i>ing</i> : string, sing, swing
• Blackline Master 2	words with <i>ong</i> : song, long, strong

**TEACHER TIP**  
The letters *\_ng* represent a single sound, /ng/. For example, the sounds in *sing* are /s➡/ /i➡/ /ng/, and the sounds in *sink* are /s➡/ /i➡/ /ng/ /k/.

**TEACHER TIP**  
The nasal sound of /ng/ distorts the vowel sound that precedes it.

## 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 Words 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 28
- Chart 24
- 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.