

# Skills Block Focus Sheet for Lessons 41–45

Photocopy this sheet each week for each group.

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

		Lesson 41	Lesson 42	Lesson 43	Lesson 44	Lesson 45
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> <i>Ww, wh, /w➡/ (watch)</i>	<b>4—NEW SOUND</b> <i>sh, /sh➡/ (shoe)</i>	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<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>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>2—SAY IT SLOWLY</b> Segmenting Words
		<b>9—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>about, two, some</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>12—READ THE PARTS</b> Syllable Types	<b>8—SOUND AND SPELL SORT</b> Word Analysis
		<b>8—SOUND AND SPELL SORT</b> Word Analysis	<b>12—READ THE PARTS</b> Syllable Types	<b>12—READ THE PARTS</b> Syllable Types	<b>5—THINK AND WRITE</b> Invented Spelling	<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>8—SOUND AND SPELL SORT</b> Word Analysis			
	<b>Benchmark Instruction</b>	<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>7—SOUND AND SAY WORDS</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>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>12—READ THE PARTS</b>	<b>12—READ THE PARTS</b>
			<b>12—READ THE PARTS</b>	<b>12—READ THE PARTS</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"/>							
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 or letter patterns <i>w/w➡/, wh /w➡/, sh /sh➡/</i>	<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>	Mastery								
	Demonstrate understanding of letter-sound correspondence by writing words that are made up of taught letter sounds and patterns	<b>8—SOUND AND SPELL SORT</b>	Practice								
	Pronounce featured sight words <i>about, two, some</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce								
	Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Practice								
	Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-CVC	<b>12—READ THE PARTS</b>	Introduce								
	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>											

# LESSON 41

## Look and Say Words: *about, two, some*

**OBJECTIVES:** Pronounce the words *about, two, some*; Cumulative Review

### Differentiated Instruction



#### Intensive Intervention and Strategic Instruction

**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**

- Airport Poster Scene

WORD BANK
tie, /t/ /i/ /e/
smile, /s/ /m/ /i/ /l/
screen, /s/ /k/ /r/ /e/ /n/
cup, /k/ /u/ /p/

#### 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: *about, two, some, many, his, one, your, find, as*

**REMINDER** Provide scaffolding by showing students all the words and asking them to repeat the new words in order.

### 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: *a, b, c, k, i, k, p, s*
- Blackline Master 2

WORD BANK
words with <i>ack</i> : back, pack, sack
words with <i>ick</i> : pick, sick, kick

### Use ROUTINE 14—*Build Sentences*

**Word Recognition: Application**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *the, a, has, his, one, likes, does, is, have*
- Teacher and Student Sound and Say Word Cards: *gift, pen, got, is, bag, at, Jeff, he, in*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Jeff got a gift.	It is in a bag.
Does Jeff have a pen?	The gift is a pen.
Jeff likes his gift.	He has one pen.

**REMINDER** Provide corrective feedback and scaffolding by asking students to copy your sentence rather than to create their own sentences.

### CLOSURE

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

**STUDENTS:** *about, two, some*

**OBJECTIVES:** Say the sound *Ww, wh, /w/*; Pronounce simple compound words; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *w/watch* and all cards for review
- Teacher and Student Letter Cards: *a, b, e, g, n, t, w, h*

**WORD BANK**

wet	web	wag
when	went	

**TEACHER TIP**

Long ago, *wh* used to be pronounced /hw/. Today, it is pronounced the same as *Ww, /w/*.

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 25



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 10—Look and Say Words**

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

**MATERIAL**

- Chart 25

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 25



Students say the underlined word parts and then the word.

**Use ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

**TEACHER TIP**

Select prompts that are interesting and relevant to your students, such as current activities or favorite books.

**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 29

**CLOSURE**

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

**STUDENTS:** *watch*

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

**STUDENTS:** */w/*

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

**OBJECTIVES:** Say the sound for *sh/sh→*; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *sh/shoe* and all cards for review
- Teacher and Student Letter Cards: *f, i, o, p, t, u, sh*

WORD BANK	
ship	fish
shut	shop

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 26

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 26

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 26



**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 30

**CLOSURE**

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

**STUDENTS:** *shoe*

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

**STUDENTS:** */sh→/*

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

**Use ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

**REMINDER**

This Routine helps students relate segmenting words (phonemic awareness) to writing words. Remind students they are applying skills from other Routines.

**Benchmark Instruction**

**REMINDER**

Add other Routines as needed.

**Use ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

**REMINDER**

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

# Cumulative Review

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 27

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

#### Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 27

## 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

#### Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

**MATERIAL**

- Chart 27

#### Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

**MATERIALS**

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

**MATERIAL**

- Partner Practice Book page 31

### CLOSURE

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

**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**

- Airport Poster Scene

WORD BANK
neck, /n/ /e/ /k/
jet, /j/ /e/ /t/
sky, /s/ /k/ /i/
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, c, d, f, i, r, w, sh*
- Blackline Master 2

**WORD BANK**

words with <i>ish</i> : wish, dish, fish
words with <i>ash</i> : cash, dash, rash

**TEACHER TIP**

You may prefer for students to skip building the words with Letter Cards and only write them. However, students struggling to blend and segment words should continue using Letter Cards.

## Benchmark Instruction

### Use ROUTINE 8—Sound and Spell Sort

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *a, i, l, p, s, sh, t, th, w*
- Blackline Master 2

**WORD BANK**

words with <i>sh</i> : swish, splash, wish
words with <i>th</i> : that, this, with

**REMINDER** Add other Routines as needed.

## Whole Group/Partner Practice



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

Use ROUTINE 10—Look and Say Word **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**

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

**MATERIAL**

- Partner Practice Book page 31
- Chart 27
- Teacher and Student Look and Say Word Cards: *the, a, has, his, one, likes, does, is, have*
- Teacher and Student Sound and Say Word Cards: *gift, pen, got, is, bag, at, Jeff, he, in*
- Blackline Master 1

### CLOSURE

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