

# Skills Block Focus Sheet for Lessons 46–50

Photocopy this sheet each week for each group.

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

		Lesson 46	Lesson 47	Lesson 48	Lesson 49	Lesson 50
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> Yy, /y/ → / (yarn)	<b>4—NEW SOUND</b> Qu, qu, /kw/ (queen)	<b>4—NEW SOUND</b> Xx, /ks/ (X-ray)	<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>pretty, other, four</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>12—READ THE PARTS</b> Syllable Types	<b>12—READ THE PARTS</b> Syllable Types	<b>12—READ THE PARTS</b> Syllable Types	<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>Benchmark Instruction</b>			
				<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
				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>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  Strategic Instruction  Benchmark Instruction

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>y /y/ → /, qu /kw/, x /ks/</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 CCVCC pattern	<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>pretty, other, four</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>	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									

Assessment Key: S = Struggling P = Practicing M = Mastered

**OBJECTIVES:** Pronounce the words *pretty, other, four*; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**



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**

shoes, /sh→/ /oo→/ /z→/
game, /g/ /ā→/ /m→/
gift, /g/ /i→/ /f→/ /t/
plane, /p/ /l→/ /ā→/ /n→/

**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: *pretty, other, four, about, two, some, many, his, one*



Students look at the word when you hold up the card and say the word when you tap it.

**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, e, i, m, p, s, s, sh*
- Blackline Master 2

**WORD BANK**

words with <i>ss</i> : mess, pass, miss
words with <i>sh</i> : sash, ship, mash



If needed, repeat the featured word and then repeat the current word, emphasizing the sounds they share.

**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.

**CLOSURE**

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

**STUDENTS:** *pretty, other, four*

**OBJECTIVES:** Say the sound for Yy, /y→/; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 4—New Sound

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *y/yarn* and all cards for review
- Teacher and Student Letter Cards: *a, e, l, l, m, s, t, y*

WORD BANK	
yes	yet
yam	yell

**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 28

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

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

**MATERIAL**

- Chart 28

## 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 32

### CLOSURE

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

**STUDENTS:** *yarn*

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

**STUDENTS:** */y→/*

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

#### Use ROUTINE 12—Read the Parts

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 28

**REMINDER** 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)

**OBJECTIVES:** Say the sound for *qu*, /kw/; Cumulative Review

### Differentiated Instruction



#### Intensive Intervention

#### Use ROUTINE 4—New Sound

**Phonics: Introducing New Sound**

##### MATERIALS

- Teacher Key Word Cards: *qu/queen* and all cards for review
- Teacher and Student Letter Cards: *a, i, qu, c, k, t*

##### WORD BANK

quit	quack	quick
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#### Use ROUTINE 7—Sound and Say Words

**Phonics: Word Analysis**

##### MATERIAL

- Chart 29

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

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

##### MATERIAL

- Chart 29

#### Use ROUTINE 12—Read the Parts

**Word Recognition: Syllable Types**

##### MATERIAL

- Chart 29

#### REMINDER

Provide scaffolding by saying the sounds in each syllable one at a time. After students sound each syllable, they repeat 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)

#### 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)

### 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 33

#### CLOSURE

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

**STUDENTS:** *queen*

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

**STUDENTS:** */kw/*

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

**OBJECTIVES:** Say the sound for Xx /ks/; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

**MATERIALS**

- Teacher Key Word Cards: *x/X-ray* and all cards for review
- Teacher and Student Letter Cards: *a, f, i, o, s, t, x*

**WORD BANK**

fox	fix
tax	six

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

Phonics: Word Analysis

**MATERIAL**

- Chart 30

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

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 30

#### Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

**MATERIAL**

- Chart 30

#### Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

**MATERIALS**

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

**REMINDER**

If needed, remind students to say words slowly and then write the letters that go with the sounds.

## 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 34

### CLOSURE

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

**STUDENTS:** *X-ray*

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

**STUDENTS:** */ks/*

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



**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**

green, /g/ /r/ /ē/ /n/

food, /f/ /ō/ /d/

socks, /s/ /o/ /k/ /s/

bags, /b/ /a/ /g/ /z/

### 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, f, i, k, m, s, t, x*
- Blackline Master 2

**WORD BANK**

words with *\_ck*: sick, tack, sack

words with *x*: fix, tax, mix

**REMINDER** Students spell *sick* and *fix* with the Letter Cards and then write the words out. Call out remaining words in a random order.

## Benchmark Instruction

**REMINDER** Add other Routines as needed.

### Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

**MATERIALS**

- Teacher and Student Letter Cards: *d, g, i, qu, s, sh, t, w*
- Blackline Master 2

**WORD BANK**

words with *qu*: quit, squid, squish

words with *w*: wit, wish, wig

**TEACHER TIP**

Tell students when they hear a /k/ sound in front of a /w/→/, it is spelled *qu*.

## 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 **Partner Practice**

Use ROUTINE 14—Build Sentences **Whole Group/ Partner Practice**

**MATERIALS**

- Partner Practice Book page 34
- Chart 30
- 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 (optional)

## CLOSURE

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