

# Skills Block Focus Sheet for Lessons 51–55

Photocopy this sheet each week for each group.

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

		Lesson 51	Lesson 52	Lesson 53	Lesson 54	Lesson 55
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>th, /th➔/ (thumb)</i>	<b>4—NEW SOUND</b> <i>Z, /z➔/ (zebra)</i>	<b>4—NEW SOUND</b> <i>ch, /ch/ (chair)</i>	<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>give, what, again</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>8—SOUND AND SPELL SORT</b> Word Analysis		
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>			

## 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>	Mastery						
	Orally segment words with 3–5 phonemes into individual phonemes	<b>2—SAY IT SLOWLY</b>	Mastery						
	Say the most common sound for featured letters or letter patterns <i>th /th➔/ (voiced and unvoiced), z /z➔/, ch /ch/</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>	Mastery						
	Pronounce short vowel words in which each letter represents its most common sound, including CCVCC pattern	<b>7—SOUND AND SAY WORDS</b>	Mastery						
	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>give, what, again</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce						
	Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Mastery						
	Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-cle	<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>	Mastery							

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

# LESSON 51

## Look and Say Words: *give, what, again*

**OBJECTIVES:** Pronounce the words *give, what, again*; 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
phone, /f/ /o/ /n/
doll, /d/ /o/ /l/
blue, /b/ /l/ /u/
child, /ch/ /i/ /l/ /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 9—New Look and Say Words

**Word Recognition: Introducing High-Frequency Words**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *give, what, again, pretty, other, four, about, two, some*

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

### 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: *c, k, i, l, n, s, th*
- Blackline Master 2

**WORD BANK**

words with <i>ink</i> : link, sink, think
words with <i>ick</i> : lick, sick, thick

**TEACHER TIP**

Because /ng/ changes vowel sounds that precede it, some students have difficulty isolating the sound. As a result, they may leave out the letter *n*.

**TEACHER TIP**

*Link* has four sounds (/l/ /i/ /ng/ /k/), and *lick* has three sounds (/l/ /i/ /k/).

### Use ROUTINE 14—Build Sentences

**Word Recognition: Application**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *there, a, were, of, four, the, likes, pretty, they*
- Teacher and Student Sound and Say Word Cards: *shelf, lot, stacks, on, up, she, shells, Kim, picks*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Kim picks up shells.	She picks up a lot of shells.
Kim stacks the shells on a shelf.	There were four shells.
The shells were pretty.	Kim likes the pretty shells.

### CLOSURE

**TEACHER:** *What New Look and Say Words did we learn today?*  
**STUDENTS:** *give, what, again*

**OBJECTIVES:** Say the sound for *th*, /th➡/; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *th/thumb* and all cards for review
- Teacher and Student Letter Cards: *a, c, i, k, n, s, t, th, w*

WORD BANK		
that	this	thick
thin	with	

**REMINDER** Model the correct sound as needed. As students build words, scaffold by saying the word slowly again, emphasizing each sound.

**TEACHER TIP**

The Word Bank includes words with voiced and unvoiced /th➡/ sounds.

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 31



**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

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 31

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

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 31

**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 35

**CLOSURE**

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

**STUDENTS:** *thumb*

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

**STUDENTS:** /th➡/

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

**OBJECTIVES:** Say the sound for Zz, /z→/; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: z/zebra and all cards for review
- Teacher and Student Letter Cards: a, i, p, z, g

WORD BANK	
zip	zap
zig	zag

**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 32

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 32

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 32

**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)

**REMINDER** Model the correct sound, as needed. As students build words, scaffold by saying the word slowly, emphasizing each sound.

**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 36

**CLOSURE**

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

**STUDENTS:** zebra

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

**STUDENTS:** /z→/

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

**OBJECTIVES:** Say the sound for *ch* /ch/; Cumulative Review



**Differentiated Instruction**

**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *ch/chair* and all cards for review
- Teacher and Student Letter Cards: *a, c, ch, e, i, k, o, p, t*

**WORD BANK**

chip	chop	chat
check	chick	

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 33

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 33

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 33

**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 37

**CLOSURE**

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

**STUDENTS:** *chair*

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

**STUDENTS:** */ch/*

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



**OBJECTIVES:** 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
screen, /s/ /k/ /r/ /ē/ /n/
book, /b/ /oo/ /k/
straw, /s/ /t/ /r/ /aw/
clock, /k/ /l/ /o/ /k/

**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: *g, i, l, o, n, r, s, th, t*
- Blackline Master 2

WORD BANK
words with <i>ing</i> : sing, ring, thing
words with <i>ong</i> : song, long, strong

**TEACHER TIP**  
The nasal sound of /ng/ changes vowel sounds that precede it.

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 8—Sound and Spell Sort**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *a, c, ch, e, i, m, p, s, t*
- Blackline Master 2

WORD BANK
words beginning with <i>ch</i> / <i>ch</i> /: champ, chest, chips
words ending with <i>tch</i> , / <i>ch</i> /: catch, pitch, match

**TEACHER TIP**  
Most short vowel words ending in /ch/ are spelled with *\_tch*. *Much* and *such* are two common exceptions.

**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

**MATERIALS**

- Partner Practice Book page 37
- Chart 33
- Teacher and Student Look and Say Word Cards: *there, a, were, of, four, the, likes, pretty, they*
- Teacher and Student Sound and Say Word Cards: *shelf, lot, stacks, on, up, she, shells, Kim, picks*

**CLOSURE**

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