

Skills Block Focus Sheet for Lessons 56–60

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 56	Lesson 57	Lesson 58	Lesson 59	Lesson 60
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
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>their, away, please</i>	4—NEW SOUND <i>a_e/ā/ (cake)</i>	7—SOUND AND SAY WORDS Word Analysis	4—NEW SOUND <i>ai /ā/ (train); ay /ā/ (tray)</i>	8—SOUND AND SPELL SORT Word Analysis
		8—SOUND AND SPELL SORT Word Analysis	7—SOUND AND SAY WORDS Word Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	7—SOUND AND SAY WORDS Word Analysis	Benchmark Instruction
		14—BUILD SENTENCES Application	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	12—READ THE PARTS Syllable Types	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	8—SOUND AND SPELL SORT Word Analysis
			12—READ THE PARTS Syllable Types	5—THINK AND WRITE Invented Spelling	12—READ THE PARTS Syllable Types	
	5—THINK AND WRITE Invented Spelling	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	4—NEW SOUND	7—SOUND AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS
		14—BUILD SENTENCES	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	12—READ THE PARTS	10—LOOK AND SAY WORDS	12—READ THE PARTS
			12—READ THE PARTS	13—READ CAREFULLY	12—READ THE PARTS	13—READ CAREFULLY
			13—READ CAREFULLY	16—READ THE STORY	13—READ CAREFULLY	16—READ THE STORY
			16—READ THE STORY		16—READ THE STORY	

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							
	Say long vowel sound for featured letter patterns <i>a_e, ai, ay /ā/</i>	4—NEW SOUND	Introduce							
	Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes	5—THINK AND WRITE	Practice							
	Pronounce words made up of letter patterns taught in <i>New Sound</i>	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>their, away, please</i>	9—NEW LOOK AND SAY WORDS	Introduce							
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice							
	Read the open-syllable pattern in single and multi-syllabic words (<i>cv, be; cv-CVC, begin</i>)	12—READ THE PARTS	Mastery							
	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										

OBJECTIVES: Pronounce the words *their, away, please*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIAL

- Teacher and Student Look and Say Word Cards: *their, away, please, give, what, again, pretty, other, four*

REMINDER

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

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, ch, i, m, n, p, t, th*
- Blackline Master 2

WORD BANK

words with *ch*: chip, chat, chin
words with *th*: that, thin, math

TEACHER TIP

Ask students to touch their throat when they say *thin* and *that* to feel the difference between the voiced /th→/ and the unvoiced /th→/.

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.

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 14—Build Sentences Partner Practice

CLOSURE

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

STUDENTS: *their, away, please*

OBJECTIVES: Say the sound for a_e, /ā→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: a_e/cake and all cards for review
- Teacher and Student Letter Cards: a, b, c, e, k, l, m, p, t

WORD BANK

bake	late
came	cape

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 34

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 34

TEACHER TIP

Explain that when a syllable ends in a vowel, the vowel says its name.

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

TEACHER TIP

You may need to teach the abbreviation *Mrs.* before students read the story.

MATERIAL

- Partner Practice Book page 38

CLOSURE

TEACHER: What is our Key Word for the letter pattern a_e? (Point to the letters a_e on the Chart.)

STUDENTS: cake

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

STUDENTS: /ā→/

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

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 34

REMINDER Repeat Charts or Lessons until students become fluent, particularly with features that should be mastered by this Lesson.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 34

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 34

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

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 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.

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)

MATERIAL

- Partner Practice Book page 38

CLOSURE

TEACHER: What is our Key Word for the letter pattern a_e? (Point to the letters a_e on the Chart.)

STUDENTS: cake

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

STUDENTS: /ā→/

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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ai/train*, *ay/tray* and all cards for review
- Teacher and Student Letter Cards: *ai*, *ay*, *d*, *l*, *p*, *t*, *w*

WORD BANK

play	wait
day	tail

TEACHER TIP

While you are assisting students who need more help, challenge other students to build additional words.

TEACHER TIP

Point out that /ā→/ is spelled *ay* when it is the last sound in a word.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 35

REMINDER

If students are making frequent errors on review items, consider repeating some Routines or entire Lessons. Multiple errors will decrease the effectiveness of the Charts.

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 35

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 35

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

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

REMINDER

Remind students to say the word slowly and then to write the letters that go with the sounds.

MATERIAL

- Partner Practice Book page 39

CLOSURE

TEACHER: What are our Key Words for the letter patterns *ai* and *ay*? (Point to the letters *ai/ay* on the Chart.)

STUDENTS: *train* and *tray*

TEACHER: What sound? (Point to the letters *ai/ay* on the Chart.)

STUDENTS: /ā→/

TEACHER: (Model reading a word with *ai* and *ay* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention or Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, b, c, k, e, k, p, sh, t*
- Blackline Master 2

WORD BANK

words *a_e*: tape, shake, bake
words with *a*: tap, shack, back

TEACHER TIP

Generally, /k/ is spelled *ck* when it follows a short vowel.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ay, ai, b, l, n, p, r, s, t, d*
- Blackline Master 2

WORD BANK

words with *ay*: play, stay, spray
words with *ai*: pain, braid, sprain

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.

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

REMINDER Encourage students to assist one another. When needed, model appropriate assistance.

Use ROUTINE 13—Read Carefully Partner Practice

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

MATERIALS

- Partner Practice Book page 39
- Chart 35

CLOSURE

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